THE UNIVERSITY STRATEGIC PLANNING COMMITTEE'S
ANNUAL REPORT TO FACULTY SENATE AND THE ADMINISTRATION

Submitted to Faculty Senate and the Administration
November 4, 2009

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2008-2009

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UNIVERSITY STRATEGIC PLANNING COMMITTEE
ANNUAL REPORT
2008 – 2009
EXECUTIVE SUMMARY

In 2004, Faculty Senate approved a strategic planning structure that created the University Strategic Planning Committee (USPC). The Committee, employing an extensive "bottom-up" process, produced Vision Unlimited (VU), a strategic plan that was adopted by Faculty Senate, the Administration in 2006. As an integral part of this plan, USPC was charged with submitting an annual report to Faculty Senate and the Administration.

This report, the USPC's third annual report, provides a summary of the Committee's activities throughout the 2008 – 2009 academic year, an annual update on unit activities addressing VU's identified activities and the first analysis of existing Key Performance Indicators (KPI's) compared to benchmark values set forth in the preceding year's report.

The USPC's primary activity throughout 2008-2009 was working collaboratively with the Administration to respond to Chancellor Fingerhut's Strategic Plan for Higher Education. This collaboration included meetings with the Provost's Task Force on Excellence and Engagement, participation in the Learning Alliance Roundtable, meetings with Provost Saunders and planning and implementing the fourth annual Strategic Planning University Review (SPUR IV) event to continue the collaborative planning process and to increase involvement of University and community stakeholders. The summary of SPUR IV outcomes is provided in Appendix A.

The annual update of unit activities addressing VU's tactics employed the USPC's newly designed electronic methodology, a process that encourages continuous review, rather than an annual update of unit activities. This year, the USPC asked units to identify specific outcomes of their previously reported activities. The annual tactics update and the newly requested outcomes are provided in Appendix B.

The USPC's recommended KPI's to assess CSU's progress toward attainment of the six Vision Unlimited goals that were set forth and approved by Faculty Senate and the Administration in 2007. Where institutional data existed, KPI benchmarks were identified in 2008. For these KPI's, tentative "conclusions" concerning the data that is collected annually, have been drawn. Data collection mechanisms for future annual analyses have been developed. This analysis is available in Appendix C.

USPC sets forth two recommendations: 1) student representation on USPC should be increased to two, instead of only one; 2) the term of membership should be congruent with that of all faculty committee memberships (i.e., from calendar year to an academic year basis).

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USPC members recognized and pursued collaborative efforts in order to honor Vision Unlimited as the result of an extensive "bottom-up" process while recognizing the realities of Mission Differentiation. Provost Saunders provided critical reciprocity in the spirit of collaboration by meeting with and inclusion of USPC throughout the 2008-2009 academic year.

As in preceding years, Bill Wilson provided the leadership for USPC's university-wide, annual update of unit activities designed to address Vision Unlimited's 147 tactics. His Consolidated Report will be distributed to Faculty Senate and the Administration and will be available to all on USPC's web site.

Tommie Barclay designed and Jay McLoughlin agreed to pilot test a significantly more "user-friendly" process for updating unit activity data for Vision Unlimited. Tommie subsequently shared the methodology with the Provost's Cabinet and individual units upon request.

Jim Lanese with the assistance of Jeffrey Chen, his staff and others to numerous to mention continued to focus on assessing KPI progress where possible and develop new mechanisms for KPI progress monitoring.

Jerzy Sawicki, President of Faculty Senate, supported USPC's chair in delaying the report's due date for submission in recognition of the committee's summer "hiatus" and recognizing the difficulties inherent in USPC's mid-year schedule for changes in USPC's faculty membership. His support was greatly appreciated.

Kim Snell's consistent competence in supporting USPC, producing SPUR III and coping with USPC's chair was tested to the extreme by organizing SPUR IV, its expanded invitation list, complexity, etc. within an incredibly short timeline. Her support of USPC was, without question, essential to every aspect of USPC's functioning.

University Strategic Planning Committee (USPC)
Annual Report to Faculty Senate and the Administration
2008 – 2009

I. INTRODUCTION

<u>Purpose of the Annual Report</u>

In 2004, Faculty Senate approved a strategic planning structure that created the University Strategic Planning Committee (USPC) and charged the Committee with submitting an annual report to Faculty Senate and the Administration. The purpose of such reports was to provide annual updates on the University's strategic planning process. USPC submitted its first and second annual reports on August 29, 2007 and September 24, 2008, respectively.

As with the 2007 and 2008 reports, this report provides a summary of USPC's activities and an update on units' activities addressing Vision Unlimited's 147 tactics as was provided in the 2008 report. This report also provides an initial examination of progress made on key performance indicators (KPI's) for which baseline data was provided in the 2008 report. As with the 2008 report, there are no components that require ratification by Faculty Senate.

<u>2008 - 2009 USPC Membership</u>

Unlike the majority, if not all, of the University's committees, USPC membership terms end with the end of the calendar year. Combined with changing responsibilities and situations (e.g., professional leave) which arise during the academic year, USPC's membership was quite "fluid".

Of the five memberships designated for faculty representation, the following faculty served:

> Virginia Benson (Urban Studies, Urban Affairs) (fall semester)
> Joel Elvery (Urban Studies, Urban Affairs) (spring semester)
> Connie Hollinger (Psychology, COS) (fall & spring semesters)
> R. D. Nordgren (Curriculum and Foundations, COEHS) (fall & spring semesters)
> Carol Phillips-Bey (Mathematics, COS) (spring semester)
> Orhan Talu, (Chemical and Biomedical Engineering, Engineering) (fall semester)
> Eric Ziolek (Music, CLASS) (fall & spring semesters)

Of the five memberships designated for administrative representation, the following administrators served:

David Anderson (Associate Dean, COS) (fall semester)
Tommie Barclay (Director, Web and e-Initiatives) (fall & spring semesters)
James McLoughlin, (Dean, COEHS) (spring semester)
Geoff Mearns (Dean, College of Law) (fall semester)
Clare Rahm, (Assistant Vice President, Campus Support Services (fall and spring semesters)
Bill Wilson, (CIO, IS&T) (fall & spring semesters)
Norbert Delatte (Faculty Coordinator, Off-Campus Programs) (spring semester)

Vice Provost Gitanjali Kaul continued in an ex officio capacity and remains the only member with an "institutional memory" of the University's strategic planning process since its inception.

Kim Snell provided invaluable administrative assistance for all USPC activities.

Mohammed Faraj served as USPC's student representative. While Mr. Faraj did participate in SPUR IV, neither he nor his "back-up" student representative attended USPC meetings. USPC and the Dean of Students must identify a process whereby active student involvement is ensured.

The changing composition of USPC's membership, particularly in a year of significant change (e.g., mission differentiation), was challenging. Six of the eleven voting USPC members, a majority, were new to the committee. Ms. Snell assembled and provided all new members with background documents (e.g., minutes, SPUR summaries). While this assistance was very helpful, it could not compensate for experience with issues, procedures, the activities, etc. of the committee. The calendar membership term clearly needs to be changed to come into synchrony with other faculty governance memberships and the length of membership terms should be examined. In the current context, USPC's original commitment to a two-year term limit for faculty representation was extended to four-years and may need to be revisited. The dynamic tension between continuity and the need for "new blood" may be of lesser importance than before as should the difference in membership parameters for administrative and faculty membership. Administrative membership is not constrained by such term parameters.

II. SUMMARY OF USPC ACTIVITIES

With few exceptions, USPC met bi-weekly throughout the academic year. For the second year, USPC did not meet during the summer. However, the Chair maintained communication and meeting participation with stakeholders central to the strategic planning process.

Submission of 2008 Report

The Consolidated Report was submitted to Academic Steering on Wednesday, September 3, 2008. The annual report was subsequently submitted to Faculty Senate and the Administration on September 24, 2008. Ratification was not required.

Collaboration with the Task Force on Excellence and Engagement (TF E & E)

USPC reviewed and discussed the report submitted by TF E & E. Questions that arose were addressed by TF E & E's Chair, Professor Margolius. The report's recommendations were viewed as a primary focus of USPC's annual Strategic Planning University Review (SPUR IV).

It should be noted that neither the goals of the Chancellor's strategic plan nor the recommendations from TF E & E's report "contradicted" the goals set forth in Vision Unlimited.

Meeting with Key Administrators

Central to the original commitment to a collaborative strategic planning process, USPC met with a number of key administrators:

Provost Saunders – Given the Chancellor's "Strategic Plan for Higher Education 2008-2017" (SPHE) and the University's need to respond to his requirement of "mission differentiation", the Provost met with USPC twice during the academic year to provide updates as to "centers of excellence", funding formulas, etc.. She also provided numerous critical updates to USPC's Chair who in turn shared the information with the Committee.

R. D. Nordgren – In his role as co- director of the University's Self Study for North Central Accreditation (NCA), Professor Nordgren presented to USPC several times to explain the process, in general, and Criterion One which focuses on the institution's mission, in particular. His membership on USPC provided a vehicle for continuous communication with USPC regarding NCA.

Judy Richards – Administrative Program Review, the analog to Academic Program Review, has been an issue of concern for USPC for at least two years. Ms. Richards presented USPC with an overview of the audit process and the intent of both internal and external audits. These audits were viewed as complements but not comparable to an administrative program review equivalent to the Academic Program Review process that has been in place for several years.

Rob Spademan – Given the "engaged learning" campaign, USPC was interested primarily in any future campaigns that might be in the planning stage. Mr. Spademan provided environmental scanning information that may play a central role in the focus of future campaigns.

Learning Alliance Roundtable

Provost Saunders arranged for the Learning Alliance (LA) to conduct a retreat for diverse stakeholders to examine and discuss the recommendations of TF E & E, in particular, and "mission differentiation", in general. Two USPC members participated in the pre-Roundtable individual interviews conducted by LA personnel as well as the subsequent two-day retreat. LA restricted participation in the process to approximately 30 people.

The LA's subsequent report was based on the individual interviews that were conducted and the retreat which focused on identifying key components or characteristics of a "center of excellence" as well as specific issues related to the two centers of excellence recommended by TF E & E (i.e., Health and Civic Life). Other "themes of excellence" were also identified and discussed. It should be noted that LA provided a draft report that provided participants an opportunity for review and comment prior to issuing the final report.

Administrative Program Review

Clare Rahm assumed responsibility for exploring the current status of administrative program review, the counterpart of academic program review (APR) that has been in place for many years. Although an outline for a review process analogous to APR exists and was distributed to USPC members, this proposed process has not been implemented.

From her individual meeting with Jack Boyle, Vice President for Business Affairs and Finance, Ms. Rahm reported that:

1. The annual budgeting process represents an institutional review of the current scope and resources assigned to administrative units as well as a determination if scope and resource level will be maintained for the upcoming fiscal year. Information is generated by a director or equivalent of each unit and is reviewed and may be revised by the individual's supervisor prior to submission to the appropriate Vice President for final review.

2. Internal audit reports are issued to unit directors, the directors' supervisors, the appropriate Vice President and the President.

3. Unit leadership is permitted and frequently directed to retain the services of an industry expert(s). Reports are generally issued to the unit's leadership unless otherwise specified.

Administrative Program Review differs, or appears to differ, from Academic Program Review, in that:

1. It is unclear as to the presence of unit self-assessment of service delivery and/or the relationship of service delivery to Vision Unlimited's goals or the quality of delivered services.

2. There is no intra-university, extra-unit committee involved in the review process (i.e., an academic department is reviewed by a committee comprised of five faculty members from other academic departments).

3. External reviewers (i.e., experts) are involved in all Academic Program Reviews, not just when the department chairperson or college dean requests such involvement.

4. Common guidelines to ensure uniformity of the review process across units do not appear to exist.

5. With the exception of internal audits, there is no established periodicity for review of administrative units by external experts.

Administrative units do indeed undergo internal audits on a periodic basis and external audits (noted above) as deemed necessary. However, the goals, purposes, processes and outcomes of these audit processes as well as the annual budgeting process were viewed by USPC as substantially different from Academic Program Review.

SPUR IV

Given the Chancellor's timeline and the outcomes of the LA Roundtable, USPC decided to conduct SPUR IV much earlier than anticipated. SPUR IV was viewed as a vehicle to continue and build upon the discussion of the Chancellor's plan, TF E & E's report and the outcomes of the LA Roundtable process among a broader and larger group of stakeholders. SPUR IV's three discussion questions were:

1. How can a Center of Excellence in Health be best developed to achieve state, national and international recognition?

2. How can a Center of Excellence in Civic Life and Community Engagement be best developed to achieve state, national and international recognition?

3. How do you see the Centers of Excellence enhancing the comprehensive quality education of the University?

As with SPUR III, USPC continued to expand its "invitation list". SPUR III invited undergraduate and graduate students, all Board of Trustee members, faculty, staff, administrators, and visiting committee members. SPUR IV expanded the invitation list to include more visiting committee members as well as representatives of key "community partners" (e.g., CFF, NASA). Among the 78 participating stakeholder representatives included:

    2 Trustees and the Secretary to the Board
10 Graduate Students
  2 Undergraduate Students
  4 Visiting Committee members
12 Faculty Senate members
  5 Chairs of Standing Committees
  7 TF E & E members
  4 Faculty
  2 Directors
  2 MAS (professional staff) Council members
  6 Academic Deans
  2 Vice Provosts
  President Schwartz, Provost Saunders and 3 Vice Presidents
11 USPC members
  3 support staff

Two of the discussion questions focused on the key issue of the two centers of excellence proposed by TF E & E in response to the Chancellor's "mission differentiation". Inherent in these two questions was the dynamic tension of CSU's identity as a comprehensive university versus a university with a "specialized" identity, a "tension" that was addressed by the third question. A summary of the outcomes of the discussion of these three questions is presented in Appendix A.

Update of Tactics' Activities

Tommie Barclay designed an electronic method for updating unit activities that address VU's tactics. She and Dean McLoughlin pilot-tested this methodology with the College of Education and Human Services. Subsequently, they presented the new methodology and their findings to members of the Provost's Cabinet.

The new methodology provides for continuous updating of unit activities by multiple "approved" persons (e.g., department chairpersons) as well as a paperless process. Continuous updating is viewed as enhancing validity and comprehensiveness by not relying on annual reporting that is dependent upon the memory of one person, typically a unit's associate dean.

A timeline for completing this updating of activities was provided to units in spring semester. August 21, 2009 was the deadline for units to provide information as to their units' activities.

In theory, successful outcomes of implemented activities designed to respond to VU's tactics should, in turn, result in increased progress toward goal attainment as reflected in the units' progress on KPI's. For the first time, units were asked to report activity outcomes. Examples of reported outcomes include:

UNIT	OUTCOMES
College of Business	Continuously improve the curriculum based in part on feedback from each department's advisory council.
College of Education & Human Services	There has been an increase in student research at all levels. More doctoral students are co-writing and presenting with faculty.
College of Engineering	All Honors Students in the College are required to take undergraduate thesis.
College of Graduate Studies	The College of Graduate Studies, in partnership with the Office of Sponsored Research, will double the number of doctoral dissertation awards.
College of Law	Submitted the faculty approved Center for Health Law and Policy to the Provost's Office.
Division of Continuing Education	An online course evaluation system was added, allowing for electronic delivery and management of surveys and data.
Vice President – Administration	Spring 2009 new student enrollment is up 9% and Fall 2009 new student enrollment is up 16% over prior years.
Vice President – Business and Finance	Opened permanent home for the Honors Program.
Vice President – Diversity	DID Engaging Diversity Grant Excellence (EDGE) for faculty provide supplemental support of projects to advance institutional diversity at Cleveland State University.

A summary of updated tactics and all reported outcomes are provided in Appendix B. The comprehensive Consolidated Report is available on USPC's web site.

Update on KPI Progress Monitoring

In the Handbook for the Annual Analysis of Key Performance Indicators (see Appendix C), Dr. James Lanese provides an update on all KPI's for which data are available. Of the 20 strategies set forth in Vision Unlimited, KPI data are now available for 12 strategies and partially available for 7 strategies. Data collection mechanisms to assess progress toward goal attainment for some strategies (i.e., Increase in student-oriented on and off campus spaces) have yet to be implemented.

Data for some KPI are quite robust (i.e., annual data available across multiple years) such as student retention, graduation rates and faculty publications. Data points for other KPI are limited. For example, KPI that rely on targeted items from the National Survey of Student Engagement (NSSE) and the Higher Education Research Institute (HERI), national surveys that are not administered annually, have a limited number of data points. Where data collection mechanisms have yet to be established, qualitative updates are provided.

In the review and interpretation of the updated quantitative data, three cautions are noted:

1. A minimum of three data points is required in order to establish a trend;
2. Noted change needs to be interpreted in context. For example, most recent gifts to the University have declined in dollar amount while the number of donors has increased. Given the global economic context, these data are understandable and could be interpreted as being "positive" despite the decline in actual dollar amount.
3. Measurement methods change. For example, citation indices that once included conference proceedings no longer do so. Therefore, a decline in the number of publication citations may reflect merely the change in methodology.

A summary of KPI findings by goal follows:

Conclusions: Goal 1, Academic Excellence, 2009 Report
The first evaluative analysis of Goal 1 (Academic Excellence as measured by entering student status, characteristics of matriculating students, and productivity of faculty) renders a mixed set of results utilizing the most recent available data and the benchmark levels selected in 2008. In general, aspiring and admitted student status has a mixed evaluation, but a consistent trend with previous years' indicators. Matriculating student graduation rates (low) and Fall to Fall retention rates (high) are likewise mixed as compared to benchmark values. Faculty productivity in terms of teaching undergraduates and publications appears healthy; benchmark values were exceeded in both areas (with the exception of external citation levels). The introduction of an annual Undergraduate

Engaged Learning Research Awards program in 2008 has directly impacted this goal. The ongoing cycle of sponsored undergraduate research ensures the proliferation of collaborative research efforts among faculty and undergraduate students.

Conclusions, Goal 2: Financial Foundations, 2009
While general regional economic indicators began to decline during 2008, CSU's economic health remained in tact as measured by the indicators for Goal 2. Student participation (in terms of credit hours), the operating budget, and international program activity maintained targeted levels of achievement. Gifts to the university and sponsored research fell short of benchmarked levels. Caution is warranted with the review of Goal 2 KPI's in light of the nation's and Ohio's recessed economies beginning in the summer of 2008.

Conclusions, Goal 3: Open, supportive and collaborative organizational culture, 2009
Student survey results regarding satisfaction with campus services were improved with the most recent NSSE survey. Also, collaborative efforts in the areas of research and publication and the internal support via academic review have maintained the levels noted in the recent past.

Conclusions, Goal 4: Create a Culture of Student Success that Support all Core Communities of Students, 2009
The most recent evidence concerning the culture of student success and support and engagement illustrate improved ratings among students in all but one area of university experiences. Mixed results marked the graduate survey outcomes related to employment and further study.

Conclusions, Goal 5 Improve Community Relationships and Service, 2009
The university did cut some community and student service, programs in response to Ohio's and CSU's subsequent budget cutbacks for the biennium. However, as noted above, several recent and new initiatives have progressed towards realization during the past year. The examples cited in the discussion demonstrate responsive growth in the international, state, and local arenas for service and academic endeavors.

Conclusions, Goal 6 Physical Environment and Image, 2009
The development of CSU's environment and image continues to emerge as a vigorous and thriving central campus initiative in 2009. Continued refinement and progress toward the realization of the campus Master Plan remain on schedule. The active delivery and progressive marketing of the Engaged Learning campaign has served to boost enrollment in the fall, 2009 semester. Satisfaction surveys among faculty and students concerning these initiatives remain incomplete.

For unit decision making, USPC suggests that disaggregated unit-specific KPI data be requested and examined with a focus on their relationship to tactic activities as they may or may not contribute to progress toward goal attainment.

Summer 2009

As in the summer of 2008, USPC did not meet during summer session. The Provost did, however, continue to include USPC's Chair in key strategic planning events (e.g., the Chancellor's 5/29/09 campus visit) who, in turn, attempted to keep all USPC members updated. Administrative USPC members (i.e., Tommie Barclay, Gitanjali Kaul, Clare Rahm and Bill Wilson) continued to work on key components for the annual report.

On May 29th, Chancellor Fingerhut met with University representatives which included USPC's Chair and Vice Provost Kaul. Provost Saunders, Dean Bonder and Interim Dean Hill presented PowerPoint presentations addressing two proposed signature themes, Health and Sustainable Communities. Three specific "centers of excellence" were identified:

> Gene Regulation in Health and Disease
> 21st Century Health Professions
> Next Generation Economy

In a special meeting on June 22nd, the Board of Trustees approved the proposed Signature Themes and Centers of Excellence which, in turn, were submitted to Chancellor Fingerhut.

USPC's Chair met with the Student Government Association (SGA) to share an update on CSU's strategic planning process, mission differentiation, etc. and to emphasize the importance of student representation on USPC. SGA subsequently provided the names of two student representatives and one alternate. While honoring USPC's initial composition that specifies one student vote, the Chair invited both SGA representatives to attend meetings.

USPC Structural Recommendations to Senate and the Administration

> 1) USPC member terms should be changed to the academic year rather than the calendar year to correspond to faculty governance terms.
> 2) Student representation should be increased from one to two student representatives.

USPC Plans for 2009-2010

> 1. USPC's report will be submitted to Faculty Senate and the Administration in fall semester.
>
> 2. USPC will review summer activities with respect to the Strategic Plan for Higher Education, CSU's response to mission differentiation, etc.

3. Given the events of the summer, USPC will examine the scheduling of the annual SPUR (SPUR V).

4. USPC will meet with President Berkman, Provost Saunders and Faculty Senate President Sawicki to discuss strategic planning for CSU's future.

5. USPC will work with Faculty Senate and the Administration with respect to improved student participation, dates for committee membership, term parameters, etc.

6. KPI assessment activities will continue to be developed and examined in order to monitor institutional progress toward attainment of Vision Unlimited's six goals and underlying relationships between unit activities, tactics, strategies and ultimately, institutional goals.

7. KPI assessment activities will continue to be developed and examined in order to monitor institutional progress toward attainment of Vision Unlimited's six goals and underlying relationships among unit activities, tactics, strategies and ultimately, institutional goals.

8. With NCA's on-site visit scheduled for Fall 2010, USPC will be involved, most specifically, with preparation for institutional response to Criterion One.

APPENDIX A

SUMMARY OF SPUR IV

(See following page)

STRATEGIC PLANNING UNIVERSITY REVIEW
(SPUR IV)
November 13, 2008

Introduction

First, the University Strategic Planning Committee (USPC) wants to thank-you for making the time in your busy schedule to participate in SPUR IV. USPC extended invitations to seven stakeholder groups: Board of Trustee members, Visiting Committee members, representatives of key community partners (e.g., Cleveland Clinic), and CSU students (undergraduate and graduate), faculty leaders, staff, and administrators. Among the 82 participants were representatives from each stakeholder group.

During three discussion rounds, ten discussion groups of changing stakeholder composition addressed three different questions. Two questions focused on the two Centers of Excellence recommended by the Task Force on Engagement and Excellence. The third question centered on the relationship between mission differentiation and CSU's role as a comprehensive university.

All concepts and issues captured by the recorders on newsprint were transcribed. The resulting 25 page document is available on USPC's website. Goals, concepts and issues receiving two or more "dot votes" from participants are provided in the appendix. These concepts and issues range from being rather global in nature to very specific.

You are encouraged to review this document as well as the complete transcript and let us know if we have overlooked any issues of importance.

Information Collected from SPUR IV

Question 1: How can a Center of Excellence in Health be best developed to achieve state, national and international recognition?

   While discussion group facilitators asked participants to address metrics and outcomes as well as Center goals, Center goals tended to dominate most group discussions. The proposed goals ranged in specificity from rather global, "overarching" goals to specific goals and are summarized below:

   Contribute to making Cleveland "the health capital of the country."

   Operate the Center in a collaborative manner with existing CSU departments and community organizations and businesses through:
- An advisory board to facilitate and coordinate intra- and extra-university coordination.
- Evaluative mechanisms for identifying and reinforcing collaboration need to be implemented.

Seek new funding for the Center through the pursuit of funding from the pharmaceutical industry as well as research and grant support.

Seek new funding for additional student scholarships within the Center. Develop the Center in a manner to attract and retain high quality Faculty.

Develop the Center based upon existing health program(s) and to develop new graduate programs in health.

Include urban health issues in the Center's programmatic scope.

Establish a programmatic focal point for the Center (e.g. Engineering's bio-engineering program).

Prepare students for multi-disciplinary jobs in the health industry.

Question 2: How can a Center of Excellence in Civic Life and Community Engagement be best developed to achieve state, national and international recognition?

As with the previous question, the ten (10) discussion groups appeared to have focused upon defining Center goals and these proposed goal statements are summarized below:

Embrace our University's diversity to focus on and assist our students in becoming "global citizens". Move from "inclusion" to increased "focus".

Develop and operate the Center in a manner that reflects the University's current commitment to community engagement;

Develop and enhance existing co-op programs.

Implement diverse "non-classroom" learning opportunities in all academic programs.

Include strategies for re-development of "rust-belt" cities in the Center programmatic goals.

Develop incentives (e.g. additional funding, additional positions) for colleges, departments and academic programs to encourage community engagement.

Assess "community needs" in relation to the current academic offerings in order to identify areas for community engagement.

Develop and operate the Center through collaboration with existing academic programs, community agencies and businesses.

      o Establish inter-disciplinary task force with membership from stakeholder groups to identify foci for Center.
      o Provide the organizational structure and communication networks needed for Center operation.

  Identify "best" partnerships for University and Northeast Ohio through evaluative criteria to be developed.

  Develop relationships with the additional businesses in the community.

  Enhance partnerships with Cleveland schools.

  Use technology to enhance University-Community communication

Question 3: How do you see the Centers of Excellence enhancing the comprehensive quality education of the University?

The discussion groups listed potential results related to the establishment of Centers of Excellence, which are summarized below. The Centers could:

  Develop a renewed local citizenry to enhance Cleveland's and regional vitality.

  Increase intra-university collaboration.

  Facilitate greater understanding among faculty and students of CSU's community and its needs.

  Result in the identification and implementation of mechanisms for rewarding collaborative efforts among faculty, departments and colleges.

  Build on CSU'S current strengths with respect to diversity.

  Develop both "well-rounded" students and "well-rounded" faculty.

  Provide new opportunities for faculty to collaborate in the identification and development of new centers of excellence.

<div align="center">Vision Unlimited - Update</div>

From an extensive and intensive internal, "bottom-up" planning process, USPC had identified six goals set forth in Vision Unlimited, the University's strategic plan presented to and ratified by CSU's Faculty Senate and Administration in Fall 2006:

Goal 1: Academic Excellence
Goal 2: Solid Financial Foundation for Advancement
Goal 3: Collaborative Organizational Climate
Goal 4: Commitment to Student Success
Goal 5: Valued Community Resource
Goal 6: Distinctive Image with a Vibrant Environment

A review of the goals that emerged from SPUR IV's discussion groups comprised of Community and University stakeholder representatives reflect a congruence with the six umbrella goals set forth in Vision Unlimited from USPC's internal, "bottom-up" planning process in essence. Common commitment to "excellence", "distinctive image" and the need for "collaboration" as well as the need for a "solid financial foundation" emerge. Such congruence is very encouraging as the Community and CSU plan for the future.

A review of the 25 page transcription of participant comments revealed several common issues across all three discussion questions. These commonalities might contribute to an action plan for the future. These commonalities include:

1. The need for attention to the definition of key concepts (e.g., "health", "civic life", partnership). Comments noted the need for clarity (e.g., operational definition) as well as the dynamic tensions between an umbrella definition that would communicate "inclusion" vs. a definition so broad as to be "meaningless" as well as the sequence of focus (i.e., narrow focus initially proceeding to broader focus vs. vice versa). In the process of identifying foci, questions were raised as to the nature of centers' foci (i.e., research, practice, policy or all three?).
2. The need for assessment both internally (e.g., existing centers, programs) and externally via environmental scanning of stakeholder expectations, needs, etc. which perhaps should precede the above definition activity.
3. The need to clarify both "physical" (e.g., new building/space) and "functional" (e.g., staffing) needs of the Centers.
4. The need to address funding issues were consistently raised beginning with the need for "start-up" funds for the Centers. Diverse funding sources were noted (e.g., increased grant funding, external support, development efforts) as well as concern regarding the impact of center funding on the needs of a comprehensive university.
5. The need for increased networking with both internal and external stakeholders was consistently noted. The need to increase internal connections ranged from connections among programs/disciplines, with alums, among current students to external connections with CMSD, the business community, the arts, and civic and social organizations.
6. The need to examine traditional incentive structures and create new structures for students (e.g., credit for service learning) and faculty (e.g., recognition beyond published journal articles and grant funding).
7. Of the above, the most frequently noted support was for "engagement" whether through "service learning", "internships", "co-op's", or other means.

DISCUSSION GROUP GOALS RECEIVING
MULTIPLE "DOT VOTES"

Question 1 goals
- Breakdown barriers b/w college depts.
- Intra-university collaboration
- Research for corporation make bridges
- Physical space/buildings
- Advisory board – link b/w comm. and students
- Opp. to examine urban health needs
- Center of excellence < grad programs, PHD programs in health
- Grants from pharm. Industry
- Cleveland clinic funding/collaboration
- Health themed advisory counsel
- Attract faculty
- Multi-disciplinary / new jobs
- Differentiate b/w health research, practice and policy – focus on each or choose
- Make Cleveland health capital of country
- Research and grant support
- Collaborating/consulting w/regions health resource
- Engage our community   all agents
- Draw on existing programs < funding, research, improve awareness of health issues in community
- Need focus point (ex Fenn ha bio-energy)
- Resources – financial, faculty/human capital
- Attracting/maintaining high quality faculty – resources for endowed chairs
- Increase scholarships

Question 2 goals
- Strong co-op programs across curric. – multi-disciplinary
- Need for something other than classroom based experiences (city club)
- Central forum for various activities
- Support for faculty/students who want to advance comm. engagement – time, funding, recognition
- Focus on best partnerships
- Community service/service learning – co-ops, internships , clean-up day
- Take advantage of urban setting and urban studies
- Global focus/global citizen – embrace and take advantage of diverse areas
- CSU sustainable to improve environment – wind, water, green
- Incentives for participation in mentoring program
- Organizational structure/communication

- Establish cross-disciplinary task force to determine emphasis areas
- Develop relationships w/local business
- Partner w/Cleveland public schools to increase   3R's also CIVICs
- Passive and active outreach
- Update U approach to community engagement form the urban base 1960s model
- Communication/marketing of CSU's resources to general public/region
- Use of technology to enhance comm.. to public
- Seek needs. Wishes form community
- Inclusive def. now, focus down the road
- Urban re-development   rust belt cities

Question 3 goals
- Encourage freshman to attend CSU because of unique opps   ie world knowledge, problem solving
- Encourage ways to reward interdisciplinary nature of centers
- Cultural diversity is our strength
- More well rounded students; competitive edge for grad. School and job market
- More college collaboration; faculty interaction, student experience
- Centers will help us understand community and its needs (mutual benefit to CSU and community)
- Development of local citizens to be part of Cleveland's and regions vitality
- Increase general prestige of CSU and make us better students
- Opp. to be well rounded for faculty and students
- Build on existing strengths.
- Be creative an collaborative in development of new centers

APPENDIX B

SUMMARY OF UPDATED VU TACTICS

(See following page)

Goal 1 - Academic Excellence

Strategy A - IMPROVE UNDERGRADUATE EDUCATION		
	Tactic 1	Offer an exciting and distinctive GE Curriculum that is integral to critical thinking and a liberal arts education.
Outcome	**Engineering**	**Developed two GenEd courses: ESC 102 under the category of Writing/Composition and ESC 282 under the category of Social Sciences.**
	Tactic 2	Engage full-time faculty and students in undergraduate education, particularly GE.
	Tactic 3	Recognize and reward teaching excellence in undergraduate courses.
	Tactic 4	Embed undergraduate research and engaged learning in the curriculum.
Outcome	**Education**	**There has been an increase in student research at all levels. Undergraduate students participate in the summer research program. More doctoral students are co-writing and presenting with faculty. (G1,B,4)**
	Tactic 5	Investigate the development of an experiential learning requirement for all undergraduate students.
	Tactic 6	Create a sense of cohort and learning communities among all students.
Outcome	**Science**	**External funding for research, equipment, scholarships, and educational programming has grown dramatically. (G1,A4,6,G1,B2,5)**
	Tactic 7	Provide support and encouragement to enable academic programs… highest possible level of accreditation.
Outcome	**Education**	**Student achievement continues at a high level on national examinations and other measures.**
Outcome	**Business**	**Continuously improve the curriculum based in part on feedback from each department's advisory council**
	Tactic 8	Create and support opportunities for seamless transition from undergraduate to graduate studies.
	Tactic 9	Adopt and develop emerging technologies that enhance student-learning experience.
Outcome	**Continuing Education**	**A Web Conferencing software pilot is underway to provide real-time, interactive communication for elearning courses.**
	Tactic 10	Expand and support a comprehensive Honors Program, including development of the University Scholars Initiative
Outcome	**VP Business Affairs & Finance**	**Opened permanent home for Honors Program**

Strategy B - ENHANCE GRADUATE EDUCATION AND RESEARCH		
	Tactic 1	Increase support for existing & new doctoral programs that build on existing graduate strength…new market.
Outcome Graduate Studies		**The College of Graduate Studies, in partnership with the Office of Sponsored Research, will double the number of doctoral dissertation awards**
Outcome	Engineering	**The College's new MEMS program that attracts many graduate students has been in place for about two years. This program involves two departments: Electrical and Mechanical Engineering Programs**
	Tactic 2	Develop new professional master's programs that respond to community and market needs.
Outcome	Education	**New graduate programs have been created in autism, chemical dependency, early childhood mental health, organizational leadership, etc.**
Outcome	Engineering	**Upon approval from OBOR, the new Master Program of Biomedical Engineering has started in Fall 2009. It has attracted more than 20 graduate students into the program.**
	Tactic 3	Provide adequate support for graduate programs, particularly those that are growing.
	Tactic 4	Develop research centers that combine teaching, research, and public service, to support graduate programs and to respond to external funding opportunities in a timely fashion.
Outcome	Engineering	**The College of Engineering together with The College of Graduate Studies co-support the graduate tuition for the Master program of Biomedical Engineering for three years starting Fall 2009.**
Outcome	Education	**New community partnership programs have been created such as the Cleveland Book Fund, Confucius Institute, and Center for Educational Leadership (G1,E,4 / G2,E,4 / G2,E,4 / G5,B,4)**
	Tactic 5	Reward faculty for external fund raising.
Outcome	Engineering	**The College of Engineering rewards the faculty for external fund raising by giving research release time or tuition support.**
	Tactic 6	Maintain and enhance research support functions such as libraries.
Outcome	Education	**Faculty research has increased by virtue of the National Faculty Research Mentoring Program, new online research journal, support for grant writing, etc.**
	Tactic 7	Fund students, particularly for scholarly participation in national conferences and similar activities.
Outcome	Engineering	**The University Transportation Center and the Applied Biomedical Engineering Program have supported students to attend academic conferences.**
	Tactic 8	Continue to participate in the Economic Growth Challenge/Innovation Incentive Program.

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Strategy C - DEVELOP STATE-OF-THE-ART TEACHING AND RESEARCH FACILITIES		
	Tactic 1	Conduct a study to determine long-range campus-wide academic department needs and classroom needs.
	Tactic 2	Enhance academic departmental cultures… meet standards; provide classroom space adjacent to faculty offices.
	Tactic 3	Develop a faculty/administrative collaborative process to develop a long-term physical plan for academic buildings, space…
	Tactic 4	Involve faculty from the onset in renovation and construction of all projects… classrooms, laboratory, academics.
	Tactic 5	Build long-term and future-oriented technological capability into all renovations and new constructions.
	Tactic 6	Invest in technology to enhance delivery of courses and programs.
Outcome	**Engineering**	**The College has used the House Bills funding to invest in technology to enhance delivery of courses and programs. The added equipment such as Smart Boards and ceiling-mounted remote-controlled LCD projectors has been installed in some classrooms.**
	Tactic 7	Develop a long-range plan to maintain and update laboratories, classrooms and media labs.
Outcome	**Engineering**	**All engineering departments have received significant amount of House Bills Funds to update and maintain their laboratories.**
Outcome	**VP Business Affairs & Finance**	**Plan to upgrade technology in classrooms being implemented after study of all learning spaces**
Strategy D - FACILITATE SIGNATURE PROGRAMS		
	Tactic 1	Identify, fund, develop and aggressively promote highly visible Signature Programs that speak to core missions.
	Tactic 2	Leverage initial programs to stimulate development of additional Signature Programs in the colleges.
	Tactic 3	Develop and nurture "incubator programs" designed to bridge academia and the community in creative ways.
Outcome	**LAW**	**Two of our clinics provide a bridge between the academy and the community: the Urban Development Law Clinic and our newly created Community Health Advocacy Law Clinic.**
	Tactic 4	Submit all Signature Program initiatives to the University governance process so as to promote and mobilize them widely.
Outcome	**LAW**	**Submitted the faculty approved Center for Health Law & Policy to the Provost's Office.**
Outcome	**Engineering**	**The College has aggressively promoted highly visible signature programs, such as our Biomedical Engineering Program and Transportation Program.**
	Tactic 5	Expand the definition and authority of a school, in line with other universities, to provide a more flexible administrative structure for highlighting programs, especially signature and those targeted for growth.

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Strategy E - EXPLORE NEW INITIATIVES		
	Tactic 1	Study to feasibility of establishing new Colleges.
	Tactic 2	Create a team to study the feasibility of establishing a Center, School, or College of Fine and Performing Arts with faculty representatives from all departments and programs likely to be included in this structure to investigate the best means for linking the arts academic programs to the city's creative offerings.
Outcome	**VP Business Affairs & Finance**	**Significant progress in creating new performing arts entity to include theater, dance, art and maybe music**
	Tactic 3	Develop a Futures Think Tank to focus on future trends, new ideas, innovation, and risk taking
Outcome	**Science**	**New programs have been established to meet regional needs, including two Centers of Excellence/ (G1,,A,8 G1,B,2,4 G1,D,1.2,3,4)**
	Tactic 4	Develop a university-wide Center on Leadership, including a clearinghouse on leadership research and teaching.
	Tactic 5	Expand the Executive Forum series and establish a CEO's Forum to bring corporate CEOs to campus to speak
Strategy F - DEVELOP AN ENGAGED CSU eLEARNING COMMUNITY… ENHANCES ACADEMIC OFFERINGS OF THE UNIVERSITY		
	Tactic 1	Adopt eLearning technology when and where it best serves to enhance the quality of academic programs.
	Tactic 2	Identify the student demand for on-line, distance learning, and/or other eLearning courses
	Tactic 3	Support the faculty of CSU with an experienced service staff of eLearning technology professionals… maintenance.
Outcome	**Continuing Education**	**The Center for eLearning surveyed students and faculty members in online courses to assess the quality of their online experience and the support they received.**
	Tactic 4	Provide a consistent internet eLearning experience to our students.
Outcome	**Continuing Education**	**An online course evaluation system was added, allowing for electronic delivery and management of surveys and data**
Outcome	**Continuing Education**	**The eLearning course management system upgraded to Blackboard CE 8 and a multi-server environment installed to handle increase system usage. Concurrent users during peak periods now exceed 500.**
Outcome	**Continuing Education**	**Student "elearning Consultants" were added to the staff and trained to extend technical and media development support and to respond the rising volume of help calls received by the Center for eLearning. (G2, A-11)**
	Tactic 5	Develop methods for using e-learning as the sole method for remedial course delivery.
	Tactic 6	Develop mechanisms to ensure that student outcomes from e-Learning match learning outcomes for traditional delivery methods.
	Tactic 7	Involve faculty in all curricular e-Learning activity.
Outcome	**Continuing Education**	**The Center for eLearning launched a comprehensive faculty development and training curriculum, including online workshops. A faculty development "Boot Camp" in January had 39 faculty participants in the two-day session.**
Outcome	**Continuing Education**	**Eight CSU faculty and staff became certified "Quality Matters" elearning course reviewers. Quality Matters is a national set of standards and a review process for elearning course design which CSU is using. (G2, B-5)**
	Tactic 8	Expand the use of the ePortfolio model university-wide.

Goal 2 - Solid Financial Foundation for Advancement

Strategy A - INCREASE ENROLLMENTS		
Tactic 1		Develop a Council for Enrollment Services that would provide support and advice to the Office of Enrollment Services
Outcome	Education	**The College Enrollment Challenge team has coordinated an enrollment increase by the creation of new programs, improved marketing, student involvement activities, etc.**
Outcome	Engineering	**The College has created Fenn Academy which helps recruiting high school students from Northeast Ohio region. The academy now has articulation agreements with 34 high schools.**
Tactic 2		Focus recruitment targets by emphasizing outstanding quality and standards.
Outcome	Business	**Emphasize the quality of our faculty and our courses in descriptions of our program**
Outcome	Science	**Student enrollment has increased by 30% in the past five years (tactic 3,7,10,11)**
Outcome	Engineering	**The admission standard for the College of Engineering is the highest in the university. As a result, the College's undergraduate and graduate enrollments have increased year after year in the past few years.**
Tactic 3		Develop enrollment targets by analyzing program capacity, program demand and accreditation guidelines
Tactic 4		Revise marketing strategy to focus on expanding/changing markets we plan to serve.
Outcome	VP Administration	**The "Engaged Learning" marketing campaign is in full swing with the entire campus on board**
Outcome	VP Administration	**Spring 2009 new student enrollment is up 9% and Fall 2009 new student enrollment is up 16% over prior years**
Outcome	Graduate Studies	**The College of Graduate Studies will increase the pool of potential Ohio graduate applicants by establishing a link for the CSU Graduate Catalog in OhioLink**
Tactic 5		Segment market into target groups and then develop specialized strategies for marketing to each group.
Outcome	Education	**Undergraduate programs have been marketed directly to agencies such as the Early Childhood Program to Head Start teachers**
Outcome	Graduate Studies	**The Office of International Admissions in the College of Graduate Studies will develop an annual international recruitment plan in partnership with the Deans of the academic colleges.**
Outcome	Graduate Studies	**The College of Graduate Studies is conducting focus groups with graduate students to marketize the Graduate Catalog and to make it a viable online recruitment tool**
Tactic 6		Conduct on-going evaluations of the effectiveness of the marketing, public relations, and campaign strategies and revise
Tactic 7		Establish student dual admissions programs linking our undergraduate programs with our graduate programs
Outcome	Science	**Collaboration with community organizations and agencies has increased. (G2,A,10 G5,A,3,4,5,7,9)**
Outcome	Engineering	**Four of our five engineering departments have started their Accelerated 5-yr BS/MS programs.**
Tactic 8		Decrease surcharges on out-of-state and international students
Tactic 9		Develop credit for lifelong learning/professional experience

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Tactic 10		Develop systematic strategies to increase interest in Cleveland State on the part of enterprising high school students
Outcome	**VP Administration**	**During FY09, Enrollment Services, Marketing and IS&T, in conjunction with college representatives from across campus, supported efforts to increase enrollment through the Presidential Commission on Enrollment Growth, established to identify, define, sponsor, justify and implement enrollment strategies.**
Tactic 11		Adopt eLearning programs that increase new student enrollment and enhance CSU's competitive market position
Outcome	**Education**	**More programs and courses are delivered online, at satellite sites, over intensive weekends, etc**
Outcome	**Continuing Education**	**Several online programs launched during AY 2008-09; several new elearning programs are under development for AY 2009-10. (G1, F-7/ G2, B-5)**
Outcome	**Continuing Education**	**eLearning enrollments (SCH) increased almost 44% over AY 2007-08**
Tactic 12		Continue to improve website and electronic marketing
Outcome	**Education**	**The addition of "engagecsu" micro-web sites has had significant positive impact to new student recruiting.**
Tactic 13		Investigate reasons, other than academics, for high number of non-returning students

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Strategy B - FOCUS ON RETENTION AND STUDENT SUCCESS		
	Tactic 1	Investigate feasibility of a Center for student Retention Studies that focuses on student academic achievement and success, provides opportunities for faculty and student research and fosters best practices.
	Tactic 2	Increase retention and graduation rates through strengthening programs and expanding student services.
Outcome	Business	**Develop strategic indicators of success (e.g., students' enrollment, retention rates, and faculty intellectual contributions)**
Outcome	Engineering	**The College's retention and graduation rates are the highest among colleges.**
	Tactic 3	Foster a closer relationship between students & faculty; faculty approve students for admission into a degree program, advise throughout their academic careers, set reasonable standards for progress toward degree completion
Outcome	Science	**Student success strategies including development of College Advising Office and coordination of Developmental Mathematics and the Department of Mathematics have been implemented. (G2,B,2, G4,B,3,5 G4,C,2,4)**
	Tactic 4	Establish the CSU "Accord" which would make assurances to students concerning their general education experience…
	Tactic 5	Develop programs and services for working adults and workers needing retraining.
Outcome	Engineering	**To accommodate for working adults and workers, the College has started to offer online courses, such as Master Program in Software Engineering and the newly designed evening programs in Mechanical Engineering. The College has also looked into the possibility to offer IVDL courses to our West and East Campuses.**
Outcome	Continuing Education	**The Center for eLearning supported development of nearly 40 new elearning courses through a faculty incentive program and course design process. (G1, F-7/ G2, A-11)**
	Tactic 6	Investigate scheduling options to increase enrollments
Strategy C - INCREASE FUNDRAISING TO SUPPORT NEW INITIATIVES		
	Tactic 1	Increase monetary and in-kind individual and corporate gifts to support academic programs
Outcome	LAW	**We engaged in a focused effort to raise money for student scholarships. We continue to pursue funding to enhance the number, terms and benefits of our endowed faculty positions. We created a Fund for Excellence to use to support and promote student scholarships, faculty endeavors and other programs that enhance the excellence of the law school. We are also raising money to improve our facilities by constructing a high-tech mock trial courtroom and renovating our student services center**
Outcome	University Advancement	**Employ and assign a major gift officer to each school/college and to athletics** **A Director of Development and Alumni Relations has been hired and assigned to each College and Athletics, resulting in a significant increase in donor activity at the College/athletics level as represented by the following statistics:** │ │ **FY09** │ **FY08** │ **Visits** │ 856 │ 345 **Proposals** │ 210 │ 33 **Commitments** │ $5,701,000 │ $4,491,000
Outcome	University Advancement	**Staffing for increased focus on corporate & foundation giving** **Outcome:** **A Grant Writer has been hired to manage the identification, cultivation and solicitation of corporate and foundation giving. The increased focus on these constituent groups has resulted in an increase of 269% in commitments from the Corporate and Foundation community (FY07 – $1.3M/FY09 – $4.8M).**

Tactic 2		Develop a strategic plan for philanthropy and alumni development that includes a plan to initiate a $50M capital campaign.
Outcome	**Engineering**	With the help from the University's Development Office, the College has a full-time staff to do fundraising. This person has been closely working with the Dean.
Outcome	**University Advancement**	In support of this initiative, the Cleveland State University Alumni Association has recently elected to discontinue collecting dues for membership in the association. (Instead of dues to the association, alumni will be encouraged to increase their donations to the university.) The Board of Directors of the CSU Alumni Association will be asked to take a leadership role in reaching out to graduates of CSU and others in support of a capital campaign. The CSUAA has created a Development Committee as part of the Alumni Association board structure to provide leadership regarding annual campaigns as well as a future capital campaign. This committee is a key resource for conveying information concerning campaigns to the CSU alumni. The new committee has also been instrumental in encouraging the board to lead by example and has helped secure 100% participation in giving by the full alumni board of directors.
Outcome	**University Advancement**	Develop a fundraising culture focused on increasing its base of support through the following: Systematic and aggressive planning and goal setting for the following components of the annual giving program: phone center, direct mail programs, College centered giving, Changing Futures Fund, Faculty/Staff campaign and the Founders Society. University Advancement has developed a systematic process of annual goal setting in all areas of development. As a result of this planning process and successful program implementation, Advancement has seen overall gifts and pledges increase by 78% since FY2006 ($5.1M in FY06 to $9.1M in FY09) along with increases in the annual campaigns for the phone center, direct mail, the Faculty/Staff Campaign and the number of members in our Founders Society.
Outcome	**University Advancement**	Establish programs that instill a "spirit of giving" and philanthropic support for CSU from current students, recent graduates and faculty/staff. There has been an increase in the "spirit of giving" within our current students, recent graduates and faculty/staff through the addition of new programs and new staff (Coordinator of Young Alumni Programs and Director of Special Projects and Events). Current students are now engaged in philanthropy through SHS (Students Helping Students) as well as STAT (Students Today and Alumni Tomorrow). Both organizations were created in FY08. We launched a young alumni giving society to encourage giving at a higher level. Faculty/Staff campaign had a record year in FY09 (raising over $250,000). We have also developed a "spirit of giving" through increased opportunities to attend University engagement events (alumni and friend participation doubled between FY08 and FY09, represented by 26 events/3,097 participants in FY08 and 57 events/6,486 participants in FY09).
Tactic 3		Investigate ways to involve faculty more directly in fundraising activities
Tactic 4		Double dollar amount of sponsored grants and contracts within 5 years
Outcome	**Engineering**	The College's external funding has significantly increased in the past three years. Our record shows that approximately one of two proposals was funded.
Outcome	**Continuing Education**	One-time PUCO grants funded hazardous materials training for Beavercreek and for combined programs for Cuyahoga County and the City of Cleveland. (G2, C-4)

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Strategy D - MAINTAIN A STABLE BUDGET MODEL TO PROVIDE SUFFICIENT FUNDING FOR PROGRAMS AND NEW INITIATIVES		
	Tactic 1	Use turnover in faculty and staff to shape future and build strength in specific targeted areas
Outcome	**Engineering**	**The College has hired several young assistant professors and one established associate professors in the past five years to build strength in specific targeted areas, such as sensors and transportation.**
	Tactic 2	Reengineer enrollment and student services to enhance efficiency
	Tactic 3	Investigate economic viability and academic quality of all off-main campus programming and all eLearning
	Tactic 4	Build funding new initiatives into budget model
	Tactic 5	Increase percentage of operating budget allotted to academic expenses
Outcome	**VP Business Affairs & Finance**	**Continued increase in percent of budget spent on academics**
	Tactic 6	Continue to implement and refine responsibility-centered management
	Tactic 7	Maximize the use of technology for enrollment management and student retention at the university
Strategy E - DEVELOP AND LAUNCH NEW INTERNATIONALLY FOCUSED INITIATIVES		
	Tactic 1	Set up CSU offices in selected countries that could engage in recruiting activities and speed up the process of getting applications approved and visas granted.
Outcome	**Engineering**	**We have also sent three professors to China, India and Turkey to recruit students.**
Outcome	**Continuing Education**	**The Intensive English Language Program began working with several educational consultants to help recruit IELP students. (G4, C-2)**
	Tactic 2	Establish a program whereby professors at selected international universities are given adjunct appointments in selected departments at CSU
Outcome	**Engineering**	**The College has recently signed several articulation agreements with universities in Singapore, India and Turkey.**
	Tactic 3	Mount a direct mail marketing program to faculty and administrators in selected international colleges and universities that have channeled significant numbers of students to CSU in the past.
	Tactic 4	Develop faculty/administrative structures within each college to be responsible for identifying opportunities in the international arena and to provide advice to the dean about strategies for expanding international programming and attracting more international students to the college

Goal 3 - Collaborative Organizational Culture

Strategy A - CREATE AND MAINTAIN BEST PRACTICES TO ACCOMPLISH CSU'S MISSION		
	Tactic 1	Integrate a collaborative and continuous decision-making process on important strategic issues with annual planning and periodic review of goals and new initiatives.
Outcome	**VP Diversity**	**Develop and implement CSU Diversity and Inclusion Action Plan. Plan has been outlined, including a University-wide council, focus groups related to college/department/unit responsibilities for diversity, campus climate assessment, environmental scanning and monitoring, diversity education, multicultural programming, supplier diversity, and community outreach/collaboration.**
	Tactic 2	Monitor and annually report on environmental scanning trends
	Tactic 3	Increase salary competitiveness in recruiting and retaining high quality faculty and staff
	Tactic 4	Strategically replace large number of retirements by developing a recruitment plan that provides for sufficient resources to achieve the University's mission
	Tactic 5	Create leadership and career development opportunities for faculty and staff
Outcome	**VP Diversity**	**DID Engaging Diversity Grants of Excellence (EDGE) for faculty provide supplemental support of projects to advance institutional diversity at Cleveland State University.**
Outcome	**VP Diversity**	**The Leadership Forum on Diversity series provides cultural competency training and development for faculty, staff, students and community. The Leadership Forum on Diversity series now awards a Certificate of Completion for those participating in all three sessions, a total of 12 contact hours.**
	Tactic 6	Enhance incentives and recognition for high quality work of faculty and staff
Outcome	**Engineering**	**The College gives Faculty Research, Teaching and Service Awards every year to recognize their achievements.**
Outcome	**VP Business Affairs & Finance**	**Implementation of merit plan for staff to complement faculty merit plan**
	Tactic 7	Create crisis management procedures for faculty and staff
	Tactic 8	Develop general procedures and standards for privatization and/or outsourcing of buildings and facilities
	Tactic 9	Hold an annual Strategic Planning University Review (SPUR) session involving university leadership to provide feedback for the ongoing strategic planning process
Outcome	**Engineering**	**The College developed a college-wide strategic plan in October 2008.**
	Tactic 10	Reduce overhead by automating manual administrative processes
Outcome	**VP Admin**	**IS&T has been working closely with the Department of Human Resources on automating the processes involved for job descriptions, job postings, performance reviews and employment applications (i.e. resumes, cover letters, etc.). This initiative will begin implementation during FY10.**

	Tactic 11	Enhance the network data and voice infrastructure to support the total university environment
Outcome	**VP Admin**	**The University's network infrastructure was upgraded during FY09. The CSU network presently has over 12,000 active devices connected supporting over 18,000 students, faculty and staff in one way or another. The types of devices that use the network have grown dramatically as the university expands its services. Devices from computers to fire alarms, cash registers, door locks, security cameras, vending machines, laundry machines and more now all have a need for network connectivity. (G6,B,7)**
Outcome	**VP Admin**	**An upgrade to the university's telecommunications infrastructure has been approved and will take place during FY10. The current phone switches, installed in 1998 and upgraded last in 2002, are in need of a technology refresh in order to meet the demands of the university. (G6,B,7)**
	Tactic 12	Use program reviews to determine areas for growth investment and resource allocation
Outcome	**Graduate Studies**	**Create & Maintain Best Practices: Working with the University Curriculum Committee, the Graduate Council will use program reviews to improve cross-listed courses**
Strategy B - IMPROVE COMMUNICATION AMONG STUDENTS, FACULTY, AND STAFF		
	Tactic 1	Encourage and support greater student-faculty interaction both in and out of the classroom
Outcome	**Engineering**	**The College created a new program called "Adopt a freshman" last year, which was designed to help each of our freshmen a smooth transition from high school to college.**
	Tactic 2	Create opportunities and spaces for informal faculty, staff, and administrative interaction
Outcome	**VP Business Affairs & Finance**	**Opening of faculty lunch club**
	Tactic 3	Improve the quality of life on campus for faculty and staff by immediately providing a private faculty/staff lunchroom that will function until a faculty/staff club with dining facilities is provided
	Tactic 4	Collaboratively develop and formalize guidelines for improving downward and upward communication practices regarding decisions, policies, procedures, and plans
Outcome	**Graduate Studies**	**Improve Communication Among Students, Faculty, and Staff: Working with the University Architect=s office, the College of Graduate Studies has invested in upgrading recycled furniture to create a welcoming space in Parker-Hannifin Hall=s mezzanine to support student, faculty, and staff interaction**
Outcome	**Engineering**	**One of engineering departments recently remodeled and doubled the space of their student lounge. A student chapter office was also moved to a bigger room.**
	Tactic 5	Establish ongoing communication procedures between standing university committees
	Tactic 6	Form standing groups and cross functional teams to encourage lateral and horizontal communication
	Tactic 7	Promote and expand interdisciplinary research collaborations
Outcome	**Engineering**	**The College has established active research collaboration with several research organizations, such as Cleveland Clinic and NASA Glenn Research Center. The College also has a working relationship with CWRU through a NSF funded project. Our University Transportation Center also has interdisciplinary research collaborations with other universities and regional high schools.**
	Tactic 8	Form interdisciplinary teaching alliances
Outcome	**Engineering**	**The College has offered interdisciplinary courses between Chemical and Biomedical Engineering and Electrical and Computer Engineering, and courses between the Electrical and Computer Engineering and Mechanical Engineering.**

Goal 4 - Commitment to Student Success

Strategy A - PROMOTE A CULTURALLY AND INTELLECTUALLY RICH CAMPUS		
	Tactic 1	Recruit and reward a diverse faculty engaged in teaching and enhancing student experience at all degree levels
Outcome	**VP Diversity**	**Track number of diverse faculty. The new full-time tenure track faculty hires for Fall 2009 were 54% minority and 54% women, the highest percentages of diverse new faculty hires ever achieved.**
	Tactic 2	Decrease the number of part-time faculty teaching general education course by increasing the number of tenure-track and/or term faculty
	Tactic 3	Promote faculty-student engagement in co-curricular activities outside of the classroom as well as within
Outcome	**Engineering**	**The College has provided financial support for their various student chapters to participate in regional and national engineering competitions.**
	Tactic 4	Maintain and improve access to libraries and other sources of print and electronic information
	Tactic 5	Equip faculty with technologies that improve faculty/student engagement
	Tactic 6	Fund a Visiting Professorship Program for one semester each year to encourage interdisciplinary research and teaching as well as collaborations with regional institutions
	Tactic 7	Establish an "Internal Visiting Professorship" program within the University to encourage and support interdisciplinary exchanges of faculty between programs and departments
Outcome	**Engineering**	**In the past few years, many visiting scholars had been invited to work with some faculty. For example, the College has six visiting scholars in 2008.**
	Tactic 8	Promote multicultural understanding through education, training and special programs and engagement
Outcome	**VP Diversity**	**Continued collaboration with three academic departments in CLASS, COS and COEHS related to cultural competency development as an integrated part of the curriculum. Assessment results demonstrated an improvement in cultural competency for Nursing and Physical Therapy students. Work with the Masters of Arts in Global Interaction has begun.**
Strategy B - IMPROVE STUDENT LIFE ON CAMPUS		
	Tactic 1	Develop a comprehensive plan to provide and promote campus activities for day, evening, residential, commuters, non-traditional and graduate students.
	Tactic 2	Promote student engagement by becoming more of a 24/7 campus
	Tactic 3	Support more active student participation in student organizations to enhance the academic environment
Outcome	**Engineering**	**The College and all departments have actively supported student organizations in terms of arranging student chapter meetings and trips to Baja Cars completion and Bridge Design Completion.**
	Tactic 4	Create exciting athletic programs that not only develop a culture of winning but also are tied to academic opportunity and excellence
	Tactic 5	Explore methods to increase student involvement in university governance and decision-making

Strategy C - IMPROVE THE QUALITY OF STUDENT SERVICES		
	Tactic 1	Create an advising task force that will comprehensively examine the many problems with student advising at Cleveland State, with the aim of developing concrete strategies for improvement
Outcome	**Engineering**	**The College and all departments have actively supported student organizations in terms of arranging student chapter meetings and trips to Baja Cars completion and Bridge Design Completion.**
	Tactic 2	Improve the access of all types of students to all university services
Outcome	**Continuing Education**	**Enrollments in the Intensive English Language Program climbed above 40 in 2008-2009. (G2, E-1)**
	Tactic 3	Improve student services utilizing quality research on the needs of all types of students
	Tactic 4	Identify the unique needs of graduate students and develop services to accommodate them

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Goal 5 - Valued Community Resource

Strategy A - MAINTAIN AND EXPAND COLLABORATION AND PARTNERSHIP ACTIVITIES

Tactic 1	Establish an Office of Community Partnerships to facilitate the creation of partnerships with major corporations and other organizations
Tactic 2	Develop guidelines to take advantage of opportunities to partner with community businesses and organizations
Tactic 3	Cultivate relationships with alumni by creating alumni teams focusing on recruitment, guest lectures, mentoring, and career advice
Tactic 4	Link students and faculty to pursue neighborhood and regional economic development
Tactic 5	Encourage faculty and staff volunteer efforts in community and maintain a database to track connections
Tactic 6	Form a campus-community task force to develop a "campus village" a pedestrian-friendly neighborhood for entertainment, dining, shopping and intellectual pursuits
Tactic 7	Expand the number of feeder high schools and community colleges with which we have positive working relationships
Outcome	**VP Administration**	**Community college dual admission enrollment more than doubled to 218 students.**
Tactic 8	Form a task force to bring education, business, foundation, and civic forces to increase high school graduation rates
Tactic 9	Become a significant player in joint ventures with regional colleges, universities, scientific and biomedical institutions
Tactic 10	Cultivate community relationships that will help develop a positive CSU image and collaborations in diverse communities

Strategy B - MEET COMMUNITY'S EDUCATIONAL AND ECONOMIC DEVELOPMENT NEEDS

Tactic 1	Develop new masters and specialist degree programs to meet community needs
Tactic 2	Enhance identity of the Division of Continuing Education as top state and regional choice for training and professional development
Outcome	**Continuing Education**	**A grant proposal was submitted to EPA by Continuing Education for a "Brownfields Training Program" (not funded, however). (G2, C-4)**
Outcome	**Continuing Education**	**Contract training was provided for both public and private sector clients, including Amresco, Cuyahoga Support Enforcement Agency, Greater Cleveland RTA, Cleveland Metropolitan School District, Wenzao University, ideastream, Olympic Steel, Cardinal Logistics, and HumanArc. (G2, C-4)**
Outcome	**Continuing Education**	**Thanks to ongoing grant funding through Public Utilities Commission of Ohio and Ohio Board of Regents for hazardous materials training, the Center for Emergency Preparedness conducted 247 grant-funded classes throughout Ohio, reaching fire fighters and other emergency responders from over 413 different departments. Classes were held in 36 Ohio counties, and a total of almost 35,928 total training hours were provided to 3,362 emergency responders.**
Outcome	**Continuing Education**	**The 10 modules making up the online Patient Advocacy Certificate Program were completed.**
Outcome	**Continuing Education**	**The Division of Continuing Education began working with University Marketing this year to create its print pieces.**

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	Tactic 3	Integrate fine and performing arts into the world class Cleveland arts scene
Outcome	Continuing Education	**Over 40 new professional development courses were added in 2008-2009, and two new certificate programs were launched.**
	Tactic 4	Provide strong, well-funded community outreach programs
Outcome	Continuing Education	**The Division co-sponsored programs with academic and support units, such as a Health Science seminar, a "Design a Life" conference (College of Science), the College of Health and Human Services' Partnership Conference, and the "Imagination" Writing Workshop (English).**
	Tactic 5	Develop and promote lifelong learning opportunities for various community populations
	Tactic 6	Expand services and educational opportunities for various community populations
Outcome Graduate Studies		**Meet Community=s Educational and Economic Development Needs: Working with the Nance College of Business, the College of Graduate Studies will work with the Cleveland Mayor=s Office of Equal Opportunity and Turner Construction Company to train minority and women business owners**
Outcome	VP Diversity	**Recognized by the Commission on Economic Inclusion as a Contender in Best in Class for Supplier Diversity, Workforce Diversity, Board Diversity and Senior Management.**
Outcome	VP Diversity	**Collaborated with the Purchasing Dept. to enhance CSU's supplier diversity program by updating the website, monitoring reports and initiating plans to host an annual 'How to Do Business with CSU' networking event/workshops and to connect with minority supplier development organizations.**
	Tactic 7	Establish a "Friends of the University Program" to encourage retiring and current professionals to share their skills with the campus community
	Tactic 8	Create Executive Learning Spaces
	Tactic 9	Develop a process by which faculty and students are involved in research, planning and execution of regionalism projects

Goal 6 - Distinctive Image with a Vibrant Environment

Strategy A - IMPROVE THE PHYSICAL ENVIRONMENT OF THE CAMPUS		
	Tactic 1	Develop a collaborative process to revise the Master Plan and to initiate and prioritize new campus construction
	Tactic 2	Develop "green", energy efficient, and sustainability standards for renovations and new construction
Outcome	**Education**	**The new College building will open January 2010. It was designed with involvement of faculty, staff and students and meets high standards including environmental, student meeting space, technology, etc.**
	Tactic 3	Create student spaces in all new buildings and renovations to meet the needs of all different types of students
Outcome	**LAW**	**The law school building renovation project, completed in May 2008, created new spaces for students to congregate, as well as create new space for student organizations. The renovation created an inviting entrance and meeting place at the corner of E. 18th Street and Euclid Avenue**
	Tactic 4	Continue to increase the "sense of campus" through beautification
	Tactic 5	Improve environment around campus by developing student-oriented businesses
	Tactic 6	Develop procedures for ongoing assessment of parking services for cost effectiveness, convenience, and safety
	Tactic 7	Increase the availability of affordable student housing
Strategy B - BUILD STRONG AND UNIQUE IMAGE OF CSU TO DISTINGUISH IT FROM OTHER UNIVERSITIES		
	Tactic 1	Determine academic niches or distinctive brands that should be cultivated
Outcome	**Continuing Education**	**An elearning brochure and marketing website developed. (G1, F-4/ G2, A-11)**
	Tactic 2	Promote CSU as a strong regional research institution that serves students beyond graduation with professional and career development opportunities
Outcome	**Continuing Education**	**Continuing Education worked with Alumni Affairs to offer a successful evening of in-depth Alumni Seminars.**
	Tactic 3	Focus campaign messages on CSU's value ("We are the best value around")
Outcome	**VP Administration**	**CSU held Fall 2009 tuition to last year's rates and subsidized OCOG qualifying freshman students with a President's Opportunity Grant to off-set Ohio cuts in OCOG grants to these needed students.**
	Tactic 4	Develop more name recognition in the business community
Outcome	**LAW**	**Our graduates' success on the Ohio Bar Exam over the last two years coupled with greater outreach to the law and business communities has greatly increased recognition of the excellence of our program and our graduates.**
Outcome	**Continuing Education**	**The Division of Continuing Education began working with University Marketing this year to create its print pieces.**
	Tactic 5	Evaluate name changes of university and programs
	Tactic 6	Establish a virtual presence in national advertising for signature and targeted programs
	Tactic 7	Enhance robust data and voice network infrastructure
	Tactic 8	Enhance CSU's image as a mobility institution providing career opportunities and increased earning potential for its students

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 1 - Academic Excellence	**46**	**113**	**94**	**0**
STRATEGY A - IMPROVE UNDERGRADUATE EDUCATION	13	39	31	0
1.) Offer an exciting and distinctive GE Curriculum that is integral to critical thinking and a liberal arts education.	1	2	1	0
2.) Engage full-time faculty and students in undergraduate education, particularly GE.	1	1	6	0
3.) Recognize and reward teaching excellence in undergraduate courses.	1	2	0	0
4.) Embed undergraduate research and engaged learning in the curriculum.	0	5	1	0
5.) Investigate the development of an experiential learning requirement for all undergraduate students.	2	4	5	0
6.) Create a sense of cohort and learning communities among all students.	0	5	2	0
7.) Provide support and encouragement to enable academic programs… highest possible level of accreditation.	1	6	8	0
8.) Create and support opportunities for seamless transition from undergraduate to graduate studies.	2	7	4	0
9.) Adopt and develop emerging technologies that enhance student-learning experience.	4	6	1	0
10.) Expand and support a comprehensive Honors Program, incl development of the University Scholars Initiative	1	1	3	0
STRATEGY B - ENHANCE GRADUATE EDUCATION AND RESEARCH	19	23	31	0
1.) Increase support for existing & new doctoral programs that build on existing graduate strength…new market.	3	1	8	0
2.) Develop new professional master's programs that respond to community and market needs.	3	7	8	0
3.) Provide adequate support for graduate programs, particularly those that are growing.	3	3	4	0
4.) Develop research centers that combine teaching, research, and public service, to support graduate programs and to respond to external funding opportunities in a timely fashion.	5	5	3	0
5.) Reward faculty for external fund raising.	2	2	1	0
6.) Maintain and enhance research support functions such as libraries.	0	1	0	0
7.) Fund students, particularly for scholarly participation in national conferences and similar activities.	2	3	5	0
8.) Continue to participate in the Economic Growth Challenge/Innovation Incentive Program.	1	1	2	0

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	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
STRATEGY C - DEVELOP STATE-OF-THE-ART TEACHING AND RESEARCH FACILITIES	3	16	14	0
1.) Conduct a study to determine long-range campus-wide academic department needs and classroom needs.	0	3	1	0
2.) Enhance academic departmental cultures… meet standards; provide classroom space adjacent to faculty offices.	1	3	3	0
3.) Develop a faculty/administrative collaborative process to develop a long-term physical plan for academic buildings, space…	0	2	0	0
4.) Involve faculty from the onset in renovation and construction of all projects… classrooms, laboratory, academics.	0	2	3	0
5.) Build long-term and future-oriented technological capability into all renovations and new constructions.	0	0	2	0
6.) Invest in technology to enhance delivery of courses and programs.	2	4	1	0
7.) Develop a long-range plan to maintain and update laboratories, classrooms and media labs.	0	2	4	0
STRATEGY D - FACILITATE SIGNATURE PROGRAMS	6	12	7	0
1.) Identify, fund, develop and aggressively promote highly visible Signature Programs that speak to core missions.	3	8	4	0
2.) Leverage initial programs to stimulate development of additional Signature Programs in the colleges.	1	2	1	0
3.) Develop and nurture "incubator programs" designed to bridge academia and the community in creative ways.	1	1	1	0
4.) Submit all Signature Program initiatives to the University governance process so as to promote and mobilize them widely.	1	1	1	0
5.) Expand the definition and authority of a school, in line with other universities, to provide a more flexible administrative structure for highlighting programs, especially signature and those targeted for growth.	0	0	0	0
STRATEGY E - EXPLORE NEW INITIATIVES	1	6	4	0
1.) Study to feasibility of establishing new Colleges.	0	1	0	0
2.) Create a team to study the feasibility of establishing a Center, School, or College of Fine and Performing Arts with faculty representatives from all departments and programs likely to be included in this structure to investigate the best means for linking the arts academic programs to the city's creative offerings.	0	5	3	0
3.) Develop a Futures Think Tank to focus on future trends, new ideas, innovation, and risk taking	1	0	0	0
4.) Develop a university-wide Center on Leadership, including a clearinghouse on leadership research and teaching.	0	0	1	0
5.) Expand the Executive Forum series and establish a CEO's Forum to bring corporate CEOs to campus to speak	0	0	0	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
STRATEGY F - DEVELOP AN ENGAGED CSU ELEARNING COMMUNITY… ENHANCES ACADEMIC OFFERINGS OF THE UNIVERSITY	4	17	7	0
1.) Adopt eLearning technology when and where it best serves to enhance the quality of academic programs.	2	8	3	0
2.) Identify the student demand for on-line, distance learning, and/or other eLearning courses	0	2	2	0
3.) Support the faculty of CSU with an experienced service staff of eLearning technology professionals… maintenance.	1	3	1	0
4.) Provide a consistent internet eLearning experience to our students.	0	3	1	0
5.) Develop methods for using e-learning as the sole method for remedial course delivery.	0	1	0	0
6.) Develop mechanisms to ensure that student outcomes from e-Learning match learning outcomes for traditional delivery methods.	0	0	0	0
7.) Involve faculty in all curricular e-Learning activity.	0	0	0	0
8.) Expand the use of the ePortfolio model university-wide.	1	0	0	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 2 - Solid Financial Foundation for Advancement	**24**	**101**	**77**	**4**
STRATEGY A - INCREASE ENROLLMENTS	10	53	29	3
1.) Develop a Council for Enrollment Services that would provide support and advice to the Office of Enrollment Services	1	1	2	0
2.) Focus recruitment targets by emphasizing outstanding quality and standards.	1	6	2	0
3.) Develop enrollment targets by analyzing program capacity, program demand and accreditation guidelines	0	1	1	1
4.) Revise marketing strategy to focus on expanding/changing markets we plan to serve.	1	9	6	0
5.) Segment market into target groups and then develop specialized strategies for marketing to each group.	1	11	3	0
6.) Conduct on-going evaluations of the effectiveness of the marketing, public relations, and campaign strategies and revise	1	2	1	0
7.) Establish student dual admissions programs linking our undergraduate programs with our graduate programs	2	3	3	0
8.) Decrease surcharges on out-of-state and international students	0	0	1	0
9.) Develop credit for lifelong learning/professional experience	1	1	0	0
10.) Develop systematic strategies to increase interest in Cleveland State on the part of enterprising high school students	0	12	2	2
11.) Adopt eLearning programs that increase new student enrollment and enhance CSU's competitive market position	2	4	3	0
12.) Continue to improve website and electronic marketing	0	3	4	0
13.) Investigate reasons, other than academics, for high number of non-returning students	0	0	1	0
STRATEGY B - FOCUS ON RETENTION AND STUDENT SUCCESS	6	17	16	0
1.) Investigate feasibility of a Center for student Retention Studies that focuses on student academic achievement and success, provides opportunities for faculty and student research and fosters best practices.	1	1	1	0
2.) Increase retention and graduation rates through strengthening programs and expanding student services.	3	4	7	0
3.) Foster a closer relationship between students & faculty; faculty approve students for admission into a degree program, advise throughout their academic careers, set reasonable standards for progress toward degree completion	1	7	3	0
4.) Establish the CSU "Accord" which would make assurances to students concerning their general education experience…	0	0	0	0
5.) Develop programs and services for working adults and workers needing retraining.	0	4	3	0
6.) Investigate scheduling options to increase enrollments	1	1	2	0

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	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
STRATEGY C - INCREASE FUNDRAISING TO SUPPORT NEW INITIATIVES	1	14	15	1
1.) Increase monetary and in-kind individual and corporate gifts to support academic programs	0	3	8	1
2.) Develop a strategic plan for philanthropy and alumni development that includes a plan to initiate a $50M capital campaign.	0	4	3	0
3.) Investigate ways to involve faculty more directly in fundraising activities	0	1	3	0
4.) Double dollar amount of sponsored grants and contracts within 5 years	1	6	1	0
STRATEGY D - MAINTAIN A STABLE BUDGET MODEL TO PROVIDE SUFFICIENT FUNDING FOR PROGRAMS AND NEW INITIATIVES	3	6	5	0
1.) Use turnover in faculty and staff to shape future and build strength in specific targeted areas	1	2	0	0
2.) Reengineer enrollment and student services to enhance efficiency	0	0	0	0
3.) Investigate economic viability and academic quality of all off-main campus programming and all eLearning	0	0	0	0
4.) Build funding new initiatives into budget model	2	1	0	0
5.) Increase percentage of operating budget allotted to academic expenses	0	1	1	0
6.) Continue to implement and refine responsibility-centered management	0	1	0	0
7.) Maximize the use of technology for enrollment management and student retention at the university	0	1	4	0
STRATEGY E - DEVELOP AND LAUNCH NEW INTERNATIONALLY FOCUSED INITIATIVES	4	11	12	0
1.) Set up CSU offices in selected countries that could engage in recruiting activities and speed up the process of getting applications approved and visas granted.	0	2	1	0
2.) Establish a program whereby professors at selected international universities are given adjunct appointments in selected departments at CSU	0	4	3	0
3.) Mount a direct mail marketing program to faculty and administrators in selected international colleges and universities that have channeled significant numbers of students to CSU in the past.	0	2	2	0
4.) Develop faculty/administrative structures within each college to be responsible for identifying opportunities in the international arena and to provide advice to the dean about strategies for expanding international programming and attracting more international students to the college	4	3	6	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 3 - Collaborative Organizational Culture	**10**	**31**	**41**	**1**
STRATEGY A - CREATE AND MAINTAIN BEST PRACTICES TO ACCOMPLISH CSU'S MISSION	6	21	21	1
1.) Integrate a collaborative and continuous decision-making process on important strategic issues with annual planning and periodic review of goals and new initiatives.	0	2	3	0
2.) Monitor and annually report on environmental scanning trends	2	1	0	0
3.) Increase salary competitiveness in recruiting and retaining high quality faculty and staff	0	3	0	0
4.) Strategically replace large number of retirements by developing a recruitment plan that provides for sufficient resources to achieve the University's mission	0	2	0	0
5.) Create leadership and career development opportunities for faculty and staff	0	2	4	0
6.) Enhance incentives and recognition for high quality work of faculty and staff	0	2	4	0
7.) Create crisis management procedures for faculty and staff	0	1	2	1
8.) Develop general procedures and standards for privatization and/or outsourcing of buildings and facilities	0	0	1	0
9.) Hold an annual Strategic Planning University Review (SPUR) session involving university leadership to provide feedback for the ongoing strategic planning process	0	1	0	0
10.) Reduce overhead by automating manual administrative processes	3	4	3	0
11.) Enhance the network data and voice infrastructure to support the total university environment	1	1	1	0
12.) Use program reviews to determine areas for growth investment and resource allocation	0	2	3	0
STRATEGY B - IMPROVE COMMUNICATION AMONG STUDENTS, FACULTY, AND STAFF	4	10	20	0
1.) Encourage and support greater student-faculty interaction both in and out of the classroom	0	4	4	0
2.) Create opportunities and spaces for informal faculty, staff, and administrative interaction	0	2	5	0
3.) Improve the quality of life on campus for faculty and staff by immediately providing a private faculty/staff lunchroom that will function until a faculty/staff club with dining facilities is provided	0	0	1	0
4.) Collaboratively develop and formalize guidelines for improving downward and upward communication practices regarding decisions, policies, procedures, and plans	3	1	1	0
5.) Establish ongoing communication procedures between standing university committees	1	0	2	0
6.) Form standing groups and cross functional teams to encourage lateral and horizontal communication	0	1	1	0
7.) Promote and expand interdisciplinary research collaborations	0	2	5	0
8.) Form interdisciplinary teaching alliances	0	0	1	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 4 - Commitment to Student Success	**7**	**28**	**33**	**1**
STRATEGY A - PROMOTE A CULTURALLY AND INTELLECTUALLY RICH CAMPUS	3	15	24	1
1.) Recruit and reward a diverse faculty engaged in teaching and enhancing student experience at all degree levels	1	1	4	0
2.) Decrease the number of part-time faculty teaching general education course by increasing the number of tenure-track and/or term faculty	0	3	0	0
3.) Promote faculty-student engagement in co-curricular activities outside of the classroom as well as within	2	6	11	0
4.) Maintain and improve access to libraries and other sources of print and electronic information	0	1	1	0
5.) Equip faculty with technologies that improve faculty/student engagement	0	1	2	1
6.) Fund a Visiting Professorship Program for one semester each year to encourage interdisciplinary research and teaching as well as collaborations with regional institutions	0	2	0	0
7.) Establish an "Internal Visiting Professorship" program within the University to encourage and support interdisciplinary exchanges of faculty between programs and departments	0	0	0	0
8.) Promote multicultural understanding through education, training and special programs and engagement	0	1	6	0
STRATEGY B - IMPROVE STUDENT LIFE ON CAMPUS	3	8	5	0
1.) Develop a comprehensive plan to provide and promote campus activities for day, evening, residential, commuters, non-traditional and graduate students.	0	4	2	0
2.) Promote student engagement by becoming more of a 24/7 campus	0	1	0	0
3.) Support more active student participation in student organizations to enhance the academic environment	2	2	3	0
4.) Create exciting athletic programs that not only develop a culture of winning but also are tied to academic opportunity and excellence	0	0	0	0
5.) Explore methods to increase student involvement in university governance and decision-making	1	1	0	0
STRATEGY C - IMPROVE THE QUALITY OF STUDENT SERVICES	1	5	4	0
1.) Create an advising task force that will comprehensively examine the many problems with student advising at Cleveland State, with the aim of developing concrete strategies for improvement	0	1	0	0
2.) Improve the access of all types of students to all university services	1	3	1	0
3.) Improve student services utilizing quality research on the needs of all types of students	0	0	0	0
4.) Identify the unique needs of graduate students and develop services to accommodate them	0	1	3	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 5 - Valued Community Resource	**14**	**36**	**36**	**0**
STRATEGY A - MAINTAIN AND EXPAND COLLABORATION AND PARTNERSHIP ACTIVITIES	4	14	19	0
1.) Establish an Office of Community Partnerships to facilitate the creation of partnerships with major corporations and other organizations	0	1	1	0
2.) Develop guidelines to take advantage of opportunities to partner with community businesses and organizations	0	2	0	0
3.) Cultivate relationships with alumni by creating alumni teams focusing on recruitment, guest lectures, mentoring, and career advice	2	4	4	0
4.) Link students and faculty to pursue neighborhood and regional economic development	1	0	1	0
5.) Encourage faculty and staff volunteer efforts in community and maintain a database to track connections	1	1	4	0
6.) Form a campus-community task force to develop a "campus village" a pedestrian-friendly neighborhood for entertainment, dining, shopping and intellectual pursuits	0	1	1	0
7.) Expand the number of feeder high schools and community colleges with which we have positive working relationships	0	3	3	0
8.) Form a task force to bring education, business, foundation, and civic forces to increase high school graduation rates	0	0	0	0
9.) Become a significant player in joint ventures with regional colleges, universities, scientific and biomedical institutions	0	1	0	0
10.) Cultivate communty relationships that will help develop a positive CSU image and collaborations in diverse communities	0	1	5	0

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	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
STRATEGY B - MEET COMMUNITY'S EDUCATIONAL AND ECONOMIC DEVELOPMENT NEEDS	10	22	17	0
1.) Develop new masters and specialist degree programs to meet community needs	4	4	4	0
2.) Enhance identity of the Division of Continuing Education as top state and regional choice for training and professional development	1	5	0	0
3.) Integrate fine and performing arts into the world class Cleveland arts scene	1	2	1	0
4.) Provide strong, well-funded community outreach programs	2	4	6	0
5.) Develop and promote lifelong learning opportunities for various community populations	0	2	0	0
6.) Expand services and educational opportunities for various community populations	1	3	3	0
7.) Establish a "Friends of the University Program" to encourage retiring and current professionals to share their skills with the campus community	0	0	0	0
8.) Create Executive Learning Spaces	0	0	0	0
9.) Develop a process by which faculty and students are involved in research, planning and execution of regionalism projects	1	2	3	0

	ACTIVITIES INDENTIFIED	ACTIVITIES PROCEEDING	ACHIEVED	INACTIVE
Goal 6 - Distinctive Image with a Vibrant Environment	**6**	**38**	**19**	**2**
STRATEGY A - IMPROVE THE PHYSICAL ENVIRONMENT OF THE CAMPUS	1	7	10	0
1.) Develop a collaborative process to revise the Master Plan and to initiate and prioritize new campus construction	1	1	1	0
2.) Develop "green", energy efficient, and sustainability standards for renovations and new construction	0	1	3	0
3.) Create student spaces in all new buildings and renovations to meet the needs of all different types of students	0	2	4	0
4.) Continue to increase the "sense of campus" through beautification	0	0	2	0
5.) Improve environment around campus by developing student-oriented businesses	0	1	0	0
6.) Develop procedures for ongoing assessment of parking services for cost effectiveness, convenience, and safety	0	1	0	0
7.) Increase the availability of affordable student housing	0	1	0	0
STRATEGY B - BUILD STRONG AND UNIQUE IMAGE OF CSU TO DISTINGUISH IT FROM OTHER UNIVERSITIES	5	31	9	2
1.) Determine academic niches or distinctive brands that should be cultivated	1	19	5	1
2.) Promote CSU as a strong regional research institution that serves students beyond graduation with professional and career development opportunities	1	2	0	0
3.) Focus campaign messages on CSU's value ("We are the best value around")	0	1	2	0
4.) Develop more name recognition in the business community	1	4	1	0
5.) Evaluate name changes of university and programs	0	0	0	1
6.) Establish a virtual presence in national advertising for signature and targeted programs	1	2	0	0
7.) Enhance robust data and voice network infrastructure	1	1	1	0
8.) Enhance CSU's image as a mobility institution providing career opportunities and increased earning potential for its students	0	2	0	0

APPENDIX C

KPI HANDBOOK

(See following page)

Cleveland State University

Office of Planning, Assessment, and Information Resource Management

Handbook for the Annual Analysis of Key Performance Indicators

University Strategic Planning Committee

September 30, 2009

Executive Summary 2009

Conclusions: Goal 1, Academic Excellence, 2009 Report

The first evaluative analysis of Goal 1 (Academic Excellence as measured by entering student status, characteristics of matriculating students, and productivity of faculty) renders a mixed set of results utilizing the most recent available data and the benchmark levels selected in 2008. In general, aspiring and admitted student status has a mixed evaluation, but a consistent trend with previous years' indicators. Matriculating student graduation rates (low) and retention rates (high) are likewise mixed as compared to benchmark values. Faculty productivity in terms of teaching undergraduates and publications appears healthy; benchmark values were exceeded in both areas (with the exception of external citation levels). The introduction of an annual Undergraduate Engaged Learning Research Awards program in 2008 has directly impacted this goal. The ongoing cycle of sponsored undergraduate research ensures the proliferation of collaborative research efforts among faculty and undergraduate students.

Conclusions, Goal 2: Financial Foundations, 2009

While general regional economic indicators began to decline during 2008, CSU's economic health remained in tact as measured by the indicators for Goal 2. Student participation (in terms of credit hours), the operating budget, and international program activity maintained targeted levels of achievement. Gifts to the university and sponsored research fell short of benchmarked levels. Caution is warranted with the review of Goal 2 KPI's in light of the nation's and Ohio's recessed economies beginning in the summer of 2008.

Conclusions, Goal 3: Open, supportive and collaborative organizational culture, 2009

Student survey results regarding satisfaction with campus services were improved with the most recent NSSE survey. Also, collaborative efforts in the areas of research and publication and the internal support via academic review have maintained the levels noted in the recent past.

Conclusions, Goal 4: Create a Culture of Student Success that Support all Core Communities of Students, 2009

The most recent evidence concerning the culture of student success and support and engagement illustrate improved ratings among students in all but one area of university experiences. Mixed results marked the graduate survey outcomes related to employment and further study.

Conclusions, Goal 5 Improve Community Relationships and Service, 2009

The university did cut some community and student service, programs in response to Ohio's and CSU's subsequent budget cutbacks for the biennium. However, as noted above, several recent and new initiatives have progressed towards realization during the past year. The examples cited in the discussion demonstrate responsive growth in the international, state, and local arenas for service and academic endeavors.

Conclusions, Goal 6 Physical Environment and Image, 2009

The development of CSU's environment and image continues to emerge as a vigorous and thriving central campus initiative in 2009. Continued refinement and progress toward the realization of the campus Master Plan remain on schedule. The active delivery and progressive marketing of the Engaged Learning campaign has served to boost enrollment in the fall, 2009 semester. Satisfaction surveys among faculty and students concerning these initiatives remain incomplete.

Key Performance Indicators for Assessing the Strategic Planning Progress

Key Performance Indicators (KPI) were developed to create a system that provides the campus community with tangible data and operational instruments for determining how well the plan is progressing. It also allows for highlighting key information about those areas that need more attention.

During the initial development of the strategic plan, a wide array of suggested indicators were examined by USPC at the goal, strategy and tactical levels for the purpose of periodically reviewing and monitoring performance. From this wide array of suggested metrics and suggestions from Strategic Planning University Review (SPUR II) participants the USPC, a smaller and more focused set of KPI were identified that capture progress of *Vision Unlimited* as a whole. As the name suggests these key indicators include metrics that capture outcomes for each of the six goals on *Vision Unlimited*. These indicators are designed to be suitable for year-end reviews for the plan.

The KPI are used to indicate broad trends for *Vision Unlimited* as a whole with a few select core indicators to assess the direction of performance as rising, stable, or declining. To understand what the KPI indicate, it is useful to go beyond the definition of the selected indicators to examine two other issues that are relevant to their development. These two issues are the rationale for their inclusion and the description of the process by which they were identified. KPI for the strategic plan were developed by USPC partially with input from the campus community during the spring, 2007 SPUR II session. Feedback from the SPUR participants was further refined by USPC to reflect the suitability of these indicators to the campus environment and the feasibility of data collection for each indicator.

Across all *Vision Unlimited* goals three principles guided the selection of KPI:

1. KPI represent a commonly recognized and standard operational performance measures for an institution's outcomes, e.g., preparation, retention and graduation of students, quality of faculty publications, and grants, awards/recognition, and student credit hours.
2. When appropriate, KPI employ nationally-recognized instruments for data collection with known psychometric properties.
3. To the extent possible, KPI were selected from existing institutional databases thereby enhancing the feasibility of producing annual reports. This readily accessible nature of the KPI allows for identifying immediate baseline data, and avoids creating an unacceptably cumbersome progress monitoring system.

The following section presents the initial effort to clarify the indicators by identifying the available background/baseline data and information as well as current data and information to assess progress toward each goal. Information is presented to explain the goal, its indicator(s) and interpretation of data associated with each.

Methods Utilized to Compile this Report

The committee identified twenty key performance indicators to asses the progress of the six strategic goals of the university. Each indicator, and its primary data source within the university was then reviewed to determine the available data and/or information that could be utilized to characterize recent trends, and

provide an identified baseline or benchmark to utilize for progress analysis in the future. It should be noted that assumptions guiding these initial review included the following:

- As noted above, and consistent with the committee's intentions, data was selected and /or derived from readily available sources within the university (i.e. CSU Book of Trends, CSU website information, and published reports, and other routinely available nationally-recognized instruments and summaries) to facilitate further analysis.
- Baseline information was derived from the 2006-07 reports. Recent data for each KPI (academic year and/or student cohort data) was included as available. In the event data was unavailable from 06-07 (i.e. NSSE, HERI) the most recent available resource was utilized.
- Concise presentation of information guided the development of the report. Data and information for each key performance indicator is presented in a tabular or narrative format. Brief observations/discussions will be used to interpret the information and assess the progress for each goal.

Reviewing the data: What is next?

In his opening endorsement of *Vision Unlimited*, CSU President Michael Schwartz lauded the plan "as the means for charting the future course of the University and identifies strategies for attaining goals and assessing outcomes." He further encouraged faculty, staff, students, alumni, and the community- all of our stakeholders- to read, consult websites, and participate actively "in making the plan a reality…we will collectively reach our highest aspiration to establish CSU as the student-focused center of scholarly excellence in the heart of the City of Cleveland."

Vision Unlimited was the result of an ongoing, collaborative process within the university community, which employed a bottom-up, grass roots initiative. It was designed to routinely obtain feedback from stakeholders.

Monitoring progress under *Vision Unlimited* was designed to be an iterative process that fits the on-going and continuously updating nature of the plan itself. It is anticipated that through this planning process many programs and operations on CSU's campus will be enhanced. KPI developed for monitoring the plan will not only capture growth and change, but will also provide an interface with the changing external and internal realities of the campus. This scan-and-change process is intended to guarantee that planning is continuous. The KPI will inform the planning process by generating trends and highlighting areas that are either considered strengths or those that need additional attention.

The *2008 Report to the Faculty Senate and Administration* represented the initial analysis to identify the benchmark data for the annual Key Progress Indicators review as described above. Much of the discussion included in this report reflects the processes utilized to arrive at the benchmarks. Those discussions will be identified with a heading **2008 Discussion and Benchmark Identification**.

The first review of the Key Progress Indicators in light of the selected benchmarks is discussed in the *2009 Handbook for the Annual Analysis of Key Performance Indicators*. The next available data or information was appended to each KPI and analyzed in light of the benchmark values or information. These newest data points are indicated in italics within the charts on the following pages. Those values that exceed benchmarked values are highlighted in gray. A brief narrative statement is noted for each KPI and goal and is labeled **2009 Analysis and Comment**.

Goal 1: Develop CSU's Academic Excellence as a University

The academic excellence of an institution is often defined by common measures such as the characteristics of its entering students, graduation rates, characteristics of its matriculating students, and the productivity of faculty. KPI under this goal include measures such as student retention, graduation and persistence rates, levels of preparation of our incoming student class, measures of student academic success on campus, and faculty productivity in the area of teaching and research.

ACADEMIC EXCELLENCE

1.1 Increase in graduation rates of first-time, full-time, degree-seeking students (fall to fall persistence and 5-year graduation rates). Both graduation rates and retention rates provide an indication of overall academic quality by documenting the persistence of students to progress towards a successful completion of their program of studies.

TREND DATA

Table 1.1-1

Recent Five Year Graduation Rates (%)					
Cohort (n)/ Category	1998 (962)	1999 (1048)	2000 (934)	2001 (1008)	*2002 (946)*
% Fifth year Graduates	21	24	23	26	*20*
% Fifth year Graduation: Women	20	25	25	27	*21*
% Fifth year Graduation: Men	21	23	21	24	*19*
% Fifth year Graduation: White	23	26	28	33	*26*
% Fifth year Graduation: Black	10	13	11	11	*7*
% Fifth year Graduation: Hispanic	6	21	8	11	*15*
% Fifth year Graduation: Asian/Pacific	40	35	27	24	*29*
% Fifth year Graduation: Unknown	30	32	24	18	*9*

Table 1.1-2

Student Retention Rates: Percents of returning full time, first year, degree seeking students.					
Cohort (n)/ Category	2002 (946)	2003 (925)	2004 (922)	2005 (955)	*2006 (947)*
% FT First Year Retention	59	59	60	58	*62*
% FT Women: First Year Retention	57	58	57	58	*63*
% FT Men: First Year Retention	61	60	62	57	*61*
% FT First Year Retention – White	64	66	67	64	*69*
% FT First Year Retention – Black	49	42	45	41	*47*
% FT First Year Retention – Hispanic	47	45	39	52	*51*
% FT First Year Retention – Asian/Pacific	65	83	71	70	*66*
% FT First Year Retention – Unknown	59	70	53	52	*56*

2008 Discussion and Benchmark Identification

Five year graduation rates account for the proportion of first year full time students who obtain a degree within five years of initial enrollment. CSU's rates have advanced during the four years reported. The 2001 cohort values (26% overall) represent the benchmark rates for strategic planning assessment. Further analysis notes that while the overall rate has improved, five year graduation rates among Hispanic, Asian/Pacific, and other (unknown) students have declined most recently.

Fall to fall retention rates depict the pattern of returning students to CSU. The university's retention rate of first year students (to a second year) have varied slightly among the four cohorts reported. Men are retained at a slightly higher rate than women, white and Asian/Pacific students evidence higher retention rates than Black and Hispanic students. 58% marks the benchmark for this measure of academic excellence.

Benchmark Values: KPI 1.1

Table 1.1-3

Graduation Rates	
26	% Fifth year Graduates
27	% Fifth year Graduation: Women
24	% Fifth year Graduation: Men
33	% Fifth year Graduation: White
11	% Fifth year Graduation: Black
11	% Fifth year Graduation: Hispanic
24	% Fifth year Graduation: Asian/Pacific
18	% Fifth year Graduation: Unknown

Table 1.1-4

Rates of Return Among Full Time Freshmen	
58	% FT First Year Retention
58	% FT Women: First Year Retention
57	% FT Men: First Year Retention
64	% FT First Year Retention – White
41	% FT First Year Retention – Black
52	% FT First Year Retention – Hispanic
70	% FT First Year Retention – Asian/Pacific
52	% FT First Year Retention – Unknown

The fifth year graduation rates among recent cohorts are reported annually in the *CSU Book of Trends*. Detailed breakdowns for gender and race/ethnicity are obtained from the Independent Postsecondary Educational Data System (IPEDS) annual survey on file in the PAIRM office. The retention data is reported by gender and race in the *CSU Book of Trends*.

2009 Analysis and Comment

The fifth year graduation rate for the 2002 cohort fell short of the benchmark value by six percent. Total retention rates among freshmen exceeded benchmark values by four percent. A five year decline in enrollment and student credit hours noted in the *Book of Trends* offers some insight into the graduation rate shortfall. Higher retention rates are supported by the one year growth of enrollment and credit hours noted as well.

ACADEMIC EXCELLENCE
1.2 Increase the freshman admission status indicators: ACT/SAT scores, High School average GPA and average class rank of admitted students.

TREND DATA

Table 1.2-1

Incoming Freshmen' Academic Backgrounds					
Cohort/ Academic Measure	2003	2004	2005	2006	*2007*
ACT/converted SAT average among enrollees	19.1	19.9	19.3	19.9	*19.9*
HS GPA	2.82	2.88	2.88	2.98	*2.98*
HS Class Rank (average percentile)	53.7	54.3	54.6	58.8	*58.2*
% Enrolled Freshmen with >= 3.0 HS GPA			49.4	48.1	*44.0*

2008 Discussion and Benchmark Identification

Incoming, degree seeking freshmen of 2006 have evidenced higher average admission test scores (19.9), higher high school grade point averages (2.98) and higher average class ranks (58.8) during the four years reviewed. However, the proportion of enrollees with a high school GPA of 3.0 or higher (48.1%) declined from 2005 to 2006. These values represent benchmarks for comparisons in the future. The proportion of first year enrollees with a high school GPA of 3.0 or higher is noted above and declined slightly from the 2005 class to the 2006 class.

Benchmark Values: KPI 1.2

Table 1.2-2

19.9	ACT/converted SAT average among enrollees
2.98	HS GPA
58.8	HS Class Rank (average percentile)
48.1	% Enrolled Freshmen with >= 3.0 HS GPA

The ACT score, high school GPA, and class rank averages among enrollees are computed by Dr. Chen (PAIRM) based upon a query of recent cohort students. The 3.0 enrollment rate is derived from the *Retention/Attrition Analysis (CSU)* provided by ACT.

2009 Analysis and Comment

The ACT score levels among 2007 freshmen enrollees were consistent with benchmark values as was the average high school GPA among new enrollees. The average high school class rank fell slightly below the benchmark value while the proportion of freshmen with a 3.0 GPA was four percent less than desired for the 2007 cohort.

ACADEMIC EXCELLENCE
1.3 Increase in percent of full-time tenure-track faculty teaching undergraduate courses.

TREND DATA

Table 1.3-1

Tenured Teaching					
Cohort/ Academic Measure	2003	2004	2005	2006	*2007*
FT tenure track faculty teaching UG classes (%)			46.6	46.1	*46.8*

2008 Discussion and Benchmark Identification

The proportion of undergraduate classes taught by full-time tenured or tenure-track faculty is approximately 46%, a consistent measure during the two years reported. This value represents a benchmark for reference in the future.

Benchmark Value: KPI 1.3

Table 1.3-2

46.1	% FT tenure track faculty teaching UG classes

The teacher/course analysis was completed by Dr. Chen utilizing the following course components: LEC, LAB, SEM, REC, STU, CLN, and PRA.

2009 Analysis and Comment
The percentage of tenured faculty teaching undergraduate classes increased slightly for 2007 exceeding the benchmark value by .7 percent.

ACADEMIC EXCELLENCE
1.4 Increase in faculty and student awards/grants and publications.

Data and/or information concerning the volume of student and faculty awards, grants and publications was compiled and provided by Dr. David Anderson and Theresa Nawalaneic and from Dr James Drnek. Faculty scholarship productivity and impact can be tracked through the number of publications (journal articles) and the number of citations per paper. The combined ISI Thomson Indexes in Science (Science Citation Index Expanded), Social Sciences (Social Sciences Citation Index), and Arts & Humanities (Arts & Humanities Citation Index) give a measure of scholarship in a broad scope of academic fields. The analyses were completed using the Web of Science website that compiles the combined ISI Thomson Indexes.

TREND DATA

Figure 1.4-1

Fig. 1: Number of Journal Articles Published by CSU Authors
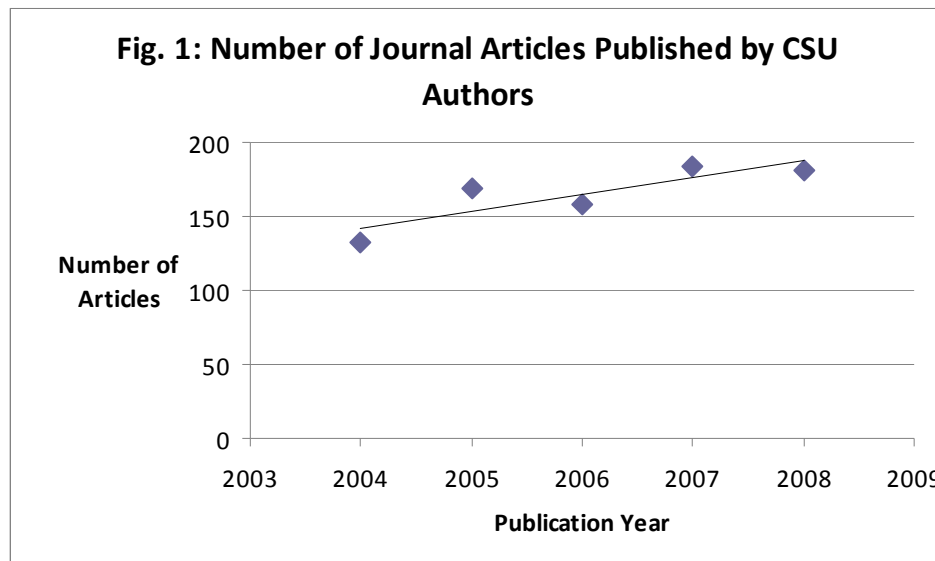
2008/2009 Discussion and Benchmark Identification
The ISI Thomson Indexes are selective indexes, and although covering all the leading journals in the fields, it is not a comprehensive indexing of all journals. Thus the number of journal articles indicated is NOT the total number of journal articles published by CSU authors; it is ONLY a total number that are covered by these selective indexes. Journals in all fields in science, social sciences, arts and humanities are covered, also including education, law, business, and engineering journals. It should be noted, however that at least some of these latter-mentioned fields (business and law, for example) appear to be under-represented in the scope of journals indexed. Also, the number of journals indexed by the various ISI Thomson Indexes (2008)

- Science Citation Index Expanded – over 6650 journals across 150 scientific disciplines
- Social Sciences Citation Index – over 1950 journals across 50 social sciences disciplines
- Arts & Humanities Citation Index – over 1160 journals

Figure 1: The Annual Number of Publications with CSU Authors illustrates journal articles published that year. For 2007 the number of ISI Thompson Journal Articles having CSU authors was 184 (adjusted from 204). There is an increasing trend over the last five years. The 2008 count was 181 CSU authored publications.

Please note that the numbers for 2004 - 2007 are smaller than those reported in the summary done last year. For example, in last years report, the number of articles for 2007 was 204 --this year the number is 184. This is due to a changed classification (ISI) of what constitutes a journal article in 2008. In years prior to 2008, Conference Proceedings were included as journal articles. Starting in 2008, Conference Proceedings are excluded and are considered a separate category.

Figure 1.4-2

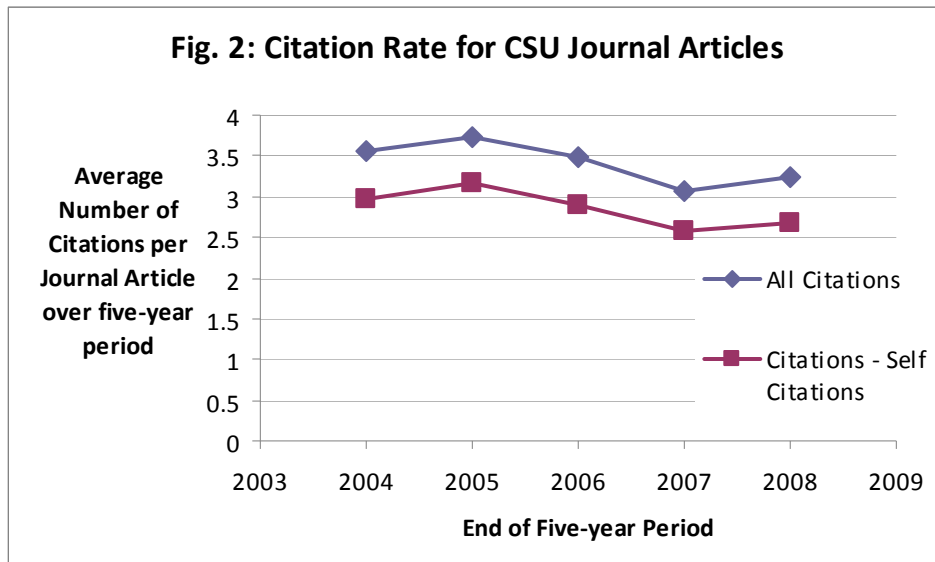**Fig. 2: Citation Rate for CSU Journal Articles**

Figure 2: The Number of Citations per Journal Article for Five Year Period (Impact Measure for the Combined ISI Thomson Indexed Journals)

One measure of the impact of scholarship is the number of citations per journal article, which is available from the above-mentioned Web of Science website analysis of the combined ISI Thomson Indexes (for the journals cited in the indexes). A period of five years is chosen: summing the number of articles published (for the journals in databases) in this five year period and summing the total number of citations for these journal articles in the same five year period. Thus, articles published in the first year of the five year period have a total of five years of citations and presumably a much greater number of citations compared to the journal articles in the latter years of the period in which there are fewer years for citations. Note: when doing this analysis, the current incomplete year cannot be included.

Figure 2 illustrates the average citations per journal article in 5 year periods starting with the five year period 1999-2003 and ending with the latest five year period, being 2004-2008. Note: there are two plots in Figure 2: all citations and citations minus self citations. This latter plot is a better measure of external impact, as it subtracts all citations in an author's own journal articles. However these two plots parallel each other in the last five periods plotted, so either can be used for monitoring trends. The Web of Science website can calculate both of these quantities. For the latest five year period ending in 2008 the number of citations (all) per ISI Thomson Journal Article was 3.85 and the number of citations (minus self citations) per ISI Thomson Journal Article was 2.68. The trend has been decreasing from a peak three years ago, however, the 2008 levels are higher than 2007.

The recommended benchmarks were derived by locating the midpoint between 2006 and 2007 data available for these two analyses. 171 CSU authored publications and 2.74 average external citations are recommended for future comparisons.

Benchmark Values: KPI 1.4

Table 1.4-3

171	Number of CSU authored publications
2.74	Average citations per journal (CSU authors)

Data and/or information concerning the volume of student and faculty awards, grants and publications was compiled and provided by Dr. David Anderson and Theresa Nawalaneic tracked through the number of publications (journal articles) and the number of citations per paper. From the combined ISI Thomson Indexes in Science (Science Citation Index Expanded), Social Sciences (Social Sciences Citation Index), and Arts & Humanities (Arts & Humanities Citation Index).

Undergraduate Engaged Learning Research Awards supported 75 CSU Students during summer 2008. Seventy five CSU undergraduate students had the opportunity to work on summer research projects with faculty mentors during summer 2008. Forty eight proposals were received from five colleges and 34 were funded across 14 departments. Examples of funded proposals include:

- "Pregnancy Management Practices, Childbirth Experiences, and Infant Health Outcomes Among a Multiethnic Sample of Urban Mothers in Cleveland, Ohio,"
- "Use of Steel Slag as an Aggregate in Concrete Pavement," and
- "Effects of Increased Cholesterol Levels on the Molecular Activity of Membrane-bound Proteins."

The funds for the projects, totaling $289,414 were provided from the Provost's office. The Provost's office also sponsored a Poster Session for these projects.

2009 Analysis and Comment
Authored publications (181) and average citations (2.68) in 2008 indicate mixed indications for this benchmark. While CSU authors exceed the benchmark, citations fell slightly short of the desired value. In addition, the initiation of the annual Undergraduate Engaged Learning Research Awards program in 2008 has directly impacted this KPI. The ongoing cycle of sponsored undergraduate research insures the proliferation of collaborative research efforts among faculty and undergraduate students.

Benchmark measures may be useful in accumulating certain kinds of data, but they ought not be used as the sole indicator of faculty productivity in assessing the progress toward reaching the Academic Excellence goal. The Thomson Index, which cites the number of journal articles, does not account for any of the creative work done by the arts units on campus. Our Drama program is producing an extraordinary number of plays in multiple performances; our artists create new works and display them; our composers have numerous premieres and performances; our performing faculty are playing and conducting all around the world. We consider our work to contribute to the academic excellence of CSU, and yet that data seems never to find its way into any of our evaluative instruments, such as KPI.

ACADEMIC EXCELLENCE
1.5 Increase in average ACT score of students selecting CSU as their first or second university of choice.

TREND DATA

Table 1.5-1

Cohort/ Academic Measure	2003	2004	2005	2006	*2007*
ACT average of students indicating CSU as first, second choice		19.5 18.8	19.0 19.1	19.3 19.2	*20.2* *20.0*

2008 Discussion and Benchmark Identification
Applicants, who identified CSU as their first or second choice destination and who have enrolled, post a slightly higher average admission test score than their full cohort members. These indicator values increased for the 2007 incoming class; 20.2 and 20.0, respectively.

Benchmark Values: KPI 1.5

Table 1.5-2

19.3 19.2	ACT average of students indicating CSU as first, second choice

ACT/choice data was obtained from the annual *ACT Class Profile Report* on file at PAIRM.

2009 Analysis and Comment
In 2007, students aspiring to Cleveland State University (first or second choice) posted higher ACT scores than in the past. These averages exceeded the selected benchmark values for this indicator.

Conclusions: Goal 1, Academic Excellence, 2008 Report

Cleveland State University has posted consistent indicators of academic quality in the years reviewed. The incoming classes reflect strong characteristics; retention rates and graduation rates have also remained consistent over the recent period. The values noted in the discussion above reflect a fair, yet valuable baseline for analysis of progress in the future.

Further analysis involving the underlying explanations of the graduation rate and retention variations among ethnicities is warranted as part of strategic planning and action. Incoming student patterns exhibited also provide a basis to continue positive trends established in the area of student recruitment.

Conclusions: Goal 1, Academic Excellence, 2009 Report

The first evaluative analysis of Goal 1 (Academic Excellence as measured by entering student status, characteristics of matriculating students, and productivity of faculty) renders a mixed set of results utilizing the most recent available data and the benchmark levels selected in 2008. In general, aspiring and admitted student status has a mixed evaluation, but a consistent trend with previous years' indicators. Matriculating student graduation rates (low) and retention rates (high) are likewise mixed as compared to benchmark values. Faculty productivity in terms of teaching undergraduates and publications appears healthy; benchmark values were exceeded in both areas (with the exception of external citation levels). The introduction of an annual Undergraduate Engaged Learning Research Awards program in 2008 has directly impacted this goal. The ongoing cycle of sponsored undergraduate research ensures the proliferation of collaborative research efforts among faculty and undergraduate students.

Goal 2: Provide the Financial Foundation for Academic Excellence

The financial foundation of an institution is commonly defined by such measures as student credit hours, the number and amount of grants and gifts, the amount of revenues, and the size of the endowment. These KPI represent multiple income sources that are critical in ensuring the viability needed to build academic excellence.

FINANCIAL FOUNDATION

2.1 Increase in student credit hours and headcount.

TREND DATA

Table 2.1-1

CSU Student Credit Hours			
Student Credit Hours (in 1000's)			
Year Ending	Total Annualized Student Credit Hours	Annualized Student FTE	Unduplicated Student Enrollment
2003	387.9	12,.9	22.4
2004	382.5	12.8	22.0
2005	371.1	12.4	21.9
2006	359.2	12.0	21.1
2007	353.4	11.8	20.4
2008	*363.8*	*12.1*	*20.4*
1 year change	*2.9%*	*2.5%*	*0%*
5 year change	*-4.9%*	*-5.4%*	*-7.3%*

2008 Discussion and Benchmark Identification

The university's student headcount and corresponding annual credit hour tally has decreased over the five year period 2003 to 2007 marking a nine percent decline. Benchmark values from 2007 may be utilized for future comparisons (353,000 annual student credit hours among 20,400 students enrolled).

Benchmark Values

Table 2.1-2

353.4	Total Annualized Student Credit Hours (1000's)
20.4	Unduplicated Student Enrollment (1000's)

Student credit hours and headcount are reported annually in the *CSU Book of Trends.* Data was rounded for benchmark reporting

2009 Analysis and Comment

Data from 2008 indicate increases in annualized student credit hours and CSU's annualized full time equivalent census among a consistent level of enrollees. While these recent values meet or exceed the identified benchmark values, five year comparisons show a decline.

FINANCIAL FOUNDATION

2.2 Increases in grant revenues and expenditures (1 and 5 year).

TREND DATA

Table 2.2-1

University Awards, Grants, and Expenditures		
Research Dollars (in millions)		
FY	Awards	Expenditures
2002	$25.1	$22.1
2003	$22.7	$19.1
2004	$35.8	$25.9
2005	$31.2	$25.6
2006	$33.6	$26.4
2007	$43.9	$24.8
2008	$23.6	$23.8
2009	$18.0	$20.2
1 Year Change	-24%	-15%
5 Year Change	-42%	-21%

2008 Discussion and Benchmark Identification

Conversely, awards and grants to the university have dramatically increased during a similar five year span. A 34 percent increase in awards was accompanied by increased expenditures related to these endeavors of 19 percent. Single year growth of 8% and 3% respectively provide benchmarks for future assessment.

Benchmark Values

Table 2.2-2

Awards	Expenditures	
8%	3%	1 Year Change
34%	19%	5 Year Change

Research awards and expenditures are reported annually in the *CSU Book of Trends*. Data was rounded for benchmark reporting.

2009 Analysis and Comment

The recent appended data (from FY 2007 - 09) indicate rather dramatic recent increases and decreases in grant awards to the university. One year and five year comparisons (for FY2009) show a decline in awards However, Dr. Steiner, Vice President for Sponsored Research cautions the use of annual award levels as multi-year grants impact this indicator via large fluctuations from year to year. Also, the outlook for 2010 is promising due to stimulus funding, increased activity among CSU faculty, and re-negotiation of existing grant agreements.

Annual expenditures under these grant programs reveal a more consistent indication of research activity. While showing less volatility, expenditures have trended downwards during the period as well, especially impacted by the temporary cessation of spending for the Wright Center for Sensor Systems Engineering. Declines in both indicator levels have trailed benchmark values for one and five year comparisons.

FINANCIAL FOUNDATION
2.3 Increase in 'gift' income, document pledges and alumni participation rates.

TREND DATA

Table 2.3-1

Gifts to the University				
	Alumni Donors	**Total Donors**	Alumni Gifts	**Total Gifts**
FY2002	4,520	6,930	$812,608	$4,510,831
FY2003	4,265	6,826	$750,846	$4,956,261
FY2004	4,351	6,761	$1,279,657	$8,357,423
FY2005	4,724	6,976	$924,859	$7,145,421
FY2006	5,263	7,883	$1,165,048	$6,710,078
FY2007	4,214	6,817	$928,413	$8,130,961
FY2008	*4,541*	*7,251*	*$1,384,243*	*$8,050,066*
1 YR Change	*7.8%*	*6.4%*	*49%*	*-9.9%*

2008 Discussion and Benchmark Identification

Gifts to the university, as well as participation levels among alumni and others have varied during the six years reported. The most recent comparisons (2006 – 07) indicate a decrease in participation (14%), but an overall increase in total dollars (20%) donated. University Advancement monitors these levels and has planned a prioritized campaign and identified key metrics to focus the appeal towards scholarship. On-going analysis will continue to refine the appeal. Benchmarks derived from the years reported suggest an alumni participation level of 4700 and 15.5% annual increase in total gifts to the university.

Benchmark Value

Table 2.3-2

4700	Number of Annual Alumni Donors
15.5%	Annual increase of total donations to the university

Annual donor and giving data is reported annually in the CSU Book of Trends.

2009 Analysis and Comment

The total contributions to the university declined by nearly ten percent in 2008. However, the number of alumni and other donors increased over the previous year as well as the amount contributed by alumni in 2008. Benchmark levels were not met despite these increases however, it should be noted that the nation's and Ohio's economies reflected a severe recession beginning in the summer of 2008.

FINANCIAL FOUNDATION
2.4 Increase in percent of operating budget allocated to academic expenses.

DATA TRENDS
Table 2.4-1

Cleveland State University Operating Budget			
Percent of University's Operating Budget Allocated to Academic and Non-Academic Areas			
(In Thousands)			
	FY 2008	FY 2007	FY 2006
	Budget	Budget	Budget
Academic Program Areas			
Instruction & Research	$81,323	$ 76,280	$ 76,479
Separate Research	1,913	2,117	1,637
Public Service (Cont. Ed)	3,395	3,100	3,239
Academic Support	31,785	30,383	29,739
Scholarships & Fellowships	6,378	6,829	7,142

Cleveland State University Operating Budget			
Percent of University's Operating Budget Allocated to Academic and Non-Academic Areas			
Total	$124,794	$ 118,709	$ 118,235
Percent of Total Operating Budget	**64.06%**	**63.91%**	**63.94%**
All Other Program Areas:			
Student Services		-	-
Institutional Support		-	-
Operation & Maintenance of Plant		-	-
Total of other program areas	$70,002	$ 67,021	$ 66,685
% Increase FY05 to FY09			
% of Total Operating Budget	35.94%	36.09%	36.06%
Total Operating Budget	$194,795	$ 185,730	$ 184,920

2008 Discussion and Benchmark Identification

The university's academic operating budget (as a proportion of its operating budget) has declined very slightly (.3%) during the three years reported. The analysis was computed ratio of budgeted academic expenditures (instruction, research, CE service, and scholarship) to the total annual operating budget which also student services, institutional support, and plant operations. Generally, CSU expends 64% of its annual budget on academic related expenditures; a value useful for comparisons in the future.

Benchmark Value

Table 2.4-2

64.0%	Percent Academic Budget of total operations

A summary of qualified annual budget data was provided by Mr. Long of the CSU Office of Budget and Finance.

2009 Analysis and Comment

A review of the fiscal year 2008 budget indicates a consistent proportion of the budget devoted to academic programs remains at 64 percent, the benchmark value.

FINANCIAL FOUNDATION
2.5 Increase in the number of international programs, student headcount and retention rates.

TREND DATA

Table 2.5-1

International Programs and Students				
	2005	2006	2007	*2008*
Contracted Programs	22	23	25	*26*
Foreign Students	872	831	804	*829*
Enrollees with visa: F1, J1	737	825	858	*771*

2008 Discussion and Benchmark Identification

International programs represent agreements between organizational units within CSU with foreign based universities and agencies. Program agreements have increased (three new programs between 2004 and 2007) and student enrollments associated with these programs have increased by 16.4 percent during the same period (based upon a tally of students enrolled with a F1 or J1 visa).

Benchmark Values

Table 2.5-2

n=23	Contracted Programs
n=831	Foreign Students Represented

International link programs headcounts are reported annually in the *CSU Book of Trends.*
The selected visa enrollment is computed by Dr. Chen.

2009 Analysis and Comment
The number of international programs and student participants has increased for the 2008 academic year. Both levels meet the targeted benchmarks for this indicator.

Conclusions, Goal 2: Financial Foundations, 2008

The university's financial health and well being is generally good, however, enrollment and credit hours have declined in recent years. Further analysis might provide additional insights with respect to regional demographics.

Conclusions, Goal 2: Financial Foundations, 2009
While general regional economic indicators began to decline during 2008, CSU's economic health remained in tact as measured by the indicators for Goal 2. Student participation (in terms of credit hours), the operating budget, and international program activity maintained targeted levels of achievement. Gifts to the university and sponsored research fell short of benchmarked levels. Caution is warranted with the review of Goal 2 KPI's in light of the nation's and Ohio's recessed economies beginning in the summer of 2008.

Goal 3: Nurture an Open, Supportive and Collaborative Organizational Culture
This goal requires the assessment of participation and satisfaction of various campus constituencies in working collaboratively. CSU has administered many homegrown and standardized surveys in the last decade to assess performance in this area. An inventory of over 20 surveys was examined by USPC to select an appropriate instrument for data collection. Prior surveys have assessed attitudes and satisfaction of the following groups: entering, current, graduating students, alumni, employers, and faculty and staff. Of all these surveys the Higher Education Research Institute (HERI) Faculty Survey and the National Survey of Student Engagement (NSSE) were selected as the instruments for collecting data for *Vision Unlimited* goal 3. These nationally recognized surveys have been administered on campus on previous occasions and baseline data from prior administrations spans a 15-year period. The HERI survey instrument was of particular interest because it included an additional feature for adding campus specific questions.

OPEN, SUPPORTIVE AND COLLABORATIVE ORGANIZATIONAL CULTURE
3.1 Increase in scores on campus collaboration culture survey.

TREND DATA

Table 3.1-1

Higher Education Research Institute Faculty Survey (HERI)				
FACULTY SURVEY INSTITUTIONAL SUMMARY: CSU Full-time Undergraduate Faculty				
Year	1989	1995	1998	2004
Number of Respondents	68	165	147	182
Aspects noted as very satisfactory or satisfactory (Selected Items from the survey)	**%**	**%**	**%**	**%**
Salary and fringe benefits	66.2	41.9	40.1	50.3
Opportunity for scholarly pursuits	39.7	47.2	51.4	67.2
Teaching load	33.8	67.3	62.7	70.4
Quality of students	30.9	25.9	17.9	29.4
Working condition / Office/lab space	51.5	50.0	65.5	73.4
Autonomy and independence	83.8	81.9	88.7	92.7
Relationships with other faculty	73.5			
Professional relationships among fac.		65.8	63.4	76.7
Social relationships with other faculty		50.3	49.2	62.2
Competency of colleagues	69.7	66.0	63.8	80.2
Visibility for jobs at other institutions	37.3	28.9	25.7	51.7
Job security	75.0	67.1	81.2	
Relationship with administration	37.3	30.6	36.5	65.1
Opportunity to develop new ideas		61.0	70.0	83.6
Overall job satisfaction	54.4	64.2	62.0	80.0

Table 3.1-2

NSSE Student Survey: Selected Items related to Campus Culture						
Institutional Environment	Freshmen 2002	Freshmen 2006	Freshmen 2009	Seniors 2002	Seniors 2006	Seniors 2009
Using computers in academic work	-	3.33	3.33	-	3.21	3.41
Attending campus events and activities (speakers, Cultural performances, athletic events, etc.)	2.19	2.28	2.60	1.86	2.12	2.35
Providing the support you need to help you succeed academically	2.63	2.80	3.05	2.50	2.59	2.74
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.82	1.94	2.18	1.58	1.65	1.79
Providing the support you need to thrive socially	1.97	2.08	2.353	1.72	1.76	2.01
Spending significant amounts of time studying and on academic work	2.91	2.83	3.04	2.94	2.82	3.00
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.48	2.55	2.74	2.41	2.47	2.57
Average rating for seven items*	**2.00**	**2.55**	**2.76**	**1.86**	**2.38**	**2.55**

*To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much

2008 Discussion and Benchmark Identification

The Higher Education Research Institute Faculty Survey contains items that relate to the collaborative atmosphere of the institution. Table 3.1-1 contains selected items from surveys of CSU faculty conducted four times between 1989 and 2004. A review of the data indicates that, with the exception of impressions of salary and student quality, faculty expressed satisfaction has dramatically increased over the time period posted. Overall job satisfaction was rated quite favorably by 80 percent of the faculty respondents in 2004, a substantial increase over previous ratings. Data noted for the 2004 survey will be utilized as benchmarks for future reviews of this indicator. Additional local items contained in the next survey will supplement and enhance this measure.

Similarly, seven items which comprise the Institutional Environment section of the National Survey of Student Engagement (NSSE) were selected to provide an indication of the collaborative nature of the campus environment. Ratings expressed by freshmen and seniors alike have improved for each of the seven items between 2002 and 2006. Overall the average rating for the seven items reflects an increased emphasis within the university community upon those student support and activities. Table 3.1-2 also reports the characteristics of respondents to the recent survey distributions; individual item analyses by race/ethnicity were not available for reporting. 2006 computed average values (2.6 and 2.4 for freshmen and seniors) will be utilized as benchmarks for future analyses.

Table 3.1-3

Characteristics of NSSE Respondents						
		2002	2006	2006	2009	2009
		Freshmen & Seniors	Freshmen	Seniors	Freshmen	Seniors
N		432	258	361	389	777
% White		68	63	72	60	701
% Black		15	14	13	19	14
% Hispanic		3	4	2	6	3
% Asian/Pa		3	7	2	3	3
% Unknown		11	12	11	12	10

Benchmark Values

Table 3.1-4

80%	Percent of faculty satisfied overall

2.6	Freshman satisfaction ratings and
2.4	Senior satisfaction ratings with campus services (average values)

Job satisfaction is derived from selected items from the Higher Education Research Institute (HERI) survey of faculty report on file in PAIRM.

Service satisfaction among students was derived from seven items which comprise the Institutional Environment section of the National Survey of Student Engagement (NSSE). An overall the average rating was computed for the seven items. Demographic (race) characteristics of student respondents are also noted.

2009 Analysis and Comment
The HERI survey of faculty members was not conducted in2008. The NSSE survey of students was administered to CSU students in spring, 2009. The service satisfaction index among students was summarized using the same items as in the past. The summary values of 1.86 among freshmen and 2.55 among seniors exceed the benchmark values identified in 2008.

OPEN, SUPPORTIVE AND COLLABORATIVE ORGANIZATIONAL CULTURE
3.2 Increase in the number of cross functional lateral teams, collaborative research and collaborative programs.

2008 Discussion and Benchmark Identification
Collaborative initiatives on campus include several aspects of campus life. Cooperative academic endeavors, student life initiatives throughout colleges and departments, and collaborative research represent the variety of ways that CSU provides a supportive and *engaged learning* experience for students.

The Office of Student Life coordinates several co-curricular activities on campus and within the greater Cleveland community. Student Life has also declared collaboration among campus entities and organizations and students and faculty a priority in response to *Vision Unlimited*. Community service initiatives with City of Cleveland and academic partnerships with CSU Dance Department were initiated during the past academic year.

The previously reported Analysis of Cited Journal Articles for Regional and Statewide Collaborations (For the Combined ISI Thomson Indexed Journals—see Goal 1 discussion) provides insight into collaborative research and programs at CSU.

Of the 204 journal articles published by CSU authors in 2007 cited in the combined ISI Thomson Indexes, 47 of them (23%) are with other Ohio institutions. [Note: one can search for articles by the state (i.e. Ohio) in the Web of Science and print out the summaries and examine the listing of all institutions for that journal article.] The number of journal articles with Northeast Ohio Institutions is 36.5 (18%), with Cleveland Clinic Foundation leading with 21.5 (10.5%) journal articles. Note: if a journal article has more than one collaborating Ohio institution, then the paper is counted for each institution according to the fraction of number of collaborating Ohio institutions listed for the journal article. Thus, if a CSU journal article has authors from two other Ohio institutions, then the fraction is 0.5 for each collaborating institution. One other note, one can get a listing of number of CSU journal articles broken down by institution in the Web of Science website, however this is not accurate, as it will list the same journal article multiple times for articles that have more than one collaborating institution. Thus, to be accurate, the journal articles summaries must be printed out and examined (and counted) for the various institutions to prevent duplicate (or triplicate) counting.

Also, by printing out ALL journal summaries in 2007 and noting articles that have multiple CSU departments or units listed revealed eight journal articles (3.9 %) published in 2007 in the ISI Thomson Indexes Journal bases with collaboration among CSU departments or units. Suggested benchmarks for this annual review would cite the 23 % collaboration rate with institutions around Ohio and 4% intra-university collaboration rate.

Further inquiry to gauge academic and research collaborative requires a survey of the university faculty. Members currently complete program plan proposals at the beginning of each academic year and the Faculty Annual Activities

Report (FAARS) near the end of each academic year. Information concerning faculty service activities is part of the AAUP agreed process; the addition of a reporting line to address cooperative programs and research would require review and agreement. Further, the implementation of the reporting process should include a centralized, electronic submission to facilitate the analysis of these activities among CSU's 600 faculty members.

Benchmark Values

This benchmark must be further developed considering the available information concerning collaborative efforts and publication data presented.

Table 3.1-5

23%	Proportion of collaborated publications with Ohio colleagues
4%	Proportion of collaborated publications with CSU colleagues

2009 Analysis and Comment

During the 2008 academic year, the Office of Student Life maintained its program of student leadership programs and cooperative campus events citing 210 programs and 100 club sponsored activities involving over 13,000 students (duplicated count).

The subsequent year analysis of publications among CSU faculty and authors from other Ohio institutions was completed for 2008. Collaborated publications rose slightly to 24.3 % in 2008 to exceed the benchmark value. The number of journal articles with Northeast Ohio Institutions is 38.5 (21%), with Cleveland Clinic Foundation leading with 16 (9%) journal articles. In 2008, seven articles (3.9%) cited multiple CSU authors to match the benchmark value.

Progress to document the collaborative research and academic efforts among CSU faculty have not yet been initiated.

OPEN, SUPPORTIVE AND COLLABORATIVE ORGANIZATIONAL CULTURE
3.3 Annual reporting of administrative and academic program review: reviews/agreements completed and in progress.

TREND DATA

Table 3.3-1: Academic Program Reviews 2005 – 2008, n=15*.

	Exceeds Expectations		Meets Expectations		Fails Expectations	
	Dept	Broad	Dept	Broad	Dept	Broad
Purposes, Goals, and Objectives	0	2	13	12	1	1
Curriculum /Program Quality	1	3	14	10	1	4
Faculty	3	4	11	9	1	3
Students	2	1	12	13	2	3
Assessment	1	2	12	9	2	4
Resource Support	0	0	6	8	2	1
A. Library	0	0	13	14	1	1
B. Tech.	1	1	12	13	1	1
C. Other	0	0	4	6	8	7
Analysis of Statistical Trends	2	2	10	7	1	5
Overall Evaluation	0	2	13	12	1	1

*Totals do not reflect program count; unrated and duplicate ratings are included.

2008 Discussion and Benchmark Identification

During the period of 2005 – 2008, 15 programs submitted self studies to the Vice Provost. An academic program review of these studies revealed the tally of ratings noted above. In general, program reviews met or exceeded both departmental and broader expectations in the seven areas noted. The review provides feedback to the reporting departments concerning the strengths and weaknesses of the program review, thus promoting ongoing improvement. One area that lacked ratings or departed from the trends represented by all others was resource support including the sub-categories of library, technology, and other support to the program.

Benchmark Values

The on-going cycle of self studies and subsequent administrative review documents the process. During a four year period (2005 – 2008) 15 academic program reviews were assessed (3 or 4 programs each year). Feedback and follow-up actions and strategies can serve to improve programs.
The summary of completed academic reviews is on file at PAIRM.

2009 Analysis and Comment
During the 2008-09 academic year, three programs submitted reports for academic review. The process included review of the submissions [Philosophy (undergraduate and graduate programs), Black Studies (minor field program), and the university Library] and corresponding feedback to the units regarding strengths, concerns, and suggested strategies. This ongoing review process meets the pace of review characterized over the past four years. Progress toward the development of a system for administrative program reviews was not evident for the 2008-09 year. Please refer to the discussion in the narrative report to the Faculty Senate.

Conclusions, Goal 3: Open, supportive and collaborative organizational culture, 2008

Cleveland State University has evidenced progress toward a collaborative and supportive institution. Faculty and students have indicated increased satisfaction and performance related to the mutual support of academic activity and scholarship. Also, a system to conduct annual reviews of academic departmental and support unit operations and offerings for students is in place. The university does not have a system to review administrative department operations.

Conclusions, Goal 3: Open, supportive and collaborative organizational culture, 2009
Student survey results regarding satisfaction with campus services were improved with the most recent NSSE survey. Also, collaborative efforts in the areas of research and publication and the internal support via academic review have maintained the levels noted in the recent past.

Goal 4: Create a Culture of Student Success that Support all Core Communities of Students

CULTURE OF STUDENT SUCCESS
4.1 Increase in scores of student engagement satisfaction, and engagement surveys.

DATA TRENDS

Table 4.1-1

NSSE Campus Engagement Response Summary, Freshmen Students			
NSSE Average ratings:	**CSU Senior Means**		
Selected Campus Engagement Items	2002	2006	2009
Academic and Intellectual Experiences	2.18	2.29	2.42
Additional Collegiate Experiences	-	2.16	2.48
Enriching Educational Experiences	0.43	0.16	0.12

Table 4.1-2

NSSE Campus Engagement Response Summary, Senior Students			
NSSE Average ratings:	**CSU Senior Means**		
Selected Campus Engagement Items	2002	2006	2009
Academic and Intellectual Experiences	2.40	2.42	2.52
Additional Collegiate Experiences	-	2.22	2.49
Enriching Educational Experiences	0.31	0.20	0.24

Source: NSSE Summary Reports, 2002, 2006, 2009

2008 Discussion and Benchmark Identification
Tables 12 and 13 contain summarized values from the NSSE first year and senior year students conducted in 2002 and 2006 at CSU. Please refer to Table 10 (Goal 3) for the race/ethnic characteristics of the respondents. Items related to student engagement on campus (n=21) were selected from the response reports and summarized as noted. The two initial categories in the tables reflect a response scale: 4 = Very Often, 3 = Often, 2 = Sometimes, 1 = Never. The third category reflects a 0 = no activities, 1 = done, thus the value reports the percentage of respondents acknowledging the experience.

Both first year students and senior respondents noted an increased level (2.18 to 2.29 and 2.40 to 2.42 among freshmen and senior respondents) of engagement on campus between 2002 and 2006 survey points. Academic experiences include interactions and collaborations among students and faculty within and outside of classrooms on campus. A variety of experiences are noted. Additional collegiate experiences reflect utilization of campus resources and opportunities as part of the educational experience.

Enriching Educational Experiences refer to community service activities, special, external projects, and community study opportunities for engagement. Participants respond with a no-yes, hence the fractional data. Both groups indicated a decline (.43 to .16 and .31 to .20 among freshmen and seniors, respectively) in this category between 2002 and 2006.

Benchmark Values

Table 4.1-3

CSU First Year Mean Scores	CSU Senior Mean Scores	NSSE Average ratings: Selected Campus Engagement Items
2.29	2.42	Academic and Intellectual Experiences
2.16	2.22	Additional Collegiate Experiences
0.16	0.20	Enriching Educational Experiences

Items related to student engagement on campus (n=21) were selected and summarized from the NSSE first year and senior year students. Averages ratings by category are reported.

2009 Analysis and Comment
The NSSE survey of students was administered to CSU students in spring, 2009. Freshman respondents posted 2.42, 2.48, and 0.12 average ratings for the three benchmarked experiences, exceeding the ratings for academic, intellectual, and other experiences and falling short of the enriching experience benchmark. Seniors averaged ratings of 2.52, 2.49, and 0.24 to exceed all three benchmarks for the 2009 survey. Related to the surveys noted above, the Office of Student Life reports that on 13,000 students (duplicated count) participated in sponsored activities including government, organized activities, clubs, and programs during the past academic year. More than 200 programs and over 100 activities were cataloged.

CULTURE OF STUDENT SUCCESS
4.2 Increase in number of recent graduates working in their field of study or going on for advanced degrees.

DATA TRENDS

Table 4.2-1

Post Graduation Activity Survey: Graduate School and Employment			
	2006 (n=1179)	2007 (n=1467)	2008 (n=564)
% Respondents considering graduate school	40	41	46
% respondents employed in a degree related field	54	61	40

2008 Discussion and Benchmark Identification
The Office of Career Services surveys CSU graduates annually. The office reports increased proportions of respondents considering graduate school programs and those reporting to be employed in a field related to their program of studies.

Benchmark Values

Table 4.2-2

40	% Respondents considering graduate school
54	% respondents employed in a degree related field

The Office of Career Services surveys CSU graduates annually. Mr. Klein provided survey results from recent years concerning occupational and graduate school activities and plans.

2009 Analysis and Comment
While the 46 percent of surveyed graduates indicate an interest in graduate programs exceeding the benchmark, only 40 percent indicated they are employed in their field of study, beneath the selected benchmark.

Conclusions, Goal 4: Create a Culture of Student Success that Support all Core Communities of Students, 2009
The most recent evidence concerning the culture of student success and support and engagement illustrate improved ratings among students in all but one area of university experiences. Mixed results marked the graduate survey outcomes related to employment and further study.

Goal 5: Improve Community Relationships and Service
No existing survey or database of performance measures exits to systematically collect information on CSU's community relations and service on a university-wide basis. Consultations with the Office of Marketing revealed that this data is typically collected by contacting the offices of the President, Vice Presidents, Provost, and Deans. For a public institution this data is very important in leveraging and promoting university expertise in enhancing the educational, social, economic, and cultural needs of the community. KPI for this goal involved data collection through the above-mentioned offices.

COMMUNITY RELATIONSHIPS AND SERVICE
5.1 Increase in number of community partnerships and collaborations, and number of new educational initiatives directed towards meeting the educational, social and economic needs of the community.

DATA TRENDS
Cleveland State University is actively promoting collaborations, relationships, and partnerships both within the university organization and within the greater external community. Endeavors with local industry, fellow academic institutions, the state of Ohio, and other agencies have been initiated during the past academic year (2007-08). Actions and evidence to document these activities:

2008 Discussion and Benchmark Identification
- The CSU Provost is anticipating a Task Force Report on excellence in community engagement to report progress in this area. The report (due in September, 2008) will provide recommended methods to assess progress in this area.
- The CSU Vice President for Research has documented 14 community/agency partnerships that share financial resources, personnel, and/or facilities with Cleveland State faculty and students for the purpose of research.
- CSU obtained state funding (Choose Ohio First) to participate in four programs as lead or partner institution with other schools for funded academic programs.
- The state's Third Frontier Commission and University System of Ohio have made monetary awards to 10 university collaborations so they can attract researchers and their federal research grants and staff members to Ohio. Cleveland State University will get $900,000 to strengthen its cardiovascular repair and tissue engineering research collaborative with the Cleveland Clinic. Universities submitted proposals for funds based on their areas of academic and research strengths.
- Cleveland State University is investing in its hometown and home region every day. CSU appointed the Vice President for Economic Development; the office: is investing its human capital in the region's future every day by educating its students to be better employees, entrepreneurs, researchers and citizens, and is investing its financial capital in Cleveland's future as its recent building program reaches past $200 million. The University is creating a student-centered campus that is a development catalyst for a revived Euclid Avenue and the beginnings of a new neighborhood that knits together the urban fabric of Playhouse Square, the Lakefront, and MidTown Cleveland, and is investing its intellectual capital through engaged scholarship in the practice and theory of economic development.
- Cleveland State University partners with 26 regional, national, and international institutions (high schools, community colleges, four-year colleges and universities, and other organizations). Sixty-six (66) agreements (42 undergraduate, 24 graduate) in the form of program articulations, consortium agreements, and joint programming have been established by all of CSU's colleges. An additional 18 memoranda of understanding provide for facility usage and other academic collaboration with our external partners. Examples of collaborative institutions include: Cuyahoga Community College, Lorain County Community College, Lakeland Community College, Cleveland Clinic Foundation, North East Ohio Universities - College of Pharmacy, and the University of Akron
- The Student Life Office coordinates student led community service and volunteer initiatives throughout the academic year. Over 60 local agencies are listed as opportunities for student volunteers.
- Finally, the initiatives and recent successes of the CSU Athletic Program equates to improved community relationships and involvement. CSU was awarded the J. McCafferty Trophy, which is presented annually by the Horizon League in recognition of the league's all-sport champion. The trophy is the culmination of five championships (women's basketball, volleyball, and softball and men's tennis and golf) and two team second placements for intercollegiate athletics at Cleveland State in the Horizon League.

Suggestions

While a few quantitative measures can support the annual review of the intensity of Cleveland State University's community involvement and relationships, other strategies can more adequately address the ongoing success towards this goal. Suggested strategy includes the annual review of selected proposals with community service and relationship objectives. Devise a method to assess progress towards the stated intended outcomes with agencies that comprise the larger external community (local and state agencies, accrediting agencies, industry, educational entities, and the immediate community).

2009 Analysis and Comment

Cleveland State University partners with 32 regional, national, and international institutions (high schools, community colleges, four-year colleges and universities, and other organizations). Seventy-four (74) agreements (46 undergraduate and 28 graduate) in the form of program articulations, consortium agreements, and joint programming have been established by all of CSU's colleges. An additional 18 memoranda of understanding provide for facility usage and other academic collaboration with our external partners. These partnerships and agreements represent substantial increases (24 and 12 percent, respectively) over the previous academic year. Highlights of selected programs follow:

- The CSU Student Life Office coordinates student led community service and volunteer initiatives throughout the academic year. In a partnership with City Year, students volunteer in numerous local community service endeavors. Over 150 local agencies are listed as opportunities for student volunteers.
- Make a Difference Day and Do-Gooder Day were conducted as part of student service to the community.
- MBA program at the Cleveland Clinic Foundation: Cleveland State University's Nance College of Business initiated the Master of Business Administration degree on the Cleveland Clinic's main campus. The program is offered to Clinic employees who qualify for admission to the MBA program. The MBA program at the Cleveland Clinic features the same curriculum and the same exceptional faculty as the MBA program on our main campus. The MBA program consists of foundation and advanced courses. The MBA at the Cleveland Clinic will feature three health care administration electives, allowing students to earn a specialization within the MBA program.
- Cleveland State University's 2009 Summer Honors Institute for gifted high school students recognizes that gifted students need to investigate the real-world applications of their academic and personal gifts and talents. Funded by the Ohio Department of Education, this program is designed to extend academic learning and personal growth for gifted high school students. Participants will explore math, physics, the arts, politics, themselves, and other people and how these connect and apply in the creation of personally meaningful and balanced lives. This Institute is the result of collaboration among CSU's Honors Program, the College of Education, the College of Liberal Arts and Social Sciences, and the College of Science. Students will have the opportunity to make new friends with similar interests and abilities while engaging in state-of-the-art science and math experiences in university lab facilities. The visual arts, writing workshops and political simulations will utilize our studio art facilities, 21st century classrooms, and computer labs. Mentoring will be provided by current CSU Honors Program students and all instruction will be provided by Cleveland State University faculty.
- Cleveland State has been in talks with the North Union Farmers Market to bring a farmers market to the university. The university architect's office has identified the site of the Corlett Building as a prime site for such an endeavor. Numerous local companies and organizations are on board with the project, which started as an idea by a student group that caught on and spread rapidly on campus. CSU has begun a pilot program to test the idea's effectiveness from early August until late October, 2009.
- The newest incarnation of the campus Master Plan includes continued development of the south side of Euclid Avenue. Mostly, private contractors will do the bulk of the development, generating a mix of retail and housing to continue the growth of the CSU neighborhood. Evidence of such development is already underway and evidenced by the University Lofts under construction across the street from the Music and Communication Building at East 21st Street and Euclid Avenue.
- Cleveland State University expanded campus housing when it won a June bid on the mortgage for the Heritage Suites Apartments at Prospect Avenue. The Euclid Avenue Housing Corporation (EAHC) is a nonprofit entity controlled by the university that handles many of the university's building contracts. EAHC was formed in

2005 for the Fenn Tower renovation project. It serves as an entity that builds on behalf of CSU, according to University Vice President Jack Boyle. The YMCA hired American Campus Communities, which operates the Fenn Tower and Viking Hall residence facilities, to manage the building while EAHC negotiates to buy the building since it already controls the mortgage.

- Cleveland State University is the newest partner in the Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM) B.S./M.D. program. The agreement opens the door to students to take premedical course work and earn their bachelor of science degree at an accelerated pace of two or three years at CSU, then move directly into NEOUCOM's doctor of medicine program. The partnership is the result of House Bill 562 being signed into law by Governor Ted Strickland, Ohio Board of Regents Chancellor Eric D. Fingerhut and the Ohio General Assembly, and allows students to apply during their senior year of high school, and, upon admission, have a reserved seat in medical school when they begin their college program. The students earn a combined bachelor of science and doctor of medicine degree in six or seven years. CSU joins Kent State University, the University of Akron and Youngstown State University as current partners in the NEOUCOM B.S./M.D program.
- The Confucius Institute was established officially on August 8, 2008, as an ongoing (five year for the first signed agreement) partner program with Capital University of Economics and Business in Beijing, China. Sponsored by Hanban (the Office of Chinese Language Council International), its goals are:
  - Prepare teachers of Chinese-language instruction and help them find jobs in NE Ohio and support them on-the-job
  - Support an international school in Cleveland
  - Promote student and faculty exchanges (Ohio ↔ China)
  - Support business exchanges (Ohio ↔ China)

Cleveland State, Playhouse Square and the Cleveland Play House plan to join forces to create a downtown Cleveland arts education collaborative unlike any other in the nation. The negotiations are progressing to have the historic Allen Theater in Playhouse Square become the home for two new resident companies, the Cleveland Play House and CSU's theater and dance programs. The innovative partnership will bring together America's first regional theater, the nation's second-largest performing arts complex, Cleveland's only metropolitan university, and other Northeast Ohio universities whose productions will also play at the Allen. It represents a major step forward in CSU's ongoing commitment to building a downtown neighborhood and revitalizing the city and regional economy.

Finally, after involving many CSU constituencies, the CSU Board of Trustees has endorsed (and sent to the Chancellor for his final approval) two initial Signature Themes (Health and Sustainable Communities) and three Centers of Excellence under those themes. The Center for Gene Regulation in Health and Disease, The Center for 21st Century Health Professions and The Center for the NextGen Economy will get underway this year. These Centers of Excellence help to identify and advance internal/external collaborations and research opportunities. More information will follow about Center activities and how the signature themes will help to guide our future plans.

Conclusions, Goal 5 Improve Community Relationships and Service, 2009
The university did cut some community and student service, programs in response to Ohio's and CSU's subsequent budget cutbacks for the biennium. However, as noted above, several recent and new initiatives have progressed towards realization during the past year. The examples cited in the discussion demonstrate responsive growth in the international, state, and local arenas for service and academic endeavors.

Goal 6: Enhance CSU's Physical Environment and Image

No existing survey or database of performance measures exists to systematically collect information on CSU's physical environment and image on a university-wide basis. Several offices were contacted to assess how such information could be collected. These were the offices of Facilities and Operations, Division of Capital Planning, Marketing and Public Affairs, and Student Affairs. Recommendations from these offices directed KPI selection for this *Vision Unlimited* goal. In the past, analysis of student-oriented spaces (classrooms, labs, lounges, recreation, and space for other types of activities) has been conducted by external consultants on campus. Similarly, market research has also been conducted on campus by hiring consultants from external firms. Replicating both these types of studies on an identified cycle is recommended for reporting of KPI under goal 6.

Background and Baseline Information

The KPI's (#1 and #3) for assessing CSU's physical environment and image will be assessed by administering locally prepared survey questions to faculty and students. This is necessary because instruments with national norms are not available with the needed level of detail. Questions for such a survey were constructed by USPC. These questions assess (1) input and participation in the campus planning process, and (2) input in designing and satisfaction with on-campus student spaces, beautification of campus, parking, and student housing. These survey questions are to be administered to student leaders by Student Life in spring semesters. The same questions are to be adapted for assessing faculty feedback through the HERI faculty survey, and included as additional questions at the time of the next survey administration. Additionally, University Marketing plans to initiate a marketing research effort to provide the opportunity to assess CSU's market image (see the discussion below).

PHYSICAL ENVIRONMENT AND IMAGE
6.1 Increase in faculty and student satisfaction and participation in the campus planning process.

2008 Discussion and Benchmark Identification

Benchmark Values
The KPI's (#6.1 and #6.3) for assessing CSU's physical environment and image will be assessed by administering locally prepared survey questions to faculty and students. This is necessary because instruments with national norms are not available with the needed level of detail.

2009 Analysis and Comment

No additional assessment activity was completed for this indicator in 2008-09.

PHYSICAL ENVIRONMENT AND IMAGE
6.2 Increase in student-oriented on and off campus spaces: classrooms, instructional labs, lounges, recreation, student organizations, student activity (events in atriums, meeting rooms, etc.), retail and other spaces.

2008 Discussion and Benchmark Identification

Cleveland State University published its Master Plan in 2004. Endorsed by the Board of Trustees, the Cleveland Planning Commission, and numerous private and public sector stakeholders, the plan outlined an ambitious multi-phase effort to develop the downtown campus space to better serve the students, staff and surrounding community. Also, East and West Centers complement the downtown campus with additional classroom and other facilities to provide educational experiences for CSU students. In 2005, the university reported 4.26 million square feet of facility for all purposes. In 2006, the total increased to 4.57 million square feet (Source: Book of Trends).

Physical development and improvements to the University setting have progressed. In 2005 Building Blocks for the Future, an ambitious $250 million remake of the campus that was introduced in the Master Plan was launched. Coordinated with the city's Euclid Corridor Project, the face of the University was softened and access improved via several welcoming entry points. To date, progress on the master plan is noted:

2005: Plaza Renovations completed
2006: Grand opening of Fenn Tower residences

2006: Opening of Recreation Center and Garage
2007: Parker Hannifin Administration Center
2007: Parker Hannifin Hall completed
2008: Law College renovation completed.
2008: Opening of Main Classroom renovations
2008: Opening of Main Classroom atrium
2008: University Center razed
2008: Student Center construction begin
2008: Ground broken for College of Education and Human Services Building

Of the eleven projects completed or initiated since 2005, eight represent dedicated development of or addition to student space for instruction, residence or services. The Fenn Tower residences added 18 floors of dormitory space including 438 beds. The Main Classroom plaza and law school renovations added approximately 98,000 square feet of space dedicated to student oriented services and facilities. The new Recreation Center provided 100,000 square feet of student space.

2009 Analysis and Comment
The Education and Human Services building with 100,000 feet of classroom and service area is under construction and on schedule to occupy in January, 2010.

The new Student Center will replace University Center with 120,000 square feet of space representing an increase in facility and improvement in design for, and commitment to the students of CSU. The project is under construction in 2009 and on schedule to occupy by May, 2010.

Modifications to the Master Plan were published in March, 2009 expanding the scope of campus development to include north and south campus designs with additional student housing, sports, green, and retail spaces. Some of the development was initiated in 2009:
- Rooftop Garden project at CSU's Recreation Center
- Corlett Building razed
- The North Union Farmers Market brings a farmers market to the university at the site of the Corlett Building

Student activities and involvement were boosted in 2008-09 when the CSU Vikings returned to March Madness following a 23-year absence. The biggest event in collegiate athletics put the Vikings in the national spotlight on CBS – TV. Coach Gary Waters and his staff, and CSU 's Athletic program were first-class representatives of a campus and city bursting with pride.

PHYSICAL ENVIRONMENT AND IMAGE
6.3 Increase in student satisfaction with on-campus student spaces, beautification of campus, parking and student housing.

2008 Discussion and Benchmark Identification
Benchmark Values
The KPI's (#6.1 and #6.3) for assessing CSU's physical environment and image will be assessed by administering locally prepared survey questions to faculty and students. This is necessary because instruments with national norms are not available with the needed level of detail.

2009 Analysis and Comment
No additional assessment activity was completed for this indicator in 2008-09.

PHYSICAL ENVIRONMENT AND IMAGE
6.4 Market research: including content analysis of newspaper clippings and survey of key community leaders to determine CSU's service and relationship with the community.

2008 Discussion and Benchmark Identification

In response to CSU's image goal, the administration reviewed the organization structure and its recent marketing performance during the fall, 2007.   The officers of the University learned and concluded that CSU's marketing initiative required improvement. They responded by relocating the University Marketing office within the Office of the Vice President for Administration and functionally closer to the Office of Undergraduate Admissions. University Marketing is Cleveland State's in-house agency for marketing and communications, acts as a liaison between the University and the media, and produces a variety of messages to publicize CSU.

Further research and analysis ensued as the Assistant Vice President for Marketing initiated a process to brand CSU. More than 75 individual interviews of members of the CSU community determined that its "reputation lagged behind its reality." The initiative culminated in a six step strategy to develop, launch, assess, and refine CSU's brand: Engaged Learning. Launched in Spring, 2008 and supported by media, website, and the full university community endorsement, "CSU students have the unique opportunity to connect with their professors, potential employers, the community and other students in a real way." Brand promotions have unique message designs and avenues to reach current and potential students, the local professional community, and a national constituency.

University Marketing will next seek the help of the faculty and graduate students in the School of Communications to assess the progress of the branding effort and its impact and CSU's image within the northeastern Ohio community. Studies, surveys, focus groups, and other analyses will be employed this academic year.

CSU's student focus was enhanced with administrative initiatives including central scheduling of classroom space, technology upgrades, and library reorganization and space allocation for enhanced learning opportunities. Additionally, a permanent budget line item now supports the Honors program at CSU providing scholarship funds to participant students.

Finally, as a testament to CSU's initial progress, the university hosted the 2008 Democratic Candidate Debate brining national attention to the campus.

Benchmark Values

University Marketing will next seek the help of the faculty and graduate students in the School of Communications to assess the progress of the branding effort and its impact and CSU's image within the northeastern Ohio community. Studies, surveys, focus groups, and other analyses will be employed this academic year. Benchmark data can be derived from these initiatives in the future.

2009 Analysis and Comment

Specific marketing initiatives continued during the 2008-09 academic year, however, the intended marketing research effort described above was not begun. Some indicators of the CSU marketing campaign progress are noted.

Surveys of prospective students (n = 240) on Fall Visit Day, 2008 were completed to assess interest in the university and understanding of its mission and message among potential applicants. The results will influence marketing strategies.

Interviews of prospective students (n = 105) were also completed on High School Junior Day, April 21, 2009 to gather additional information related to our Engaged Learning theme and CSU's marketing strategies. A follow-up study of 25 of the participants gathered additional in-depth reactions to the visit concerning the respondents' views of desirability, communication, decision process, and CSU attributes.

Impact of web based advertising; comparative marketing expenditures among CSU, Cuyahoga Community College, The University of Toledo, The University of Akron, and Kent State University found CSU ranked second to TRI-C for advertising expenditures during the first quarter of 2009. Also, an analysis of web reports during August, 2009 found 289 sources carrying CSU stories reaching a potential of 205 million readers.

Public relations events featured CSU activities during the summer:
      Wind Acceleration Tower Prototype
      Project Serve
      Rowing to Key West: CSU student and alumnus on CBS Evening News, August 20, 2009

The Extended (East and West) Campus student survey was completed during the academic year while a prospective student survey concerning interest in CSU's extended campuses remains on-going. Marketing strategies based upon the results of these combined results are in the planning phases.

Marketing Campaign refinement phase
- New commercials are under consideration
- Consistency of message—five key elements of engaged learning
  - Academic reputation **(distinct)**
  - City **(connected)**
  - Campus experience **(dynamic)**
  - Value **(smart)**
  - Campus transformation **(progressive)**

Conclusions, Goal 6 Physical Environment and Image, 2009
The development of CSU's environment and image continues to emerge as a vigorous and thriving central campus initiative in 2009. Continued refinement and progress toward the realization of the campus Master Plan remain on schedule. The active delivery and progressive marketing of the Engaged Learning campaign has served to boost enrollment in the fall, 2009 semester. Satisfaction surveys among faculty and students concerning these initiatives remain incomplete.