



OHIO
UNIVERSITY

Academic Quality Improvement Program (AQIP)

Systems Portfolio

**Ohio University
Athens Ohio**

December 2005

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Ohio University Institutional Overview

1. What are the distinctive features of your institutional culture (type of control – public or private, non-profit or for-profit; purposes; vision; mission; and values)?

Ohio University is one of fifteen public state-assisted universities in Ohio that are coordinated by the Ohio Board of Regents. The university is governed by a thirteen member Board of Trustees. There is a strong commitment to shared governance and input is routinely sought from all constituent groups (faculty, students, administration, staff and alumni) either directly or through their representatives. The university receives accreditation through the North Central Association of Colleges and Schools. Ohio University is a non-profit institution.

The vision, mission and core values of the institution have recently been redefined in the university's newly developed strategic plan.

Vision Statement

OHIO University will be an internationally prominent university that engages its students in learning centered educational experiences and in society and is recognized for its unique ability to engage both undergraduate and graduate students in distinctive and world-class research activities that best serve the educational, societal, and economic needs of the region, state, nation, and world. The university will be a welcoming, learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty, and staff.

Mission Statement

OHIO University is a national, public, comprehensive university that emphasizes a high-quality, learning-centered educational experience and conducts world-class research in many disciplines. The Athens campus combines undergraduate, graduate, and professional programs in a residential setting; the regional campuses offer enhanced access to many of the same quality programs. This combination of strengths, setting, and access fosters a diverse academic community that serves the economic and cultural needs of the region and benefits the state, nation, and world by generating new knowledge and educating future citizens and leaders.

Core Values / Guiding Principles

As Ohio University acts to achieve its vision, a set of fundamental principles guide our decisions:

1. Strong undergraduate programs, with a liberal arts core, are a vital and necessary foundation.
2. Strong graduate and professional programs are necessary to achieve our educational and research mission.
3. All forms of research, scholarship, and creative activity are vital to the intellectual life of the university and their integration into both the graduate and undergraduate curricula is a key component of student success.
4. Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives into our curricula.
5. Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
6. Learning is derived from the totality of the college experience, including activities both inside and outside the classroom
7. Shared governance – the inclusion of input from all constituent groups – is central to our decision-making processes.

8. Our continuing success requires the making of judgments about and selective investment in initiatives that will advance our mission.
9. Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

To support our educational mission in achieving the goals outlined above, we require a well-maintained infrastructure of people and facilities. Our administrative and support services exist to serve the academic mission and should be effective, efficient, and continually improving. A sense of community and an appealing environment provide a special place in which to learn, live, and work. All individuals in the university community are valued; their skills and knowledge should be cultivated, their work supported, and their leadership skills developed. Interactions amongst all individuals in the university community should be built on standards of civility, integrity, caring, and collaboration. Our commitment to the region is expressed in a stewardship of shared resources, access to programs and services, and our contribution to economic development.

2. What is the scope of your educational offerings?

Number of Majors, Programs, and Degrees Offered		
Major Type	Programs of Study	Distinct Degree Designations
26 Associate majors	26	5
254 Baccalaureate majors	90	30
170 Masters majors	61	18
58 PhD majors	48*	4 distinct degree designations **
1 Doctor of Osteopathic Medicine major	1	1
* Includes Individualized Instructional Programs in each academic college		
** Includes Ed.D., AuD, and DPT majors		
Note: Major denotes specific major concentrations within an academic program.		

The Athens campus is home to ten colleges:

- College of Arts and Sciences – housing 19 departments
- College of Business – housing 5 departments or schools
- College of Communication – housing 5 schools
- College of Education – housing 3 departments
- Russ College of Engineering and Technology – housing 7 departments
- College of Fine Arts – housing 6 schools
- College of Health and Human Services – housing 6 schools
- Honors Tutorial College – in cooperation with other colleges on campus offers over 31 specialized majors to nearly 200 students on a highly competitive basis
- College of Osteopathic Medicine – admits over 400 medical students annually
- University College – admits over 2,000 students annually, many of whom are non-matriculated

In addition, Ohio University has 5 regional campuses, 2 centers, an active Lifelong Learning Program, the Ohio University Without Boundaries program, and a Professional MBA program. These programs reach many students, both traditional and non-traditional, across the southeastern region of the state and beyond. The International Studies program expands the University's reach to the international community and provides the opportunity for students from Ohio University to study abroad.

Ohio University received recognition as one of the top 50 public institutions nationwide for academic quality. The university is first in Ohio in the number of nationally competitive student awards received (37 awards received in 2005).

3. What is your student base (market served and target populations, undergraduate and graduate, full- and part-time, traditional and non-traditional, enrollment by campus)? What are your student's needs and requirements?

As of Fall Quarter 2004, Ohio University enrolled a total of 28,513 students. Of those students, 19,704 were enrolled at the Athens campus, including 428 enrolled at the College of Osteopathic Medicine. The Lifelong Learning program enrolled 439 students and 8,370 enrolled at the regional campuses. Of students at the regional campuses, 2,048 were enrolled at Chillicothe; 862 at Eastern (St. Clairsville); 1,723 at Lancaster; 1,860 at Southern (Ironton); and 1,877 at Zanesville.

Undergraduate students accounted for 25,061 of the total, while graduate students accounted for 3,452. Master's students totaled 2,305 and doctoral students 1,147. There were 1,861 students from out-of-state and 979 international students, about 12% of the whole. Pennsylvania led in the number of out-of-state students with 477 attending, followed by Illinois, West Virginia, and New York. In-state students numbered 16,864.

The Athens campus has mainly a traditional student base, while the regional campuses more often have a part-time, non-traditional student base.

Based on marketing studies done by Ohio University's Office of Institutional Research, students come to the Athens campus because of the academic programs it offers and the location, setting, size, and attractiveness of the campus. Regional campuses draw students because of their proximity to home, convenience, and the economical cost of attendance.

Diversity is valued at Ohio University and there are many initiatives focusing on attracting multi-cultural, international, urban and rural students. Multi-Cultural students account for about 13% of students on the Athens campus. Enrollments of African-American, Asian American, Hispanic, and Native American students account for 8% of that total and Foreign or Non-Resident Alien students account for 5%. There are 6% more female students enrolled than males.

4. What collaborations exist between your institution and other organizations (businesses, foundations, agencies, etc.) and/or institutions (other colleges and universities, K-12 schools and school districts, bargaining units, etc)?

Ohio University offers programs at locations abroad and has numerous international agreements for programs and services. Ohio University's regional campuses maintain close relationships with their local communities and support the university mission of reaching nearby sections of Appalachia. For example, as the statewide administrator for the Training Opportunities for Program Staff (TOPS) system, Regional Higher Education helps train job and family services professionals in state and county agencies, and provides opportunities for these professionals to earn undergraduate and graduate college degrees.

In addition, the university conducts outreach through online coursework and training that reaches local individuals and businesses as well as long-distance learners from across the nation and internationally. Ohio University's main campus is the largest employer in the small community of Athens, Ohio, so the relationship between the university and the surrounding community is a very important one. The university is actively involved with community leadership and seeks to build cooperative plans for the future. The University continues to actively develop relationships with high schools, especially those in close proximity to its campuses and those in urban areas of Ohio. The university has ongoing collaborative efforts with other universities as well.

Through its many centers and collaborative agreements, Ohio University has helped to create new jobs, encourage the creation of small businesses, support economic development within Appalachia, promote local art and culture, sponsor community service, and provide opportunities for the people in the community to experience the arts and attend public lectures. The university also provides community services and outreach programs. For example, the Ohio University College of Osteopathic Medicine Community Services Program provides free or low cost services to residents in Southeastern Ohio and provides Well Child and Prenatal programs, the Healthy Adult Project, the Childhood Immunization Program, and the Athens County TB program, to name a few. In addition, leading diabetes researchers work with students and scientists, engineers and doctors at Ohio University to relieve the diabetes epidemic in Appalachia and in the world.

5. What is your faculty and staff base (number, types, full- and part-time status, educational level, and bargaining units)?

Campus/College	FT Faculty	PT Faculty	FT Admin	PT Admin	FT Classified	PT Classified	Total
Athens	862	300	1064	199	1132	97	3654
Osteopathic Medicine	58	37	94	29	53	4	275
Regional Campuses	149	472	87	68	104	11	891
Total	1069	809	1245	296	1289	112	4820

Approximately 923 of Ohio University's full-time faculty have, or are pursuing, tenure.

A portion of the classified staff are represented by AFSCME LOCAL 1699, faculty and administrators are not represented by bargaining units.

6. What are the critical and distinctive facilities, equipment, and technologies upon which your institution depends and the regulatory environment within which you operate (size and location of campus, number of buildings, types of equipment and technologies, program accreditation, health and safety requirements, financial rules, a designated "service area," etc.)?

University Physical Profile

Located in the scenic Appalachian foothills of southeastern Ohio, the main campus in Athens is an attractive classic residential campus. The campus covers over 1,700 acres and includes 201 buildings comprised of 247 classrooms, 984 laboratories, and totaling over six million square feet. The Athens campus maintains 41 residence halls housing 7,115 students. The university's five regional campuses in Chillicothe, Ironton, Lancaster, St. Clairsville, and Zanesville serve as major educational and cultural institutions in Southeastern Ohio. College Green, listed on the National Register of Historic Places serves as the centerpiece of the historic Athens campus. Cutler Hall, built on the green in 1816, is a National Historic Landmark.

The university library system houses more than 2.3 million books and 26,000 periodicals.

In 1999-2000 the university became one of the few institutions in the country to place a computer and printer (and provide internet access) in every room in its residence halls. These computers are replaced approximately every three years and are refurbished and upgraded on a yearly basis.

Several centers and institutes enhance the university's research mission by conducting basic and applied research on a variety of topics. These include the Avionics Engineering Center, Edison Biotechnology Institute, Nanoscale and Quantum Phenomena Institute, Contemporary History Institute, Institute for Quantitative Biology, Center for Ring Theory and Its Applications, the Ohio Research Institute for Transportation and the Environment, and the Voinovich Center for Leadership and Public Affairs.

The Higher Learning Commission currently accredits Ohio University, and more than 25 other specialized accreditation agencies approve various programs offered on campus. Of these 25 agencies, some of the commonly recognized ones are AACSB, ABET, NCATE, and APA. In addition, the Ohio Board of Regents, the State of Ohio, and numerous national regulatory bodies require the compliance of Ohio University to their specified standards.

7. Which institutions and/or organizations are (or might be, in the future) competing with your institution (for students and/or for services and products provided)?

Based on marketing studies done by the Office of Institutional Research and information from the ACT Yield Analysis, Ohio University's Athens campus competes for students statewide and from the north central region. Major in-state competitors are Ohio State University, Miami University, Kent State University, Bowling Green State University, and the University of Cincinnati. Undergraduate admissions statistics for Ohio University indicate that it is among the most popular institutions in the state of Ohio for prospective students.

8. What are your key opportunities and vulnerabilities as an institution?

Ohio University is always conscious of the necessity for fostering student engagement on campus and promoting student academic success. To that end, the university has several initiatives. One of the most popular is the Residential Learning Community (RLC). The RLC is a conscious curricular structure that allows for groups of twenty first-year students to live in selected residence halls across campus and take 2-3 common freshman courses, including a freshman introductory course. Out-of-class activities and study sessions are integrated in the RLCs. The Organizing for Learning initiative, begun in 2003 for the purpose of, resulted in opportunities for faculty to learn teaching innovations through learning fairs, the Center for Innovations in Technology for Learning, etc.

Ohio University provides numerous learning opportunities for students outside the traditional classroom setting. Partnerships with over 170 international organizations provide Ohio University students with several unique education abroad opportunities. The fact that Ohio University is a Doctoral Extensive University according to the Carnegie Classification provides undergraduate and graduate students with meaningful state-of-the-art research opportunities. These research opportunities are supported financially by the institution and through curriculum offerings. Other unique learning opportunities offered to Ohio University students in many academic programs include service learning options, internships, performance venues and clinical experiences.

The Lifelong Learning model used by the university provides the appropriate mix of incentives, quality assurance, and a clearly articulated niche that should provide the opportunity for many new programs to be successful. The University's Masters Without Boundaries programs have been remarkably successful and recognized for its blended character. Students are able to maintain regular jobs while attending a program that provides intense face-to-face instruction with the convenience of web-based instruction. Several departments are actively exploring the development of similar programs.

In these tight budgetary times, it is necessary for Ohio University to rethink its budget and look for new opportunities. The state of Ohio's budgetary difficulties has resulted in significant base reductions to state-assisted institutions. During the past several years, the state reduced its funding to the universities by approximately 6% each year. Careful financial analyses indicate that state support levels are unlikely to reach the originally budgeted levels for several years. This has placed significant economic stress on the university and necessitates higher-than-optimal tuition increases. Changes in tuition has made the university less competitive for new students, especially for out of state residents. Tight departmental budgets make it difficult to create attractive compensation packages for new faculty. This could hinder the university's ability to attract and retain the talented new faculty so necessary to accomplish its educational and research goals. These concerns are being addressed through the implementation of a responsibility-centered budget model and through the strategic plan currently being developed.

The final written version of the strategic plan, *Vision Ohio: A Strategic Plan for Ohio University* should be completed by the end of Fall Quarter, 2005. Its writing involved a team of nearly fifty people from across campus with input by the entire campus community and constituent groups. The plan's implementation in eleven different areas is being accomplished by eleven corresponding teams representing all constituent groups. Combined, the number of team members totals nearly two hundred.

As stated by President McDavis, the goals of the strategic plan are to become a nationally prominent research university; increase diversity among students, faculty, administrators and staff; continue to strengthen and expand our base of financial support; and increase partnerships throughout the region, the state, the nation, and the world. "Our history demands that we strive toward these goals...and our destiny depends upon it."

Ohio University's organizational chart is attached.

Criterion 1 Helping Students Learn

1C1:

Ohio University requires all undergraduate students that graduate from the university to complete a three tiered general education program. Completion of the Tier I requirements require the students to be proficient in Quantitative (Mathematical) Skills and English Composition. The Tier II, or the Breadth of Knowledge requirement, requires exposure of Ohio University students to coursework in four of the five following areas: Applied Science and Technology, Cross-Cultural Perspectives, Humanities and Fine Arts, Natural Sciences and Mathematics and Social Sciences. Finally, the Tier III requirement is a single course taken during the senior year that is interdisciplinary in nature and expects students to accomplish intellectual synthesis skills in the completion of assignments.

All graduates of the institution are expected to have developed the basic quantitative and writing skills to function in society as a typical graduate of an institution of higher education. In addition, all Ohio University graduates are expected to have acquired a breadth in their education so that they can excel in a competitive, global society, and have the intellectual background to contribute to society.

1C2:

The mission, vision and philosophy of the institution are clearly defined in *Vision Ohio*, a strategic plan for the university that was initially drafted in the 2004-05 academic year by a 46 member task force involving, students, faculty, staff, alumni and administration of the institution (<http://www.ohio.edu/provost/>). As part of the strategic plan, undergraduate and graduate priorities have been set, including learning outcomes. These priorities were set with significant input from students and faculty and are currently being refined through campus wide participation from these stakeholder groups.

Extensive communication between the strategic planning group and the faculty is viewed as critical in the alignment of learning expectations with institutional goals and objectives.

Providing significant faculty development opportunities through the Center for Teaching Excellence and other faculty support services also ensures alignment of expectations and objectives.

1C3:

Ohio University is a comprehensive and complex institution that offers over 200 undergraduate majors (programs) distributed in nine separate academic colleges. Major programs are all housed in the academic departments or schools within each college. A liberal arts education is a common thread that unites all academic programs.

Many students undecided in their major choice will enter University College. The University College offers introductory and skills education to all Ohio University students as well as a range

of academic support programs but also maintains academic and advising programs that aid undecided students in the selection of a major program.

Educational delivery methods include what is appropriate for the discipline and may include lecture, laboratory, studio, performance, on-line courses, education abroad, clinical practice, research and field work.

Technology is used as deemed appropriate by individual programs and disciplines and therefore its use varies widely across campus. Technology acquisitions and upgrades are supported financially by technology fees and support services which occur centrally through offices such as Computer Services, Communications Network Services and the Center for Innovations for Technology and Learning (CITL). Many departments/schools also employ their own support services for technology.

1C4:

Faculty are encouraged to communicate with colleagues both inside and outside the institution to disseminate and learn new pedagogical approaches to instruction in their discipline. These communications may occur at national/international conferences and through participation at campus workshops such as the “Spotlight on Learning” symposium.

Faculty development support services such as The Center for Teaching Excellence, Center for Writing Excellence and CITL help faculty design and deliver effective teaching methods and help faculty accommodate differences in teaching styles. All three offices support faculty efforts in the scholarship of teaching and learning. The Office of Institutional Equity also provides services to students and faculty to accommodate students with learning disabilities.

Different learning styles are also accommodated due to the vast variety of types of activities (curricular may include readings, projects, presentations, activities, etc.) offered to students.

The Office of Institutional Research collects data from alumni surveys that address improvements in pedagogy delivery to help faculty design courses to better prepare students for their career.

Strategies are underway to examine how the curriculum at Ohio University is inclusive of all students. Some courses emphasize diversity as a key course learning objective, other courses are supplemented with diversity issues, and some courses do not include aspects of diversity. In addition to curricular opportunities focused on diversity, there are extra- and co-curricular opportunities that students may engage in to further expand their experiences with diversity.

1C5:

Through scholarship and creative activity, Ohio University faculty constitute an intellectual community that enhances the celebration of academic freedom, the spirit of inquiry, and respect diverse histories, perspectives and traditions.

Traditionally, the curriculum has been developed and overseen by the faculty of the institution, and each academic unit is afforded autonomy when it comes to curricular design. Individual

faculty members are expected to offer their expertise and perspective to the areas in which they teach and thereby to create a climate where intellectual freedom, inquiry, reflection, and respect for intellectual property and diverse opinions thrive. The process in which curricular developments and changes is vetted allows multiple perspectives to be presented in a climate of civility. This enables progress in curricular development and scholarly growth.

Curriculum and academic program development at the university is monitored by the faculty through the University Curriculum Council (UCC) which promotes a climate of intellectual freedom and openness at the institution. The Faculty Senate through the Educational Policy and Student Affairs Subcommittee also provides a strong voice that monitors these activities and provides support and encouragement for an open and free university atmosphere.

1P1:

The General Education Program (Tiers I, II, III) sets objectives for student learning regarding proficiency in written composition, mathematics and logical thinking, breadth of knowledge, and interdisciplinary and integrative thought. The General Education Program and learning objectives from the program are monitored mainly by the faculty through the actions of the Educational Policy and Student Affairs (EPSA) Committee of Faculty Senate and the UCC. Each academic school or department determines objectives for student learning for the discipline that are evaluated using criteria deemed by that program to be appropriate. Discipline specific external accreditation agencies will also greatly influence curricular decisions within certain disciplines. Faculty who participate in these academic programs are responsible for setting program objectives.

1P2:

The Ohio University curricular process is lead by Faculty Senate who oversees the University Curriculum Council (UCC) and approves the curricular policy. Faculty participating and representing individual programs initiate curriculum and new course proposals at the school/department level. For new courses and course revisions, the proposals move from the school/department to the college. Colleges employ curriculum committees composed of faculty from the college to review these proposals and make recommendations to the dean. Upon the dean's approval, the proposals move to the UCC for final approval.

In the case of new programs, proposals are made in the same manner as described above, but also need approval by the Provost, the Board of Trustees, and for new degrees, the Ohio Board of Regents.

Curricular policy is governed by the Faculty Senate through the Educational Policy and Student Affairs committee. Changes and new policy are presented to the Faculty Senate, and upon approval move to the Provost for final approval.

This extensive institutional wide review process ensures a balance between market driven course offerings and providing a sound general education component in new academic programs.

Widespread discussion regarding curricular initiatives is encouraged. Changes in curriculum require support, endorsement, and/or comment from entities that are affected by the proposed change.

1P3:

These decisions are initially made at the department/school level by the individual faculty who offer the curricula/courses required to complete the academic program. Since these decisions may have an effect on the course offerings and curriculum of other departments or colleges, the decisions are vetted through the process described in 1P2. The institution strongly feels that the faculty within the discipline are in the best position to determine the preparation required for a student to succeed in a specific academic program.

1P4:

Faculty regularly participate in campus viewing day events and recruiting receptions and are available to meet with prospective students and parents. At these meetings, faculty communicate to prospective students the requirements for academic preparation for specific disciplines at the undergraduate and graduate level. University admission officers also discuss academic preparation with potential students during high school visitation trips.

Ohio University also offers numerous summer programs for prospective students in disciplines such as business, communications, sciences and the arts to help students prepare for the rigors of these academic programs.

The *Ohio University Catalog* clearly presents expectations regarding student preparation for each academic program. Individual programs develop student learning objectives as part of their Ohio University Assessment plan. Furthermore, student learning objectives have been developed for each course, as documented by curriculum proposals to the UCC, and are stated in course syllabi and course web pages for students enrolled or considering enrolling in specific courses.

Academic advising is conducted by faculty and staff in specific programs and University College. The Office of Admissions, the Office of the Registrar, and student services offices in each college interface to effectively communicate this information to students as they apply to the University and seek admission to individual programs.

1P5:

Help and guidance can be given to prospective students by faculty and admission advisors when they visit campus or attend recruiting receptions. Academic programs are also described in literature mailed to prospective students and posted on university web sites as a means to help students decide on a major program.

Once students enroll in the university, faculty are involved in the academic advising process of all undergraduate students. This facilitates students' selection of programs and helps match their abilities, interests, and needs to specific programs. The first advising session begins at Precollege where students undergo placement testing and meet with faculty advisors who guide them in the creation of their first schedule. Advising then continues on a quarterly basis until graduation.

University College provides a home for students undecided in their major. The University College sponsors several one-on-one programs and an annual “Majors Fair” that help these students and others at the institution choose or change major programs that best fit their interest and ability.

Students have the opportunity to complete various testing models that give them information about their learning styles, ability, interests, and compatible majors. The general education program ensures that students complete courses in a variety of foundational-level courses, ensuring a range of exposure to multiple areas of study.

1P6:

Ohio University’s formal assessment program began in 1981. In 1994 an academic department-based assessment initiative was launched in which each academic program developed its student learning objectives and plans to assess measurable progress of students toward those objectives.

Since 1981, the Office of Institutional Research has provided central university support for assessment initiatives with such university-wide projects as:

- ACT COMP and ACT CAAP to assess general education knowledge and skills
- Retention and graduation rate studies
- Student satisfaction studies
- Student involvement studies
- Follow-up studies of graduates (one and five year post-graduation)

University-wide studies have sufficient data to enable breakdowns of assessment results for each academic college and department/school. These breakdowns are readily available to academic units on the Institutional Research web site and are used in annual assessment activities and Academic Assessment (seven-year review).

Since 1994, each academic program is expected to carry out its own assessment of teaching and learning. A start-up program of incentive funding was used to develop interest in and support for assessment. From 1995 through 2001, annual assessment reports were written by each academic department/school. Since 2001, academic units were engaged in discussions of general education reform and assessment, along with initiatives to improve student engagement in learning. In 2004, a comprehensive general education assessment proposal was recommended by the General Education Assessment Committee. Also in 2004, a comprehensive inventory of student learning objectives and assessments was compiled (the “Learning Pyramid”). Many programs are required to use these evaluation tools by their external accreditation organizations.

Ohio University faculty are evaluated on their teaching abilities and effectiveness every quarter. Each quarter, students in classes complete evaluations for each and every course. The data collect from these course evaluations are used to assess teaching and learning. In addition, most departments employ a faculty mentoring system where a faculty mentor will attend lectures or laboratories of their colleague as a means to evaluate teaching style and effectiveness. These visits are documented and kept as a record in the department office for use in annual evaluation and promotion and tenure decisions. University and departmental teaching awards are also used

to award faculty and document effective teaching. A university-wide on-line system of student-based assessment of teaching is being discussed.

Teaching and learning expectations are communicated institutionally through the activities and support of the Faculty Senate, UCC as well as the faculty evaluation and promotion and tenure process.

1P7:

Course delivery at Ohio University occurs in a variety of traditional as well as innovative means. For traditional course offerings, the department/school, Facilities Office and the Registrar's Office work together in scheduling classes to create an effective and efficient course delivery system that considers student and pedagogical needs as well as efficient use of campus facilities. Communication and planning between departments, administration, faculty, facilities and the Registrar are critical in order to balance student and institutional needs.

Ohio University also delivers its curriculum in many nontraditional ways and is constantly exploring new methods to expand the delivery of its educational programs. These methods include on-line courses, independent study, study abroad, expanding curriculums on the five regional campuses and international venues. Changes in course delivery methods are driven by the needs and desires of students but may also be dictated by revenue generation, budget constraints and the nature of developing and available technology.

1P8:

As mentioned above, Ohio University uses a Curriculum Council, which is an arm of the Faculty Senate, to vet all curricular changes. The Ohio University Curriculum Council is made up of three sub-committees (Individual Course, Programs, and Program Review). All curricular changes (additions, deletions, prerequisite changes, new programs and major programmatic changes) must first be approved by the department or school curriculum committee, the chair or director, a college curriculum committee, and the dean before the UCC will consider the proposal. The effectiveness of program curriculum is monitored by the individual programs, with a comprehensive seven-year review occurring under the leadership of the UCC's Program Review Committee. This review process requires the program to prepare an extensive self study and would include a site visit by a member of the Program Review subcommittee and an external reviewer whose credentials require an academic background and expertise in the discipline under review. Reports that are filed as a result of the review must be vetted and accepted by the college dean, Graduate Council, UCC, The Provost Office and the Ohio University Board of Trustees. Program chairs and deans are allowed the opportunity to respond to the review and programs in which significant concerns are discovered are revisited before the next 7 year cycle.

The program reviews, facilitated by the University Curriculum Council (UCC), include examination of the currency and viability of programs. Changes in program requirements are vetted through the Programs Committee of the UCC. Proposals to delete courses are vetted through the Individual Course Committee. Proposals to discontinue programs are also presented to the UCC, with strategies for phase-out developed by the programs.

1P9:

Each college at Ohio University represents a planning unit. Individual student and faculty needs are identified at the department/school level. In many cases the dean of the college will employ advisory committees made up of college faculty to evaluate these needs and make recommendations. The various colleges have significant flexibility in their budgets to provide resource allocation to support teaching and learning in a number of areas.

In addition, Ohio University offers centralized resources (as described in section 1C4) that support teaching and learning. Most notably, the Center for Teaching Excellence, Center for Writing Excellence and CITL offer new and continuing faculty teaching resources and sponsor a variety of opportunities for faculty to engage in teaching improvement programs and activities.

The Office of Student Affairs and the Department of Residence Life are two non-academic units that contribute to student learning and development. Many of the First Year Experience initiatives such as the Common Reading Program, Residential Learning Communities and Precollege Orientation activities are coordinated through these units.

1P10:

Goals related to student responsibility and behavioral expectations are communicated to incoming freshman during Precollege Orientation and via electronic communication to students. Various programs sponsored by the institution also encourage students to respect themselves and others, display responsible behavior and curb excessive consumption of alcohol. The institution feels that encouraging responsible behavior for our students also promotes learning and academic excellence in the student body.

The university also fully supports cultural activities and events that enrich the lives of our students, faculty and the community. Ohio University supports excellent Performing Arts and Theater series as well as numerous musical and dance performances. Nationally prominent speakers are brought to campus in order to enrich the educational experience of our students and community. Lectures are usually free to the public and students. Two lecture series, the Kennedy Lecture series and the Frontiers in Science series are supported by endowments. The university also routinely sponsors speakers on days of special historical significance such as Martin Luther King Jr. Day and Constitution Day. All of these activities are offered to align extracurricular activities with the learning objectives of the institution.

1P11:

Ohio University attempts to follow the assessment guidelines established by the Higher Learning Commission and specialized accrediting agencies. The academic departments/schools and individual faculty directly involved in the academic programs are charged with identifying appropriate measures for student assessment. Some programs will receive help from their external accreditation organizations to accomplish this task. The Office of Institutional Research and various faculty development offices provide support for development of these processes.

The academic program review process (described in section 1P8) help programs develop and update assessment programs.

1P12:

Alumni surveys performed by the Office of Institutional Research, 1 year and 5 years out, provide valuable feedback from students with regards to the quality of their academic preparation and university experience. Many colleges use advisory boards and the membership on these boards often contain individuals from the private sector who are able to provide feedback regarding the academic preparation of Ohio University graduates.

External accreditation organizations and Alumni Advising Boards provide valuable feedback regarding the quality of many academic programs. Approximately 100 academic majors at Ohio University are nationally accredited.

1P13:

Ohio University collects data on several internal and external performance indicators on a regular basis. These data are collected by the Office of Institutional Research and made available to academic units. In addition, many departments also collect data on their students in order to track quality and preparation.

Internal Indicators:

- Grade Point Average (GPA)
- Class rank
- Placement exam results
- Students who receive academic honors
- Retention Rates
- Graduation Rates

External Indicators:

- Scores on Professional Assessment Examinations (GRE, MCAT, LSAT etc.)
- Acceptance into graduate and professional schools
- Job Placement
- Students who receive nationally competitive awards
- Reports from external accreditation organizations
- Discipline specific standardized examinations

1R1:

In 2004-05, the General Education Assessment Committee recommended that Ohio University implement a comprehensive assessment program, building on its experience with general education assessment in the past. Three distinct components are recommended: assessment of basic skills using the ACT CAAP; surveys of graduates; and qualitative, extensive interviews of students. These components will yield different assessment “views” of the general education curriculum and will help Ohio University in future deliberations about general education curriculum.

Of the three components, extensive survey data are available. In the 2004 survey, 84% of the responding graduates felt the general education courses they completed at the institution were helpful in their job or career advancement and 88% felt the elective courses completed within

their curriculum were helpful. Greater than 90% of the alumni surveyed felt their Ohio University education had adequately prepared them in the following areas: writing skills, oral communication skills, ability to work in a team setting, creative expression and analytical thinking. It should be noted that these skills are common learning objectives of the general education program offered at the institution. Greater than 80% of the responding alumni felt the university had prepared them to: cope with complex moral and ethical issues, ability to organize, and sensitivity to others. Greater than 80% of the alumni surveyed in 2004 were extremely satisfied or satisfied with the education they have received in all three tiers of the general education program.

With regards to specific program objectives, 94% of the responding alumni from the 2002 survey felt that the curriculum completed within their major program of study was helpful in the acquisition of job related skills.

Several departments also collect data related to assessing learning outcomes and skills development specific within the discipline. This information is valuable and required by the 30 individual external accrediting bodies that accredit many of the academic programs of the institution.

1R2:

Assessment evidence from various Institutional Research studies, some continuing since 1981, provide this evidence. University-wide outcomes studies (e.g., ACT COMP test of general education knowledge and skills, Career and Further Education Study results) have confirmed the efficacy of Ohio University's academic programs. Since 1994, each academic program began its own assessment of teaching and learning. Reports documenting some of this evidence are available on-line at:

http://www.ohiou.edu/instres/student/stud_assess.html

These assessments augment and complement Ohio University's traditional processes of curricular renewal, program review, faculty evaluations of student learning, and student evaluations of teaching.

1R3:

Over the years, several offices/centers, programs and committees have resulted from initiatives to help students learn. A sample of these support services would include:

**Table 1R3
Processes for Helping Students Learn**

Offices/Centers	Programs
Institutional Equity	Residential Learning Communities (RLC)
Center for Teaching Excellence	Common Reading Program
Center for Writing Excellence	Welcome Weekend
CITL	Retention Programs
Academic Advancement Center	Residence Hall Technology Upgrades
	Classroom Technology Upgrades
Committees	Spotlight on Learning
Strategic Planning Task Force	Best Practices Grants

Committees cont.	Programs cont.
First Year Experience Task Force	Academic Learning Communities
AQIP Steering Committee	Lifelong Learning
	Education Abroad
	Internships
	House Bill Grant Program
	1804 Grant Program

1R4:

Ohio University has recently identified 10 aspirational peer institutions (see section 2R2) based on an analysis of available data from *US News and World Report*, IPEDS, etc. Indirect measures of learning, such as student engagement, are available through NSSE. Ohio University's first-year students tend to report less engagement than first-year students at comparable universities. Seniors tend to report at least as much engagement as seniors at comparable universities. Other studies, such as the Delaware Study of Instructional Cost and Productivity, help ensure that Ohio University's academic departments and schools are comparable to peer disciplines.

Ohio University has been considered an innovator in student assessment, and other institutions have followed our lead in this regard. However, comparative results of studies of teaching and learning are not available. Ohio University is striving to continuously improve its academic programs. *Vision Ohio* should provide further incentives for academic assessment data to be used to help guide decision-making.

1I1:

Organizations listed in section 1R3 were created to monitor student learning and to help students and faculty improve current practices. Improving student learning outcomes at the undergraduate and graduate level was also made a priority in *Vision Ohio*, the strategic plan for the university.

Improving teaching and learning within the institution begins at the department/school level. Course evaluations completed by students and peer evaluations by colleagues are used in the annual evaluation for faculty to assess teaching effectiveness. Offices and organizations listed in 1R3 exist to help faculty improve and update their teaching skills. Faculty are encouraged by the department chair and evaluation committees to use these services to improve teaching skills.

From an institutional standpoint, several internal funding opportunities such as the House Bill monies, The 1804 Fund, Technology and Best Practices Grants programs are available to departments and faculty to upgrade teaching and laboratory facilities as well as encourage faculty to develop and participate in new and innovative pedagogical practices. The Center for Teaching Excellence and CITL are centrally supported and provide quality support services to faculty and Graduate Teaching Assistants.

Workshops and symposiums such as the Spotlight on Learning and the Richard Paul Workshops on Critical Thinking are supported on an institutional level and faculty and graduate teaching assistants are encouraged to participate.

Internal academic program reviews and periodic evaluations by external accreditation organizations provide suggestions to improve learning practices

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Targets and metrics for improvement in teaching and learning are set during the strategic planning process and through the actions of the AQIP planning committee and groups such as the First Year Experience Task Force. These organizations are broad based and include students, faculty, alumni and administration.

Specific improvement priorities in undergraduate and graduate education which have been targeted by these groups include:

- Improving Academic Advising
- Enhancing the First Year Experience
- Enhancing Student Engagement and Active Learning
- Supporting Distinctive Graduate Education and Research Opportunities
- Improving Undergraduate Retention

The development of the *Vision Ohio* strategic plan was an open process through which the results and priorities of the institution were discussed and communicated in open meetings, retreats, print media and web postings, and included electronic bulletin boards where information and opinions could be readily disseminated and discussed. All stakeholders of the institution including students, staff, faculty, alumni, administration and community members were involved in these communication streams.

Criterion 2 Accomplishing Other Distinctive Goals

2C1:

These objectives are clearly communicated in *Vision Ohio*, the Strategic Plan for Ohio University (see section 2C2). The complete plan is located on the web site of the Provost of the University (<http://www.ohio.edu/provost/>). These objectives include:

- To become a nationally prominent research university.
- To expand partnerships locally, regionally, nationally, and internationally.
- To enlarge the resource base of the university through increased external revenue and sponsored research and through managed growth in undergraduate and graduate enrollment.
- To enhance the university's diversity profile by recruiting and retaining more students, faculty, and staff from under-represented groups and through integrating diversity concepts and issues across the curriculum.
- To create a comprehensive, coherent, integrated First Year Experience Program that will coordinate and align efforts of the academic colleges, Student Affairs, etc.
- To create a comprehensive Enrollment Planning Process that will involve all key offices on campus related to undergraduate and graduate enrollment.

2C2:

Starting in January 2005, the university began a planning process with the purposes of producing a strategic plan that would identify a vision, revise the extant mission statement, and articulate a set of core values and principles that would be the foundation for an institutional philosophy. Central to that process was the identification of the university's undergraduate and graduate priorities. Within the process these priorities and each of the aforementioned institutional objectives were studied intensively, with the result that recommendations for action and metrics for assessment in each area were specified. The draft of the strategic plan, which is titled *Vision Ohio*, is now under review by the university community until October 2005, after which all worthy emendations will be incorporated into a second draft. Implementation teams will work during the 2005-06 academic year to answer the questions of how to enact these recommendations and of how to incorporate the metrics. A critical issue to be addressed during the implementation phase will be how to ensure that the initiatives emerging from this process, and specifically those related to undergraduate education, graduate education, research and scholarship, and budgeting reform, are aligned effectively.

2C3:

Expanding partnerships will create more opportunities for students engaged in research and creative activity, for service learning, for internships and externships and for Education Abroad. Building partnerships with secondary schools will facilitate recruitment of desirable undergraduate and graduate students. Enhancing the university's diversity profile will introduce students to new perspectives, encourage them to value and learn from difference in all of its forms, and by so doing will prepare students for the very diverse world beyond the university. Enlarging the university's resource base will allow focused investment in hiring faculty,

instructional technology, faculty development, and course redesign, all of which will contribute directly to helping students learn. Establishing a coherent First Year Experience Program (a current AQIP Action Project) will create the conditions for more common, higher-level and engaged learning experiences for new students, for increased retention of all students, for improved orientation and academic advising, and for more community-based education.

2P1:

Among the values invoked in *Vision Ohio* is the university's long-standing commitment to shared governance through which the student body, staff, faculty and administration collectively participate in core institutional decisions, including selecting distinctive objectives and deciding how they will be achieved.

2P2:

In the creation of *Vision Ohio*, a concerted effort was made to communicate with the entire university community (students, staff, faculty, alumni and administration), as well as with the surrounding community, about what the objectives mean and about what expectations are held related to the objectives. Several meetings, open to the public, were scheduled regularly during the planning process, and since the draft appeared in June 2005 there have been a number of public forums held during the summer 2005 to discuss the draft. An electronic message board was created to post and encourage response by the university and surrounding community. During fall quarter 2005 the Provost will meet with faculty from the departments and schools of all of the academic colleges.

2P3:

During the implementation phase of *Vision Ohio*, which began in fall 2005, it will be necessary to determine faculty and staff needs in relation to what it will take to accomplish the objectives and goals outlined in the plan. For example, if improved academic advising is an important goal, then it will be essential to identify effective means by which faculty can be recognized and rewarded for proficient advising on an annual merit basis and in reviews tied to tenure and promotion.

Broad based implementation committees involving faculty, staff and administration have been formed which will be charged with the responsibility of identifying needs to accomplish the plan's goals and objectives. These committees will begin work during the 2005-06 academic year.

2P4:

During the implementation phase of *Vision Ohio*, the implementation committees will work to develop an institution-wide approach to implementation, assessment and accountability. A core task for these groups will be to determine how assessment can be conducted intelligently and used to inform decisions about which objectives should next be undertaken as well as which processes should be eliminated or amended.

2P5:

The Office of Institutional Research regularly collects data on student involvement/engagement, on factors related to retention, on student satisfaction with the university experience, on the efficacy of scholarship/financial aid initiatives, on academic program capacity and productivity, on enrollment in the academic colleges, on all admissions-related indices, and on alumni careers. The Office of Institutional Equity collects data on all faculty and staff hiring, including those data related to the university's diversity profile. The First Year Experience Program is collaborating with the National Policy Center on the First Year of College on a comprehensive approach to assessing what happens currently during students' first year on campus and how activities can be improved. Within *Vision Ohio* are new metrics tied to new objectives delineated above, but these have not been formally approved and so do not figure in current analyses.

2R1:

Becoming a nationally prominent research university is a long-term goal, but over the past year we have significantly expanded partnerships, increased sponsored research, and enrolled the largest first-year class in Ohio University's history. In relation to enrollment, in 2005 we achieved significant growth (50 % increase) in the enrollment of students from multi-cultural backgrounds. In relation to improving the first year experience, we have doubled the number of students participating in Residential Learning Communities, greatly expanded the Supplemental Instruction Program directed to helping students succeed in traditionally difficult courses, and funded a fully-staffed Office for Retention. The 2004 NSSE results showed significant improvement in 10 of the 21 questions (48 %) asked of first year students.

2R2:

Ten peer institutions were identified to inform discussions during the strategic planning process: Indiana University, University of Connecticut, University of New Hampshire, University of North Carolina, University of Tennessee, University of Missouri, Washington State University, Clemson University, Auburn University, and University of Delaware. These peer institutions are certainly prestigious and surely compare favorably with other institutions of higher education.

Our initial comparison has shown that the university compares favorably to these institutions in such characteristics as national rank, graduation rate and the *US News and World Report* overperformance index. However, research has indicated the institution does not compare favorably in other categories such as freshman in the top 10% of the high school class, freshman retention rate and student faculty ratio. Ohio University was also found to be significantly behind its peers in research expenditures and faculty salaries. Benchmarking against these institutions has been extremely helpful in setting goals and developing metrics for the strategic plan of the institution.

It is hard to determine how institution results compare with organizations beyond the higher education community.

2R3:

Establishing a wider network of partnerships strengthens Ohio University in many ways. Forging partnerships with private organizations creates opportunities for internships and employment for students, and ideally will enhance development and fund-raising efforts.

Enlarging the resource base through increased external revenue and sponsored research heightens the prestige of the university, provides valuable research opportunities for all students and makes the institution more attractive to prospective undergraduate and graduate students as well as to outstanding faculty. Enhancing the university's diversity profile, a goal on which significant progress has been made over the last year, aids in the personal development of Ohio University students and creates an institutional identity that sets Ohio University apart from other public universities that have not had as much success with this enterprise. Creating a superior First Year Experience program helps in recruiting and retaining top-flight undergraduates, which are both necessary to elevate the university's academic profile and help the university improve in national rankings.

Expanding partnerships with local and state governments and organizations through the work of Ohio University entities such as the Voinovich Center and the Rural Health Institute improves the quality of life in Southeast Ohio. Providing support for start up businesses and enlarging the resource base creates economic opportunities for citizens in the surrounding region, which is economically distressed. Enhancing the university's diversity profile also enriches the cultural experience of citizens from the surrounding region.

2I1:

The fact that the "other objectives" are identified as priorities in the strategic plan and have associated metrics by which progress can be measured is a significant step in impelling the campus to improve our systems and processes. Furthermore, the university will be moving gradually to Responsibility Centered Budgeting over the next three years, which will allow planning units to identify their own goals and to assess the extent to which they are achieving their set goals. The accountability that comes with such a budgeting approach will also drive planning units on campus to evaluate and ultimately revise their own systems and processes to ensure optimal unit performance.

2I2:

Targets for improvement, along with specific metrics, for the "other distinctive objectives" are being identified within the particular committees involved in the strategic planning process. Some improvement priorities targeted for this year, such as expanding learning communities and supplemental instruction and enhancing the diversity profile of the entering class of undergraduates have been accomplished. Other improvement priorities such as enlarging the university's resource base and developing a comprehensive FYE Program have received considerable attention over the past year and will continue to be addressed in the coming year. Extensive work has been done over the past seven months to construct an Enrollment Planning Process that is now operational. The question of how to communicate current results and improvement priorities remains to be answered.

Criterion 3
Understanding Students' and Other Stakeholders' Needs

3C1:

Ohio University defines five major stakeholder groups:

- Students
- Faculty
- Staff (employees)
- Alumni
- Community Members

In the most general sense Students, Faculty and Staff are subcategorized as defined in the table below:

Table 3C1(1)
Major Stakeholder Groups

Stakeholder Group	Subcategories
Students	Undergraduate Graduate Osteopathic Medical Students
Faculty	Group I (tenure track) Group II (non tenure track/part time) Group III (non tenure track/ part time/short term hire) Group IV (non tenure track/full time/short term hire)
Staff	Classified Administrative Union (AFSCME/FOP)

The needs for faculty and staff will be discussed in more detail in Criterion four.

Students are a complex subpopulation of the stakeholders of the institution and can be further categorized in different ways and to different degrees depending upon the particular purpose and students needs. Generally, students (both graduate and undergraduate) can also be categorized based on degree status, residence status, class rank, home campus, college, program participation, and various demographic characteristics as seen below.

Table 3C1(2)
Student Classification

Student Classification	Description
Degree status	Is a student degree seeking or non-degree seeking? For those seeking a degree, is a student undergraduate or graduate, full time or part time, full admitted or conditionally admitted?
Residence status	Is a student living in University-monitored housing (residence halls), at home, or independently?
Class rank	Undergraduate rank is based on credit hours earned, freshman, sophomore, junior, or senior? Graduate student rank is based on the years in the academic program.
Home campus	Is a student on the main campus or a regional campus? If regional, is a student at Chillicothe, Zanesville, Eastern, Southern, or Lancaster?
College	Is a student enrolled in Arts & Sciences, Business, Communication, Education, Engineering & Technology, Fine Arts, Health & Human Services, Honors Tutorial, Osteopathic Medicine, or University College?
Program participation	Is a student a participant in a scholarship program or an athlete (for example)?
Demographic characteristics	Is a student in-state or out-of-state? Is a student domestic or foreign? What is a student's race/ethnicity? What is a student's gender? Does the student have a disability? Is a student a veteran? What are a student's academic capabilities?

Similarly other stakeholders groups can be categorized in different ways such as constituent organizations. Generally, these stakeholder organizations can be categorized as governance, external partners, external constituencies, and community.

Table 3C1(3)
Other Stakeholder Classification

Stakeholder Organization Category	Organization
Governance	Ohio Board of Regents Board of Trustees State Legislature Faculty Senate Administrative Senate Classified Senate

	Student Senate Graduate Student Senate
External Partners	Other Ohio & U.S. higher education institutions Foreign higher education institutions Accrediting associations National higher education associations Corporations and venture capitalists Economic development & non-profit agencies External funding agencies
External constituents	Alumni Parents of current/prospective students Citizens of Ohio Employers of graduates Donors Friends (non-alumni donors/supporters)
Community	Local school systems & non-profit organizations Local government agencies Local business Neighborhood associations

3C2:

The short- and long-term requirements and expectations of students and other stakeholders vary by stakeholder and by stakeholder subgroup. The most significant short- and long-term expectations of students and other stakeholders are:

**Table 3C2
Stakeholder Requirements**

Stakeholder	Short Term Requirements	Long Term Requirements
Students	Affordable education Quality academic programs Accessible opportunities for learning enhancement Efficient and effective support services Engaging campus life (for Athens campus) Suitable residential and dining accommodations (for Athens campus) Supportive and welcoming environment	Increased accessibility via technology Improved national reputation Enhanced quality in academic programs Updated facilities Exceptional learning opportunities
Governance	Demonstrated achievement of mission Delivery of quality academic	Enhanced coordination with other institutions of higher education

	programs Efficiency and effectiveness in program and support services delivery Fiscal integrity	Greater efficiency and demonstration of effectiveness Innovation and distinctiveness in achievement of mission
External partners	Communication about initiatives and direction Opportunities for dialogue Engagement in University planning processes Access to resources Maintenance of quality relationships	Expanded opportunities to partner Improvement in systems that support relationships
External constituents	Communication about initiatives and direction Opportunities for dialogue Engagement in University planning processes Access to resources Maintenance of quality relationships	Expanded opportunities to partner Improvement in systems that support relationships
Community	Communication about initiatives and direction Opportunities for dialogue Engagement in University planning processes Access to resources Maintenance of quality relationships	Integration of strategic visions Improvement in systems that support relationships

3P1:

Changing needs of students are identified through processes of repeatedly assessing needs and evaluating the responsiveness of services and programs to those needs. These processes play out at all levels of institutional life – individual program or service, department or school, planning unit (colleges and major administrative units) and institutionally.

The Undergraduate and Graduate Student Senates, through the executive officers of these groups, play a major role in communicating changing needs of the student population to the upper administration (President and Provost) and to the faculty through communication with the Faculty Senate. The student senates work very closely with the Dean of Students, the Associate Provost for Graduate Studies and the Vice President for Student Affairs. These positions therefore act as liaisons between the student body and the administration to address the needs and concerns of students.

Individual programs, services and departments routinely assess the needs of students and evaluate the quality of their unit's delivery of programs or services to students. Institutionally, data are collected through a combination of nationally-recognized surveys and locally developed research initiatives, with data also collected via departmentally-produced reports, surveys, structured interviews, and focus groups.

The key distributed surveys employed and administrated through the Office of Institutional Research which assess student needs include:

- Cooperative Institutional Research Project (CIRP)
- National Survey of Student Engagement (NSSE)
- ACT/SAT data
- Student Involvement/Engagement Surveys
- Student Satisfaction Surveys
- Alumni Satisfaction Surveys

Locally assembled data/reports are extensive and are listed in Appendix A. Descriptions of key studies can be found in Appendix B.

With regards to specific academic programs, student needs and actions to address these needs are also assessed through the established academic program review process (see section 1P8) administrated through the UCC. External accreditation organizations also assess student needs for the 100 plus academic programs at the institution which are accredited through these organizations.

Data from these various sources are fed into programmatic, departmental, planning unit and institutional decision making mechanisms for purposes of analysis and to inform the selecting of courses of action. The Office of Institutional Research maintains a website accessible to University leaders wherein data from all studies are made available.

3P2:

Relationships are built and maintained with students in many ways, in many places, and by many different individuals and groups of individuals over time. High school students are often first exposed to Ohio University through special programs and activities hosted by the University.

The Admissions Office cultivates initial student interest in Ohio University and builds relationships with prospective students via individualized written and interpersonal contact, publications, website, and media exposure (paid and free). Additional relationship building occurs once students apply and once they are accepted.

Precollege orientation (and other targeted orientation programs for minority, relocating, transfer and international students) provides a significant opportunity for relationship building during the summer or quarter prior to a new or first year student's matriculation. These activities expose students to a wider circle of university personnel including faculty and peers. They point students to opportunities, programs, services, facilities and communication tools that are intended to strengthen their relationship with the university.

Once a student attends the university, relationships are further developed through:

- engagement in the curriculum (attending class, meeting faculty, advising sessions with faculty, undergraduate research, working with advisors)
- a residential program that requires all first and second year students to live on campus (for Athens campus students)
- a wide range of communication methods (printed, web, email, e-newsletters)
- delivery of services (career, counseling, health, registration, financial aid, housing)
- participation in campus life (attending events, using recreation facilities, volunteering, working)
- membership in a structured program or activity (peer staff, athletics, club sports, student organizations, Greek life, residential learning communities, advisory groups, student government)
- news and messages delivered via campus media (newspaper, radio stations, television stations)
- social and academic relationships with peers (structured via class, project or organizational membership or unstructured via social).
- experience of the physical environment and campus culture (living, studying in a place)

3P3:

Changing needs of other stakeholders are identified through continuous interaction with them as well as through intentional efforts that take place less routinely.

An understanding of changing needs is garnered routinely from research studies conducted by Institutional Research, interpersonal interactions of faculty and staff with formal leaders of stakeholder groups, participation by stakeholders in formal advisory activities, monitoring of communication to the University on matters of complaint or concern, and monitoring of national and state trends.

Less routinely, major needs assessment activities are undertaken as part of planning processes. These include strategic planning by administrative and academic units of the University, and external planning activities in which the University is a participant.

Information about changing needs is fed into the same institutional decision making processes described previously relative to student needs.

3P4:

Relationships are built and maintained with stakeholders in a number of ways. University officials are assigned responsibility for developing and maintaining relationships with specific stakeholder groups and through these relationships maintain an ongoing understanding of emerging needs.

Responsibilities in this vein vary widely in the degree to which they are centralized, and many of the relationships are maintained simultaneously via different units and modes. For example,

Career Services maintains relationships with employers of students in a centralized fashion, while individual academic units maintain relationships with employers of students drawn from their disciplines. Internship coordinators within academic units maintain relationships with entities that host interns which are often also employers. Alumni Relations maintains relationships with alumni who are also often employers, and Development maintains relationships with donors who can also be employers. Academic units develop relationships through advisory boards, internship programs and other activities. Further, individual faculty members within academic units maintain relationships with specific employers of students.

This model functions in a similar fashion across the range of stakeholders, and is reflective of the complexity of programs offered by the institution and its size. Knowledge about the needs of stakeholders are drawn from the relationships and used to nurture the relationships. Vehicles for maintaining relationships include hosting or participating in interpersonal interaction through routine meetings or on special occasions, events, advisory committees or task forces, projects or initiatives and through the creation and dissemination of news and information.

3P5:

Determinations of new stakeholder groups are made by continually assessing the environment and evaluating information drawn from it. This assessment is undertaken at all levels of the organization and its results are fed into institutional decision making processes.

3P6:

Complaint information is collected from students and other stakeholders in a variety of ways. All of the mechanisms defined above that seek to maintain relationships with stakeholders also serve as vehicles for collecting complaint information.

Stakeholders with concerns are invited to share them with the unit responsible for the given area, with the option to forward the concern to the next level of authority if the concern is not resolved at the unit level. Units routinely coordinate in developing responses to specific complaints. Units analyze concerns over time to assess trends and to modify programs and services, and coordinate such consideration with other units as appropriate. Unit level assessment is undertaken via satisfaction surveys and other forms of data gathering.

Formal procedures are in place relative to critical institutional functions and as required by law, policy or other external mandate. These include grievance procedures defined by Human Resources, Institutional Equity, Student Employment, Legal Affairs, University Judiciaries, and as embedded in the Faculty Handbook, collective bargaining agreements, and University Policy and Procedure.

The Ombuds Office provides mediation services and assistance in resolving conflicts to University-based stakeholders including students.

3P7:

Student and other stakeholder satisfaction are determined by a variety of means. All of the mechanisms defined above that seek to maintain relationships with stakeholders also serve as vehicles for assessing satisfaction. Student satisfaction is assessed directly via:

- Course evaluations (provided on each course taken, in a form developed and administered by academic units)
- Undergraduate-Graduate Student Satisfaction survey assesses students' perceptions of treatment by University personnel, the quality of information about campus offices and services, and administrative processes they go through on campus. It was developed and is administered by the Office of Institutional Research.
- First-Year (freshman) Student Satisfaction Study assesses students' perceptions of treatment by University personnel, the quality of information about campus offices and services, and administrative processes they go through on campus. It was developed and is administered by the Office of Institutional Research.
- Career and Further Education Study is based on data collected from alumni one year after graduation and includes items that assess satisfaction with Ohio University. It was developed and is administered by the Office of Institutional Research.
- Survey of Alumni is based on data collected from alumni five years after graduation and includes items that assess satisfaction with Ohio University. It was developed and is administered by the Office of Institutional Research.
- Student Involvement Study is the core survey that supports a series of related studies that evaluate student involvement on campus and students' satisfaction with their involvement. In addition to an annual survey, reports are developed on changes over time and changes within given cohorts of students. These studies have been developed and are administered by the Office of Institutional Research.
- National Survey of Student Engagement (NSSE) is a national study that tracks student engagement and includes items that assess student satisfaction.
- First-Year Student Attrition: A Comprehensive Analysis of Reasons for First-Year Student Withdrawal draws upon a locally-developed Survey of Leavers as well as the previously-described Student Involvement Study and NSSE. It was produced by the Office of Institutional Research.

Indirect assessment of student satisfaction is made by monitoring admissions application rate, admissions yield rate, new student matriculation rate, residence hall change requests, retention rate, and graduation rate.

Satisfaction of students and other stakeholders is assessed by the ongoing shared governance structure on campus. Faculty Senate, Student Senate, Graduate Student Senate, Classified Senate and bargaining units provide feedback to institutional leaders and input into decision making processes on matters where dissatisfaction exists among constituents.

As mentioned in section 3P1 and detailed above, the Office of Institutional Research regularly conducts satisfaction surveys of Ohio University students and alumni. Details regarding these surveys and the results are made available to many university personal and can be found on the Institutional Research web site: <http://www.ohiou.edu/instres/>.

3R1:

The results from the surveys listed in 3P7 historically have been very positive. As part of the student satisfaction surveys, students are asked if they are satisfied with various constituencies and services provided to them by the institution. These constituencies and services include:

- Faculty
- Academic Advising
- Career Services
- Residence Life/On Campus Housing /Off Campus Housing
- Counseling Center
- Student Center/Student Activities
- Recreation Activities
- Computer Services
- Cashiers
- Student Health Services
- Financial Aid
- Registration
- Library Services

Routinely, over seventy percent of the student respondents are pleased (satisfied) with the quality/treatment/services provided in all of the categories above. Most of the above categories receive a greater than 80% satisfaction rate.

Results for student satisfaction with our performance are perhaps best assessed by examining data drawn from the Student Involvement Study. The last third of the survey instrument ask questions about student satisfaction relative to academic involvement, social involvement, campus atmosphere and personal goals. Complete data and analysis are available at www.ohio.edu/instres/involve/FIS98-2005.pdf

Relative to academic involvement, results of this survey from the last seven years shows a modest degree of variation each year with a net gain in 9 of 10 categories. Marked improvement was made in student/faculty engagement, with an increase from 51% to 58% satisfaction in academic advising and from 34% to 43% in contact with faculty outside the classroom.

Table 3R1(1)
Academic Involvement

	1998	1999	2000	2001	2002	2003	2004
Being Interested in My Studies % Satisfied	67%	63%	62%	59%	70%	70%	71%
My Personal Achievement of Academic Success % Satisfied	68%	66%	65%	63%	72%	74%	72%
Instruction in My Major Courses % Satisfied	68%	63%	62%	60%	69%	69%	71%

	1998	1999	2000	2001	2002	2003	2004
My Personal Motivation for Academic Success % Satisfied	68%	65%	65%	62%	71%	73%	71%
Adequate Academic/Intellectual Atmosphere % Satisfied	72%	71%	69%	66%	75%	75%	74%
Instruction in My Non-Major Courses % Satisfied	65%	60%	60%	58%	65%	66%	67%
Academic Advising % Satisfied	51%	49%	51%	49%	54%	58%	58%
Faculty Availability Outside of Class % Satisfied	62%	59%	59%	57%	63%	65%	65%
Social Contacts with Faculty % Satisfied	34%	35%	35%	36%	40%	42%	43%
Quality of Instruction at Ohio University? % Satisfied	87%	85%	87%	86%	84%	84%	85%

Relative to social engagement, students report an improving degree of satisfaction. Though these items are generally not viewed as important as academic matters, they do reflect student attitudes about an important dimension, particularly given the residential nature of the Athens campus.

Table 3R1(2)
Social Involvement

	1998	1999	2000	2001	2002	2003	2004
Getting Involved in Campus Activities % Satisfied	37%	38%	36%	35%	39%	42%	44%
Getting Involved in Student Organizations % Satisfied	38%	39%	38%	36%	42%	44%	46%
Attending Cultural Events on Campus % Satisfied	30%	32%	32%	32%	31%	33%	34%
Getting Involved in Religious Activities % Satisfied	30%	33%	31%	32%	31%	34%	36%
Having a Job While Enrolled % Satisfied	30%	30%	29%	29%	30%	31%	33%

Students are largely satisfied with the campus environment with significant improvement in all categories since 2001.

**Table 3R1(3)
Campus Atmosphere**

	1997	1999	2000	2001	2002	2003	2004
Adequate Social Atmosphere % Satisfied	75%	75%	72%	70%	79%	78%	77%
Adequate Physical Environment on Campus % Satisfied	79%	78%	74%	72%	80%	80%	79%
Adequate Personal Security % Satisfied	78%	76%	74%	70%	78%	80%	76%
Fitting into the Campus Community % Satisfied	71%	68%	67%	64%	72%	72%	70%

An important factor in determining student success is the degree to which students feel positive about their progress in achieving goals and managing the adjustment to a new environment. These items demonstrate maintenance in satisfaction related to “adjustment” and improvement in student satisfaction related to “goal progress.”

**Table 3R1(4)
Personal Goals**

	1998	1999	2000	2001	2002	2003	2004
Adjusting Academically to College % Satisfied	72%	69%	68%	66%	76%	76%	75%
Adjusting Socially to College % Satisfied	76%	72%	70%	69%	78%	73%	75%
Adjusting Emotionally to College % Satisfied	74%	71%	68%	67%	75%	74%	72%
Managing Personal Stress % Satisfied	63%	61%	60%	56%	65%	65%	65%
Developing My Self-Esteem and Confidence % Satisfied	68%	66%	64%	61%	70%	69%	70%
Developing Personal Values and Beliefs % Satisfied	71%	70%	67%	65%	71%	71%	70%

	1998	1999	2000	2001	2002	2003	2004
Developing a Philosophy of Life % Satisfied	59%	58%	56%	53%	60%	60%	61%
Developing Spiritually % Satisfied	51%	52%	49%	49%	51%	54%	55%
Making Progress Toward Personal Goals % Satisfied	75%	74%	71%	71%	79%	81%	79%
Making Progress Toward Academic Goals % Satisfied	73%	71%	68%	67%	76%	78%	77%
Making Progress Toward Career Goals % Satisfied	65%	65%	64%	61%	69%	72%	71%

3R2:

Results from our alumni survey are equally positive to that of the student satisfaction survey results. Questions from the alumni surveys focus on employment of our graduates and the relationship between the education and skills obtained while students at the university to that of employability and career advancement. Overall satisfaction with the education our alumni receive routinely measures 90% or greater with an average 40% response rate.

The overall health of the Ohio University Alumni Association and the fact that annual giving to the university has increased over 200% during the past 6 years is additional evidence of a strong relationship between the institution and our students.

3R3:

Results for student satisfaction are described in response to 3R1 above.

Alumni and donor satisfaction with performance are measured by amounts of annual giving, number of annual donors, rates of alumni annual giving, and campaign giving results.

	2001	2002	2003	2004	2005
Annual giving \$ (in millions)	\$16.8	\$12.0	\$15.7	\$17.8	\$17.0
Annual donors (alumni)	16,786	15,303	14,860	16,886	19,607
Annual giving (% of alumni)	12.0%	11.0%	10.7%	11.2%	13.3%

Three major fundraising campaigns have been conducted by Ohio University in the past 25 years. Amounts raised for each were:

The 1804 Campaign (1981)	\$23 million
The Third Century Campaign (1994)	\$132 million
Bicentennial Campaign (2004)	\$221 million

Parent satisfaction with performance is measured by annual giving and rates of application (for parents of prospective students).

	2001	2002	2003	2004	2005
Applications	12,433	13,195	12,937	12,417	12,367
Annual gifts	\$13,272	\$13,610	\$11,362	\$9,918	92,912

External funding satisfaction with performance is measured by annual amount awarded for research and sponsored programs. Amounts are in millions of dollars:

	2001	2002	2003	2004	2005
External Research	\$53.9	\$54.3	\$54.4	\$56.4	\$57.0

Employer satisfaction with performance is measured by numbers of employers choosing to visit campus to participate in recruitment activities and the resulting number of campus interviews with students. These statistics are influenced by outside factors such as the state of the economy:

	2001	2002	2003	2004	2005
Fall Career Fair	131	111	93	103	105
Winter Career Fair	94	55	49	52	78
Teaching Fair	117	119	104	119	120
Student Interviews	3,373	2,413	2,362	2,665	3,105

3R4:

Results of building of relationships with students are reflected in six-year graduation rates and retention rates:

	1994	1995	1996	1997	1998
Graduation rate (for classes entering each year)	69%	70%	70%	70%	70%

	2000	2001	2002	2003	2004
Retention rate	85%	84%	83%	82%	81%

Ratings by graduates of their satisfaction with various aspects of their undergraduate major programs of study are another measure of results of relationship building:

	1994	1995	1996	1997	1998
Overall Satisfaction With their Education	75%	78%	79%	80%	83%
Quality of Instruction	74	75	77	75	78
Interaction with other Students	75	75	75	78	78
Relevance to Career Goals	64	66	69	67	70
Level of Rigor and Scholarship	60	61	63	63	67
Interaction with Faculty	56	59	58	59	64
Flexibility/Adaptability to Student Needs	50	53	53	57	58
Inspiration and Encouragement	45	48	47	47	53
Academic Advising and Guidance	42	46	45	43	47
Career Services	21	24	28	26	29

Results for relationship building with other key stakeholders are reflected in their satisfaction as described in 3R3 above.

3R5:

As mentioned in section 2R2, Ohio University has recently identified 10 aspirational peer institutions to inform discussions related to the strategic priorities of the institution. Some data have been collected from these institutions and compared to Ohio University, but we have not

yet performed a comparative analysis related to student/other stakeholder satisfaction with these institutions or other institutions from Ohio.

3I1:

Constant communication between the Office of Institutional Research, the organization responsible for collecting the data related to student satisfaction and needs, and the executive leadership and governing organizations of the campuses constituencies (i.e., student, faculty, administrative and classified senates, see section 5C1) is central to improving processes and systems important to student and other stakeholder groups. These data are analyzed and discussed by the campus constituencies and used to identify problems and areas for improvement.

The issues identified are discussed across campus through the constituent organizations in open meetings and through campus wide meetings or forums. In many cases, committees or task forces may be formed to study the issues in greater detail to make recommendations to address the issue/problem, and to report back to the constituent organizations and the executive leadership of the institution.

3I2:

Targets for improvement are set within the strategic planning process described in 1I2 and 2I2.

Criterion 4 Valuing People

4C1:

Employees at Ohio University are organized into three general categories: faculty, administrative, and classified. *Faculty* includes all those who hold faculty status. *Classified* includes clerical and other hourly employees. *Administrative* includes all others. All employees—faculty, administrative, and classified—work together to maintain an atmosphere that is conducive to student learning and development. The categories of faculty and their work activities, as well as the organization of colleges and campuses, reflect the University's commitment to supporting student learning and providing academic options for a wide range of students.

Faculty are organized into four categories or groups. Group I is comprised of tenured and tenure track faculty. Group II is made up of part-time faculty with 9-month renewable appointments. Group III is the designation used for part-time faculty who are hired on a quarterly basis. Group IV is comprised of full-time faculty who can be hired for up to three-years; visiting faculty fall into the Group IV designation. These faculty categories have provided the University with both stability and flexibility in meeting student needs. While there is a continuing emphasis on maximizing the number of courses taught by tenure track faculty, research expectations for tenure track faculty and enrollment fluctuations have necessitated the employment of non-tenure track faculty members. Group III and Group IV faculty are often hired to meet demand in new and developing fields and to address unexpected or short-term enrollment growth. Group II faculty supplement tenure track faculty numbers and help to provide a stable teaching force.

Advising and mentoring of students is an expected part of a faculty member's activities, as are quality teaching and an active research agenda. Such expectations are articulated in departmental promotion and tenure documents. These expectations are also the basis for annual merit review processes conducted within the academic schools and departments. All students are assigned a faculty advisor in their chosen major. Many students retain the same advisor throughout their academic career, unless they change majors, at which point they are assigned a new faculty advisor in their new major.

Most students major in programs housed in the colleges of Arts & Sciences, Business, Communication, Education, Engineering, Fine Arts, or Health and Human Services. Ohio University also includes colleges to accommodate the needs of high achieving students and students who are undecided about their choice of academic program. The Honors Tutorial College provides a unique program for high-achieving students; the program is based on the tutorial method, in which students work closely with a faculty member in individual or small group tutorials on specific topics of interest. The University College enrolls students who are undecided about their major, or who elect to design their own specialized degree program. Undecided students in University College are assigned a University College advisor and a faculty advisor; both advisors work with the student to help him or her select and apply for admission into a major or develop a specialized course of study.

Recent organizational changes have been made to reinforce the University's commitment to student learning. The Registrar's Office, the Department of Admissions, and the Department of Financial Aid had reported to the Vice President for Finance and Administration; they now report to the Provost. The new reporting structure will facilitate these units' more efficient interaction with one another and with the academic units on campus.

While the Athens campus serves the needs of traditional undergraduate students and graduate students, Ohio University serves the needs of nontraditional students in the Southeast Ohio region, and beyond, through its division of Regional Higher Education (RHE). The RHE division includes five regional campuses: the Chillicothe Campus in Chillicothe, Ohio; the Eastern Campus in St. Clairsville, Ohio; the Lancaster Campus in Lancaster, Ohio; the Southern Campus in Ironton, Ohio; and the Zanesville Campus in Zanesville, Ohio. RHE also provides online courses and programs offered in international venues.

4C2:

The University community is engaged in a strategic planning process to outline the University's short-term and long-term goals and objectives. The planning process is addressing such matters as desired student enrollment—total number of students, geographic mix of the student body, percentage of multi-cultural students, percentage of graduate and undergraduate students, and other characteristics. The planning process is also identifying the University's research and outreach priorities. The desired student profile and the research and outreach priorities inform discussions regarding workforce needs. Discussions regarding workforce include the desired balance between tenure track and non-tenure track faculty, as well as the appropriate level of support needed to support the teaching, research, and outreach priorities of the institution.

Currently, the percentage of part-time faculty varies by campus, with a greater percentage of non-tenure track faculty employed at the Regional Campuses. At the Athens campus, 66% of the faculty (headcount) are tenure track. Another 8% are early retired faculty. As part of the University's early retirement program, tenured faculty who are eligible for retirement under the state retirement system may elect to teach one quarter per year after retirement until attaining the age of 70. Early retired faculty are in a sense a special category of part-time faculty. The other 26% of the headcount faculty on the Athens campus are non-tenure track Group II, III or IV faculty as explained in 4C1 above.

4C3:

The University is in the midst of a strategic planning initiative in which the campus community is identifying goals and objectives for both the near and long term. These goals and objectives inform workforce considerations, as do demographic trends related to both students and faculty. Student enrollment is an important component of determining workforce needs and demographic trends involving students in Ohio and elsewhere are also important.

Ohio ranks 39th in the percentage of population with post-secondary degrees. As a result the Governor has announced an initiative to substantially increase the number of degree recipients in the state. The University is analyzing the potential workforce needs that would be caused by a substantial increase in the number of first-generation college students. Other student

demographic trends that are tracked are the number of students in the K-12 pipeline in Ohio; the number of students in 2-year institutions; and the number of Ohioans without post-secondary degrees. Because of its desire to increase out of state and multi-cultural enrollment, the University also monitors national and regional student demographic trends, as well as demographic trends for multicultural students.

The University also monitors faculty demographics, tracking average faculty age and years in rank. The University's early retirement plan (described in 4C2 above) resulted in significant faculty retirements during the past 5-6 years, and in the hiring of a large number of new faculty.

4C4:

Ohio University provides a wide range of training opportunities for faculty and staff. Faculty training opportunities have been provided by the Center for Teaching Excellence (CTE), the Center for Writing Across the Curriculum (CWE), and the Center for Innovations in Technology for Learning (CITL). The CITL provides seminars in active online learning, digitizing course content, FLASHLIGHT tools for research, instructional use of audio and video, as well as several seminars in the use of Blackboard as a teaching tool.

The CWE provides courses in teaching writing in specific disciplines, responding to student writing, grading student writing, and meeting the needs of second language writers. The CWE also maintains a substantial online list of resources accessible to all faculty, and distributes a CD to all faculty regarding best practices. The CTE has provided courses in teaching large lecture classes, preparing teaching portfolios, as well as providing one-on-one assistance to faculty seeking to refine their teaching skills.

This past year, an additional faculty development program was initiated as a result of an AQIP project. In this program, faculty seeking to bring in speakers or to arrange workshops having to do with student engagement techniques are eligible to apply for Best Practices Grants to defray the costs of these activities. In addition faculty can participate in Faculty Learning Communities, in which faculty can pursue similar interests; examples of such Learning Communities include one devoted to Appalachian Studies, Teaching Critical Thinking, and others.

The Office of the Vice President for Research also provides workshops for faculty regarding grant writing, research compliance, and other research related activities.

Administrative and classified staff, as well as interested faculty, have access to a variety of training opportunities including "Mastering the Maze" (a workshop explaining specific systems and procedures on campus), workshops dealing with supervisory tools, trust and team building, facilitating groups, mentoring, business basis, and work-life balance. In addition administrative employees (and faculty who may be interested in preparing for administrative positions) participate in a management development program in which leaders from across the University discuss their areas of responsibility.

Communication Network Services provides a series of training sessions for all employees on the use of Microsoft products, various email products, and web design software. Training sessions

are also provided in the use of campus systems, such as the Student Information System, the Oracle accounting system, email products, web design and Blackboard.

4P1:

Credentials and skills desired for faculty positions are determined by faculty members in the academic departments. Credentials and skills desired for administrative positions are identified through Position Description Questionnaires that define the skills, credentials, and job functions of the administrative positions. Skills and credentials for classified positions are identified through Job Information Questionnaires that define the skills, credentials and job functions required for specific classified positions.

Searches for faculty and administrative positions follow the procedures outlined by the Office of Institutional Equity to ensure a broad pool of qualified applicants. Search committees are used for most searches. High level approvals are required before candidates are interviewed and before a job offer is made to assure that the candidates selected meet the stated requirements.

The filling of classified positions is closely monitored by the Human Resources Department. Applicants are screened by Human Resources before they can be interviewed by the hiring department.

4P2:

All position openings—faculty, administrative and classified—are posted on the Human Resources Department website. Faculty positions are advertised on a national level, with postings in the relevant professional journals, and advertisements in the *Chronicle of Higher Education*. Announcement letters for faculty openings are sent to the membership of relevant organizations and to academic departments across the country. The Office of Institutional Equity’s hiring guidelines provide guidance regarding the search process.

Higher level administrative positions are advertised at the national level, with advertisements and announcements in appropriate newsletters and professional journals. Lower level administrative positions are advertised regionally. Most classified positions are advertised locally, with some advertised regionally, depending on the qualifications sought.

Orientation sessions are provided for new employees so that they are aware of their benefits and of University policies and processes. A new faculty orientation program takes place in August of each year.

4P3:

A Policies and Procedures Manual is maintained online and is accessible by all employees. This online manual includes policies and procedures regarding all University processes, including procurement, hiring, travel reimbursements, etc.

The Faculty Handbook, which governs policies regarding tenure and promotion, faculty merit review, faculty rank and status, etc., is also available online to all employees.

When the University institutes new policies, such as policies regarding sexual harassment, informational brochures are sent to all employees and training sessions are held.

The University's Communication and Marketing department disseminates information to all employees through *Outlook*, an online newsletter that provides information regarding important developments at the University, and highlights faculty, student, and staff achievements.

The university has clear policies regarding professional ethics in the workplace and research misconduct as well as procedures which must be followed when these policies are suspected of violation. Each college within the university employs a Professional Ethics Committee responsible for monitoring and investigating the ethical practices of the employees within the college. Research misconduct is monitored by a central committee which answers to the Vice President for Research.

4P4:

The University provides a wide range of training opportunities, as listed in 4C4 above. The need for training and continued development is reinforced by the University's use of performance evaluation, as discussed in 4P6 below.

The institution also supports fellowship leaves for faculty and administration to encourage and support professional development. Travel opportunities to professional meetings and workshops are also provided to faculty and many other employees to promote professional development and career advancement.

4P5:

The University's training resources have focused on providing the day-to-day tools needed by all employees to accomplish their jobs efficiently and effectively. As new systems have been deployed, training has been provided to help employees deal with those systems. The deployment of a new online workforce reporting system is an example. As new software products have been introduced and widely adopted on campus, Communication Network Services has provided seminars in the use of such products; the use of CommonSpot, a web design tool is an example of such a product. As faculty have sought to increase their grant activities, the Vice President for Research has provided informational workshops to assist in these activities.

As the University refines its strategic plan, the resulting goals and priorities will identify the training resources for faculty and staff that will be needed to support the attainment of the desired goals.

Annual evaluations, as described in 4P6 below, are often used to identify areas of improvement for employees and training needs.

4P6:

Faculty are evaluated annually in a merit evaluation process conducted by their departmental peers. They are evaluated on their performance in teaching, research and service and receive a written evaluation of their performance in these areas from their department chair/school director and the chair of their departmental merit review committee. A major aspect of the annual merit review process deals with teaching performance which can be demonstrated in a variety of ways,

including student evaluations (which are done in all classes taught at Ohio University), peer evaluations, teaching portfolios, and other means. Faculty are also evaluated on their research productivity or, in the case of the performing arts, on their creative activity. This productivity is demonstrated and measured through publications, grant activities, juried exhibitions or performances, and other means. Service activities by faculty members are a third component in the evaluation process.

Annual evaluations of administrative staff are conducted by their direct supervisors and are due by March 15th of each year. Classified staff are evaluated through a performance management system that involves mid-year and year-end reviews. In this review process, classified staff and their supervisors set objectives and review the employee's progress toward achieving those objectives. Classified employees are evaluated on their accomplishments and on the attainment of specific competencies.

4P7:

The University provides a broad range of benefits and services for faculty, including health care, tuition waivers for employees and their dependents, an employee assistance program, etc. The Human Resources Department informs employees of these benefits through informational mailings and through its website.

Merit is a component in annual pay raises whenever the budgetary situation makes that possible. In addition, there are a series of programs designed to recognize and reward employee contributions. For faculty, each year Presidential Teachers and Presidential Researcher Scholars are selected in a competitive process involving the submission of a portfolio and external letters of support; faculty committees select the recipients. Presidential Teachers receive \$15,000 over a three year period; Presidential Research Scholars receive \$20,000 over a four year period. In addition to these awards, outstanding teachers are recognized through the University Professor program, in which committees of students select outstanding teachers who receive a monetary award and the chance to develop a course on the topic of their choice. Faculty are also recognized for scholarly achievement through the Distinguished Professor program. Distinguished professors, a life-time designation, receive a quarter's leave and the ability to award a scholarship each year to the student of their choice. A new distinguished professor is selected each year by the sitting distinguished professors. Many colleges also recognize faculty within the college with outstanding, teacher, research and service awards.

Each year, three administrators are selected as outstanding administrators. They receive a certificate and \$1,000. Administrators are recognized for their years of service through Service Awards awarded on every fifth year anniversary of their employment; they are recognized at a ceremony at which they received a certificate and a gift. Up to six outstanding classified employees are selected for recognition each year; they receive a certificate and a monetary award. Classified employees receive a one-time longevity bonus on every fifth year anniversary of employment. Administrative and classified employees can be recognized for exceptional achievements through a cash gift or gift certificate awarded by their departments.

4P8:

Results of the performance evaluation processes explained in 4P6 provide guidance regarding the level of motivation and performance of faculty and staff.

4P9:

The University has a Health Benefits Committee that addresses issues related to benefits and services. In addition, as needed, the University has convened task forces and committees to examine specific issues related to matters of employee compensation and other issues. The University during 2004 convened a Task Force to address issues of diversity, campus climate, and related matters; the report issued by the Task Force is under consideration.

The Office of Institutional Equity and the Office of the Ombuds assist employees who may have complaints about employment or other issues. The University's office of Environmental Health and Safety addresses issues of workplace safety. The University also has a campus police force for the protection of students and employees.

4P10:

The University's Office of Institutional Research (OIR) collects and analyzes a series of reports dealing with students, alumni, and employees. OIR collects information regarding student retention and student satisfaction. OIR also surveys alumni regarding their satisfaction with their experiences at Ohio University.

OIR also collects information regarding faculty salaries and how these salaries compare to the Ohio University inspirational peer institutions (see question 5P4), other institutions in Ohio and national averages. OIR also collects information regarding faculty attrition. As the need arises, OIR conducts surveys regarding employee satisfaction and the campus climate. OIR and in certain cases individual departments/schools/colleges also routinely conduct satisfaction surveys with Ohio University alumni.

4R1:

Ohio University enjoys a high student retention rate as a result of the campus environment created by faculty and staff. Between the 1997-98 academic year and the 2003-04 academic year, retention between freshman and sophomore years has averaged 84%.

Ohio University's 6-year graduation rate is 70%, which is comparatively high. In addition, *US News and World Report* College ranking guides placed Ohio University 9th in the US for their value-added measure (difference between actual and predicted graduation rates).

4R2:

During 2004, a Task Force on Inclusiveness held open meetings, distributed a survey to gauge the climate on campus for people of all groups, and issued a series of recommendations. Those recommendations are under consideration and are being further analyzed as part of the strategic planning process (see 4I1 below). Also, the University is in the process of refining its policy and procedures regarding sexual harassment to be sure they are in compliance with federal law.

The University has hired an Assistant to the President for Diversity. This position was filled at the beginning of the 2005-06 academic year. The assistant is charged, among other duties, with addressing recruitment and retention issues affecting multi-cultural faculty and students.

4R3:

The University has joined the Delaware Study and is in the process of accumulating and reporting productivity data. The Delaware Study will allow the University to compare its productivity measures with those of peer institutions at a departmental level. As part of its strategic planning process, the University community is identifying productivity measures that will help the University track its progress toward attaining strategic goals; these productivity measures will also inform budget allocation decisions.

Ohio University continues to enjoy an excellent academic reputation as indicated by excellent academic rankings and national recognition for many of its undergraduate and graduate programs (see question 6R3 for details).

4R4:

Because the University is in the early stages of its involvement in the Delaware Study, it does not yet have significant comparative data.

4I1:

The University's Strategic Planning Task Force included a subcommittee on Diversity. This subcommittee built on the earlier activities of the Task Force on Inclusiveness (see 4R2 above) in articulating specific goals and priorities for the campus community's consideration. The next steps in the strategic planning process will be the development of implementation strategies for the realization of these goals and priorities.

4I2:

The University's strategic planning process (as noted in 4I1) has included issues of diversity and inclusiveness. Goals, priorities, and metrics are being identified. The strategic planning process has included open forums, a website, and a discussion board to solicit input. These same venues will be used to disseminate information to all stakeholders as the strategic plan and implementation strategies are finalized.

Criterion 5
Leading and Communicating

5C1:

The governing body that oversees Ohio University is an 14 member Board of Trustees. The trustees are appointed by the governor of the State of Ohio. The majority of the trustees are alumni of Ohio University and residents of the state. In addition, two members of the board are Ohio University students. Each member is appointed for a 9 year term, with the rotation being staggered. The Board of Trustees meet in open meetings five times during the academic year.

Internally, the leadership system of Ohio University begins with the Presidents' Cabinet, which consists of the President of the university, the Provost and the 5 Vice Presidents. These individuals are considered the Executive Officers of the university. Each executive officer oversees an important operation of the university and has an organizational structure to support this task. The organizational structure of the university is outlined in the chart below.

Table 5C1 Ohio University Governing Organizations		
Title	Name/Areas of Responsibility	Description
President	Dr. Roderick McDavis	Executive Head
Provost	Dr. Kathy Krendl	Chief Academic Officer
Vice Presidents	Research, Regional Higher Education, Finance and Administration, University Advancement, Student Affairs	Chief Officers for Non Academic and Academic Support Units.
Deans	Academic Colleges	Administrative Officers of the Academic Colleges. Makeup the Academic Leadership Council.
Constituent Groups	Faculty Senate, Administrative Senate, Classified Senate, Graduate Student Senate, Student Senate, AFSCME Local 1699.	Governing Organizations of the Constituent Groups of the Institution.
Chairs and Directors Council	Department chairs and school directors.	Organization Which Provides a Voice and Supports Concerns of Academic Department Chairs and School Directors.

Academically, Ohio University is organized into nine colleges with each college represented by a dean who serves as the executive officer for the college. All colleges also employ associate and assistant deans who are responsible for different activities within the college such as curriculum, research, student affairs or faculty issues. The colleges are then divided into departments or schools that are discipline specific.

The different constituent or stakeholder groups of the university are represented by individual senates. These senates include the Faculty Senate, Administrative Senate and Classified Senate, as well as Undergraduate and Graduate Student Senates. The senates meet regularly and representatives from each are in close contact with the executive officers of the university. Certain staff employees of the university are also represented by a bargaining unit, AFSME Local 1699.

The Ohio University Faculty Senate is the main governance body of the faculty. Forty-eight for the 50 senators represent the tenure-track faculty across the university, with the number of representatives from each college and regional campus based on its proportion of total tenure-track faculty. The remaining two senators represent the part-time non-tenure track faculty. All senators are elected for three-year terms. The Faculty Senate meets monthly and is responsible for policy decisions that affect faculty and the Ohio University student population, including educational policy, curriculum, budgetary matters, professional relations and promotion and tenure. New policies and policy changes that are voted on and approved by the Faculty Senate must also be approved by The Provost and The President. The Faculty Senate, through its executive committee consisting of its officers, also serve as an advisory body to the President and The Provost. This system is extremely valuable to the tradition of “Shared Governance” which is treasured at Ohio University.

Classified staff employees as well as Ohio University undergraduate and graduate students are also represented by senate organizations. The Classified Senate has 25 members and represents their members on a variety of issues many of which are related to salary, benefits and employment conditions. The Administrative Senate is organized very similar to the Classified Senate. The two student senates elect representatives by college, similar to the faculty senate, in which the number of representatives is proportional to the number of students in each college. The student senates represent students on many issues both academic and nonacademic in nature. Like the Faculty Senate, the Classified, Administrative and Student Senates (undergraduate and graduate) meet on a monthly basis.

Adequate, open communication is a very important and critical component of a complex university. At Ohio University ideas and opinions are shared through regular meetings of its stakeholder groups. Stakeholder groups of the university would include students (undergraduate and graduate), faculty, alumni, staff and administration. The Board of Trustees, President’s Cabinet, and the constituent senates all meet on a regular basis and most of these meetings are open to the university community and the general public. The President and the Provost address the Faculty Senate at every meeting and take questions from the group. In addition, the executive committees of each of the senates meet regularly with the President, Provost or Vice Presidents in order to maintain an open line of communication. The Office of Communication and Marketing is responsible for formal communications both internally and externally.

5C2:

This was a very difficult task at Ohio University until very recently. Because of a mandate from the Ohio University Board of Trustees, over the past year the university has been preparing a Strategic Plan which will guide the future decision making processes of the university. This plan

called *Vision Ohio* (<http://www.ohiou.edu/provost/>) was prepared by a 46 member Task Force representing all stakeholders at the university including students, faculty, alumni, staff and administration. *Vision Ohio* outlines plans for the future of the university including goals in undergraduate and graduate education, research, diversity and national prominence. A new budgetary model was also approved to align university finances in order to achieve the goals. The plan was approved by the Board of Trustees in June 2005 and will be refined by open meetings with stakeholder groups that will occur through fall of 2005.

Once the final draft of *Vision Ohio* is in place, various committees such as the Budgetary Advisory Committee and Research Priorities Committee will be formed with representatives of the stakeholder groups to oversee the decisions that are being made are consistent with the goals set in *Vision Ohio*. The entire *Vision Ohio* plan will be reviewed and updated by a representative body of the stakeholder groups every two years in order to continue to advance the educational and research mission of the university.

5C3:

The core values of Ohio University are clearly defined in the *Vision Ohio* Strategic Plan and include:

- Strong undergraduate programs, with a liberal arts core, are a vital and necessary foundation.
- Strong graduate and professional programs are necessary to achieve our educational and research mission.
- All forms of research, scholarship, and creative activity are vital to the intellectual life of the university and their integration into both the graduate and undergraduate curricula is a key component of student success.
- Learning at the university is enhanced by creating a community of students, faculty, and staff who come from diverse backgrounds. That community benefits from our commitment to international education and the inclusion of global perspectives into our curricula.
- Advising, mentoring, personal interaction, and active engagement among faculty, staff, students, and alumni greatly enhance the educational experience.
- Learning is derived from the totality of the college experience, including activities both inside and outside the classroom.
- Shared governance – the inclusion of input from all constituent groups – is central to our decision-making processes.
- Our continuing success requires the making of judgments about and selective investment in initiatives that will advance our mission.
- Accountability is essential to effective management and requires commitments to assessment, planning, decision making, and continual improvement.

Ohio University is committed to creating a diverse campus environment which respects workplace and professional ethics and social responsibility. The teaching of professional and discipline specific ethics is woven into several undergraduate and graduate curricula within the university. To insure professional ethics within the workplace, each college maintains a Professional Ethics Committee to review policies and monitor ethics within the college. In

addition, the Professional Relations Committee of the Faculty Senate also monitors these policies. The issues of diversity and equity are also continuously monitored by the Offices of Institutional Equity and the President's Office on Diversity. The institution also respects and adheres to the principles set forth by the AAUP Statement of Professional Conduct, the NCAA, and all relevant federal and state regulations.

The university employs many standing committees and offices to monitor institutional integrity and the fair treatment of all stakeholders. These organizational bodies include the standing committees on Ecology and Energy Conservation, Review Board for Research involving Animal and Human Subjects, Intercollegiate Athletics, Radiation Safety and the Student Code of Conduct Review Committee. University Judiciaries monitors Ohio University student conduct and the University Ombuds Office provides assistance to students and employees with issues related to fair and equitable treatment within the classroom and workplace. The university also employs external auditing firms to monitor the financial transactions of the institution.

The rural location in Southeastern Ohio provides the institution and its students a unique opportunity to participate in community service. Service projects directed to the Athens and Southeastern Ohio community have been a tradition with many of the off campus student organizations and are currently being integrated in the curriculum of many programs through required service learning projects.

5P1:

As with the other stakeholders of the institution, the leaders of the university were involved in and support the mission and vision of the institution and the development of the goals communicated in the strategic plan. These goals rely heavily on the continued development of a learning centered environment at the university that promotes student engagement, greater responsibility of the students for their learning and more personal interaction between the student population and the faculty of the institution. The development of this plan was focused on academic quality and was created from several discussions of the 46 member task force and subcommittees, open forums with the various constituent groups of the university and community as well as campus wide meetings with the university community as a whole. During the fall/winter quarters of the 2005-06 academic year, the departments/schools and colleges will develop their own plans and goals focusing on how each of their units will fit into the institutional plan.

5P2:

As mentioned above, Ohio University has enjoyed a shared governance tradition and environment for several years. In such an environment, ideas and opportunities are freely shared and discussed through the constituent governing organizations and these issues are openly offered for discussion with the leadership of the institution. The leaders keep an open mind and work with the constituent organizations to realize unique opportunities that fit within the Strategic Plan of the institution. The institution understands that taking advantage of unique opportunities that increase the learning opportunities of Ohio University students is a bottom up approach that requires vision of the Ohio University stakeholders, an open line of discussion and support from the institution leadership to realize these goals.

5P3:

Within a shared governance system, the university uses a variety of committees, task forces and working groups that contain broad representation of the various stakeholder groups to investigate and make recommendations to the executive officers of the university regarding major directions and policies of the institution. There are 22 standing committees whose membership is appointed through the Faculty Senate and approved by the President's office. Task forces and working groups are usually created by the President or the Provost for a short term to investigate a specific issue facing the institution; these groups also are formed with broad representation. These groups investigate the specific issue of their charge, file a report and are then disbanded. All of the above groups therefore act in an advisory capacity to the executive leaders of the university. Departments/schools and colleges use a similar committee structure in an advisory capacity to the chairs/directors/deans in making decisions within these units.

Decisions related to academic policy and faculty issues begin with one of the subcommittees of The Faculty Senate. In certain cases issues involving academic policy may be presented to one of these subcommittees by another group such as one of the Student Senates, The Chairs and Directors Council or the Assistant Deans Council. The subcommittees of the Faculty Senate investigate these issues and present new and changes in policies in the form of resolutions. The resolutions are debated in the Senate and if approved are passed to The Provost and The President for approval.

Curriculum decisions are also regulated by the faculty. The vice chair of the Faculty Senate also serves as the chair of the University Curriculum Council (UCC), the governing body of policy that affects the university curriculum. The UCC oversees and approves all changes to the course curriculum of the university and oversees the academic program approval and seven year program review process.

Many of the other stakeholder organizations investigate issues and policies of concern to their constituents and make recommendations to the President or one of the Vice Presidents. These organizations are advisory in nature and do not create policy.

5P4:

In a shared governance environment such as that found at Ohio University, there is openness and expectation that information is freely shared between stakeholder groups and this information is up to date and accurate. The Office of Institutional Research is heavily relied upon to provide accurate institution data that demonstrates trends and allow comparison with other public and private institutions in Ohio and the identified peer institutions that Ohio University aspires to emulate. The ten identified peer institutions to Ohio University include: Auburn University, Clemson University, Indiana University- Bloomington, University of Connecticut, University of Delaware, University of Missouri-Columbia, University of New Hampshire, University of North Carolina-Chapel Hill, University of Tennessee and Washington State University.

In making important decisions and reviewing institutional policy, our leaders compare information and data from Ohio University with our peer institutions and many of the institutions from Ohio. Observing and monitoring national rankings are also important to this process as increasing national prominence is an important goal of the university's Strategic Plan. It is

important to note that the leadership of the university makes these decisions in alignment with the strategic plan of the institution.

5P5:

There is a great deal of interaction between the constituent groups including the governing organizations. Committees, task forces and working groups are formed with representation from various levels of the institution where communication is encouraged and information is shared. Meetings of the constituent governing organizations are usually open and the executive leaders of the institution are invited on a regular basis to make presentations and answer questions. The President also schedules routine press conferences to discuss important issues facing the university, and at the beginning of the academic year, the President sets his goals and agenda in a campus wide State of the University address. The address is broadcast via public radio and the text of the address is posted on the President's web site. Constituent groups maintain updated web sites so information can be assessed electronically by the university community. Finally, campus meetings and open forums are scheduled (usually 1-3 per year) focusing on a particular issue important to the university and representation from the different institutional levels are encouraged to attend these meetings to participate in discussions.

5P6:

The draft of the *Vision Ohio* Strategic Plan for the university clearly communicates the values and mission of the institution and expectations and metrics in order to achieve these goals. The plan was developed with participation by representatives from all constituent groups and is currently being discussed in order to gain buy in throughout the campus community. The leadership continuously discusses the goal of the plan with the constituent groups and expects the individual units of the institution to create goals and expectations of their students, faculty and staff that align with the expectations of *Vision Ohio*.

Performance expectations and institutional directions are also clearly communicated and reviewed with faculty and staff during annual performance evaluations and these expectations are stated in documents that define tenure and promotion expectations at the department/school and college levels.

5P7:

The University Professional Development Office (see 4C4) provides manager and leadership training to the university community. The Chairs and Directors Council is a newly formed organization (formed 3 years ago) which as part of its mission provides advise, best practices and mentoring to new department chairs and directors. In addition, the Provost Office conducts a New Chairs and Directors Orientation in the summer of each year to provide advice and training for new department/school leaders.

Serving on one of the constituent senates (Faculty Senate, Classified Senate etc.) as a member or an executive officer is another avenue where university employees and students can serve the institution in a leadership role and gain valuable leadership skills. The university also supports faculty leaves and course buy outs for faculty members to work with the various administrative offices on campus to develop leadership skills and gain an appreciation and understanding of the function of the institution as a whole.

Tuition waivers are available to university employees to provide educational opportunities to allow advancement into leadership roles within their unit to serve the institution.

The university supports and encourages all employees to attend conferences, workshops and participate in fellowships to develop leadership skills. Development of these skills through such activities are considered extremely valuable to the continuous advancement and development of the university.

Awards are given to encourage excellence and leadership in the workplace. These awards which are given annually include The Presidential Teaching and Research Awards, University Professor Awards and the Outstanding Administrator and Classified Employee Awards. Also, special stipends and other means of compensation are typically given to encourage employees to assume leadership roles within the institution.

5P8:

The *Vision Ohio* Strategic Plan for the institution will provide a roadmap for the leadership to follow regardless of personnel changes that occur within the university. The plan was developed by all constituencies at the institution and the plan will continuously be reviewed and revised using a campus wide process. The inclusiveness of the plan ensures that the leadership of the university are fully aware of the mission, values and priorities of the institution.

Executive leadership positions such as the President, Provost, Vice Presidents and Deans are hired through extensive external search processes. When candidates are interviewed for leadership positions they will be expected to understand and have buy in for the objectives of the strategic plan. Candidates will be given adequate materials and information to fully educate them about the institution. The academy will be looking to these new leaders to embrace the core of the plan but also provide leadership and new ideas and directions to achieve the various goals and objectives of the institute and at the same time move the university forward into new and positive directions.

Institutional memory is very important to following a strategic plan and preserving the critical values and positive characteristics of the institution. Many lower level leadership positions (department head/director, program/graduate chair, etc.) and the membership of the various standing committees, boards and governing bodies are changed on a staggered, rotating basis to provide fresh ideas but also to preserve institutional memory. The size of the institution and its leadership team makes it highly unlikely that a complete turnover would occur that would jeopardize knowledge and the succession of the mission and core values of the institution.

5P9:

Institutional leaders are evaluated on their strengths, weaknesses and vision for the institution/unit on an annual basis. The Board of Trustees provides an annual evaluation of the President and makes the decision on reappointment. The President of the university evaluates the executive administration including the Provost and the Vice Presidents. The deans of the various colleges are evaluated by the Provost and the chairs and directors are evaluated by the deans. The evaluation of deans/chairs and directors is accomplished using input from the faculty and sometimes staff within the unit. Associate provosts and assistant and associate deans are

considered administrative staff and are evaluated by their supervisors, often with feedback collected from constituencies that work closely with the particular staff member. Feedback from the constituent groups is often collected from performance and satisfaction survey instruments. Evaluation committees are formed each year for the evaluation of the college deans.

5R1:

The development of the *Vision Ohio* Strategic Plan was a major accomplishment for our institution during the past year. The plan has set the stage for the growth and development of the institution for the future. This result is a significant accomplishment because it began from a series of goals set forth from the incoming President of the institution and with the work of representatives from all campus stakeholders it developed into a blueprint for the future development of the institution. The plan will lead to a more focused and prioritized use of university resources and will allow the university to focus on specific goals and continued improvement of the institution thus supporting the AQIP philosophy.

Other results of our leadership include an increase in the national prominence of the institution and an increase in the diversity of the student body. Other accomplishments resulting from strong leadership has been evidence that the student population is becoming more engaged in the learning process during their first two years and the commitment by the institution to the success of all students.

5R2:

As mentioned above in sections 2R2 and 5P4, during the past year Ohio University identified 10 peer institutions to benchmark against in comparing essential processes and characteristics. Our initial comparison has shown that the university compares favorably to these institutions in such characteristics as national rank, graduation rate and the *US News and World Report* over-performance index. However, research has indicated the institution does not compare favorably in other categories such as freshman in the top 10% of the high school class, freshman retention rate and student faculty ratio. Ohio University was also found to be significantly behind its peers in research expenditures and faculty salaries. Benchmarking against these institutions has been extremely helpful in setting goals and developing metrics for the strategic plan of the institution.

5I1:

Improving these processes is always a challenge in a complex university which is as decentralized as Ohio University. It is critical that the university strike a balance between centralizing certain processes and services for efficiency and cost savings but also keep certain activities decentralized in order to take advantage of the valuable expertise and knowledge that an individual unit possesses. Units within the university must connect on a regular basis in order to keep the lines of communication open. This can be done by efficient utilization of a broad based committee structure in which information is freely shared. In addition, communication can be improved by a more efficient use of print and electronic communication, such as newsletters and press releases.

Improvements can be made in University Communications and Marketing to focus efforts on promoting academic programs and successes both externally and internally to the university community.

More efficient availability of knowledge and information can arm the leaders in making more accurate and informed decisions for the academy.

5I2:

Institutional goals and targets for improvement are outlined in the *Vision Ohio* Strategic Plan. Priorities that have been targeted for improvement include:

- Establish a common intellectual experience for all first year students that lead to a common set of fundamental intellectual skills.
- Support high quality and distinctive graduate education programs that serve the needs of the region and state. Selectively invest in graduate education and research in focused areas of excellence and national prominence.
- Implement a budget allocation process involving a metric driven accountability system that links budgeting to the implementation of the strategic plan.
- Recruit and retain exceptional students, faculty and staff and develop practices that lead to a more diverse and inclusive academic community.

Communication of these goals and objectives occur through discussion with the constituent governing bodies, campus wide addresses by the President and Provost and campus wide meetings and open forums with the campus community.

Criterion 6
Supporting Institutional Operations

6C1:

Key student and administrative processes and the support services available are organized in the table below:

S = Student Affairs
F = Finance
P = Provost
Pres = President

Table 6C1
Key Student and Administrative Processes

Process	Supporting Operations	
Recruitment and Enrollment	Admissions (P) Bursar (F) Financial Aid (P) University Communication and Marketing (Pres)	Precollege Orientation (P) Residence Life (S) Registrar (P)
Retention	Academic Advancement Center (P) Tutoring (P) College Adjustment Program (P) Common Reading Program (P) Supplemental Instruction (P) First Year Experience Task Force (P) Residential Learning Communities (P) Freshman Seminar (UC 115)	Academic Learning Communities (P) Academic Advising (P) Campus Recreation (P) Intercollegiate Athletics (Pres) Baker Student Center (S) Ohio Program for Intensive English (P)
Personnel and Personnel Services	Institutional Equity (Pres) Employee Wellness Program Human Resources (F)	Ombuds (P) Environmental Health and Safety (F)
Teaching and Learning	Academic Advancement Center (P) Lifelong Learning (P) Center for Teaching Excellence (P) Center for Innovation in Technology for Learning (P) Center for Writing Excellence (P) Child Development Center (P) Education Abroad (P) Supplemental Instruction (P)	First Year Experience Task Force (P) Residential Learning Communities (P) Academic Learning Communities (P) Graduate Studies (P) Language Resource Center (P) University Libraries (P) University Curriculum Council (P)
Business Operations	Campus Safety (F) Facilities Management (F) Facilities Planning (F) Finance (F)	Purchasing and Receiving (F) Budgeting and Accounting (F) Human Resources (F)

Process	Supporting Operations	
Student Services	Residential Services (F) Career Services (S) Dining Services (F) Disabilities Services (Pres) Off-Campus Living (S) Ombuds (P) Health Services (S) Student Activities (S) University Judiciaries (S)	Office of Nationally Competitive Awards (P) Campus Recreation (P) Counseling & Psychological Services (s) Intercollegiate Athletics (Pres) Baker Student Center (S) Campus Transportation Services (F) International Student Services (P&S)
Technology	Communication Network Services (P) Computer Services (P)	Center for Innovation in Technology for Learning (CITL) (P)
Outreach	Kennedy Lecture Series (S) Kennedy Museum of Art (P) Performing Arts Series (S) Kids on Campus (P) Center for Community Service (S) Institute for Local Government Administration and Rural Development (ILGARD) (P)	Hearing Speech and Language Clinic (P) University Medical Associates (P) Athens Community Music School (P) Wellworks (P)

Outsourced services to students include 3 bookstores, various retail outlets, and off campus transportation services. Ohio University regional campuses contain many of the same services.

Process needs:

- Updated Student Information System.
- Renovation of many student residence halls and continued incorporation of technology needs into the residence halls.
- Construction of a new student center.
- Improved First Year Experience and student engagement.
- Improved on-line services for admission, precollege activities and scheduling.
- Enhanced academic facilities to promote learning engagement and research.

6C2:

The support services of the institution will set targets which align and help achieve the goals and objectives of the strategic plan for the university. University resources will then be redirected to improve these services in order to realize these goals. An example would be the institutional goal of increasing student retention by improving the quality of the first year experience. This problem was identified as an initial AQIP action project and a goal of the strategic plan. University resources have been channeled to university student support services that have the ability to address this problem, including, for example, Residential and Academic Learning Communities, Tutoring Services, Supplemental Instruction and Best Practice Grants Awarded to Faculty for ideas to improve active learning in the classroom. The continuing Strategic Planning

Task Force will be charged with the job of continuously reviewing the progress of the plan, updating it when necessary and monitoring student learning and engagement. Resources will be channeled in order to achieve these objectives.

6P1:

Various units and groups around campus monitor, study and are closely aligned with the academic/nonacademic life and success of Ohio University students. These groups monitor support services within the institution and identify areas that need improvement or suggest new services. These organizations include:

- University College
- The Academic Advancement Center
- The First Year Experience Task Force
- Enrollment Management Committee
- Offices of the Vice President for Student Affairs
- Undergraduate Student Senate
- Graduate Student Senate
- Offices of the Associate Provost for Graduate Studies
- Registrar's Office
- Alumni Association

In addition, The Office of Institutional Research routinely collects and analyzes data related to the academic and nonacademic life of the student population including academic performance information, advising data, retention data, NSSE reports, student satisfaction surveys, etc. Institutional Research also routinely surveys Ohio University students and alumni regarding their experiences at the institution. All of this data are readily available to the university population from the Institutional Research web site. Such data are very useful to the organizations above and to the leadership of the institution as they seek to improve the university experience of Ohio University students.

Representatives from the student constituent groups also meet with the Faculty Senate leadership and the executive leadership of the university to discuss issues and initiatives to better the life and academic experiences of the students.

6P2:

Support service needs for faculty, administration and Ohio University employees are identified mainly through the constituent governing organizations which include:

- | | |
|-----------------------|---------------------------------------|
| Faculty Senate | AFSCME |
| Administrative Senate | Academic Chairs and Directors Council |
| Classified Senate | Ohio University Alumni Association |

The Provost Office is responsible for identifying and providing support services for Ohio University faculty and academic leaders. Opportunities are identified through close contact and relationships with the Faculty Senate and the Chairs and Directors Council. Support and professional development opportunities are provided through the Provost Office and the Academic colleges.

The Human Resources department at the institution also plays a key role in identifying and providing support and professional development activities for many administrative and classified staff at the institution.

6P3:

All academic support services answer directly to the Office of the Provost and the non academic divisions answer to either the Vice President for Student Affairs or the Vice President for Finance and Administration. A flow chart representing this management reporting structure can be found below:

Table 6P3
Student and Administrative Support Services

Academic Support Services	Non-Academic Support Services
<p>The Provost Office</p> <p>Registrar's Office Financial Aid Admissions Office International Studies Institutional Research Information Technology Graduate Studies Libraries Campus Recreation <u>University College:</u> Academic Advancement Center Precollege Orientation First Year Experience</p>	<p>VP for Student Affairs</p> <p>Residence Life Dining Services Student Activities Undergraduate Student Senate Baker University Center Career Services</p>
<p>VP for University Advancement</p> <p>University Communications and Marketing</p>	<p>VP for Finance/Administration</p> <p>Health Services University Police (Campus Safety) Parking Facilities Management Human Resources</p>

Heads of each of the divisional units are able to make decisions that affect their unit with the goal of improving services to the Ohio University student population. The organizations listed in 6P1 and 6P2 present the needs to the units above through direct communication or via the executive leaders (Vice Presidents) of the units, who all serve on the President's Cabinet and meet on a weekly basis.

Divisions within the Provost and Vice Presidents Offices also have regular staff meetings where issues are discussed. This type of cross communication is critical in order for the institution to make sure that the needs of the stakeholders are being adequately served.

Documentation of processes is communicated to other units by using electronic and print newsletters or press releases. Annual reports are also prepared which are usually posted on the web sites maintained by the individual units. Innovative practices are encouraged by supporting these ideas with internal Best Practices Awards and showcasing these ideas in venues such as the “Spotlight on Learning” symposium.

Being a student centered institution, Ohio University expects that employees of the service organizations strive to respond and provide the best service possible to the stakeholders they represent. These expectations are emphasized in new employee orientations, professional development seminars, and unit retreats. Employee evaluations are performed on a regular basis to assess work performance. Student and other stakeholder satisfaction surveys are important components of these evaluation processes. Outstanding performance is recognized by increases in monetary compensation, advancement (promotions), and employee recognition awards.

6P4:

Institutional data related to the quality and accessibility of university support services are continuously being collected, analyzed and discussed by a variety of organizations mentioned in 6P1, 6P2 and 6P3. When problems or improvements are identified within one of the service organizations it is the responsibility of the managing organization of this service (6P3) to address the issue and implement changes to improve service in this area. Ideas are shared within the managing organizations and the constituent governing bodies via cross communication between the two organizations. In certain cases task forces are formed with broad institutional representation to study a problem and campus wide meetings, open forums and retreats are held to discuss and find solutions to the problem and identify reporting structures. Initiatives are identified and funding for improvements will follow if the initiatives align with the goals of the strategic plan.

This type of process was used to address issues related to a deficiency in student engagement within the first and second year. The problem was initially identified through a NSSE survey report. Campus wide discussions occurred to address the issue and from these discussions initiatives were designed and supported through AQIP and the strategic plan emphasis. These initiatives included the creation and expansion of Academic and Residential Learning Communities, creation of the Common Reading Program for first year students, changes in Precollege Orientation, additional support for Supplemental Instruction and renovations to the residential hall system to support student learning engagement.

6P5:

As mentioned in 6P1, the Office of Institutional Research regularly conducts surveys, including satisfaction surveys, of students and alumni to assess the quality and availability of support services. These data are used internally to improve services and the data are also compared to similar data collected from the ten Ohio University peer institutions (section 5P4). Such comparisons are extremely valuable in assessing these services and making sure the university remains competitive with similar institutions. Information and data collected centrally by Institutional Research or other units are included in the table below.

Table 6P5
Support Service Performance Measures

Enrollment/Retention	Enrollment Statistics and Retention Rates First Year Attrition Marketing Studies Student Academic Profile
Teaching and Learning	Involvement/Engagement Report Career Placement Reports
Student/Faculty/Staff	Student/Faculty Profile Data and Salary data
Other data and measures that are analyzed centrally at the institution	Classroom and Research Space Utilization Residence Hall Occupancy and Satisfaction Surveys Technology Usage and Satisfaction Surveys Crime Statistics Giving/Contributions data

Exit interviews with employees and graduating students are conducted to collect information related to the quality of support services. Individual departments/schools/units also conduct exit interviews with students and employees to collect service-related data specific to their unit. Annual and comprehensive evaluations of academic units such as the individual colleges and the library system are performed to measure services provided by these units.

Management employees also routinely attend conferences and seminars in their discipline and use these opportunities to collect data and measures from their colleagues at other institutions as a means to improve service performance.

6R1:

Generally, Ohio University stakeholders are satisfied with support services offered by the institution. The quality of the academic services offered by the colleges and the quality and availability of academic facilities (buildings/classrooms/study space/libraries) generally gain the highest praise from students and faculty. Technology advancements and availability are improving but are a constant source of concern for stakeholders. Measures have indicated that significant improvements can also be made in the residence hall system, dining facilities and some of the administrative support services for students.

Students attending public institutions of higher learning within the State of Ohio are being required to shoulder a greater financial responsibility for their college education, and as a result are expecting higher quality and availability of services from the institutions they attend. These expectations are therefore producing significant challenges for these public universities, especially in the service areas.

6R2:

The fact that public institutions of higher learning are receiving less financial support from the state has resulted in significant reductions in administrative support services. Ohio University has made the decision to maintain high quality student support services, sometimes at the

expense of administrative support for departments, faculty and staff. In many cases administrative support has been decentralized to individual units and sometimes to individual faculty and staff, especially in the area of budget management and technology support. In certain cases, this lack of support has resulted in employee frustration and morale problems. Academic administrative support within the individual colleges and other academic units, such as the library system, however remain strong, and generally these services are praised by faculty and staff.

Through the strategic planning process, the university has decided to selectively invest in certain administrative support units that support the goals of the *Vision Ohio* Strategic Plan; these include research infrastructure support and faculty development to improve active learning and student engagement within the classroom.

6R3:

Ohio University has enjoyed an excellent academic reputation for many years. The university currently ranks 53rd in the *US News and World Report* “Best Colleges and Universities” ranking for public institutions and has consistently been recognized in the top 100 public institutions for several years. Eleven graduate programs at the university are also ranked in the top 100 (four in the top 10) by *US News and World Report* (<http://www.ohio.edu/rankings/all.cfm>) including programs in the Colleges of Fine Arts, Health and Human Services, Arts and Sciences and Communication. Part of the reason these program hold such excellent national reputations is related to student services provided within the academic unit.

In 2005, 37 Ohio University students received nationally competitive awards. Of the Ohio University peer institutions, this number is second only to the University of North Carolina-Chapel Hill. The Office of Nationally Competitive Awards at Ohio University provides support services to the students who apply.

For 15 years, The Academic Advancement Center has been the recipient of a competitively awarded TRIO grant from the US Department of Education to provide services to low income and first generation college students through its College Adjustment Program (CAP).

Ohio University has also been nationally recognized for its development of residential and academic learning communities.

In the area of technology, Ohio University was a leader in providing personal computers in the residence halls and in providing wireless service campus wide.

6I1:

Systems and organizations that support the institutional operation are continuously assessed through evaluation processes and satisfaction surveys completed by the stakeholders. It is the responsibility of the managing units (6P3) to identify issues, problems and concerns and take action to improve these operations. The institution’s strategic plan will guide many of the major investments to improve these operations.

Ohio University is a student-centered institution and as a result academic student services take precedent in the operation of the institution.

6I2:

Priorities, targets and goals of the institutions are based on the strategic plan. Selective investment will be made in the student and administrative support services that will complement and help achieve the goals of the strategic plan. Specific institutional priorities that will require improvements in support services and how these goals will be accomplished are shown in the table below:

**Table 6I2
Institutional Priorities**

Institutional Priority	Support Service to Achieve Goal
Improve the First Year Experience	Continued investment in learning communities, tutoring services, supplemental instruction, precollege orientation. Continue to improve and modernize the residence hall system.
Enhance Student Engagement/Active Learning	Provide faculty development opportunities to create and promote such activities in the classroom. Continue to improve and modernize classrooms.
Selective investment in research opportunities to achieve greater national prominence	Greater investment in the research infrastructure.
Supporting distinctive graduate education	Greater coordination between academic departments and the Offices of Graduate Studies. Provide greater opportunities for international students and improve language and writing skills

Priorities of the strategic plan were developed with broad campus representation and vetted with the constituent governing organizations. Progress and investments towards obtaining the goals of the strategic plan will be communicated in the same manner as the development of the plan.

Criterion 7 Measuring Effectiveness

7C1:

Ohio University is similar in this respect to other comprehensive universities. It has both centralized and distributed information technology operations. Major data systems (student, human resources, financial) are in place and are kept current with available technology. A data warehouse, maintained by Computer Services, provides access to raw student data and human resources data. Individual units' information technology staff are granted access on an as-needed basis.

Openness of institutional research and information on institutional effectiveness are part of Ohio University's culture. A wide variety of studies and information resources are available and are kept current on the Institutional Research web site: <http://www.ohiou.edu/instres>. Customizable reports are available with edited data sets. In addition, appropriate requests for data can be fulfilled by offices such as Institutional Research, Registration, Admissions, Student Financial Aid, Computer Services, Human Resources, et al.

Data collected at the institution can be divided into two categories. First, there's data that is collected as a normal operational process. For example, when students apply for admission, their data are entered into the Student Information System (SIS). The primary purpose of this data is not for analysis, but for maintaining and processing student records, keeping individual student data on hand in case it needs to be recalled, communicating with students, etc. The Office of the Registrar compiles on-line course lists for on-line registration purposes. Institutional Research and other offices access this data to perform studies and analyses. These data are also aggregated into statistical reports; for example, admissions and enrollment statistics are compiled from these data and posed on the Institutional Research web site:

<http://www.ohiou.edu/instres/student/admstats/index.html>

<http://www.ohiou.edu/instres/enrollstats/index.html>

Second, Institutional Research and other departments collect additional data on their own, primarily through student, alumni, and employee surveys. For example, the student involvement study and National Survey of Student Engagement (NSSE) are done regularly to help understand student behavior in and out of the classroom. Included here are descriptions of these two surveys: <http://www.ohiou.edu/instres/involve/index.html>

7C2:

Statistics for most institutional indicators are available online from the Institutional Research web site and are as follows:

Student entry indicators:

- Admissions statistics (undergraduate and graduate)
- Daily admissions updates (undergraduate and graduate)
- First-year student profiles
- First-year marketing studies

Process Indicators (quantity and quality of student experience):

- Daily enrollment updates (campus, college, major breakdowns)
- Student enrollment in colleges and majors; enrollment trends
- Out-of-state enrollment
- Retention rates (undergraduate and graduate)
- Graduation rates (undergraduate and graduate)
- Time to graduation (undergraduate and graduate)
- Diversity enrollment (multicultural, international)
- Student Involvement Study
- NSSE
- Academic program assessment (7-year review)

Student Outcomes Indicators (degrees and graduates):

- Degrees granted
- Follow-up studies of graduates
 1. Career and Further Education Survey with department-specific questions
 2. Survey of Alumni with college-specific questions

University Resources (staffing, productivity):

- Faculty productivity (course sections, credit hours, weighted student credit hours)
- Credit hours taught by department/college
- Faculty salary comparisons with peer institutions
- Student/faculty ratio
- Credit hours taught by type of instructor
- Research and sponsored activity
- Diversity of faculty and staff
- Partnerships

External Accountability:

- Ohio Board of Regents Annual Performance Report
- IPEDS Graduation Rates Reports
- *US News and World Report* rankings, etc.
- Indicators of national prominence

7P1:

Ohio University has a long and well-documented history with student assessment and planning information. Since the early 1980's, Ohio University has been assessing its students.

(<http://www.ohiou.edu/instres/assessments/assesup.html>) In 1994 Ohio University developed its university-wide assessment plan, focusing on department-based assessment:

(<http://www.ohiou.edu/instres/assessments/ncaplan.html>)

Each academic department developed its own assessment plan, focusing on how assessment data would be used to improve teaching and learning. Annual reports were created and are available on-line:

http://www.ohiou.edu/instres/assessments/95_96assess/index.html

http://www.ohiou.edu/instres/assessments/96_97assess/index.html
http://www.ohiou.edu/instres/assessments/97_98assess/index.html
<http://pages.ohio.edu/provost/sloa.cfm>

The Offices of the Provost and Institutional Research have provided central university-wide support for department-based assessment: <http://www.ohiou.edu/instres/assessconf/index.html>

In recent years, assessment at Ohio University has been done within two different frameworks. First, regular academic program reviews are conducted by every academic program every seven years. These program reviews are called Academic Assessment:

<http://www.ohio.edu/facultysenate/ucc/upload/guidelines-for-academic-review.doc>

Second, AQIP itself has provided a framework for focused assessment on the initial four action items: first-year students; faculty engagement; residential and instructional facilities; general education.

In addition, Ohio University has two developing assessment initiatives. First, although the new general education program was not implemented, there was strong faculty support for assessing the effectiveness of the existing general education curriculum. Second, Ohio University is attempting to revitalize student outcome assessment.

In terms of management and planning information, Ohio University has been strong in this area since the 1970's. Recently, the strategic planning initiative "*Vision Ohio*" is providing an impetus for further developing these systems. For example, a form of responsibility-centered budgeting is being implemented. This system will shape how management and planning information is provided by Institutional Research, VP Finance, Human Resources, et al.

7P2:

Units rely on the support offered by Computer Services, Institutional Research, and student services offices such as the Registrar's Office. Larger units on campus have their own information technology staff and resources that develop applications as needed, using the university's data warehouse. For academic units (primarily) and non-academic (academic support) units, Institutional Research provides information support. The primary function of Institutional Research is to ensure that the university community is well-informed with reliable data so that it may carry out its mission effectively and efficiently. Ad hoc information needs are determined and met on an as-needed basis. Systematic information needs are determined by standing committees and groups of faculty and staff. Information needs are often determined by external forces, such as the Ohio Board of Regents, the National Collegiate Athletic Association, the federal government, and private agencies such as *US News and World Report*.

7P3:

At present, *Vision Ohio* is the single most influential determinant of needed information. In addition, the university relies on the expertise of Institutional Research and other personnel to stay abreast of availability of comparative information. Availability of department/unit comparative data from outside sources is limited to IPEDS enrollment/degrees data; data on faculty salaries, NSSE results, and Delaware Study data.

7P4:

Data related to the overall performance of the institution are available on-line:

<http://www.ohiou.edu/instres>.

In addition, the Office of Institutional Research publishes annual updates to the Compendium of Planning information:

<http://www.ohiou.edu/instres/compendium/index.html>

These data are broken down at the department and college levels. These levels either sum or aggregate to the institutional (Athens campus) level. Each department contributes in part to the success of the whole.

7P5:

Shared governance at Ohio University ensures that academic representation in major university decisions occurs. The University Curriculum Council ensures that appropriate academic decisions are made that are in the best interests of the University, the students, and the faculty. *Vision Ohio* is structured to facilitate alignment of information and resources with institutional goals and objectives. Metrics are being developed to help faculty and staff monitor progress in this area. A new general education assessment program is being developed after 18 months of study and deliberation. The Delaware Study Task Force included representatives from each academic college, and Faculty Senate and made recommendations about comparative faculty productivity and cost analyses.

7P6:

In 1992-93 Ohio University implemented (after years of preparation and testing) a new Student Information System, a product of American Management Systems, which is now supported by the company *Informs*. This implementation enabled more efficient registration of students through touch-tone and on-line course registration, but access to data by all campus units presented challenges for data access. In response, Computer Services created a data warehouse to enable departments to access student data. In 2000-01 Ohio University implemented a new payroll/human resources data system, a product of Oracle. Again this implementation streamlined some processes but presented challenges for data structure and data access. In response, different applications were developed to enable departments to access personnel data. In 2003-04 implementation of Oracle Financials presented challenges for data structure and data access.

A new student information system is being planned for implementation around 2010. The Information Technology division is planning carefully and deliberately not to repeat the mistakes of the past. The focus of this implementation will be on data access (output) rather than input.

7P7:

Measurements are evaluated regularly for relevance, timeliness, cost, and effectiveness. A balance is sought between keeping measures constant to facilitate trend analyses and changing measures to meet new needs. Units regularly ask for changes to ongoing data collection projects. The University Curriculum Council's Academic Assessment criteria are continually undergoing renewal and updates. Major redesigns of the process have been done in the last few years. However, institutionally, changes have been somewhat reactive, depending on units' demonstrated needs from time to time.

7R1:

The system for measuring effectiveness is changing as a result of beginning efforts to implement *Vision Ohio*. Up to this point, though, AQIP itself has provided a framework for focused assessment on the four action projects: first-year students; faculty engagement; residential and instructional facilities; general education. As a result, department-based assessment of teaching and learning in the disciplines has lost some momentum. However, the faculty's attention during this time was on general education curriculum reform. Although the faculty decided not to implement the new curriculum, a renewed interest in general education assessment is taking place.

7R2:

In the past, Ohio University has chosen to focus on comparisons of trend data rather than external benchmarks. However, in recent years, increased attention has been placed on external comparisons (see 5P4 for a list of the aspirational peer institutions). In President McDavis's first year, he commissioned a peer university study, results of which can be found on the following web site: <http://www.ohiou.edu/institres/univ/peerstudy/index.html> Since most of these peers are aspirational, Ohio University's results by design lag behind (e.g., faculty salaries, freshman retention, admissions selectivity). Ohio University currently participates in the National Study of Instructional Costs and Productivity (Delaware Study), and these results will help describe faculty workload. Ohio University has participated in NSSE for four years. Freshman indicators of engagement so far have lagged behind the engagement of students at comparable universities. However, by the senior year, indicators of engagement have been shown to be at least as high as the engagement of seniors at comparable universities. In the annual Performance Report produced by the Ohio Board of Regents, Ohio University's results have placed it in the top two or three universities in the state on various measures: <http://www.regents.state.oh.us/perfrpt/>

7I1:

Ohio University operates with a culture of open and shared information. All faculty and staff are well-versed in the different "coins of the realm." Open discussion about Institutional Research's data and information is encouraged. In addition, Ohio University is solicited by testing and assessment agencies. These services are purchased and adapted as appropriate. Furthermore, Ohio University is a public university subject to intense outside scrutiny by such agencies as the Ohio Board of Regents, the Legislative Office of Education Oversight, and the National Center for Education Statistics, along with private entities such as *US News and World Report*, *Peterson's Guides*, etc.

7I2:

The *Vision Ohio* institutional strategic plan is providing the framework for setting targets and for setting and meeting goals and objectives. So far, *Vision Ohio*'s first draft has been developed and is being communicated through on-line discussions and public forums. Targets are established through other venues, such as specialized accreditation. Ohio University is undertaking a renewed emphasis on the first-year experience by partnering with the Policy Center on the First-Year Experience and participating in its Foundations of Excellence program. In addition, a new enrollment management and planning committee will make recommendations about enrollment-related targets and goals.

Criterion 8 Planning Continuous Improvement

8C1:

As stated in *Vision Ohio*:

Ohio University will be an internationally prominent university that engages its students in learning centered educational experiences and in society and is recognized for its unique ability to engage both undergraduate and graduate students in distinctive and world-class research activities that best serve the educational, societal, and economic needs of the region, state, nation and world. The university will be a welcoming learning-centered, globally aware community with loyal and engaged alumni, an extensive network of supportive partnerships, and a diverse population of students, faculty and staff.

8C2:

Once again, the long term goals of the university are described in the strategic plan:

Undergraduate Academic Goals

- Establish a common intellectual experience for all first-year students that lead to a common set of fundamental intellectual skills. This includes the creation of an inquiry based core curriculum that serves as the foundation of the academic mission.
- Provide abundant opportunities for students to learn beyond the classroom and develop the ability to work collaboratively.
- Inculcate among students a sense of personal responsibility, acquaint students with the values associated with the public good, and foster the acquisition of intercultural fluency.

Graduate Education and Research Academic Goals

- Support high quality and distinctive graduate education programs that serve the needs of the region and state. Support the development of programs and policies that prepare graduate students for careers in academic and professional settings.
- Selectively invest in graduate education and research in the areas of
 - Health and Wellness
 - New Technologies: Basic Research and Development
 - Energy and the Environment
 - Social, Economic, and Cultural Development
- Support growth in scholarly activity and research productivity that leads to increased sponsored research and national prominence.

Faculty, Staff, and Student Quality and Diversity Goals

- Recruit and retain exceptional faculty and staff for creating and sustaining preeminent programs of learning, engagement, and research and scholarship.
- Provide support to departments, faculty, and staff to develop increasingly nationally prominent teachers, scholars, and researchers and foster policies that support the

- accomplishment of the academic mission. Develop and sustain an Office of Faculty and Staff Development that coordinates all development activities.
- Establish and implement recruitment and hiring practices that lead to an increasingly diverse and inclusive academic community.
 - Strategically recruit, support, develop, and retain academically talented undergraduate and graduate students.

Environment Goals

- Develop a supportive, learning-centered research university environment that encourages all academic and academic support units to work both individually and collaboratively to accomplish the university vision. Foster the development of faculty, staff, and student orientation programs to support the development of an inclusive, supportive, learning-centered environment.
- Develop and sustain an environment of engagement in which students, faculty, staff, and alumni are supported and encouraged to actively participate in the solution of community and regional problems related to PreK-12 education, economic development, and health issues with special emphasis on those problems related to Appalachia and underserved populations. Develop a facilitative office to support and coordinate partnerships to solve local, regional, and state problems.
- Develop an environment of inclusiveness in the classroom, campus, and community that leads to a positive, welcoming, and supportive environment.

Infrastructure Goals

- Implement a budget allocation process involving a metric-driven accountability system (e.g., a balanced scorecard approach) that links budgeting to the implementation of the strategic plan.
- Implement enrollment management, operational efficiencies, and endowment development strategies that support the accomplishment of the strategic plan.
- Establish and implement an information technology infrastructure involving both educational and administrative computing capabilities that facilitates the accomplishment of the strategic plan.
- Establish administrative structures that support the accomplishment of the strategic plan including an oversight office that coordinates all diversity and inclusiveness efforts.
- Implement an approach to evaluating the contributions of academic support units to accomplishing the goals of the strategic plan that includes participation of faculty and specialized consultants

Enhancing National Prominence Goals

- Support programs that encourage and support faculty, staff, students, and alumni to apply for nationally competitive awards, honors, and memberships in prestigious academies and societies that enhance the national prominence of the university.
- Develop strategies for identifying, communicating, and marketing of all activities of university programs, individuals, and alumni that assist in raising the national prominence of the university.

- Develop strategies to enhance national prominence of the university through such activities as cultural events and competitive athletic programs that demonstrate the scholar/artist and scholar/athlete models.

Short term goals (with the next year or two) focus on the implementation of the strategic plan and include:

- Develop a strategy for the implementation of the strategic plan.
- Begin discussions at the unit (college) and academic department level to set individual goals that align with the institutional strategic plan.
- Specify the role of the academic support areas in implementation of the strategic plan.
- Identify a process for redirecting resources for selective enhancement of graduate and research programs.
- Develop and implement a resource allocation model to support activities called for in the strategic plan.
- Develop policies that structure tuition, fees and financial aid in a manner that support the goals of the strategic plan.

During the strategic planning process, the mission, vision and guiding principle statements were developed first followed by the goals of the plan. These initial statements provided the framework for the selection of the institutional goals and as a result the goals align very well with the mission and vision of the institution.

8P1:

The planning process for the institution began with the 46 member task force charged with the development, review and revision of the strategic plan. Key subcommittees were formed to study the institutional environment in four areas identified by the academic leadership (President and Provost) as critical to the future development and growth of the institution, these areas include: National Prominence, Diversity, Partnerships and Resources. Undergraduate and Graduate priorities were also studied and debated by separate groups. In all, over 100 persons within the university community were directly involved in the planning, development and preparation of the plan. Continuous review and revision of the plan will be the responsibility of the broad based task force.

During the development of the plan, a total of five open forums (both on and off campus), an off campus retreat, and several (10-12) private meetings with individual groups were hosted and attended by the Provost, subcommittee chairs, and key members of the Strategic Planning Task Force, in order to gain valuable feedback and opinions from all stakeholder groups including students, faculty, staff, community members and alumni. Concerns and opinions of the campus and off campus communities were then brought back to the task force for discussion. During the development stages of the plan, reports were provided and the plan was also a topic of discussion at the various stakeholder senate meetings. Certain documents were also placed on campus web sites for review by the stakeholder groups.

Once a working draft of the plan was written and approved by the Ohio University Board of Trustees, additional open forums were hosted to gain further feedback from the campus

community. Documents were posted on the Provost web site and an electronic bulletin board was created for the campus community to post questions and comments for discussion. Goals and metrics are also being developed to judge successful implementation of the goals of the plan.

Implementation teams were created in the fall of 2005 to oversee the implementation of the plan. As with the task force and supporting committees, these teams will be broad based. During the fall 2005, the Provost met with faculty from each college and the regional campuses, as well as the constituent senates to discuss and gain feedback on the strategic plan.

The Budget Planning Council has been charged with making budgetary decisions to support the goals of the strategic plan and the mission of the university. Meetings of the Budget Planning Council will begin in late fall to plan the university budget for the next academic year and meet on a regular basis until the budget is presented to the Board of Trustees for approval at their (the trustees) June meeting.

The Benefits Advisory Council meets regularly during the year to monitor healthcare and other benefits expenditures as well as to plan and suggest changes or updates to employee benefit packages.

Individual colleges and departments meet in the late spring/summer/early fall to plan academic goals for the next year.

The six person AQIP steering committee meets in the summer to review progress on the current action projects and plan for the coming year. Membership of all of these committees is broad based and represents all major stakeholder groups.

8P2:

At the institutional level, these selections are now accomplished through the strategic planning process. Goals and strategies to achieve the objectives of the plan are selected to align with the mission, vision and guiding principles of the institution. These goals and strategies initially come from the subcommittees of the Strategic Planning Task Force and are discussed at the task force meetings and with the campus community (see 8P1).

At the unit level, similar broad based discussions occur in order to select goals and strategies. Emphasis is placed on how the unit can participate in achieving the institutional goals and objectives.

8P3:

Action plans are developed, reviewed and revised through the strategic planning process as described in 8P1.

8P4:

With broad based participation in the development of the strategic plan, the institution hopes each of the stakeholder groups will take ownership of the plan and as a result receive “buy in” from all constituent groups. Such ownership will encourage units at the various institutional levels to align their priorities with the goals of the institution. In addition, plans for a new budget

reallocation process will also encourage and reward academic and academic support units with a financial incentive to align their priorities with those of the strategic plan.

8P5:

Metrics and performance projections are also discussed and developed through the strategic planning process described in section 8P1. In certain cases, the executive leadership of the university, namely the President and Provost set goals and measures for the institution. Such was the case when the President challenged the university to double external funding for research and significantly increase campus diversity.

Data collected from the Office of Institutional Research are used and compared to similar data collected from the aspirational peer institutions and in some cases 4-year higher education institutions from the State of Ohio. Analysis of this data is critical in order to set reasonable metrics and performance standards.

8P6:

Ohio University will soon begin a new approach to budgeting which is designed to align resources with the goals and priorities of the strategic plan. This plan is currently being developed by a subgroup of the strategic plan implementation team. It will then be the responsibility of the Budget Planning Council to make the budgetary decisions to align with the strategic plan.

Other than the general operating budget, other funds are also available for specific needs of the university such as technology, capital improvement, etc. These funding sources come from the state or from specific fees charged to students other than tuition, and they will support:

- House Bill equipment requests
- Technology infrastructure improvements
- Student recreation infrastructure improvements
- Capital (building) improvements
- Residence/Dining Hall improvements

8P7:

The development of the strategic plan which addressed changing institutional priorities and action plans was developed with broad based input and support from faculty, staff and administration. The university has always supported a tradition of professional development among its employees (see 4C4 & 5P6). This infrastructure is already in place and will be used to support professional development initiatives that align with and support the goals, strategies and actions of the strategic plan. The budget reallocation process will ensure and encourage professional development programs with financial resources that support the goals of the plan. Programs and activities which currently support professional development include:

Faculty

- Faculty Fellowship Leave Program
- Glidden Visiting Professorship Program
- Best Practice Awards

- 1804 Grants for Undergraduate Learning and for Research/Graduate Education
- Services of the Center for Teaching Excellence (CTE) and the Center for Innovations in Technology for Learning (CITL)
- Institutional support to attend professional conferences

Staff/Administration

- Professional training offered through the University Professional Development Office
- Professional Fellowship Programs
- Institutional support to attend professional conferences

8P8:

- | | |
|--|--------------------------------|
| 1) National Rankings | 6) Alumni Satisfaction Surveys |
| 2) Student Satisfaction Surveys | 7) Retention Rates |
| 3) Graduation rates | 8) AQIP annual reports |
| 4) NSSE | 9) Fundraising |
| 5) Assessment of Student Learning Outcomes | |

8R1:

- Revision of the university mission statement and development of a strategic plan.
- Broad based participation in the development of *Vision Ohio: a Strategic Plan for Ohio University*
- Participation in AQIP.
- Greater Focus on accountability and measurement.
- Revision of the university budgeting process to align funding with institutional priorities.

There has been a great deal of campus wide communication, debate and discussion regarding the values and mission of the university and the direction the university is to take in the future. This process has been painful at times because some stakeholder groups are struggling with the way in which they can fit and contribute to the goals of the institution. However, the strategic planning process has been healthy in that all stakeholder groups have accepted ownership of the plan and there is now a campus wide feeling the university is unified and proceeding in a common direction.

8R2:

- Academic units, colleges/departments/schools will develop individual strategic plans and objectives to align with the institutional goals communicated in *Vision Ohio*.
- Development of a budget allocation process using metric driven accountability, which will adequately fund the goals and initiatives of *Vision Ohio*.
- Development of a process to seek and select proposals for selective investment of graduate and research programs.

- Establish a common intellectual experience for all first-year students that lead to a common set of fundamental intellectual skills and emphasizes student engagement and active learning. Metrics to judge success in this area would include:
 1. Increase first year retention rate to 85% by 2008.
 2. Increase student participation in Residential Learning Communities to 25% of the entering class by 2010.
 3. As judged by the NSSE, target a goal of 75% engagement of first year students by 2008.
 4. Develop a means to assess the number of students participating in service learning programs, and increase participation to 25% by 2010.
- Increase diversity in the undergraduate and graduate student population with the goal of reaching the mean of the inspirational peer institutions by 2008.
- Increasing GRE scores for entering graduate students with a goal of raising the percentile rank by 5% for fall 2007.
- Realign AQIP action projects with the goals of *Vision Ohio*.

8R3:

Considering the institution's goals and objectives, it is unlikely the strategic goals of Ohio University are out of line or different from many other institutions, but direct comparisons are not readily available. Our planning processes and academic program review processes do include benchmarking against aspirational peer institutions and 4-year public/private institutions within the State of Ohio.

8R4:

The development and refinement of the *Vision Ohio* strategic plan was broad based and directly involved over 200 members of the university community. Over 1000 university and town community members have participated in the discussion of the plan through private meetings, open forums and electronic postings.

With the implementation process of the *Vision Ohio* plan just underway, there is little evidence thus far of its effectiveness. The institution has recently put in place initiatives that support the goals of the strategic plan and include:

1. Development and funding of a request for proposals (RFP) process through the Vice President for Research Office to selectively strengthen specific interdisciplinary research initiatives.
2. Establishment of a first year reading program.
3. Establishment and the recent doubling of the number of Residential Learning Communities (RLC) offered to first year students.

4. Support for Spotlight on Learning and Faculty Best Practices Awards designed to increase student engagement and active learning.
5. Expansion of the Supplemental Instruction program.

The last three projects were the result of participation in AQIP which emphasizes continuous improvement through goal setting within action projects.

8I1:

Broad based participation and adequate communication between stakeholder groups are key to the evaluation and improvement of such processes. The university has used broad based participation in strategic planning and AQIP, the two main systems the institution employs for continuous improvement. Stakeholder groups are given opportunities to provide regular feedback and to evaluate these processes. An assessment system is in place to regularly evaluate the goals, strategies and processes of *Vision Ohio*.

8I2:

Targets are set through the strategic planning process described in 8P1.

Specific long and short term improvement priorities are detailed in section 8C1, generally they include:

- Establish a common intellectual experience for all Ohio University first year students. This experience will be rooted in student engagement and active learning.
- Support high quality and distinctive graduate educational programs. Selectively invest in certain areas of graduate education and research to benefit the needs of the region, state, nation and global community and increase national/international prominence.
- Establish a budget reallocation process that supports the goals of the strategic plan.
- Recruit, retain, support and provide professional development for exceptional faculty and staff.
- Strategically recruit, support, develop and retain a diverse group of academically talented undergraduate and graduate students.
- Improve academic support areas in ways to achieve the goals of the strategic plan and the continuous improvement projects of AQIP.

These targets are communicated through broad based stakeholder involvement in the planning processes by the mechanisms described in criterion 5.

Criterion 9
Building Collaborative Relationships

9C1:

Table 9C1
Institutional Partners

Academic Partners	Medical Partners
Hocking College Lorraine County Community College Columbus State Kirksville College of Osteopathic Medicine Des Moines University Osteopathic Medical Center University of Health Sciences College of Osteopathic Medicine (Kansas City) Athens City School System Alexander Local Schools Nelsonville City Schools Federal Hocking Schools Trimble Local Schools	University Medical Associates Appalachian Behavioral Healthcare Tri County Mental Health and Counseling Services O’Bleness Memorial Hospital Doctors Hospital (Massillon & Columbus) St Vincent Mercy Medical Center (Toledo) Firelands Regional Medical Center (Sandusky) St Johns West Shore (Westlake) South Point Clinic Health System (Cleveland) University Hospital Health System (Richmond Heights) St. Joseph Health Center (Warren) Cuyahoga Falls General Hospital Southern Ohio Medical Center (Portsmouth) Grandville Hospital (Dayton)
Accrediting Agencies	Accrediting Agencies (cont.)
North Central Higher Learning Commission American Psychological Assoc. Council on Social Work Education American Chemical Society American Assembly of Collegiate Schools of Business National Council for Accreditation of Teacher Education Council for the Accreditation of Counseling and Related Educ. Programs Accreditation Board for Engineering and Technology National Assoc. for Industrial Technology National Assoc. of Schools of Dance National Assoc. of Schools of Music National Assoc. of Schools of Theater National Environmental Health Association Commission on Accreditation for Physical Therapy Education	Accrediting Commission on Education for Health Services Administration Association of University Programs in Health Administration Council on Academic Accreditation of the American Speech Language & Hearing Association Foundation for Interior Design Education Research American Dietetic Association National League for Nursing Accrediting Commission Commission for Collegiate Nursing Education Commission on Accreditation for Allied Health Education Programs National Recreation and Park Association American Assoc. for Leisure and Recreation Services National Assoc. for Sports & Physical Edu.

Centers and Institutes	Centers and Institutes (cont.)
Center for International Business Education and Development Ohio University Insurance Institute The Sales Center Institute for International Journalism Scripps Survey Research Center Telecommunications Center Institute for Telecommunication Studies Center for Cooperative Curriculum Development and Partnerships Institute for Democracy in Education George Hill Center for Counseling and Research Center for Higher Education Center for the Study and Development of Literacy and Language Center for Advanced Materials Processing Center for Advanced Software Systems Integration Automatic Identification Education and Research Center Avionics Engineering Research Center Institute for Corrosion and Multiphase Technology Center for Intelligent, Distributed and Dependable Systems Ohio Research Institute for Transportation and the Environment T. Richard and Eleanora K. Robe Leadership Institute Child Development Center Academic Advancement Center	Appalachian Rural Health Institute Applied and Professional Ethics Institute Charles J. Ping Institute for the Teaching of the Humanities Edison Biotechnology Institute Institute for the Empirical Study of Language The Innovation Center Nanoscale and Quantum Phenomena Institute Institute for Sustainable Energy and the Environment The African American Research and Service Institute The Astrophysical Institute The Contemporary History Institute George V. Voinovich Center for Leadership and Public Affairs Center for Intelligent Chemical Instrumentation Institute of Nuclear and Particle Physics Cartographic Center Institute for Quantitative Biology Center for Ring Theory and Its Applications Center for eBusiness Institute for the African Child Interdisciplinary Institute for Neuromusculoskeletal Medicine Tropical and Geographical Disease Institute Global Leadership Center
Business Partners	Start Up Companies
Bank One Ohio University Credit Union College Bookstore Follett's Bookstore Little Professor Book Center Specialty Books NetData Computer Services Ohio University Inn and Conference Center	Aptitude Adjustment Athens Computers and Multimedia Enterprises Austral Engineering and Software Diagnostic Hybrids Council of Development Finance Agencies Development Capital Networks Functional Media Gehlauf and Associates GeneBact Biotechnologies Interthyr Inc. IT Alliance of Appalachian Ohio
Start up Companies (cont.)	Coordinating Boards
Made in the Shade Communications Media Brite Third Sun Solar and Wind Power	Ohio Board of Regents Ohio University Board of Trustees

International Partners	Government Partners
Ohio University supports 172 international educational programs in 56 countries on 5 continents. These programs involve partnership with over 130 different organizations, mainly universities. Most of the programs provide internships, fellowship and study abroad opportunities for Ohio University students, however others provide graduate programs and career training.	City of Athens City of Nelsonville Athens County US Department of Commerce and Economic Development Administration Appalachian Regional Commission Governor's Office of Appalachia US Department of Housing and Urban Development National Institutes of Health National Science Foundation United States Department of Agriculture US Department of Defense US Department of Energy
Supporters	Community Partners
Ohio University Alumni Association Ohio University Foundation	Athens Area Chamber of Commerce United Way of Athens County Ohio Valley Summer Theater Foundation for Appalachian Ohio

9C2:

Partnerships and collaborative relationships are critical to the educational mission and optimal functioning of the university. Partnerships with other universities and medical organizations provide students with a wide variety of educational experiences and programs they could not get at a single institution, and these partnerships increase the efficiency of the state's investment in higher education. Collaborations with other institutions also benefit the development and advancement of faculty research programs and provide unique opportunities for Ohio University students. Partnerships with many businesses, startup companies and government agencies with a comprehensive institution such as Ohio University provides a valuable knowledge resource to these organizations at a reasonable cost and also provides students work and discipline specific experiences. These partnerships also support the economic development of the region. Other businesses provide essential services and goods to Ohio University students and faculty. International programs and partnerships again provide our students with valuable educational experiences and increase diversity and cultural awareness in our students, an important value added feature of an Ohio University education. Accrediting agencies and coordinating boards provide services that promote benchmarking and continuous improvement of the educational experiences specific for the discipline.

9P1:

A main consideration before the institution enters into a relationship is whether the partnership will benefit both organizations involved. The educational and research mission of the institution is the main consideration along with the goals of the strategic plan.

Relationships with potential students begin with visitation days to campus. The culture at Ohio University is that recruitment is a campus wide issue and the responsibility of all, including staff, faculty and students. Faculty, students and admission staff participate in the regular visitation days and meetings with students and faculty members occur to explain the university culture and

academic programs. This same approach in which a variety of university personnel is involved is used in conducting recruitment receptions and precollege orientation. The Admissions Office staff visit high schools, community and technical colleges in Ohio and surrounding states to forge relationships with guidance counselors and other school officials. Relationships between the institution and potential students are developed by phone calls and electronic and print mailings.

Relationships between other academic institutions, start up companies and international partners are usually forged and fostered by interest from individual faculty or groups of faculty members. Contacts are made on an individual level initially and preliminary agreements are discussed. These agreements are taken to the executive leadership of the individual colleges and then the Provost and President for discussion. Whether the university will enter into a formal agreement or partnership will depend largely on whether the relationship will help achieve one or more of the goals set in the strategic plan and the cost of the collaboration in relation to the educational benefit. Formal agreements are made by the executive leadership of the institution usually upon consultation with college administrators and faculty. These collaborations require extensive relationship building over several months and sometimes years by faculty and the administration, and maintaining the relationship requires the same commitment and effort.

Partnerships are reviewed periodically for effectiveness in achieving the educational goals and benefits to the university. Successes of such partnerships are dependant on adequate communication, including in many cases advertising and cooperation within the institution. Stakeholder groups including students, faculty, alumni are critical to this evaluation process.

Relationships with the local governments and agencies are maintained with frequent communications between the university executive officers, government officials, and community members. These communications take place in the form of private meetings, town meetings or press conferences.

9P2:

Continuous review of the operation, goals and benefits of the relationship and open communication are critical to making sure the needs of the partnership are being met.

Satisfaction surveys, assessment and evaluation reports are all used in making sure the relationships between academic and international partnerships are achieving their goals. Data collected from the Office of Institutional Research are also very helpful in assessing the quality of the academic collaborations and whether the stakeholder needs are being met. Expectations are communicated in the forging of articulation and reciprocity agreements with other academic institutions. These agreements are reviewed on a regular basis in order to determine if they remain beneficial to the parties involved.

Research partnerships with other institutions are also assessed on a regular basis. The selected individuals, usually faculty researchers, are in control of these agreements and are in the best position to determine whether the agreements are achieving their goals and objectives.

Relationships between business partners and start-up companies are assessed by the executive officers of the university. In the case of start-up companies, it is the responsibility of the Vice President for Research in consultation with the administrative staff of the Ohio University Innovation Center. The Innovation Center is operated by the university and serves as a small business incubator for start up companies.

9P3:

Stakeholder organizations share in the responsibility of the overall mission(s) of the institution and in the decision making processes, a characteristic of a shared governance system. These responsibilities and activities require that relationships be forged and maintained with different organizations within the university, including students, faculty, administration, staff and alumni. The development of the *Vision Ohio* Strategic Plan is an excellent example of stakeholder groups forming a working relationship to create a blueprint to guide the future decisions of the institution.

Committees, task forces and working groups which are formed to investigate issues important to the institution have broad representation that help build relationships and understanding between stakeholder groups. Standing committee assignments through the Faculty Senate also are formed in a manner where the constituency membership is broad based, thus encouraging institutional relationships.

Communication is encouraged by open discussions at these meetings as well as through private meetings with the executive committees of the governing organizations and the leadership of the university. Forging of internal relationships is also encouraged at formal and informal social engagements.

9P4:

Measures of Collaborative Partnerships

Collaborations Related to Enrollment

- Potential student contacts and campus visitations
- Enrollment reception attendance
- Enrollment statistics
- Number of articulation agreements
- Number of reciprocity agreements
- Number of transfer students

Collaborations Related to Educational Opportunities/Student Life

- Number of students participating in internships and fellowships
- Number of students participating in education abroad programs
- Number of students participating in community activities and service learning projects

Collaborations Related to Research Opportunities

- Amount and nature of external funding
- Number of patents

- Number of consortia agreements
- Technology transfer agreements
- Number and nature of start up companies

As a part of *Vision Ohio*, additional metrics will be developed to assess progress and the benefits of collaborative relationships.

9R1:

- Development of *Vision Ohio* the Strategic Plan for Ohio University.
- The university has experienced steady enrollment increases over the past 7 years.
- Ohio University consistently ranks in the top 100 public institutions by *US News and World Report* (currently 53).
- A total of \$36.4 million in external grants and contracts research funding, a 60% increase in the last six years.
- Annual giving from alumni, corporations and foundations totals more than \$50 million, an increase of 200% over the past 6 years.
- Ohio University sponsors a total of 172 international educational programs. In the 2003-04 academic year, 903 Ohio University students participated in an education abroad program, there has been a 185% increase in participation during the last nine years.
- In its 20 year history, the Ohio University Innovation Center has assisted more than 50 start-up companies.
- Creation of reciprocity agreements with Hocking College, Washington State Community College and Columbus State Community College. Negotiations are ongoing with Lorain County Community College for the creation of an agreement.
- The Ohio University College of Osteopathic Medicine developed The Centers for Osteopathic Research and Education (CORE), which combines resources from 12 Ohio osteopathic teaching hospitals and three osteopathic medical schools.
- Ohio University currently ranks first among our 10 aspirational peer institutions with regards to invention disclosures per research dollar spent and the amount of external research obtained per start up support from the institution.

9R2:

In building successful partnerships, Ohio University compares very favorably in many areas but in others there is significant room for improvement. Ohio University benchmarks against our 10 peer institutions (see section 5P4) and certain institutions within the State of Ohio.

Ohio University compares very favorable in type, quality and variety of international educational opportunities provided to students. The 172 international programs offered and the number of students who participate in these programs far out pace the majority of peer and in state institutions. The institution also compares favorably with regards to support for start up companies and technology transfer initiatives. Ohio University has focused efforts on providing support for start up companies not only as a means to advance the research efforts of the faculty and provide unique educational and training opportunities for our students, but also as a means to support the economic development and job creation of the Southeastern Ohio region, a region in desperate need of such opportunities.

Collaborative areas where the university could improve in comparison with its peers and other institutions include collaborations with other academic institutions resulting in reciprocity agreements, external research awards, and increasing the percentage of alumni that support the university with financial gifts.

Currently, Ohio University supports reciprocity agreements with only three institutions, far below many institutions. A large part of this problem is the isolated geographical location of the university, which make student transfer unappealing. While the amount of external funding the university has secured over the past few years has increased dramatically and compares favorably with other public institutions in the state (Ohio University currently ranks third in external funding behind Ohio State University and the University of Cincinnati), the institution is far below all ten of its peer institutions. The Ohio University Bicentennial giving campaign which concluded last year was highly successful and dramatically increased endowment growth. However, the percent of alumni giving to the university is far below many in state and all but one of the ten peer institutions.

9I1:

Processes for building collaborative relationships are identified for improvement by comparison with our peer institutions and identifying relationships that will help achieve institutional goals set forth within the strategic plan and AQIP action projects. Once these processes have been targeted for improvement, “best practices” are identified by studying equivalent processes from our peer institutions and comparing these processes to our own. In certain cases we will use consultants to study our processes and identify areas for improvement. For example, Noel-Levitz consultants were used to analyze our problem with recruiting transfer students and areas of improvement were identified which included forging more and better relationships with regional institutions of higher education.

Faculty and other university personnel are encouraged to develop external relationships and collaborations which will aid in research and develop new educational opportunities for our students. Faculty are encouraged and supported to keep current in their discipline in order to take advantage of trends and current practices that can develop into unique collaborative opportunities. The university supports these endeavors by providing release time from teaching responsibilities and travel support for faculty and university officials to attend discipline specific meetings and conferences and to visit organizations on a regular basis in order to develop and maintain positive and fruitful relationships.

The establishment of a central office to better coordinate collaboration would increase efficiency and improve relationship building.

9I2:

Targets for improvement are set through the strategic planning process and by comparison with our peer institutions. Targets for improvement are identified as ones that will help achieve the objectives of the strategic plan. These targets are also the focus of continuous improvement through AQIP.

Current targets and how they will be addressed

- 1) Forge new relationships with other institutions (in and out of state) which will result in more reciprocity and transfer agreements.
 - Restructure admission staff responsibilities to assign an employee focused strictly on admission of transfer students.
 - The institution will become more aggressive and proactive at initiating conversations which result in agreements.
 - Find better ways to involve department/schools and faculty in transfer admissions.

- 2) Increase external funding dollars and opportunities.
 - Identify research areas of strength that have the potential to attract significant external funding.
 - Improve the research infrastructure in these areas.
 - Hire additional faculty in areas of research strength.
 - Forge better relationships with granting agencies.

- 3) Continue to increase endowment growth and percentage of alumni that give to the institution.
 - Develop opportunities to better involve alumni in the operation and health of the institution.
 - Involve colleges, faculty and students in alumni relations.
 - Develop more targeted goals (scholarships, facilities etc.) to promote to increase alumni gifts.

- 4) Continue to emphasize and improve “town/gown” relations.
 - Continue to improve communication between University, city and county officials.
 - Continue to increase visibility between university officials and the community.

Communications with all stakeholders occur through typical channels described in criterion five.

Appendix A – Listing of Local Data/Reports Used to Assess Student Needs and Expectations

Daily Admissions and Enrollment Updates

Alumni and Student Experience

- [Ohio University Survey of Alumni](#)
- [Ohio University Career & Further Education Study](#)
- [First-Year Student Marketing Studies](#)
- [Undergraduate - Graduate Student Satisfaction \(Treatment\) Survey](#)
- [First-Year Student Satisfaction Survey](#)
- [Institutional Performance Indicators](#)
- [Degrees Granted Query Builder](#)

Student Enrollment/Degree Reports

- [Quarterly Final Enrollment](#)
- [Quarterly Preliminary Enrollment](#)
- [Quarterly Enrollment Stats](#)
- [International Student Enrollment](#)
- [Historical Headcount and FTE](#)
- [Historical Headcount by Race/Ethnicity](#)
- [Enrollment by Campus](#)
- [Enrollment by College](#)
- [Enrollment by Level](#)
- [Enrollment by Residents](#)
- [Regional Campus Headcount and FTE Enrollment](#)
- [Full- and Part-time FTE](#)
- [Degrees Awarded](#)
- [Degrees by College](#)
- [Associate Degrees by Regional Campus](#)
- [Student Characteristics Query Builder](#)

Student Quality/Descriptive Reports

- [ACT Freshman Class Profile](#)
- [New First-Year Students By College & Department](#)
- [First-Year Retention](#)
- [Undergraduate & Graduate Admissions Statistics](#)
- [Undergraduate Graduation Rates](#)
- [College Tracking Study](#)

First-Year Experience

- [ACT Freshman Class Profile](#)
- [New First-Year Student Profiles](#)
- [New First-Year Students By College & Department](#)
- [First-Year Retention](#)

- First-Year Student Attrition: A Comprehensive Analysis of Reasons for First-Year Student Withdrawal
- New First-Year Student Headcount Since 1970

Retention and Graduation Rates

- First-Year (Freshman) Retention
- Undergraduate Graduation Rates
- Graduation/Transfer-Out Rates
- Course Enrollment Reports
- Quarterly/Annual WSCH
- Quarterly ICLM
- Quarterly Course Enrollment

Appendix B – Descriptions of Key Local Reports Used to Assess Student Needs and Expectations

Daily Admissions and Enrollment Updates - Provides daily updates on admissions and enrollment information to better inform decision-making about recruiting and enrollment management. Tables on admissions statistics for new freshmen and transfer students show breakdowns by student characteristics (residency, college, major, race, etc.), county, and high school. Tables on preliminary enrollment show breakdowns by campus, college and major.

Longitudinal Study of First Year and Senior Year Student Involvement - The Involvement Study is a survey given to all new first-year students (freshmen) at the end of winter quarter. It is designed to assess social and academic involvement behaviors and attitudes. The data are used to identify potential leavers (Involvement Intervention), and a longitudinal study of seniors is done.

Ohio University Survey of Alumni - The Survey of Alumni is designed to collect information on Ohio University bachelor's degree graduates about five years after graduation. Summary tables containing results from the current and preceding six years of results are presented for the university as a whole, for each academic college, and for each department within its college. Accompanying each department table is a list of first and current position titles as reported by each respondent. Accompanying each college-wide table is a table of results from the college-specific questions in Part 3 of the questionnaire.

Ohio University Career & Further Education Study - The Career and Further Education Study is designed to collect information on Ohio University graduates about one year after graduation. Summary tables are presented containing results from the current and preceding six years of results for the university as a whole, for each academic college, and for each academic department within its college. Most tables present results from undergraduate respondents, though graduate level results are presented for colleges and departments where appropriate. Accompanying each department table is a list of job titles and other information reported by each (anonymous) individual; results from both undergraduate and graduate level respondents are included. Accompanying each college-wide table is a table showing how the respondents' jobs fall within general job categories (based on U.S. Department of Commerce codes); results are shown college-wide and for each department in that college.

College Tracking Study - The college tracking study tracks students in and out of Ohio University's Athens Campus academic colleges over six years. There is a separate table for each college and a university-wide summary table. The college tables show the entering cohort number, the number continuing in the same college, the number changing majors to other colleges within Ohio University, the number changing majors to the college, the total number continuing at Ohio University, the number graduating from the college and other colleges, total cohort enrollment in the college, and the total not enrolled at Ohio University.

New First-Year Student Profiles - These tables show characteristics of entering first-year undergraduate students over seven years. Separate tables are available for each academic college, for African-American students, Hispanic students, and for the entire class. Numbers of applicants and students admitted are shown. Numbers and percentages for enrolled students are given for

gender, race/ethnicity, residency, and academic college. Summary statistics on high school percentile rank, ACT scores, and SAT scores are also included. Tables are available for the Athens campus and the regional campuses.

First-Year Student Marketing Studies - Every two years a survey is conducted of students soon after they are admitted to the first-year class at Ohio University. Results from this survey are available in two reports. "The First-Year (Freshman) Marketing Study: Ten-Year Comparison" focuses on factors influencing the decisions to apply to and enroll at Ohio University. "The Image of Ohio University" summarizes students' perceptions of Ohio University and other competing institutions in Ohio.

Undergraduate - Graduate Student Satisfaction (Treatment) Survey - The Undergraduate-Graduate Student Satisfaction (Treatment) Study is a sample survey of Athens campus undergraduate and graduate students. It assesses student perceptions of faculty & staff treatment, information, and processes. Students rate how they feel they are treated by faculty and staff, how they feel about the information they receive, and how they feel about various processes they go through. University-wide and college breakdown results are available on academic advising and faculty for all academic colleges. Results are available for the following nonacademic units assessed in the study: Counseling Center; Career Services; Residence Life; Baker Center/Student Activities; Campus Recreation; Cashier; Student Health Center; Financial Aid; Housing; Registration; and Alden Library.

First-Year Student Satisfaction (Treatment) Survey - The First-Year Student Satisfaction (Treatment) Study is a sample survey of Athens campus first-year students. It assesses student perceptions of faculty & staff treatment, information, and processes. Students rate how they feel they are treated by faculty and staff, how they feel about the information they receive, and how they feel about various processes they go through. University-wide and college breakdown results are available on academic advising and faculty for all academic colleges. Results are also available for the following nonacademic units or areas assessed in the study: Admissions, Registration, Housing, Computer Support (CNS), Residence Life, Financial Aid, Cashier, Pre-College, Other Students, Student Health Center, Counseling Center, Alden Library, and Baker Center/Student Activities.

Performance Indicators - Provides quickly-accessible indicators on Ohio University's performance, demonstrated by easily-understood and reliable measures. Four categories are presented. Student entry indicators demonstrate selectivity and desirability. Process indicators demonstrate the quantity and quality of student experiences. Student outcomes indicators show the numbers of degrees granted and employment and continuing education rates following graduation. "University resources" shows information on staffing, productivity, finances, and external measures.

Student Characteristics Query Builder - Provides access to student enrollment headcount numbers and credit hours taken through the use of a dynamic query builder. Data are available for each quarter over seven years. Data are presented according to criteria selected by the user, such as major, race/ethnicity, gender, etc.