3.S - Criterion 3 - Summary

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

Summary

The degree programs offered by CWRU are those befitting of an institution of higher education. The university’s faculty and the associated faculty governance processes ensure that the quality and content of all courses and programs of study justify the degrees being awarded to CWRU’s graduates. The certifications that some programs receive from specialized accrediting agencies and the university’s authorization received through the Ohio Board of Regents are measures of the quality of CWRU’s academic degree programs. In addition, the implicit recognition of the value of a CWRU degree by employers who hire CWRU’s graduates, by the agencies that license CWRU students who complete degree programs in certain fields, and by the graduate and professional schools that matriculate CWRU graduates for further study is acknowledgement that CWRU’s degree programs are appropriate for an institution of higher learning.

Each of CWRU’s degree programs is based on intellectual inquiry and provides broad learning experiences to students. For undergraduates, the SAGES (Seminar Approach to General Education and Scholarship) program, which is the core of CWRU’s general education requirements, aims to develop students’ abilities in critical thinking, written and oral communication, engagement with ethical issues and diversity, methods of research, and more. Additional school-specific general education requirements as well as major-field requirements round out the degree programs with their tailored emphasis on mastering modes of inquiry, developing skills related to the field of study, or producing creative work. Learning outcomes for each of the graduate and professional degree programs (archived on CWRU’s assessment site) show that intellectual inquiry is a hallmark for these programs as well. CWRU’s Carnegie classification as a research-intensive institution is a reflection of the quality and quantity of the discovery of knowledge that occurs at the university.

The university employs suitable numbers of well-qualified faculty and staff members to deliver academic programs and student support services. At the undergraduate level, the student-to-faculty ratio is below 10:1, which is more favorable than what is seen at many research-intensive universities. The performance of all faculty and staff members is evaluated annually. The Faculty Handbook provides guidance about the level of performance expected of faculty members. The hiring of new faculty and staff members proceeds through careful search processes that consider the qualifications of the candidates relative to the responsibilities of the position. CWRU also provides professional and career development resources for both faculty and staff members, so that they can remain current and effective in their positions.

CWRU provides a full array of support services for students as well as resources to help faculty members teach effectively. The Assurance Argument for core component 3.D contains a partial listing of the programs and offices that provide academic, co-curricular, and extracurricular support to CWRU students. Similarly, resources accessible by the faculty for maintaining and improving teaching effectiveness are provided through UCITE (University Center for Innovation in Teaching and Education) and other offices across campus.

The CWRU learning environment is rich with opportunities. Undergraduate students take advantage of experiential learning opportunities, such as engaging in undergraduate research, study abroad, co-
op or internship placements, clinical placements, and/or community service and service learning. Graduate students are actively involved in the creation of new knowledge through their research activities. Professional students gain experience through clinical placements in the health sciences, field education in social work, internships in management, and externships in law. The university also provides an ample range of extracurricular activities and programs, as well as recreational facilities and innovation spaces (e.g., Think[box]).

**Sources**

*There are no sources.*