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Ohio University Institutional Overview

Ohio University is one of fifteen public, state-assisted non-profit universities in Ohio that are coordinated by the Ohio Board of Regents. There are six campuses in the Ohio University system, the main campus in Athens, Ohio and the five regional campuses located in the central, southern and eastern regions of the state. The five regional campuses are found in Chillicothe, St. Clairsville (Eastern), Ironton (Southern), Lancaster and Zanesville, Ohio. Ohio University was established in 1804, and is the oldest public institution of higher learning in the State of Ohio and the first in the Northwest Territory. The university enrolls over 21,000 undergraduate and graduate students and employs over 950 full time faculty on the Athens campus alone. The institution offers over 250 undergraduate and 50 graduate academic programs (majors) of study.

The vision, mission and core values of the institution have been defined in Vision Ohio, Ohio University’s institutional strategic plan.

Vision Statement
OHIO University will be a nationally prominent research university recognized for the excellence of its faculty and the balance they strike between teaching and scholarship; for its students’ engagement in scholarship, leadership, and international education; for its extensive network of partnerships; for its diverse and inclusive campus; for its loyal and engaged alumni; and for its commitment to addressing society’s educational, economic, and cultural challenges.

Mission Statement
OHIO University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

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 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.

What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and the educational systems, services, and technologies that directly support them?

Ohio University requires all undergraduate students to complete a three-tiered general education program in order to graduate from the university. Completion of requirements in Tier I requires students to be proficient in Quantitative (Mathematical) Skills and English Composition. The Tier II, or the Breadth of Knowledge requirement, exposes students to coursework in each of the following (6) areas: Applied Science and Technology, Cross-Cultural Perspectives, Humanities, Fine Arts, Natural Sciences and Mathematics and Social Sciences. Finally, the Tier III requirement is a single course, generally taken during the senior year, which is interdisciplinary in nature and expects students to accomplish intellectual synthesis skills in the completion of assignments. Students may substitute a senior capstone course for their Tier III requirement.

All graduates of the institution are expected to have developed the basic quantitative and writing skills necessary 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 of education that enables them to excel in a competitive, global society, and have the intellectual background to make societal contributions.

Throughout the 2006-07 academic year, a committee of faculty and administrators developed a set of expected common learning outcomes associated with the institution’s general education program. This initiative was identified in a recent AQIP action project. The comprehensive report detailing the expected outcomes is found on the Ohio University web site at the following URL: http://www.ohiou.edu/instres/assessments/genedlrnobj2007.pdf

Learning objectives for general education and each academic program were posted online as part of the University’s Student Success Plan to enable faculty and students to have ready access to them. http://www.ohiou.edu/learningobjectives/

Assessment of the expected learning outcomes has been identified as a first year academic goal of Vision Ohio, the university’s strategic plan. An institutional plan for general education assessment is currently underway and will become an AQIP action project in the future.

Ohio University is a comprehensive and complex institution that offers over 250 undergraduate majors (academic programs) and 50 graduate and professional programs distributed in nine separate academic colleges. Major programs are all housed in the academic departments or schools within each college. Liberal arts education is a common thread that unites all academic programs offered by the institution.
About one-fourth of entering freshmen are undecided in their major and will enter University College. University College maintains academic and advising programs that aid undecided students in selecting their major program as well as offering introductory and skills education to all Ohio University students through its wide range of academic support programs. Student support services in the form of advising, tutoring, supplemental instruction and skills laboratories are offered through the Allen Student Help Center, The Academic Advancement Center and the Center for Writing Excellence all housed in the college.

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

University Outreach and Lifelong and Distance Learning (http://www.lifelong.ohio.edu/) is a rapidly growing program at Ohio University and serves students by providing degree and degree completion programs in on-line formats.

Technology is used as deemed appropriate by individual programs and disciplines and therefore its use varies widely. Technology fees provide financial support for technology acquisitions and upgrades. The Office of Information Technology (OIT) provides centralized technology support services. The OIT Center for Academic Technology (CAT) assists with developing large scale programmatic initiatives; designing, developing and assessing instructional resource materials and technology-based tools and applications. This center also provides educational and technical support to faculty in order to increase and update technology use in course delivery. Some departments/schools also employ their own technology support personnel.

**What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?**

Organizational services which support student learning, success and enhance the college experience are numerous on the Ohio University campus. Some of the key support services for Ohio University students and members of the campus community include:

**Academic Support Services**- These services and programs, including the Learning Communities Program, Allen Student Help Center and the Academic Advancement Center, strongly contribute to the academic success of Ohio University students and help enhance the college experience. These organizations provide tutoring, math and writing labs, supplemental instruction and academic advising for Ohio University students.

In addition, Alden University Libraries and the Baker University Center are full-service facilities providing students and other stakeholders with academic, research, and scholarship resources, as well as meeting space and technology to support academic achievement and enhance the university experience.

**Career Services**- The Career Services Office, located in the Baker University Center, provides resources, advising, and other types of programming to aid Ohio University students in career placement.
**Student Health and Counseling Services** - This unit provides physical and psychological health services, including counseling, to Ohio University students.

**Residential Housing/Dining Services** - Being primarily an undergraduate residential campus, Ohio University provides its students with residential housing and campus dining services. Ohio University encourages on-campus living and requires non-commuting freshman and sophomore students to reside on campus.

**Performance/Recreation/Sports Activities** - Ohio University offers numerous performance, cultural and (out of the classroom) educational activities for its students and the entire campus community. These programs include the annual Performing Arts Series, the Student Activities Commission, various Musical and Theatrical performances through the Schools of Music, Dance and Theater, and events sponsored by the Kennedy and Frontiers in Sciences Lecture Series.

The Ping Recreational Center, Bird Arena (ice rink), Club Sports and the University Golf and Tennis Center provide recreational facilities and programming for students and the campus community.

Ohio University is an NCAA division I institution with numerous collegiate sports opportunities and events for students to participate in and support as spectators.

**What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?**

Short-term requirements and expectations of Ohio University students are that they perform to the best of their ability in the academic studies required for their program (major) and general education curriculum(s) while achieving the learning outcomes expected of both. For some students, who begin their academic career without a major in mind, there is an expectation that they will complete an academic exploratory process, choose a major, and then focus their efforts on the curriculum to attain their goal(s). Ohio University also expects its students to abide by the student code of conduct (http://www.ohio.edu/judiciaries/conduct_policy.cfm) and be respectful of their fellow students, university faculty and staff, and the Athens community.

Long term expectations of students are they will be successful in their chosen careers and become productive members of society. There are also expectations that they will become connected alumni, contributing financially when they are able, and be ambassadors for Ohio University.

The vast majority of students who attend Ohio University are traditional college-age students (18-22 years of age) from the State of Ohio and the neighboring states of Pennsylvania, Kentucky and West Virginia. Our primary competitor institutions in serving this population are four year comprehensive (graduate and undergraduate) residential universities. Major competitors include, Ohio State University, Miami University, University of Cincinnati, Kent State University, Marshall University and the University of Toledo.
What are your administrative, faculty and staff human resources? What key factors determine how you organize and use them?

Employees at Ohio University fall into three general categories: faculty, administrative, and classified. Faculty includes all those who hold faculty status. Classified includes administrative support, building and grounds, some IT and other hourly employees. Administrative includes all others.

The various faculty categories and faculty work activities, as well as the organization of colleges and campuses, reflect the University’s commitment to support student learning and provide academic options for a wide range of students. The majority of faculty (greater than 80%) at Ohio University are referred to as Group I (tenured and tenure track) faculty. The responsibilities of Group I faculty include teaching; research or other types of scholarship and/or creative activity; and service to the department, college, university, academic discipline and community. Faculty in Groups II, III and IV are full or part-time non-tenure track faculty. Their responsibilities are mainly instructional in nature.

Academic colleges at Ohio University include: College of Arts and Sciences, College of Business, Patton College of Education and Human Services, College of Fine Arts, College of Health Sciences and Professions, College of Osteopathic Medicine, Graduate College, Honors Tutorial College, Russ College of Engineering and Technology, Scripps College of Communication and University College. Ohio University serves the needs of nontraditional students in the Southeastern Ohio region, and beyond, through its Regional Higher Education (RHE) division. The RHE includes five regional campuses as well as Web-based programs and courses through the offices of University Outreach and Lifelong and Distance Learning. In addition, some colleges offer academic programs in international venues.

Academic support units, typically staffed by administrative and classified employees, are organized to provide the most efficient and consistent services possible to students, faculty and other stakeholder groups. Each of the university’s colleges and planning units have academic support personnel devoted specifically to advancing the work of that unit and working in coordination with other units to facilitate the student learning experience.

What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities and your legal, ethical, and social responsibilities?

The Vision Ohio institutional strategic plan provides the framework that connects the leadership, decision-making and communication processes of Ohio University with its mission, values and goals. Major academic and non-academic decisions are all guided by whether or not these initiatives align with the goals and objectives of Vision Ohio (http://www.ohio.edu/vision/). Budgetary decisions at both the university and unit levels are also expected to align with those goals and objectives.

Progress regarding the implementation of Vision Ohio and its revisions are the responsibility of the Vision Ohio Steering Committee. This 23 member, broad-based committee represents the institution’s major stakeholder groups (students, faculty, administration and staff) and is responsible for: recommending new funding initiatives to the executive leadership team...
(President, Executive Vice President and Provost, Vice Presidents and college Deans); making sure that priorities align with the mission and values of the institution as defined in Vision Ohio; and monitoring the progress of these initiatives. The committee is also responsible for selecting and monitoring AQIP action projects to insure that they also align with Vision Ohio.

While the Vision Ohio Steering Committee monitors progress related to strategic plan implementation, the university Budget Planning Council, another broad-based group, is responsible for aligning strategic planning with the university budget.

Both oversight groups, which represent all university stakeholder groups, monitor the educational, social and ethical responsibilities of the institution.

Responsibility for communication regarding the implementation and monitoring of the strategic plan lies with the Office of the Executive Vice President and Provost. Updated communications are placed on the Provost website and the University Communications and Marketing department submits regular press releases related to the progress of Vision Ohio in local media and in Compass, the university’s daily electronic newsletter.

**What strategies align your key administrative support goals with your mission and values?**
**What services, facilities, and equipment do you provide to achieve them?**

All academic support units collect and use information from key stakeholders as part of a Vision Ohio initiative and a recent AQIP action project. This initiative, known as the Academic Support Unit Program Review process, ([http://www.ohio.edu/asupr/](http://www.ohio.edu/asupr/)) is a formalized process to evaluate academic support units and offices. A committee was created during the 2008-09 academic year and charged with developing a process to evaluate these support units. The committee has completed this charge, but will continue with the expanded charge to oversee the process. The academic support units which will be reviewed using this process have been identified and a review schedule has been completed. The first cohort began last year and is well underway. The second cohort has completed orientation and is beginning work to complete the review process.

The review begins with a self-assessment using “excellence in higher education.”¹ This is followed by a peer review and a summary report that includes specific improvement projects. Annual updates on progress are required.

Finally, a relatively unique feature provides for a follow up stakeholder review. All reporting goes to the review process oversight committee, the Executive Vice President and Provost (EVPP), the Vice President for Finance and Administration, and the advisory Budget Planning Council.

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¹ *Excellence in Higher Education*, Brent D. Ruben, ISBN 978-1-56972-042-4

What determines the data and inform you collect and distribute? What information resources and technologies govern how you manage and use data?

Openness (transparency) of information on institutional effectiveness is a unique aspect of Ohio University’s culture. The Office of Institutional Research provides a wide variety of studies and information resources on the web at: http://www.ohiou.edu/instres. Institutional Research can also create customized reports and studies for academic and academic support units. Data for analyses and reports, created by individual departments, are also available through the Office of Information Technology’s Data Warehouse. A new student information system (SIS) is being implemented during the 2011-12 academic year. A major focus of this implementation is on enterprise reporting and data warehousing. Institutional Research, the Office of the Executive Vice President and Provost, and the Office of Information Technology staff are working together with representatives of the university community to identify and meet information needs.

The Vision Ohio institutional strategic plan has been the most comprehensive effort to tie university priorities to measurable performance objectives. Each objective has multiple monitoring indicators: http://www.ohio.edu/provost/upload/Draft-Vision-OHIO-1-16-09-WEB.pdf.

For example, under the objective to improve the student retention rate and engagement of first-year students and to increase the undergraduate student graduation rate, Vision Ohio indicators include tracking retention rates for the Athens and regional campuses, the number of student participation in learning communities, and the results from freshman and senior National Association of Student Engagement (NSSE) surveys.

Internally, Vision Ohio influences information needs. Externally, the University System of Ohio/Ohio Board of Regents, the National Center for Education Statistics/IPEDS, and the Voluntary System of Accountability influence the availability of this information.

What are the key commitments, constraints, challenges, and opportunities with which you must align your organization’s short- and long-term plans and strategies?

The Vision Ohio strategic plan provides the framework which aligns the short and long term goals, directions and strategies of the institution with its mission and values. The strategic plan guides the major budgetary decisions of the institution and the continuous improvement efforts through AQIP. The management and periodic revision of Vision Ohio also provides an effective infrastructure for the institution to pursue opportunities that will better serve the stakeholders of the institution.

At present, the major constraints and challenges the institution faces are budgetary in nature. The university is in the process of undergoing a second year in which over $13 million in budget reductions must be made. Declining state revenues, increasing costs for health care and utilities, and enrollment concerns suggest that additional budget reductions are in the offing for the foreseeable future. The major challenges are finding ways to align the various processes currently underway on campus to support continuous improvement with the decisions that must be made to meet budget realities. Our key commitments and opportunities are tied to the six goals of Vision Ohio:

1. Recruit and retain talented and diverse students, faculty, and staff
2. Strengthen undergraduate education
3. Enhance graduate education and professional education and research
4. Enrich the environment for students, faculty, staff, and the region
5. Fortify and align infrastructure to enhance the academic missions of instruction, research, and service
6. Enhance prominence within Ohio, the nation, and the world

**What key partnerships and collaborations, external and internal, contribute to your organization's effectiveness?**

Ohio University is a comprehensive academic and research intensive institution that offers over 300 undergraduate and graduate academic programs. Internal and external partnerships are critical to the academic and research missions of the institution.

Internal partnerships exist between the academic colleges (see above) and the various academic support units across campus, with the shared mission of providing the highest quality educational and campus experience possible for all Ohio University students.

To support the research/scholarship/creative activity mission of the institution, strong internal partnerships exist between Ohio University faculty, students and academic support units such as the Office of Research and Sponsored Programs, Procurement and the Environmental Health and Safety Offices.

Internal partnerships are forged between Ohio University faculty to form internal centers and institutes. These organizations are typically interdisciplinary in nature and promote interdisciplinary research and scholarship as well as provide various unique educational opportunities for Ohio University students.

External partnerships also support the academic and research mission of the institution. These partnerships are classified into the following categories and play the following roles in supporting the mission of the institution:

1. **Academic Partners** - Other educational institutions (such as professional schools and K-12 primary schools) provide a professional “training ground” for Ohio University students.
2. **Business Partners** - Local businesses (banks, markets, bookstores) serve Ohio University students and the campus community.
3. **Medical Partners** - Organizations that serve the medical needs of Ohio University students and employees, and serve as professional training facilities for Ohio University students training in medical professions (Osteopathic Medicine, Physical Therapy, Nursing).
4. **Start-up Companies** - Several startup companies have been created as a result of Ohio University's Innovation Center which serves as a small business incubator. These companies also serve as educational and training facilities for many Ohio University students.
5. **Accrediting Agencies** - Organizations which serve as the accrediting bodies for many academic programs housed in various academic colleges.
6. **International Partners** - Educational, private and government organizations in other countries which partner to provide educational services to Ohio University students many of which the university reciprocates.

7. **Government/Community Partners** - Federal and State granting agencies and other government and community organizations partner with Ohio University to give and receive services.

8. **Coordinating Boards** - Being a state supported institution; Ohio University is accountable to its Board of Trustees, the membership of which is appointed by the Governor of Ohio. The institution also answers to the Ohio Board of Regents, an organization that monitors state educational institutions.
Category 1
Helping Students Learn

1P1:
How do you determine which common or shar ed objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

The General Education Learning Outcomes Committee was appointed and charged with identifying common learning outcomes expected of all Ohio University students. This committee consisted of faculty, administrators and students and worked throughout the 2006-07 academic year to accomplish their charge. The results of the committee’s work can be found in the report filed in June 2007 and located on the following web site:

The General Education Program (Tiers I, II, III) sets objectives for student learning outcomes 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 primarily by the faculty through the actions of the Educational Policy and Student Affairs (EPSA) Committee of Faculty Senate and the University Curriculum Council (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.
How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Learning objectives for general education and each academic program are developed by faculty and are posted on-line as part of the University’s Student Success Plan and to be readily accessible to faculty and students. http://www.ohiou.edu/learningobjectives/

Pre-AQIP examples of academic units’ assessment of teaching and learning are available on-line at: http://www.ohiou.edu/instres/student/stud_assess.html

1P3:
How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

The Ohio University curricular process is lead by the UCC along with the Faculty Senate. 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 utilize 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. The UCC employs a subcommittee structure which reviews new courses and academic programs before presenting the proposals to the entire UCC body for consideration (see 1P13). Graduate courses and academic programs are also vetted through the Graduate Council; a university standing committee.

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

**1P4:**
*How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?*

Curricular policy is governed by the Faculty Senate through the EPSA committee. Changes and new policy are presented to the Faculty Senate and upon approval move to the EVPP for final approval.

This extensive institution wide review process ensures a balance between market driven course offerings and providing a sound general education component in new academic programs (1P13).

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.

**1P5:**
*How do you determine the preparation required of students for the specific curricula, programs, courses and learning they will pursue?*

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 1P3. 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.

**1P6:**
*How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?*

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, communication, sciences and the arts to help students prepare for the rigors of these academic programs.

The OHIO University Undergraduate Catalog and the OHIO University Graduate Catalog (http://www.catalogs.ohio.edu/) clearly present 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 faculty are required to include them in course syllabi. This information is also available on 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 information to students as they apply to the University and seek admission to individual programs.

1P7:
How do you help students select programs of study that match their needs, interests and abilities?

Help and guidance from faculty and admission advisors is available to prospective students when they visit campus or attend recruiting receptions. Academic programs are 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 for all undergraduate students. This facilitates students’ program selection as faculty help students match their abilities, interests, and needs to specific programs. The first advising session begins at Bobcat Student Orientation, where students complete placement testing and meet with faculty advisors who guide them in completing their first schedule. Advising then continues on a quarterly basis until graduation.

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

The Allen Student Help Center was created when the University’s new student center, Baker University Center, was opened in January 2007. This center provides assistance to all Ohio University students regarding academic matters. The center does not attempt to be a substitute for academic departments, but rather aids students in finding the correct person or office to address their academic issues and concerns.

Students have the opportunity to complete various testing modules that provide them with information about their learning styles, abilities, interests, and compatible majors. The general education program ensures that students complete courses in a variety of foundational-level courses, ensuring exposure to multiple areas of study.
1P8: How do you deal with students who are underprepared for the academic programs and courses you offer?

Some courses require specific ACT/SAT scores or preparatory exams to determine ability prior to enrollment. If a student does not meet the required level of ability for the course, there are developmental courses, supplemental instruction, math labs and tutoring services available through either the Academic Advancement Center or the Department of Mathematics to help the student prepare. At orientation, students complete a readiness inventory to identify potential skill problems.

1P9: How do you detect and address differences in students’ learning styles?

The Center for Teaching and Learning (CTL) provides significant faculty development opportunities designed to assist faculty in identifying and addressing various learning styles. The readiness inventory completed during orientation asks students about their learning practices. Through the Academic Advancement Center, a course on student learning strategies is offered.

1P10: How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?

Ohio University has several offices devoted to addressing subgroup populations, although ALL offices/departments address the issues within their programs and services with the assistance of these offices. The Office of Institutional Equity monitors and assists students with specific needs identified through ADA. Accommodations are made to suit the issues relevant to individual students. The Academic Advancement Center is the recipient of a TRIO grant for addressing the needs of first-generation or at-risk students. University College provides support for the commuter, non-traditional age and transfer student populations. The Office of Multicultural Access and Retention provides support for multicultural students.

1P11: How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

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 along with 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 for each academic unit
- Student satisfaction studies
- Student involvement studies for each academic unit
Follow-up studies of graduates (one and five year post-graduation) for each academic unit

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 (http://www.ohiou.edu/instres) and are used in annual assessment activities and in Academic Assessment (seven-year reviews).

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 collected 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 online 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 and UCC, as well as the faculty evaluation and promotion and tenure process. In addition, The CTL provides institutional support and professional development activities for faculty to enhance their teaching skills and promote learning opportunities for students both in and out of the classroom. The CTL demonstrates institutional support of faculty in the enhancement of their teaching endeavors.

1P12: How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements?

Course delivery at Ohio University occurs in a variety of traditional as well as innovative methods. 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 means of delivering its educational programs. These methods include on-line courses, compressed video, independent study, study abroad, and 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 be influenced by matters such as revenue generation, budget constraints and the nature of developing and available technology.

1P13: How do you ensure that your programs and courses are up-to-date and effective?

As mentioned above, Ohio University uses the Curriculum Council (UCC), a broadly representative university standing committee, to vet all curricular changes. The UCC is made up of three subcommittees (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, the college curriculum committee, and the college 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 subcommittee. This review process requires the program to prepare an extensive self-study and includes a site visit by a member of the Program Review subcommittee and an external reviewer with a documented 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 EVPP Office and the Ohio University Board of Trustees. Program chairs and college deans are allowed the opportunity to respond to the review. Programs in which significant concerns are discovered are revisited before the next 7 year cycle.

1P14: How do you change or discontinue programs and courses?

Program reviews, facilitated by the 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 and the Board of Trustees along with strategies for phase-out developed by the programs.

1P15: How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment process?

Each college or regional campus 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. Colleges have significant flexibility in their budgets to allocate resources to support teaching and learning in various areas.
In addition, Ohio University offers centralized resources that support teaching and learning. Most notably, the Faculty Commons, Center for Teaching and Learning (CTL), Center for Writing Excellence and Center for Academic Technology offer new and continuing faculty teaching resources and sponsor a variety of opportunities for faculty to engage in teaching improvement programs and activities.

The Academic Advancement Center and the Allen Student Help Center, housed in University College, offer academic support services to students. These centers offer supplemental instruction, tutoring, math labs, technology and advising services and help inform university decisions regarding academic learning support for the student body as a whole. The Office of Student Affairs contributes to student learning and development. Many of the First Year Experience initiatives such as the Common Reading Program, Learning Community Programs and Bobcat Student Orientation activities are coordinated through these units.

1P16:
How do you align your co-curricular development goals with your curricular learning objectives?

Goals related to student responsibility and behavioral expectations are communicated to incoming freshman during Bobcat Student Orientation, via electronic communication to students, through the Residential Housing programs and the programmatic aspects of the Learning Community Program. Other 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 from 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. The “Arts for Ohio” program, sponsored by the College of Fine Arts and financially supported by the Office of the EVPP, allows Ohio University students to attend cultural events sponsored by the university free of charge. This program began as an initiative, in the Vision Ohio institutional strategic plan, to increase the exposure of Ohio University students to the arts.

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.

1P17:
How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Alumni surveys performed by the Office of Institutional Research, 1 year and 5 years after graduation, provide valuable feedback from students regarding the quality of their academic preparation and university experience. Detailed results are regularly posted on-line at:
http://www.ohiou.edu/instres/alumni/alumcareer.html and http://www.ohiou.edu/instres/indexrestrict.html

These studies report high levels of job and graduate school placement as well as satisfaction with university programs and services. Unit-specific questionnaires inform individual departments about preparation and how programs might be improved for future graduates.

Many colleges use advisory boards. Membership on these boards often includes 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.

**1P18: How do you design your processes for assessing student learning?**

Ohio University attempts to follow the assessment guidelines established by the Higher Learning Commission of the North Central Association of Colleges and Schools 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 the CTL provide support for development of these processes.

The academic program review process (described in section **1P13**) help programs develop and update assessment programs.

**1R1: What measures of your student’s learning and development do you collect and analyze regularly?**

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) and course grade distributions
- Student performances and presentations
- Student portfolios
- 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

1R2:
What are your performance results for your common student learning and development objectives?

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 yield different assessment “views” of the general education curriculum and help Ohio University in future deliberations about general education curriculum. Survey results are posted on the Institutional Research Web site (http://www.ohiou.edu/instres). CAAP scores are being reviewed by the departments of Mathematics and English and will be posted on the University’s College Portrait (as required by the Voluntary System of Accountability). A small study group has been formed to begin interviewing students. The creation of this process is a result of recent AQIP action projects.

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, given them the ability to organize, and promoted 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.

1R3:
What are your performance results for specific program learning objectives?

Ninety four percent of the responding alumni from the 2005 survey (see 1P17 above) 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 30
individual external accrediting bodies that accredit many of the academic programs at the institution.

1R4:
**What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e. other educational institutions and employers)?**

Students successfully complete required curricula as evaluated and assessed by faculty. Traditional course credit hours are assigned based on students achieving acceptable academic standards. In addition, 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. In 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/studassess.html](http://www.ohiou.edu/instres/student/studassess.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. Ohio University is continuing to find new ways to assess its programs and services.

1R5:
**What are your performance results for learning support process (advising, library and laboratory use, etc.)?**

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>
<thead>
<tr>
<th>Offices/Centers</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Equity</td>
<td>Learning Community Programs (LC)</td>
</tr>
<tr>
<td>Center for Teaching and Learning</td>
<td>Common Reading Program</td>
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<tr>
<td>Center for Writing Excellence</td>
<td>Welcome Weekend</td>
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<tr>
<td>Academic Technologies</td>
<td>Retention Programs</td>
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<td>Academic Advancement Center</td>
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<tr>
<td>Committees</td>
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<tr>
<td>Strategic Planning Task Force</td>
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<td>First Year Experience Task Force</td>
<td>1804 Grant Program</td>
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<tr>
<td>AQIP Steering Committee</td>
<td>Lifelong Learning</td>
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<tr>
<td>Vision Ohio Steering Committee</td>
<td>Education Abroad</td>
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<td></td>
<td>Internships</td>
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<td></td>
<td>House Bill Grant Program</td>
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</table>
1R6: How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Ohio University has identified 10 aspirational peer institutions (see section 2R3) 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. Complete results are available on-line at: http://www.ohiou.edu/instres/involve/index.html. 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 (http://www.ohiou.edu/instres/dept/delaware/index.html), help ensure that Ohio University’s academic departments and schools are comparable to disciplines at peer institutions.

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. The newly-created University System of Ohio (USO) includes 20 metrics for institutional performance which identify ways each public university in Ohio should contribute to Ohio’s strategic plan for higher education.

1R1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

Organizations listed in section 1R5 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.

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 1R5 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 House Bill monies, The 1804 Fund and technology grants 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 CTL and Academic Technologies are centrally supported and provide quality support services to faculty and Graduate Teaching Assistants. They offer regular faculty development workshops on developing and assessing learning objectives.

Internal academic program reviews and periodic evaluations by external accreditation organizations also provide suggestions to improve learning practices.
How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

Targets and metrics for improvement in teaching and learning are set during the strategic planning process and through the actions of the Vision Ohio Steering 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
- Development and assessment of common learning outcomes expected of Ohio University students.

The development of the multiyear goals 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.

Specific goals of the Vision Ohio Five Year Implementation Plan are clearly stated at the following web site: [http://www.ohio.edu/vision/AcademicPlan.cfm](http://www.ohio.edu/vision/AcademicPlan.cfm)
Category 2
Accomplishing Other Distinctive Objectives

2P1:
How do you design and operate the key non-instructional processes (e.g. athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

It is expected that each non-instructional unit at Ohio University set goals in accordance with the major institutional goals that also shape goals of the academic programs. Ohio University’s Vision Ohio Strategic Plan, and its five year implementation plan, includes activities of non-academic units (referred to as academic support units). Non-academic units are encouraged to submit proposals to the Vision Ohio Steering Committee, have members representing units on the committee, and also participate in the assessment of effectiveness of their initiatives.

2P2:
How do you determine your organization’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

Since 2005, Ohio University has been engaged in a planning process with the purposes of producing a strategic plan that would identify a vision, revising the extant mission statement, and articulating 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. As a result, recommendations for action and metrics for assessment in each area were specified. The result of these efforts, the creation of an institutional strategic plan entitled Vision Ohio, was introduced to the university community in October 2005.

Currently, the one- and five-year plans along with suggested budgets can be viewed at the following website: http://www.ohio.edu/vision/fiveyearplan.cfm. It is the responsibility of the Vision Ohio Steering Committee to monitor the implementation of the goals from the institutional plan, update the plan and select AQIP Action Projects that align with the quality improvement objectives of AQIP and the goals of Vision Ohio.

Academic support units set goals in a decentralized manner and are eligible to submit proposals for priority recognition in the Ohio University Five Year Vision Ohio Implementation Plan. A committee (the Vision Ohio Steering Committee), comprised of members representing both academic units and academic support units, reviews proposals and makes recommendations to the EVPP and President with respect to funding and other types of support for unit initiatives.

2P3:
How do you communicate your expectations regarding these objectives?

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 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 to discuss the draft. An electronic message board was created to post and encourage responses from the university and surrounding community. During fall quarter 2005 the EVPP met with faculty from the departments and schools in all of the academic colleges.

University Communication and Marketing has also played an important role in communicating the progress and objectives of the plan through stories in Compass, the daily university electronic newsletter.

Communication regarding the implementation of the academic plan and updating and gathering feedback from the university community is the responsibility of the Vision Ohio Steering Committee. This committee has recently formed a subcommittee to plan a communication strategy which began during the fall quarter of the 2008-09 academic year.

2P4:
How do you assess and review the appropriateness and value of these objectives and operations?

The Vision Ohio Steering Committee (comprised of students, faculty and staff from both academic and academic support areas) vets the proposals submitted by various units and makes recommendations regarding their centrality to meeting Ohio University’s core goals.

During the implementation phase of Vision Ohio, the implementation committees worked to develop an institution-wide approach to implementation, assessment and accountability. A core task for these groups was to determine how assessment can be conducted intelligently and used to inform decisions about which objectives should be undertaken next, as well as which processes should be eliminated or amended. This task has continued and is now the responsibility of the Vision Ohio Steering Committee.

2P5:
How do you determine faculty and staff needs relative to these objectives and operations?

During Vision Ohio’s implementation phase, it was 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.

Creation of the one and five year academic plans garnered significant input from faculty, staff, and students via the Vision Ohio Steering Committee and the Budget Planning Council. These committees had significant representation from faculty and staff, many of whom also served as officers and representatives in constituent senate organizations. These representatives are expected to communicate with their constituencies and bring ideas and concerns back to the strategic planning groups.
2P6:
How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

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. Performance metrics are published annually in the Fact Book (http://www.ohiou.edu/instres/factbook.pdf) and in the Compendium of Planning Information (http://www.ohiou.edu/instres/compendium/index.html).

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 has collaborated with the National Policy Center on the First Year of College on a comprehensive approach to assessing what happens during students’ first year on campus and how activities can be improved. Within Vision Ohio are new metrics tied to new objectives delineated above.

2R1:
What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The newly implemented process of Academic Support Unit review (6P1) (http://www.ohio.edu/asupr/) will produce data to assess the contributions of each unit toward the Ohio University strategic plan, and, when appropriate, toward the AQIP goal of continuous quality improvement. Additionally, Academic Support Units that have been participants via the Vision Ohio funded initiatives process are required to submit their outcomes to the Vision Ohio Steering Committee. This process is in place to assure accountability for Vision Ohio financial support.

2R2:
What are your performance results in accomplishing your other distinctive objectives?

Becoming a nationally prominent research university is a long-term goal, but over the past year we have significantly expanded partnerships, increased sponsored research (13% over the past year), 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 student help center. The 2004 NSSE results showed significant improvement in 10 of the 21 questions (48%) asked of first year students.

Progress on the goals from the implementation of Vision Ohio can be viewed from the Vision Ohio web site (http://www.ohio.edu/vision/) and summarized in 8R1 and 8R2.
2R3: How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Ten aspirational 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. The complete comparative study of Ohio University and its peer institutions can be found on-line at: [http://www.ohiou.edu/instres/univ/peerstudy/index.html](http://www.ohiou.edu/instres/univ/peerstudy/index.html)

Our initial comparison showed 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 aspirational peers in research expenditures and faculty salaries. Benchmarking against these institutions has been extremely helpful in setting goals and developing metrics for strategic planning. Likewise, the work of academic support units can contribute to these goals. Their performance and contributions are measured and documented through the review process and, when appropriate, through the Vision Ohio assessment process.

It is difficult to determine how institution results compare with organizations beyond the higher education community, although peer units for each non-academic entity can be identified and used as reference for program reviews.

2R4: How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen in accomplishing other distinctive objectives strengthen your overall organization? How do they enhance your relationship with the communities and regions that you serve?

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 few years, contributes to 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 School of Leadership and Public Affairs 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 in the area.

211: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

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 a Responsibility Centered Budgeting model over the next few years, which will allow planning units to identify their own goals and assess the extent to which they are achieving them. 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. The University is implementing a process of regular and thorough review for all academic support units (http://www.ohio.edu/asupr/). This process is intended to be both formative (encouraging continuous improvement) and summative (helping units achieve university and unit goals).

212: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

The culture of shared governance and the infrastructure that facilitates communication and interaction between finance, facilities, advancement, and academics empowers students, faculty, and staff to set targets for improved performance that are central to Ohio University’s core mission and overall goals.

Targets for improvement, along with specific metrics, for the “other distinctive objectives” are being identified within the particular committees involved in the Vision Ohio strategic planning process. Some targeted improvement priorities, 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 years 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.

Creation of the one and five year academic plans (http://www.ohio.edu/vision/fiveyearplan.cfm), which were developed from the strategic planning process, set specific targets and goals for institutional improvement. For the future, it will be the charge of the Vision Ohio Steering Committee to continue to monitor and update the academic plan by communicating and collecting feedback from the various campus constituency
groups and make recommendations to the executive leadership team in setting future goals and targets for improvements.
Category 3
Understanding Students’ and Other Stakeholders’ Needs

3P1: How do you identify the changing needs of your student groups? How do you select a course of action regarding these needs?

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 the changing needs of the student population to the upper administration (President and EVPP) and to the faculty through communication with the Faculty Senate. The student senates work very closely with the Dean of Students, the Dean of the Graduate College and the Vice President for Student Affairs. There are also student trustees on the Board of Trustees. All of these positions 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 programs delivery or services to students. The recently established Academic Support Unit Review process will also help inform the changing needs of students in the student services area. 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 / data sets employed and administrated through the Office of Institutional Research which assess student needs include:

- Cooperative Institutional Research Project (CIRP) http://www.ohiou.edu/instres/student/CIRP/Index.html
- National Survey of Student Engagement (NSSE) http://www.ohiou.edu/instres/involve/index.html
- ACT Advising Survey
- ACT/SAT data http://www.ohiou.edu/instres/indexrestrict.html
- Student Involvement Surveys http://www.ohiou.edu/instres/involve/index.html
- Alumni Satisfaction Surveys http://www.ohiou.edu/instres/alumni/alumcareer.html
- Career and Further Education Survey

Locally assembled data/reports are extensive and are listed in Section 7R1. Descriptions of key studies can also be found in Section 7R1.

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 1P13) 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 provides updates to the EVPP to inform him/her of new information from these studies. Because the university climate is one of continuous improvement, new projects and goals begin with research into current data. The data from all studies is made available via a website accessible to university leaders. Also, upon request Institutional Research provides presentations to various groups to be sure they are working with accurate information related to their project. An example of this is the First Year Experience working group. Institutional Research provided them with substantial data about first year students so they could implement improvements in the experiences of these stakeholders.

3P2:
How do you build and maintain a relationship with your students?

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. During the summer, many camps and conferences are held, and these often give children/youth a first look at the campus.

The Admissions Office cultivates initial student interest in Ohio University and builds relationships with prospective students via high school visitations and individualized written and interpersonal contact, publications, website, and media exposure (paid and free). Additional relationship building occurs through viewing day visitation programs hosted throughout the year and once students apply and are accepted.

The day-and-a-half long Bobcat Student 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 students’ matriculation. These activities expose students to a wider circle of the university community 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 with a high ratio of staff to students 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)

Many of these relationship building programs and efforts evaluate their own learning outcomes and make programmatic adjustments based on results. Bobcat Student Orientation is an example of that. Others evaluate the success of their program by the number of participants. For example, more than 1000 students are employed by dining services; working an average of 10 hours per week. Based on Astin’s research regarding involvement, we know this engagement has a positive effect on student success.

3P3:
How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs?

An understanding of changing needs is garnered routinely via the following methods:
• Research studies conducted by Institutional Research,
• Organizational structure that facilitates constant communication (Assistant Deans meetings, Dean’s Meetings, Faculty Senate Sub-committee meetings),
• Interpersonal interactions between executive leadership, faculty and staff with formal leaders of stakeholder groups,
• Participation by stakeholders in formal advisory activities (many offices have Advisory Committees, for example, Learning Communities and the Allen Student Help Center),
• Monitoring of communication to the University on matters of complaint or concern,
• Monitoring of national and state trends.

Major needs assessment activities are also 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. Currently, Ohio University is abiding by two major planning guides: The USO, established by the state government, and Vision Ohio, the strategic planning document created by the University Community and monitored by the Vision Ohio Steering Committee.

The University leadership (President, EVPP, Vice Presidents and Deans) constantly monitor these guides and select action according to the plans laid out by them.
3P4: How do you build and maintain a relationship with your key stakeholders?

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 may 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: How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services?

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

Ohio University also monitors state and national trends regarding the numbers and ability level of current high school students, and the needs of employers, to be sure that our programs are suitable for our constituents.

3P6: How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?

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 are encouraged to keep detailed complaint logs. Units analyze concerns over time to assess trends, modify programs and services, and coordinate such considerations 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 mandates. 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 among University-based stakeholders, including students. In 2006, the Allen Student Help Center was established to serve as a neutral advising center for students with academic concerns that were beyond the scope of their departmental advising. This office also serves as a complaint location where students receive assistance advocating for their concerns if needed. Complaints that arise in the Allen Student Help Center are considered for validity and, if systemic change is needed, this is done via the Assistant Deans Council.

3R1:
How do you determine the satisfaction of your students and other stakeholders? What measures of student and stakeholder satisfaction do you collect and analyze regularly?

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 each quarter, in a form developed and administered by academic units)
- All academic units go through a comprehensive self-study and review every seven years; student assessment results are built into this process.
- All academic support units will be going through a formative and summative review process every seven years. A variety of assessments are planned.
- 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. http://www.ohiou.edu/instres/alumni/alumcareer.html
- 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. http://www.ohiou.edu/instres/alumni/alumcareer.html
- 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. http://www.ohiou.edu/instres/involve/index.html
• National Survey of Student Engagement (NSSE) is a national study that tracks student engagement and includes items that assess student satisfaction. http://www.ohiou.edu/instres/involve/index.html
• 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. http://www.ohiou.edu/instres/retention/RetenAthens.pdf
• The Collaborative on Academic Careers in Higher Education (COACHE), an environment and satisfaction survey administered to full time tenure track faculty in their probationary (pre-tenure) period.

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, Administrative 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/. In addition, Institutional Research assists individual departments with ad hoc assessments and surveys to determine levels of satisfaction and service.

3R2: What are your performance results for student satisfaction?

The results from the surveys listed in 3R1 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 included:

• 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
Routinely, over seventy percent of the student respondents were 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 http://www.ohio.edu/instres/involve/FIS03-2009.pdf

Relative to academic involvement, results of this survey from the last seven years show a modest degree of variation each year with a net gain in 9 of 10 categories. The ranking for the quality of instruction remains high, at 84% of students reporting that they are either very or somewhat satisfied with the quality of their instruction.

<table>
<thead>
<tr>
<th>Table 3R2(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Involvement</td>
</tr>
<tr>
<td>Being interested in my studies</td>
</tr>
<tr>
<td>My personal achievement of academic success</td>
</tr>
<tr>
<td>Instruction in my major courses</td>
</tr>
<tr>
<td>My personal motivation for academic success</td>
</tr>
<tr>
<td>Adequate academic/intellectual atmosphere</td>
</tr>
<tr>
<td>Instruction in my non-major courses</td>
</tr>
<tr>
<td>Academic advising</td>
</tr>
<tr>
<td>Faculty availability outside of class</td>
</tr>
<tr>
<td>Social contacts with faculty</td>
</tr>
<tr>
<td>How would you rate the quality of instruction at Ohio University? (% very or somewhat satisfied)</td>
</tr>
</tbody>
</table>

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 3R2(2)
Social Involvement
Percentage Satisfied

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Having close friends at Ohio University</td>
<td>79%</td>
<td>76%</td>
<td>77%</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>Establishing personal relationships with peers at Ohio University</td>
<td>80%</td>
<td>79%</td>
<td>78%</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>Interacting with people of different races</td>
<td>42%</td>
<td>44%</td>
<td>47%</td>
<td>48%</td>
<td>51%</td>
</tr>
<tr>
<td>Interacting with international students</td>
<td>30%</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

Table 3R2(3)
Campus Atmosphere
Percentage Satisfied

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate social atmosphere</td>
<td>75%</td>
<td>74%</td>
<td>77%</td>
<td>81%</td>
</tr>
<tr>
<td>Adequate physical environment on campus</td>
<td>77%</td>
<td>77%</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td>Adequate personal security</td>
<td>76%</td>
<td>77%</td>
<td>76%</td>
<td>84%</td>
</tr>
<tr>
<td>Fitting into the campus community</td>
<td>69%</td>
<td>70%</td>
<td>72%</td>
<td>77%</td>
</tr>
</tbody>
</table>

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 3R2(4)
Personal Goals
Percentage Satisfied

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making progress toward personal goals</td>
<td>77%</td>
<td>79%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Making progress toward academic goals</td>
<td>74%</td>
<td>76%</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>Making progress toward career goals</td>
<td>68%</td>
<td>72%</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Adjusting academically to college</td>
<td>72%</td>
<td>73%</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td>Adjusting socially to college</td>
<td>73%</td>
<td>72%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Adjusting emotionally to college</td>
<td>69%</td>
<td>70%</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>Managing personal stress</td>
<td>62%</td>
<td>62%</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Developing my self-esteem and confidence</td>
<td>66%</td>
<td>67%</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>Developing personal values and beliefs</td>
<td>68%</td>
<td>69%</td>
<td>70%</td>
<td>73%</td>
</tr>
</tbody>
</table>
3R3: What are your performance results for building relationships with your students?

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.

3R4: What are your performance results for stakeholder satisfaction?

Results for student satisfaction are described in response to 3R2 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.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Alumni Donors</th>
<th>Alumni Donations</th>
<th>Alumni Count</th>
<th>% Alumni Giving</th>
<th>Parent Giving</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>14,742</td>
<td>$12,228,174.00</td>
<td>160,172</td>
<td>9.20%</td>
<td>$189,000.00</td>
</tr>
<tr>
<td>2008</td>
<td>16,477</td>
<td>$11,744,154.00</td>
<td>157,852</td>
<td>10.44%</td>
<td>$267,171.00</td>
</tr>
<tr>
<td>2007</td>
<td>17,486</td>
<td>$8,186,956.00</td>
<td>154,349</td>
<td>11.33%</td>
<td>$177,410.00</td>
</tr>
<tr>
<td>2006</td>
<td>18,157</td>
<td>$6,042,109.00</td>
<td>150,317</td>
<td>12.08%</td>
<td>$148,658.00</td>
</tr>
<tr>
<td>2005</td>
<td>19,919</td>
<td>$9,526,084.00</td>
<td>146,709</td>
<td>13.58%</td>
<td>$119,905.00</td>
</tr>
<tr>
<td>2004</td>
<td>17,165</td>
<td>$10,122,030.00</td>
<td>142,101</td>
<td>12.08%</td>
<td>$108,419.00</td>
</tr>
<tr>
<td>2003</td>
<td>15,115</td>
<td>$6,454,827.00</td>
<td>138,412</td>
<td>10.92%</td>
<td>$98,535.00</td>
</tr>
</tbody>
</table>

Alumni Count = Alumni living in the US with good contact points.
Parent Giving - gifts from parents of current or former students (any record coded in system as a parent)

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).

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>12,417</td>
<td>12,367</td>
<td>12,684</td>
<td>13,020</td>
<td>14,046</td>
<td>14,204</td>
</tr>
<tr>
<td>Annual gifts</td>
<td>$13,272</td>
<td>$13,610</td>
<td>$11,362</td>
<td>$9,918</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
External funding satisfaction with performance is measured by annual amount awarded for research and sponsored programs. Amounts are in millions of dollars:

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Research</td>
<td>$57</td>
<td>$57.2</td>
<td>$67.6</td>
<td>$60.3</td>
<td>$67.8</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Career Fair</td>
<td>131</td>
<td>111</td>
<td>93</td>
<td>103</td>
<td>105</td>
</tr>
<tr>
<td>Winter Career Fair</td>
<td>94</td>
<td>55</td>
<td>49</td>
<td>52</td>
<td>78</td>
</tr>
<tr>
<td>Teaching Fair</td>
<td>117</td>
<td>119</td>
<td>104</td>
<td>119</td>
<td>120</td>
</tr>
<tr>
<td>Student Interviews</td>
<td>3,373</td>
<td>2,413</td>
<td>2,362</td>
<td>2,665</td>
<td>3,105</td>
</tr>
</tbody>
</table>

**3R5:**

**What are your results for the building of relationships with your key stakeholders?**

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

<table>
<thead>
<tr>
<th>Year entering</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>71%</td>
<td>71%</td>
<td>71%</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year entering</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>80%</td>
<td>78%</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with Current Position</td>
<td>91%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Satisfied with Major Courses</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Satisfied with Career Preparation</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Results for relationship building with other key stakeholders are reflected in their satisfaction as described in **3R4** above.

**3R6:**

**How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education institutions and, if appropriate, organizations outside of the education community?**

Ohio University has recently identified 10 aspirational peer institutions to inform discussions related to the strategic priorities of the institution.
<table>
<thead>
<tr>
<th>University</th>
<th>1st Year Retention Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio University</td>
<td>80%</td>
<td>71%</td>
</tr>
<tr>
<td>Auburn University, Auburn, AL</td>
<td>85%</td>
<td>63%</td>
</tr>
<tr>
<td>Clemson University, Clemson, SC</td>
<td>89%</td>
<td>78%</td>
</tr>
<tr>
<td>Indiana University, Bloomington</td>
<td>88%</td>
<td>72%</td>
</tr>
<tr>
<td>University of Connecticut, Storrs</td>
<td>92%</td>
<td>75%</td>
</tr>
<tr>
<td>University of Delaware, Newark</td>
<td>90%</td>
<td>78%</td>
</tr>
<tr>
<td>University of Missouri, Columbia</td>
<td>85%</td>
<td>68%</td>
</tr>
<tr>
<td>University of New Hampshire, Durham</td>
<td>86%</td>
<td>73%</td>
</tr>
<tr>
<td>University of North Carolina – Chapel Hill</td>
<td>96%</td>
<td>83%</td>
</tr>
<tr>
<td>University of Tennessee, Knoxville</td>
<td>81%</td>
<td>58%</td>
</tr>
<tr>
<td>Washington State University, Pullman</td>
<td>84%</td>
<td>63%</td>
</tr>
</tbody>
</table>

311:
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?

The most recent change within this category is that the EVPP now provides regular up-dates that include data from the university community about students and stakeholders. She uses this forum to seek additional information and to provide direction about leadership decisions made as a result of recent data. This information helps the university community stay informed and helps leaders make decisions based on accurate information and guidance.

Other processes are systemic and very comprehensive. 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) 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.

The recent focus on the first year experience, creation of the Allen Student Help Center, expansion of Learning Communities and other academic services for students, and the creation of the Academic Support Unit Review process are recent examples of improvements in Understanding Student and Stakeholder Needs. Many of these initiatives have resulted from the work of AQIP action projects.
3I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

Targets for improvement are set within the Vision Ohio Strategic planning process described in 1I2 and 2P2 and the development of AQIP action projects.
**4P1:** How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

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

**4P2:** How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

The hiring process for all permanent positions begins with application and screening through the PeopleAdmin system. The hiring department defines the job description, minimum and preferred skills and credentials. The PeopleAdmin system automatically screens out applicants that do not meet those minimum requirements. Thereafter the selection of candidates for further consideration is obtained through interviews or skills demonstration, following guidance provided by University Human Resources and with review of processes and candidates by the Office of Institutional Equity. Search committees are used for faculty and higher level administrative searches. Background checks of candidates for many positions will occur prior to a final offer of employment to insure accuracy of credentials.

**4P3:** How do you recruit, hire, and retain employees?

All benefits eligible position openings—faculty, administrative and classified—are posted on the Human Resources Department website, http://www.ohio.edu/hr/. Faculty positions are advertised on a national level, with postings in the relevant professional journals and websites, 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.

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

Retention efforts of employees occurs through orientation, continuing communication and involvement opportunities, training and professional development activities, performance management and review processes, and compensation plans that strive for recognition of meritorious performance.
4P4:
How do you orient all employees to your organization’s history, mission, and values?

The New Employee Orientation Program is currently being revised to provide information regarding individual benefits opportunities; policies and compliance information and expectations; and the structure, history and mission of the university and its units. Some information will be available to the new employee on the internet once the acceptance of employment occurs with remaining orientation occurring in Human Resources and in the hiring department. We strive to provide information that will help the employee become an engaged member of our university community.

New faculty hires are encouraged to attend the two and a half day New Faculty Orientation and Workshop sponsored by the CTL and the Office of the EVPP.

4P5:
How do you plan for changes in personnel?

Vacant positions are reviewed for need and consistency with the organizational priorities by the president’s office in consultation with other executives. If approved for filling, the process is described in 4P2. Reorganization of units and departments occurs when the operational or academic needs require adjustment of structure and personnel is adjusted to the reorganization according to skill.

4P6:
How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Employees have the opportunity to participate in committees, taskforces and constituency based shared governance senates. Sharing and solicitation of information is expected to occur at all levels of the organization. Staff meetings, open forums and an internal, web based newsletter of university activities, relevant news and recognition of employee achievements provides opportunities for organizational productivity and inclusion. Processes and products are evaluated periodically to measure effectiveness and consistency with best practices through professional affiliations, internal peer review processes such as the Academic Support Unit Review Process (6P1) and comparisons with peer institutions.

4P7:
How do you ensure the ethical practices of all of your employees?

University Policies and Procedures provide clear policies regarding professional ethics in the workplace and research misconduct, as well as procedures that 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 that college. Research misconduct is monitored by a central committee which answers to the Vice President for Research and Creative Activity. The Internal Audit Department has a dual reporting line to the President and to the Board of Trustees. It also receives reports of suspected misconduct through Ethics Point, a system that provides opportunity to refer issues with whistle blower status protection to the person reporting. Expectations related to the
ethical practices of students are governed by the Student Code of Conduct and University Judiciaries.

4P8: 
How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and noninstructional programs and services?

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 utilize these systems. As new software products have been introduced and widely adopted on campus, trained staff members from respective offices provide workshops in the use of these products. Products include the Oracle accounting system, the Concur travel and expense management system, the Student Information System, and developing calendaring and e-mail processes, as well as others.

As faculty members have sought to increase their grant and research activities, The Vice President for Research and Creative Activity has provided informational workshops to assist in these activities. As the university continues to implement its refined strategic plan, training resources for faculty and staff have been identified, supported and implemented to attain the desired goals. Employees with identified deficits in skill or organizational performance are provided options for remediating those deficiencies. Mandates and changes in federal or state laws are provided to employees in classes or by web based methods.

Student employees are provided with an abbreviated employee orientation as well as on-the-job training, formal evaluation and feedback and internship programs to complement classroom learning and provide additional work and organizational skills.

Annual evaluations, as described in 4P10, are often used to identify areas of improvement for employees as well as training needs. A university-wide training needs survey was distributed in the summer of 2009. Training and skills development areas of demand were identified and prioritized.

4P9: 
How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Ohio University provides a wide range of training opportunities for faculty and staff. Faculty training and professional development opportunities have been provided by the Center for Teaching and Learning (CTL), the Center for Writing Across the Curriculum (CWE), and Academic Technologies. The Academic Technologies division provides hands-on instructor-led seminars in the use of Blackboard as a teaching tool. Academic Technologies also provides Lynda.com online training subscriptions to faculty and staff. These subscriptions are temporary licenses for productivity training and professional applications training including Microsoft Office products, Adobe Creative Suite, iLife and others.
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.

The Office of the Vice President for Research and Creative Activity provides workshops regarding grant writing, research compliance (including the use of animals and humans in research, responsible conduct in research, and conflict of interest), technology transfer and other research related activities.

The Human Resources Leadership and Staff Development group offers a variety of training opportunities for all employment groups. Classified employees can participate in the Classified Development Program. This program requires a commitment of two and a half years for employees to take university classes for credit, enabling them to gain skills establishing a higher performance level for current and future positions. Skilled crafts staff members have an apprentice program and an organized continuing education program. Seminars and courses have been developed to address leadership and supervisory basics, giving and receiving constructive feedback, difficult conversations, delegation, communication, project management, diversity, policies, procedures and compliance topics and performance management.

As part of the employee wellness initiative, WellWorks offers employees workshops on health related topics, health screenings, and individualized health coaching for improved employee health.

The Workplace Safety Initiative implemented by Safety and Risk Management, promotes safety in the workplace and offers a broad range of training that provides skills to ensure that safety is an integral part of daily activities on campus.

The need for training and continued development is reinforced by the University's use of performance evaluation, as discussed in 4P10 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.

4P10:
How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

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, peer evaluations, teaching portfolios, and other means. Faculty are also evaluated on their research/scholarship productivity or, in the case of the performing arts, on their creative activities. 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 to be completed by March 15th of each year. The administrative evaluations vary among units according to the objectives and preferred style of the units but all evaluations must relate to two components – task and relationship. A new performance management and compensation plan is being developed over the next 12 months that will create standard competencies for all administrators in the evaluation process. The evaluation will then be tied to the compensation plan and development or succession goals.

Classified staff is 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.

Each of the evaluation processes includes a component of goal setting and measurement of previous goals attainment. The goals are to be tied to the department or unit goals and those goals are to be tied to division and university priorities. In this manner, individual performance is connected to the university’s larger mission and priorities, while contributing to the more specific academic or academic support goals of the units and division.

4P11: How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

The evaluation process for faculty is described in 4P10 above. The compensation plan for administrative and classified employees is to be reviewed and changes implemented within the next 12 to 18 months. The plan will be designed to align tasks and skills with demonstrated elements of performance. Merit is a component in annual pay raises for faculty and administrative employees if the budgetary situation makes that possible.

There are a series of programs designed to recognize and reward employee contributions. For faculty, each year Presidential Teachers 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. 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. Additionally, administrators are recognized for their years of service through Service Awards awarded on every fifth year anniversary of their employment with a certificate and a small gift. Classified employees receive a one-time longevity bonus on every fifth year anniversary of employment along with a small gift and certificate at a recognition ceremony. Departments, schools or units may offer their own recognition programs with rewards that vary according to the resources and philosophy of the unit.

Among the benefits offered by Ohio University to its employees is a generous health benefits program for employees and eligible dependents. Preventive care, a wide health care network, vision insurance, dental insurance, life insurance, domestic partner coverage, adoption assistance, wellness and fitness facility availability, and short term insurance availability provide options for employees who have diverse personal and dependent needs. Educational fee waivers for employees and dependents as well as access to outstanding library and technological resources serve to provide an incentive for employees as well as provide a connection to the students served.

4P12: How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

Communication, recognition and involvement contribute to the motivation of employees. The role that the employee plays will determine how the employee most effectively contributes to their unit and the university. The process of shared governance and discussions that revolve around current issues provides feedback to university leadership about the issues that affect motivation as they occur. Actions to respond are taken by university leadership given constraints of budget and flexibility of state and federal processes or laws and the impact on other units or employees. A constant challenge is to provide effective and timely information to employees so that suggestions can be considered.

A number of data gathering opportunities are being implemented that will provide additional indicators of motivation. The number of grievances filed by each employee group, the appeals of grievances, complaints to oversight departments such as the Ombuds office and Institutional Equity. Exit interviews are beginning to be collected in a systematic process. Performance and disciplinary problems are monitored for trends in locations or types of issues.

4P13: How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

A series of standing committees, focusing on a variety of issues relevant to employee satisfaction and interests, provide recommendations to the administration regarding employee perspectives and concerns. An example is the Health Benefits Committee that addresses issues related to benefits and services. The costs and options related to health benefits and options for wellness opportunities are discussed and recommendations made to the university administration from this committee. Employees can contact their employee group representative in those standing committees to pass information or to ask for assistance in dealing with a specific concern. In addition, as needed, the University has convened task forces
and committees to examine specific issues related to matters of employee compensation, diversity, gender equity and other issues.

The Office of Institutional Equity and the Office of the Ombuds assist employees who may have complaints about employment or other issues. The Office of Legal Affairs participates and advises operational issues that impact the compliance and regulatory issues of employees and students. The 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. Finally, University Human Resources has consolidated several of the human resource representatives and issues from around the university and has begun implementing programs to measure and enhance the university benefits, health, safety and satisfaction of its employees.

4R1: What measures of valuing people do you collect and analyze regularly?

Activities related to academic productivity which are collected and analyzed include – faculty promotion, retention and tenure data; teaching performance, research, scholarly activity and service (compiled annually by the individual faculty member) and enrollment activity and retention. Activities related to all employee groups include - employee health and safety data; workers compensation and injury rates; health benefits usage; campus crime rates; grievance and complaint activity/ Additional data is beginning to be collected or planned to be collected by Human Resources and others that will more specifically demonstrate satisfaction and productivity levels.

4R2: What are your performance results in valuing people?

Ohio University enjoys a high student retention rate as a result of the campus environment created by faculty and staff. Between the 2004-05 academic year and the 2007-08 academic year, retention between freshman and sophomore years has averaged 80%. Ohio University’s 6-year graduation rate is 71%, which is comparatively high.

Continuing efforts to promote diversity in our employee and student population are a focus. Employee satisfaction surveys are difficult during very trying economic times where layoffs and uncertain future economic circumstances are a constant.

4R3: What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping achieve your goals?

Ohio University participated in The National Study of Instructional Costs and Productivity (the Delaware Study) and attempted 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. Academic Support Unit Review Processes (6P1) will provide baseline data and planning opportunities for departments to measure their effectiveness in very specific processes.
and results. Additionally, the USO will provide benchmarking data and shared concepts for measuring and improving productivity towards goal achievement.

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.

4R4: How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Specific comparisons are difficult because the data has not been collected for a long enough period of time or specific measures have not been made consistently. We are one of three Ohio universities still operating on the quarter system making many comparisons difficult. Budget cuts and uncertain economic conditions, combined with uncertain funding and future enrollment also makes it difficult to promote positive morale processes for valuing people.

4I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Budget cuts have made many programs that demonstrate valuing people difficult. Memberships in professional organizations and professional development opportunities have been curtailed for many administrative areas. Faculty travel has also declined somewhat. Faculty promotion and tenure processes have continued even though there have been cuts in some areas to the number of tenure track positions available due to budget constraints. Administrative and classified succession development and promotion opportunities were diminished in the last three years due to the values of some in the leadership team. Succession planning and management development for high potential administrative employees is being piloted in the coming calendar year. A new and comprehensive performance management and compensation plan should provide additional information for the results of these areas and are planned for the future.

Results of increased and concerted efforts of those resources committed to increasing and supporting diversity will provide data in the coming years for a clearer evaluation of their programming and recruiting efforts.

4I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

Areas within Human Resources can identify areas of improvement and focus efforts for measurement. Additional efforts related to compensation and performance improvement will impact all units and individuals who are administrators or classified employees. Improvements to those processes will provide a more systematic evaluation and data collection opportunity.
Additionally, a new EVPP, who has expressed commitment to involvement and growth of organizational culture, communication and inclusion, will provide opportunities to specific targets for improved performance in Valuing People. Continued work on refining the priorities of the strategic plan will provide direction for how to identify and increase programs enhancing the human resources of the university.
Category 5
Leading and Communicating

5P1:
How are your organization’s mission and values defined and reviewed? When and by whom?

The mission, vision, core values and guiding principles of Ohio University are all clearly defined in *Vision Ohio*, the institutional Strategic Plan (2P2).

*Vision Ohio* ([http://www.ohio.edu/vision/](http://www.ohio.edu/vision/)) was prepared by a 46 member Task Force representing all stakeholder groups 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.

In fiscal year 2009 (labeled "Year One" of the Five Year *Vision Ohio* Implementation Plan), the university invested over $7 million in base and one time funding to support activities associated with implementation plan strategies. These activities were selected for funding based on their contribution to academic excellence and revenue growth, as well as the likely breadth and depth of their impact. Accountability measures and metrics were put in place to ensure that the investments made were bringing about the agreed upon results.

The *Vision Ohio* Steering Committee (appointed by the EVPP in June 2006) is responsible for continuously monitoring progress in achieving plan goals, communicating this progress to the university community as a whole, collecting input from the university community to inform decisions and refinements to the plan, along with coordinating strategic planning activities with quality improvement activities that define the institution’s participation in AQIP. The steering committee is a 22 member board which consists of faculty, students, administrators and classified staff and represents all major stakeholders of the institution.

5P2:
How do your leaders set directions in alignment with your mission, vision, values and commitment to high performance?

The *Vision Ohio* Steering Committee plays the major role in evaluating proposed initiatives and directions of the institution and analyzes whether these initiatives support the goals of *Vision Ohio*. In addition to supporting the goals of the strategic plan, proposed initiatives are also expected to include clear metrics to judge the extent to which the projects support institutional goals.

The university Budget Planning Council (BPC) also plays an important role in the cost analysis of new initiatives and directions and prioritizes these projects based on their compatibility with the university budget and *Vision Ohio*.

The *Vision Ohio* Steering Committee and the BPC represent critical advisory roles to the Executive Leadership team in setting strategic and financial priorities that align with the mission, vision and values of the institution as outlined in the university strategic plan.
5P3: How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Ohio University strongly believes in the importance of key advisory groups to the leadership of the university. Membership of the Vision Ohio Steering Committee and the Budget Planning Council is broadly representative and includes all of the institution’s key stakeholder groups. It is important that these groups have a voice in the decision making process, in order to insure that the initiatives and directions the institution is following are effectively meeting the needs and expectations of students and the other campus constituencies. Since academic excellence is the overarching goal of the institution, it is critically important that students and alumni groups also have a strong voice in the decision making process to insure that the academic needs of Ohio University students are being met so they can become successful and productive members of society.

Student exit surveys and alumni surveys are conducted on a regular basis by the Office of Institutional Research. The results of these surveys are published on the IR web site http://www.ohio.edu/instres/. These results are analyzed and discussed and play a significant role in the university decision making process.

Advisory groups to the executive leadership team of Ohio University are always created with broad-based representation from all campus constituency organizations. Representatives from all key stakeholder groups are encouraged to participate in advisory group discussions to insure that institutional planning includes addressing and meeting the needs of all stakeholder groups.

5P4: How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

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 through advisory groups such as the Executive Leadership Team and constituent governing organizations (student, faculty, administrative and classified senates). Important issues and concerns are openly offered for discussion with the institution’s leadership. At Ohio University, the executive leadership team is expected to keep an open mind and work with constituent organizations to realize unique opportunities that fit within the strategic plan. 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 the vision of Ohio University stakeholders and an open line of discussion and support from the leadership.

The university and many of the individual colleges utilize external advisory groups, with alumni well represented, in decision making processes that set the direction of the unit and take advantage of discipline specific opportunities that arise.
**5P5:**
How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Within a shared governance system, the university uses a variety of committees, task forces, external advisory groups and working groups. These groups, containing broad representation from various stakeholder groups, investigate and make recommendations to the executive leadership team regarding major directions and policies of the institution.

There are 20 standing committees with membership appointed through the Faculty Senate and approved by the President’s office (http://www.ohio.edu/facultysenate/standingcomm/). The standing committees meet on a regular basis making policy and other decisions related to numerous issues critical to day to day operations. These responsibilities range from Enrollment Management, to Radiation Safety, Greek Life, and Parking. As with all of the university committees and task forces, these groups have broad-based representation from all campus constituencies. However, they are also staffed with faculty, students and staff who have expertise and interests in the individual areas of each committee’s responsibility.

The colleges and departments/schools maintain a similar committee structure to that of the university standing committees for making decisions related to the day to day operation, curriculum, or academic policies of the individual college/department/school.

Task forces and working groups are usually created by the President or the EVPP, for a short term (no more than one year), to investigate a specific issue facing the institution. For example, a task force may be assembled to investigate compensation issues related to an employee group, university benefit offerings, or an academic calendar change. These groups investigate the issue specific to their charge, file a report and are then disbanded. Therefore, all of the above groups act in an advisory capacity to the executive leadership. Departments/schools and colleges use a similar advisory groups to inform the chairs/directors and deans in making decisions within their units.

Decisions related to academic policy and faculty issues begin with one of the subcommittees of Faculty Senate. In certain cases, issues involving academic policy may be presented to one of these subcommittees by another group such as the Student Senate(s), the Chairs and Directors Council, or the Assistant Deans Council. The subcommittees investigate these issues and, if supported, introduce new policies, changes in policies, or other matters, in the form of resolutions, to the full Senate at a meeting. The resolutions are debated during meetings and, if approved, are passed to the EVPP and the President for consideration.

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

Advisory committees, such as the Vision Ohio Steering Committee, Budget Planning Council and the Benefits Advisory Committee, discuss issues and make recommendations related to the future direction and strategic plan of the university. As discussed above, these groups are broad-
based and guide the executive leadership team in making decisions that support the needs of key stakeholders.

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

5P6: How do you use data, information, and your own performance results in your decision-making processes?

In a shared governance environment, such as that found at Ohio University, there is openness and an expectation that information is freely shared between the university administration and stakeholder groups and that this information is up-to-date and accurate. The Office of Institutional Research (http://www.ohio.edu/instres/) is well respected on campus and is heavily relied upon, by the university as a whole, to provide accurate institutional data that demonstrates trends and allows comparison to other public and private institutions in Ohio and institutions that Ohio University has identified as aspirational peers (see 2R3).

When considering important decisions and reviewing institutional policy, our leaders compare information and data from Ohio University to that of our peer institutions and many institutions in Ohio; then make decisions that align with the strategic plan. For instance, the review and monitoring of national rankings is important since increasing national prominence is an important goal of the strategic plan.

The Office of Institutional Research (http://www.ohio.edu/instres/) collects and reports data on a number of issues related to the operation of the institution including, but not limited to: salary data, faculty workload, student admission and retention, student learning assessment and student involvement and engagement. This data is available to most university faculty and staff by accessing the Institutional Research web site or by contacting the Institutional Research office to request a specialized report. The data is readily used in reporting to external constituency and accreditation organizations, in the academic and academic support unit review process, and by university committees, task forces and executive leadership in making informed decisions regarding the future of the university. Data and information provided by the Office of Institutional Research has also been instrumental in the selection and completion of several past AQIP action projects that have focused on quality improvements in student engagement, graduate education and academic support unit reviews.

5P7: How does communication occur between and among the levels and units of your organization?

There is a great deal of interaction between constituent groups, including the governing organizations, and the university administration. During the academic year, the President, the EVPP and the Vice President for Finance and Administration meet separately on a regular (typically monthly) basis with the leadership of the various constituent senates (student, faculty, administrative and classified) and the officers of the (academic) Chairs and Directors Council.
During these updates, important issues both internal and external to the university are communicated by the university leadership and discussed.

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 and EVPP regularly attend these constituent senate meetings and provide communication updates to the memberships.

The mission of Ohio University Communication and Marketing Department (http://www.ohio.edu/ucm/) is to design and execute “effective communications strategies in support of University initiatives and priorities.” The department accomplishes this mission in a number of different ways including: publishing community press releases, hosting press conferences and helping organizational units to prepare and publish print materials for both internal and external use. As a major communication vehicle to faculty and staff, the department also produces a daily online newsletter called “Compass” http://www.ohio.edu/compass/ which is received via e-mail each weekday to all faculty and staff and is published on the Ohio University website.

The Ohio University student newspaper called “The Post” http://thepost.baker.ohiou.edu/ is published daily during the academic year and once per week in the summer. The Post is directed toward the student body, but is read by a significant number of faculty and staff as well. The newspaper acts as an important communication vehicle for campus news and information.

The EVPP meets on a weekly basis with the college deans to communicate and discuss internal and external issues critical to the institution. The college deans also meet on a regular basis with the President and Vice Presidents in order to maintain an open line of communication between the academic and academic support units. College deans typically meet on a weekly basis with their department chairs/school directors in order to maintain the communication flow between the central administration and the academic units of the institution.

The President schedules press conferences throughout the academic year to discuss critically important issues facing the university. These addresses are often broadcast via webcast on the university web site. Constituent groups maintain updated websites so information can be assessed electronically by the university community. Finally, campus meetings and open forums are sometimes scheduled (usually 1–3 per year) to focus on particular issues important to the university community. Representatives from various institutional levels are encouraged to attend and participate in discussions.

5P8: How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

The Vision Ohio Strategic Plan, endorsed by the President and the Ohio University Board of Trustees, clearly communicates the values and mission of the institution and the expectations and metrics to achieve these goals. The recent (2009 fiscal year) investment of over $7 million dollars in university funds for Vision Ohio initiatives provides further evidence that the university leadership is committed to the strategic plan and is convinced that the plan supports the mission, vision and values of the institution.
With the help of the Vision Ohio Steering Committee, the executive leadership continues to focus on the plan’s goals and supports initiatives that align with the university’s mission and vision. The leadership will also continue to expect constituent groups and units within the organization to create and align the goals and expectations of their students, faculty and staff with the expectations of Vision Ohio.

Performance expectations and institutional directions are clearly communicated and reviewed with faculty and staff during annual performance evaluations. Faculty expectations are also stated in department/school and college promotion and tenure guidelines.

**5P9:**
**How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?**

The Center for Organizational Development and Effectiveness, a unit within University Human Resources, offers programs and provides manager and leadership training to university administration and staff. These training programs are typically offered to middle management in order to encourage the development of managerial and leadership skills and improve the operation and efficiency of the institutional unit.

The Chairs and Directors Council provides advice, best practices and mentoring to new department chairs and directors. Deans and other chairs/directors encourage new chairs to participate in council activities as an avenue towards professional development. In addition, the Office of the EVPP at times offers a New Chairs and Directors Orientation in the summer and training workshops throughout the academic year to provide advice, training and continuing education for new and continuing department/school leaders. A continuous training program for academic department chairs and school directors is an area that has been identified by campus leaders where Ohio University could improve.

The recently created Center for Teaching and Learning (CTL) and the Faculty Commons area provides yearly programming for faculty to develop and improve teaching skills, learn new technologies to advance teaching capabilities and provides an area (and programs) where faculty can network and share best practices for instructional and scholarship development.

Serving on one of the constituent senates (Faculty Senate, Classified Senate etc.) as a member or as 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 buyouts for faculty members so they can 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 provide educational opportunities to university employees that can lead to advancement into leadership roles within their unit or the institution.

The university supports and encourages all employees to attend outside conferences, workshops and/or participate in fellowships to develop leadership skills. Development of these...
skills through such activities is considered extremely valuable to the continuous advancement and development of the university. In many cases, employees can apply for funds from the Office of the EVPP or the Human Resources Office to attend such professional development conferences/workshops.

Awards are given to encourage excellence and leadership in the workplace. Awards given annually include The Presidential Teacher 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.

5P10:
How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

The Vision Ohio Strategic Plan provides a roadmap for the leadership to follow regardless of personnel changes that occur within the university. A mentioned above, the plan was developed by all constituencies and will be continuously reviewed and revised using a campus wide process. Review and revision of the strategic plan document is the responsibility of the Vision Ohio Steering Committee. The inclusiveness of the plan ensures that the future leadership of the university will be fully aware of the institution’s mission, values and priorities.

Executive leadership positions, such as the President, EVPP, Vice Presidents and Deans, are hired through an extensive external search processes. Before finalist candidates are interviewed on campus for these positions, they are given adequate materials and information to fully educate themselves about the institution, as well as materials that define Vision Ohio and the mission, vision and values of Ohio University. Candidates for these positions are expected to understand and have “buy in” for the objectives in the strategic plan. However, they are also encouraged to critique and provide their own opinions regarding the best strategies to implement the plan’s goals. The academy will be looking to these new leaders to not only embrace the mission and values of the institution, along with the core of the strategic plan, but to also provide leadership, new ideas and directions for achieving goals and objectives and, at the same time, move the university forward in new and positive directions.

New members of the Ohio University Board of Trustees are fully educated regarding the mission, vision, values and strategic goals of the institution before they begin their nine year terms. Before their terms begin, new board members are given an extensive one day training workshop organized and offered by senior board members and Ohio University administrative staff and faculty. In this workshop, the board members are trained regarding their responsibilities as board members and educated about the university, its mission and values, and the goals of the Vision Ohio. On a continuous basis, board members are given regular updates regarding the plan’s implementation and how budget priorities are aligned for its support.

Institutional memory is very important in following a strategic plan and in preserving the critical values and positive characteristics of the institution. Many midlevel leadership positions (department chair, school director, program or graduate chair, etc.) along with the memberships
of the various standing committees, boards and governing bodies are changed on a staggered, rotating basis to provide fresh ideas while preserving institutional memory. The size of the institution and its leadership team makes it highly unlikely that a sufficient turnover would occur to jeopardize institutional knowledge or the succession of the mission and core values of the institution.

5R1: What performance measures of Leading and Communicating do you collect and analyze regularly?

The executive leaders (President, Executive Vice President and Provost, Vice Presidents and Deans) are evaluated on an annual basis. These evaluations are based on the following performance measures:

- Accomplishment of Annual Goals
- Planning and Management
- Leadership Abilities and Style
- Organizational Skills
- Personnel Management
- External Relations

Depending on the position, data related to the performance measures above are collected from surveys of students, faculty and staff (both administrative and classified). These surveys, along with data analysis of the results, are usually performed by staff in the Office of Institutional Research. On occasion, the institution has partnered with the IDEA Center (Individual Development and Educational Assessment Center) of Manhattan KS to administer surveys in the evaluation of college deans. During comprehensive evaluations of the executive leaders, typically performed every 5 years, performance data may also be collected from focus groups formed within the internal stakeholder groups listed above, as well as from alumni and other external stakeholder groups.

The Board of Trustees provides an annual evaluation of the President and makes the decision on reappointment. In the annual evaluation of the President, the board will collect performance measure results from constituency organizations (student, faculty, administrative and classified staff senates). To inform their results/comment/recommendations to the Board of Trustees, the Senates may also collect performance data from their constituencies via a performance survey.

The President of the university is responsible for the evaluation of the executive administration including the EVPP and the vice presidents. The President typically collects performance results from the administrative and classified staff of the various offices in which their leaders are being evaluated. These results are usually collected from focus groups hosted by the President or his/her staff.

The deans of the various colleges are evaluated by the EVPP and the chairs and directors are evaluated by the deans. The evaluation of deans/chairs and directors is informed using input from the faculty and administrative/classified staff within the academic unit. Vice and 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. Again, feedback from the constituent groups is often collected from performance and satisfaction survey instruments administrated internally or externally.

College Dean Evaluation Committees, consisting of faculty from the deans respective colleges, are formed each year to evaluate the college deans. The committees receive the performance data from surveys administered by the Office of Institutional Research and create an evaluation report which is submitted to the EVPP.

Faculty are evaluated on an annual basis using performance measures related to teaching effectiveness, scholarship/research productivity and service to the department/school, college, university and academic discipline. Departmental committees of faculty colleagues are used in the evaluation process along with an assessment by the department chair/school director. The results of the faculty evaluations are communicated by the department chair/school director to the college dean.

5R2: What are your results for leading and communicating processes and systems?

The development of the Vision Ohio Strategic Plan and the management of the plan by the broad based Vision Ohio Steering Committee have both been major accomplishments in the area of leadership and communication for our institution since the last Systems Portfolio Review. The development of such an ambitious project required agreement and strong leadership within the executive leadership team. The plan has provided the institution with a clear roadmap to follow for the future, and a management infrastructure for guiding strategic initiatives.

The creation of Vision Ohio was also a testament to the tradition of shared governance at Ohio University. Several hundred individuals from all university stakeholder groups were involved in the creation of the plan and are currently responsible for allocating funds to realize the plan’s goals, monitoring its effectiveness and updating it as needed.

The creation of Vision Ohio has also helped the university benefit from a quality improvement philosophy and its participation in AQIP. Expanding the charge of the Vision Ohio Steering Committee to include decisions related to quality improvement and AQIP has helped Ohio University successfully integrate the plan’s implementation with quality improvement initiatives.

Other results for leading and communicating processes/systems include:
- Investment of over $7 million of the 2009 university fiscal year budget in new Vision Ohio initiatives.
- Creation of an infrastructure for the implementation of a new Student Information System (SIS) by 2012.
- Investment of over $4 million to improve the university Information Technology infrastructure.
- Creation of an infrastructure and curricular guidelines for a university academic calendar conversion (quarters to semesters) by 2013.
• Increase in first year student retention (2% last year) and increase diversity and ACT profile (0.1% increase last year) of the student body.
• Completion of the Graduate Centers of Excellence review process.
• Establishment of an Academic Support Unit Review Process.
• Office of Advancement surpassed its annual giving goal by 29% last year, in a weak economy.
• Increase in National Prominence
  o In 2008, Ohio University students received 75 national competitive awards, first in the State of Ohio.
  o In 2009, the College of Business ranked 47th by Business Week.
  o The Technology Transfer Office doubled the number of patent applications between 2007 and 2008.
  o In 2008, Ohio University received $5.9 million in royalty income, number one in the state.
  o Ohio University ranks 116 in US News and World Report national university rankings

5R3:
How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organization and, if appropriate, of organizations outside of higher education?

As mentioned above, in 2004 Ohio University identified 10 peer institutions to benchmark against in comparing essential processes and characteristics (2R3). In additional to these 10 aspirational peers, the university often benchmarks its results with other public institutions in the State of Ohio. On a discipline specific basis, academic units may also benchmark against other institutions of higher learning that maintain comparable programs.

It is difficult to compare performance results of Ohio University with other institutions which may be attributed specifically to “Leading and Communicating”. Our continuous comparison with our aspirational peer institutions has shown that Ohio University compares favorably to these institutions in such characteristics as national rank and reputation, alumni satisfaction, graduation rates, patents and royalty income, Fulbright Awards and student nationally competitive awards. 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 rates 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 however has been extremely helpful in setting goals and developing metrics for the future.

Ohio University compares very favorably to other public institutions in the State of Ohio. Considering all indicators, Ohio University ranks third in the state behind Ohio State University and University of Cincinnati and very close to Miami University. Ohio University supports several nationally ranked academic programs in specific disciplines including but not limited to Communication (Journalism, Communication Studies and Visual Communications), Fine Arts (Dance and Ceramics), Business and History.
5I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

The creation of the Vision Ohio Steering Committee has been instrumental in guiding institutional direction and decision making and effectively communicating these directions to the campus community. The committee was formed in the spirit of shared governance and will be responsible for identifying future opportunities for the university which align with the goals of the strategic plan. The formation of such a permanent organization on campus should be considered a major improvement in providing communication, direction, and broad based input to the University’s decision making processes.

Over the past three years, the institution has been investing a great deal of time and energy creating a strategy to effectively integrate Vision Ohio implementation with our AQIP quality improvement efforts. As a first step in the process, the AQIP Advisory Committee, a small 6-member group created shortly after Ohio University joined AQIP in 2002, was integrated with the Vision Ohio Steering Committee. The expanded committee now has a broader charge that includes identifying quality improvement initiatives within Vision Ohio that align with the AQIP philosophy and can form future action projects. The committee has been functioning in this dual capacity since the 2007-08 academic year. The integration of these two processes represents a major movement to more effectively embrace a culture of quality improvement and the AQIP philosophy.

5I2: How does your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

Vision Ohio created the infrastructure for clearly defined mission, vision, values and goals and created a roadmap for the future of the institution. The strategic plan has set specific targets and goals for improvement. It will be the responsibility of the Vision Ohio Steering Committee to analyze proposed initiatives and determine whether these projects support the goals of Vision Ohio and thus should be pursued. The broad based nature of the steering committee supports the shared governance culture of the institution. With the creation of Vision Ohio and the integration of strategic planning with quality improvement, Ohio University has developed an effective infrastructure, to guide the direction of the university into the future, which is supported by a system of shared governance, a value which has always been highly treasured at the institution.
Category 6
Supporting Institutional Operations

6P1: How do you identify support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Ohio University holds as its central purpose the intellectual and personal development of its students... Our academic support services exist to serve the academic mission: they should be effective, efficient, and continually improving.

Vision OHIO

All academic support units collect and use information from key stakeholders as part of a Vision Ohio initiative and a recent AQIP action project. This initiative, known as the academic support unit program review process (http://www.ohio.edu/asupr/), is a formalized process to evaluate academic support units and offices that serve the institution. A committee was created during the 2008-09 academic year and charged with developing a process to evaluate these support units. The committee has completed this charge, but will continue to exist to oversee the academic support unit program review process. The academic support units that will be reviewed using this process have been identified and a review schedule has been completed. The first cohort began last year and review is well underway. The second cohort has completed orientation and is beginning work to complete the review process.

The review process begins with a self-assessment using “excellence in higher education.” This is followed by a peer review and a summary report that includes specific improvement projects. Annual progress updates are required. Finally, a relatively unique feature provides for a follow up stakeholder review. All reporting goes to the review process oversight committee, the Executive Vice President/Provost (EVPP), the Vice President for Finance and Administration, and the university’s budget planning advisory council.

The process requires the oversight committee to consider process improvements each year and to recommend such to the EVPP. After the fourth cohort, the process will have one year without a cohort to allow for a comprehensive review and re-engineering as appropriate.

Information related to this process is typically collected by the Office of Institutional Research which regularly conducts surveys, including satisfaction surveys, of students and alumni to assess the quality and availability of support services. These data include benchmarking with aspirational peers, the NSSE, and the Delaware study. Some units, e.g. dining services, do additional survey work and use focus groups to collect additional information. Further, a variety of units and groups that are closely aligned with the academic and nonacademic life and success of Ohio University students monitor support services within the institution and identify areas that need improvement or suggest new services. These units/groups include: the Assistant

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Deans Council, University College, The Academic Advancement Center, The First Year Experience Task Force, the Enrollment Management Advisory Committee, the Office of the Vice President for Student Affairs, Undergraduate Student Senate, Graduate Student Senate, the Registrar’s Office and the Alumni Association.

Vision Ohio identifies and directs the improvement of academic support services.

6P2: How do you identify the administrative support service needs of your faculty, staff and administrators?

Beyond the comprehensive stakeholder input from the academic support unit program review process described in 6P1, support service needs for faculty, staff, and administrators are also identified through the constituent governing organizations which include:

- Graduate Student Senate
- Undergraduate Student Senate
- Fraternal Order of Police
- American Federation of State, County and Municipal Employees (AFSCME)
- Classified Senate
- Faculty Senate
- Administrative Senate
- Academic Chairs and Directors Council

These constituent groups meet regularly with the executive leadership of the university.

6P3: How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?

We engage in ongoing efforts to keep our campus community safe. Some examples include:

- Campus Safety employees are very active in residence hall educational programs
- Crime alerts are issued by Campus Safety to increase awareness
- Student Affairs provides comprehensive alcohol use information and education to all students
- The university maintains cooperative mutual aid agreements with many regional safety forces and emergency response organizations.

Over the past three years, the university has moved to modernize our safety and risk management service delivery model. Process deficiencies are being identified through a comprehensive risk assessment, which is one of the stated outcomes of the Vision Ohio Strategic Plan. Planning for, and implementation of, process improvements is completed by a cross functional team and recent work includes:

- An outdoor emergency alert notification system.
- A cell phone text alert emergency messaging system.
- A Critical Response Team, that includes cross functional membership and regularly scheduled planning and training.
- An active employee safety awareness program which has resulted in a 50% reduction in workers compensation claims over the past two years.
- A scheduled review of each department’s business continuity plans.
6P4:
How do you manage your key student and administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

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. Work request systems for Facilities and the Office of Information Technology allow stakeholders to see the progress of their requests and to offer feedback when the request is completed. Dining Services provides comment cards at all venues for stakeholder feedback. In Finance and Administration, departmental goals are linked to the strategic plan and regularly updated in weekly staff meetings. The President’s Office keeps a log of all stakeholder contacts to ensure that follow up is prompt and complete.

6P5:
How do you document your processes and encourage knowledge sharing, innovation and empowerment?

Key functional areas have formal structures that include regular meetings with representatives from across campus to review processes and to work on improvements.

Most notably these include:
- Budget Units Managers
- Assistant Deans Council
- Chairs and Directors
- Human Resources Advisory Council
- Facilities Planning Advisory Council

Cross functional teams are developed to plan and implement improvement projects; for example, the recent implementation of an online travel reservation and billing system. Project teams use formal project charters to identify their executive sponsor(s), scope, expected outcomes, priorities, resources, stakeholders, communication plan, metrics, and major milestones. An important consideration in the project charter is the project’s impact on the academic mission of the university. Documentation of processes is communicated to other units through training sessions (typically for new or altered processes), electronic and print newsletters or press releases. That said, opportunities have been identified to better leverage technology and to better document and distribute information on processes; for example, the employment process.

6R1:
What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

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 are compared to similar data collected from the ten Ohio University aspirational peer institutions. 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.

**Support Service Performance Measures**

**Enrollment and Retention**
- Enrollment Statistics and Retention Rates
  - [http://www.ohiou.edu/instres/student/enroll_degree.html](http://www.ohiou.edu/instres/student/enroll_degree.html)
- First Year Attrition
  - [http://www.ohiou.edu/instres/retention/index.html](http://www.ohiou.edu/instres/retention/index.html)
- Marketing Studies
  - [http://www.ohiou.edu/instres/indexrestrict.html](http://www.ohiou.edu/instres/indexrestrict.html)
- Student Academic Profile
  - [http://www.ohiou.edu/instres/indexrestrict.html](http://www.ohiou.edu/instres/indexrestrict.html)

**Student Services, Residential Housing, Dining Services, and Facilities**
- Educational Benchmarking
- National Association of College and University Food Services Benchmarking
- Ohio Board of Regents Sightlines Study (facilities condition benchmarking)

**Teaching and Learning**
- Involvement/Engagement Report
  - [http://www.ohiou.edu/instres/involve/index.html](http://www.ohiou.edu/instres/involve/index.html)
- Follow-Up Studies of Graduates
  - [http://www.ohiou.edu/instres/alumni/alumcareer.html](http://www.ohiou.edu/instres/alumni/alumcareer.html)

**Student/Faculty/Staff**
- Compendium of Planning Information
  - [http://www.ohiou.edu/instres/compendium/index.html](http://www.ohiou.edu/instres/compendium/index.html)

**Other data and measures that are analyzed centrally**
- Classroom and Research Space Utilization, Technology Usage and Satisfaction Surveys, Crime Statistics, Alumni Satisfaction Surveys, and Giving/Contributions Data

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6R2:
What are your performance results for student support services processes?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Measure</th>
<th>Target</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Recreation</td>
<td>% students using services</td>
<td>90% (best practice) (National average is 63%)</td>
<td>82%</td>
</tr>
<tr>
<td>Dining Services</td>
<td>% of total cost for: Food Labor</td>
<td>&lt; Ohio average 31.04% 37.90%</td>
<td>26.99% 34.76%</td>
</tr>
</tbody>
</table>
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.

6R3:
What are your results for administrative support services?

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. Ohio University has made the decision to align certain support services across campus in an effort to maintain them during a time of declining state support. Academic administrative support within the individual colleges and other academic units, such as the library system, remain strong, and are generally praised by faculty and staff. The Academic Support Unit Program Review (ASUPR) process (6P1) will identify strengths and opportunities through the services assessment process.

Some administrative support units collect data related to stakeholder satisfaction with services provided by the unit and use these results for improvement. However, this process is not standard throughout the university. This issue was recognized during the creation of the Vision Ohio strategic plan and resulted in the recommendation to create the ASUPR process (6P1). It is hoped that the review process will address this important issue and result in a standard culture of quality improvement within units.

6R4:
How do your key student and administrative support areas use information and results to improve services?

The ASUPR process includes an evaluation of data collection and data use and provides opportunities for support units to improve services and adapt to a culture of continuous improvement.
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 in the first and second years. 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.
6R5:
Regarding 6R1 and 6R2, how do your results compare with other higher education institutions, and, if appropriate, organizations outside of the education community?

Ohio University has enjoyed an excellent academic reputation for many years. The university currently ranks 116th in the US News and World Report —Best Colleges and Universities ranking for public institutions and has consistently been recognized as a top public institution for several years.

Other accomplishments that distinguish Ohio University from its peer institutions can be found in Category 5.

6I1:
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance for Supporting Organizational Operations?

The implementation of the Academic Support Unit Program Review process (described in 6P1) is an important step in the assessment and continuous improvement of the various academic support units across campus. The creation of this program was a goal of the Vision Ohio Strategic Plan and is a current AQIP action project.

Successful implementation of the program will be instrumental in creating a culture of quality improvement within the academic support units and will insure a track record of producing high quality services for Ohio University students, faculty and staff.

6I2:
How do your culture and infrastructure help you to select processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

Priorities, targets and goals of the institution are based on the Vision Ohio Strategic Plan. Organization, priorities and selective investment are made in student and administrative support services that are expected to complement and help achieve the goals of the plan.
7P1: How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Openness of information on institutional effectiveness is a unique aspect 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. Institutional Research publishes annual updates to the Compendium of Planning Information (http://www.ohio.edu/instres/compendium/index.html). The Compendium contains 25 performance indicators for academic units on performance and productivity (enrollment, credit hour production, retention and graduation rates, instructional resources, admissions statistics, degree production, etc.). For academic and academic-support units, customizable reports are available with edited data sets. In addition, requests for ad hoc studies and analyses can be fulfilled.

Data for analyses and reports created by individual departments are also available through the Office of Information Technology’s Data Warehouse. Departments such as Admissions, Registration, and Student Financial Aid, as well as academic colleges, departments and schools have direct access to student data for processing and assessing effectiveness. For example, when students apply for admission, their data are entered into the Student Information System (SIS). Admissions uses these data for enrollment management processing, and Institutional Research uses these data for publishing daily admissions statistics updates. Data from SIS are regularly aggregated into statistical reports; for example, enrollment statistics are compiled from these data and posed on the Institutional Research web site: http://www.ohiou.edu/instres/enrollstats/index.html.

Institutional Research and other units regularly conduct studies, primarily through student, alumni, and employee surveys, as ongoing assessments or to answer research questions. For example, the Student Involvement Study, CIRP, ACT’s Survey of Academic Advising, and the 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 surveys: http://www.ohiou.edu/instres/involve/index. Many of these ongoing assessments focus on the first year experience, to which the University has devoted considerable resources in the last few years: http://www.ohio.edu/instres/student/fresh_exp.html

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
In 2007 each academic department/school updated its learning objectives for students (http://www.ohio.edu/learningobjectives/). Ohio University's Faculty Senate passed a resolution that all course syllabi should have learning objectives. The Center for Teaching and Learning is committed to helping faculty assess learning objectives: http://www.faculty-commons.org/ctl/student-learning-outcomes/.

Also in 2007, a faculty committee developed General Education learning objectives. The full committee report can be found at: http://www.ohiou.edu/instres/assessments/genedlrnobj2007.pdf

Systematic assessment of general education learning objectives has begun. A working group of faculty and staff began structured interviews of Ohio University seniors in 2008-09 and freshmen in 2009-10. In accord with Voluntary System of Accountability (VSA) requirements, the ACT Collegiate Assessment of Academic Proficiency tests of critical thinking and writing essay are being given to samples of freshmen and seniors. Questions from NSSE and the Survey of Alumni have been mapped to Ohio University's learning objectives. The working group's charge is to conduct student interviews, help analyze and interpret interview information, testing, and survey data, and to find ways for faculty to disseminate assessment findings to other faculty.

The Offices of the EVPP 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, called Academic Assessment, are conducted by every academic program every seven years (see 1P13): http://www.ohio.edu/facultysenate/ucc/upload/guidelines-for-academic-review.doc

In addition, in 2008, the University began Academic Support Unit Program Review (ASUPR). All academic support units must go through a self-study process every seven years as well (see 6P1). This process is designed to foster continuous improvement of services provided to help the University achieve its mission and objectives (http://www.ohio.edu/asupr/).

Second, AQIP and Vision Ohio have provided a framework for focused assessment of the first year experience. Many of the AQIP action items since 2002 have focused on this topic (http://www.ohio.edu/fye/index.cfm). Among the goals and objectives of Vision Ohio (http://www.ohio.edu/provost/upload/Draft-Vision-OHIO-1-16-09-WEB.pdf) is a major theme to improve the first-year experience. Assessments of the first-year experience, through surveys and retention studies, are the chosen indicators of success in meeting those objectives.

7P2:
How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Transparency is a common goal of groups charged with planning and managing at Ohio University. The Vision Ohio Steering Committee, Budget Planning Council, Quarters to Semesters Transition Team, and other groups post their notes and reports on University Web sites. These reports often include detailed data on University performance indicators.
Vision Ohio has been the most comprehensive effort to date to tie University priorities to measurable performance objectives. Each objective has multiple monitoring indicators: http://www.ohio.edu/provost/upload/Draft-Vision-OHIO-1-16-09-WEB.pdf. For example, under the objective to improve the retention rate and engagement of first-year students and to increase the undergraduate graduation rate, Vision Ohio indicators include retention rates for the Athens and regional campuses, tracking participation in learning communities, and results from freshman and senior NSSE surveys. Attention to the first year experience in Vision Ohio has led to an increase in the number of ad hoc studies on student success and an increased interest in distributing the results at national conferences.

7P3:
How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Drafting Vision Ohio over the course of three years involved hundreds of Ohio University faculty and staff. Implementing Vision Ohio is done with the oversight of the Vision Ohio Steering Committee (which includes the AQIP advisory group). The Steering Committee monitors Vision Ohio performance indicators and regularly asks units for progress reports as it makes recommendations for resource allocation.

Academic units rely on the Office of Institutional Research for performance data. The Compendium of Planning Information, produced by this office, contains over 20 performance indicators for colleges and departments/schools. Institutional Research primarily functions to ensure that the university community is well-informed with reliable data to carry out its mission effectively and efficiently. Ad hoc information needs are determined and met on an as-needed basis. Standing committees and groups of faculty and staff determine the University’s systematic information needs. 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, often determine information requirements as well. In addition, the Office of Information Technology has established an Information Technology Advisory Group and a Faculty Technology Advisory Group, each of which help OIT to better respond to data and technology needs.

7P4:
How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

The University included measurable and attainable goals and objectives when developing Vision Ohio. Each objective has multiple performance measures and at least one office assigned to ensure it is making reasonable progress.

The Office of Institutional Research posts institutional performance data reports online where they are available to the University leadership and community. These reports include daily admissions and enrollment updates, retention and graduation studies, and results of student assessments: http://www.ohiou.edu/instres. Institutional Research regularly updates its peer university study (http://www.ohio.edu/instres/univ/peerstudy/index.html), which compares institution-wide indicators with the University’s 10 aspirational peers (2R3). Ohio University also
actively participates in the Voluntary System of Accountability (http://www.collegeportraits.org/OH/OU).

7P5:
How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Internally, Vision Ohio influences needed information. Externally, the University System of Ohio/Ohio Board of Regents and the National Center for Education Statistics/IPEDS influences information availability. In addition, the University relies on the expertise of Institutional Research for advice regarding the availability of comparative information.

7P6:
How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

The Vision Ohio structure facilitates alignment of information and resources with institutional goals and objectives. Metrics are being developed to help faculty and staff monitor progress in this area. Regular academic program reviews and assessment help ensure this alignment. In 2008-09, the University completed a comprehensive review of all graduate programs. In 2009-10, the University drafted an enrollment plan to tie enrollment goals to the University's goals. Academic Support Unit Program Review (ASUPR) was designed to tie academic support programs and services to the University's mission and goals.

7P7:
How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

Implementation of a new student information system (SIS), planned for the 2011-12 academic year, includes a major focus on enterprise reporting and data warehousing. Through numerous discussions and meetings involving student services personnel at the institution; the university selected the Oracle/PeopleSoft application. Institutional Research, Office of the EVPP, and Office of Information Technology staff work together with representatives from the University community to identify information needs and incorporate them in the system.

7R1:
What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The University regularly evaluates measurements for relevance, timeliness, cost, and effectiveness. Institutional Research regularly updates its studies and reports to meet changing needs. For example the annual retention study has grown to include all available attrition/retention correlates (http://www.ohio.edu/instres/retention/RetenAthens.pdf). Additional data collection on first-generation students is planned.
The University seeks a balance 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 UCC’s Academic Assessment criteria continually undergo renewal and updates. Major process redesigns occurred in the last few years. The ASUPR process design contains enough flexibility to allow for structural and functional differences among units.

Statistics for most institutional indicators are updated continually and are available on the Institutional Research web site: http://www.ohio.edu/instres/

**Student entry indicators:**
- Admissions statistics (undergraduate and graduate)
  http://www.ohiou.edu/instres/student/admstats/index.html
- Daily admissions updates (undergraduate and graduate)
  http://www.ohiou.edu/instres/indexrestrict.html
- First-year student profiles
  http://www.ohiou.edu/instres/indexrestrict.html
- ACT class profile
  http://www.ohio.edu/instres/student/ACTClassProfile.pdf
- First-year marketing studies
  http://www.ohiou.edu/instres/indexrestrict.html

**Process Indicators (quantity and quality of student experience):**
- Daily enrollment updates (campus, college, major breakdowns)
  http://www.ohiou.edu/instres/Preliminary/index.html
- Student enrollment in colleges and majors; enrollment trends
  http://www.ohiou.edu/instres/student/enroll_degree.html
- International enrollment
  http://www.ohio.edu/instres/student/international/index.html
- Retention rates (undergraduate and graduate)
  http://www.ohiou.edu/instres/student/reten_grad.html
- Graduation rates (undergraduate and graduate)
  http://www.ohiou.edu/instres/student/reten_grad.html
- Longitudinal retention and graduation
  http://www.ohio.edu/instres/retention/grad_reten.html
- Time to graduation (undergraduate and graduate)
  http://www.ohiou.edu/instres/student/reten_grad.html
- Diversity enrollment (multicultural, international)
  http://www.ohiou.edu/instres/student/HistoricRace.html
- Student Involvement Study
  http://www.ohiou.edu/instres/involve/index.html
- National Survey of Student Engagement (NSSE)
  http://www.ohiou.edu/instres/involve/index.html
- Academic program assessment (7-year review)
  http://www.ohiou.edu/instres/student/stud_assess.html
  http://www.ohiou.edu/instres/7YrReview/index.html
Student Outcomes Indicators (degrees and graduates):
Degrees granted
http://www.ohiou.edu/instres/compendium/degrees.html
Follow-up studies of graduates
http://instres.admsrv.ohio.edu/instres/viewer.cfm?WHERE=indexplac.html
Career and Further Education Survey with department-specific questions
http://www.ohiou.edu/instres/indexrestrict.html
Survey of Alumni with college-specific questions
http://www.ohiou.edu/instres/indexrestrict.html

University Resources (staffing, productivity):
http://www.ohiou.edu/instres/compendium/sectiondata.html
Faculty productivity (course sections, credit hours, weighted student credit hours)
Credit hours taught by department/college
Faculty salary comparisons with peer institutions
Budgeted FTE
Student/faculty ratio
Credit hours taught by type of instructor
Research and sponsored activity
Diversity of faculty and staff
http://www.ohiou.edu/instres/faculty/staffstats/index.html
Partnerships

External Accountability:
Ohio Board of Regents Annual Statistical Profiles
http://www.ohiou.edu/instres/univ/PerformRpt.pdf
University System of Ohio Strategic Plan Accountability Template
http://www.uso.edu/strategicplan/
IPEDS Student Right to Know and CSRDE Graduation Rates Reports
http://www.ohiou.edu/instres/student/gradrates.html
US News and World Report rankings, etc.
Voluntary System of Accountability
http://www.collegeportraits.org/OH/OU

7R2:
What is the evidence that your system for Measuring Effectiveness meets your organization’s needs in accomplishing its mission and goals?

Ohio University’s system for measuring effectiveness dynamically responds to environmental changes and changes in Vision Ohio and AQIP action items. In addition, Ohio University’s commitment to transparency helps ensure that the University community is aware of progress in meeting various objectives. However, not everything the University wishes to monitor is readily measurable. The extent to which students are meeting academic learning objectives requires a commitment to assessment that the University has yet to achieve. Institutional Research provides indirect measures and accredited units perform their required assessments,
but the assessment of learning objectives and/or student outcomes is not widespread among academic units.

7R3: How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

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. Much more external comparative data will be available due to the University’s recent decisions to participate in NSSE, CIRP, ACT’s Advising Survey, VSA, and the Consortium on Student Retention Data Exchange.

In President McDavis’ first year at Ohio University, he commissioned a peer university study. Results are online at: http://www.ohiou.edu/instres/univ/peerstudy/index.html.

Since most of these peers are aspirational, Ohio University’s results lag behind in many areas, including faculty salary. As a result, a major objective of Vision Ohio is to increase faculty compensation.

Ohio University has participated in NSSE at different times. So far, freshman indicators of engagement lag behind that of students at comparable universities. However, by the senior
year, indicators of engagement are at least as high as the engagement of seniors at comparable universities. http://www.ohio.edu/instres/engage/NSSEResults08.pdf

In the annual Statistical Profiles report (formerly 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: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Institutional Research strives to be of service to the University community by operating with a commitment to rapid and reliable service. Open discussion regarding the quality and appropriateness of Institutional Research’s data is encouraged. In addition, Ohio University recently has committed to participating in the Voluntary System of Accountability. http://www.collegeportraits.org/OH/OU

Furthermore, Ohio University is a public university subject to intense outside scrutiny by such agencies as the University System of Ohio/Ohio Board of Regents and the National Center for Education Statistics, along with private entities such as US News and World Report.

A working group of faculty and staff has begun assessing general education learning objectives. This project was a goal of Vision Ohio and a recent AQIP action project. The group has conducted structured interviews of freshmen and seniors and is beginning to analyze interview, testing, and survey data.

7I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The Vision Ohio Steering Committee has merged with the AQIP Advisory Committee. AQIP action items are selected directly from the University’s strategic plan priorities. Themes to attend to the undergraduate student experience, especially the first-year experience, reside in Vision Ohio objectives. In addition, enrollment management and planning committees will make recommendations regarding enrollment-related targets and goals through the University's new Enrollment Management Plan. Vision Ohio includes many objectives and measures related to admissions selectivity and student quality.

The Academic Support Unit Program Review initiative (6P1) expects units to set goals consistent with University goals. It expects them to establish appropriate metrics to assess the extent to which units are meeting their goals. Its structure encourages units to continuously improve through formative and summative evaluation (http://www.ohio.edu/asupr/).

The Division of Student Affairs Assessment Committee makes certain departments within the division understand they are expected to assess and continuously improve their student services. The Assessment Committee serves as an advocate for conducting appropriate and effective assessments as well as selecting which processes to assess (http://www.ohio.edu/studentaffairs/assessment.cfm).
**Category 8**

**Planning Continuous Improvement**

**8P1:**

**What are your key planning processes?**

<table>
<thead>
<tr>
<th>Process</th>
<th>Oversight Entities</th>
<th>Planning Document(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-wide Strategic Planning</td>
<td>Vision Ohio Steering Committee*</td>
<td>Five Year Vision Ohio Implementation Plan</td>
</tr>
<tr>
<td></td>
<td>Deans-Executive Staff Council</td>
<td></td>
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<tr>
<td></td>
<td>Ohio University Board of Trustees</td>
<td></td>
</tr>
<tr>
<td>Budget Analysis and Construction</td>
<td>Budget Planning Council*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Annual budget assessments and recommendations</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Enrollment Management and Admissions Committee*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Comprehensive Enrollment Management Action Plan</td>
</tr>
<tr>
<td></td>
<td>Strategic Enrollment Steering Committee</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>Facilities Planning Advisory Committee*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Vision Ohio Master Planning Report</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology Advisory Council*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Comprehensive Information Technology Action Plan</td>
</tr>
<tr>
<td>Sustainability</td>
<td>President’s Advisory Council for Sustainability Planning*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Comprehensive Sustainability Action Plan</td>
</tr>
<tr>
<td>Diversity</td>
<td>University Diversity Commission*</td>
<td>Five Year Vision Ohio Implementation Plan &amp; Comprehensive Diversity Action Plan</td>
</tr>
</tbody>
</table>

*Membership includes representation from key stakeholder groups.*
8P2:
How do you select short- and long-term strategies?

Vision Ohio ([http://www.ohio.edu/vision/](http://www.ohio.edu/vision/)) guides selection of short- and long-term strategies (2P2) which result from various planning processes occurring throughout the academic year. Key vetting groups in this process are the Vision Ohio Steering Committee, the Budget Planning Council, and the Deans-Executive Staff Council. Crucial to the selection of all strategies are the following considerations:

- An analysis of the progress made on key strategies in the Five Year Vision Ohio Implementation Plan
- An analysis of the necessity of adding new strategies or refining old strategies in the Five Year Vision Ohio Implementation Plan
- An analysis of new or ongoing expectations associated with the University System of Ohio (USO) and its ten-year strategic plan
- The state of the university’s annual budget

8P3:
How do you develop key actions plans to support your organizational strategies?

University-wide committees are charged with the task of developing key actions plans, such as those for enrollment, information technology, sustainability, and diversity (see 8P1 above) and aligning them to Vision Ohio. These individual plans are vetted through the Vision Ohio Steering Committee before recommendations are made to the Deans-Executive Staff Council. The Council includes the President, EVPP, Vice Presidents and Deans.

The Vision Ohio Steering Committee develops AQIP action projects to insure that they align with strategic plan goals.

8P4:
How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?

Recent refocusing of the Vision Ohio strategic plan has resulted in the creation of six key Vision Ohio goals (see below). All planning processes focus on these goals which serve as the means through which all organizational strategies, and action plans are aligned and coordinated. It is the responsibility of the coordinators of each of the planning processes to ensure that their efforts contribute substantively to progress in achieving the key Vision Ohio goals.

<table>
<thead>
<tr>
<th>KEY VISION OHIO GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a comprehensive enrollment management plan</td>
</tr>
<tr>
<td>Improve the balance sheet and financial strength of the institution</td>
</tr>
<tr>
<td>Strengthen the curriculum through the quarter to semesters academic calendar conversion</td>
</tr>
<tr>
<td>Refine the graduate and professional school portfolio</td>
</tr>
<tr>
<td>Improve faculty, classified and administrative staff compensation</td>
</tr>
<tr>
<td>Successfully launch and execute a $350 million capital campaign</td>
</tr>
</tbody>
</table>
8P5: How do you define objectives, select measures, and set performance targets for your organizational strategies and actions plans?

Objectives, select measures, and performance targets for the Five Year Vision Ohio Implementation Plan can be proposed by a planning unit head who has primary accountability for a strategy or outcome or by the Deans-Executive Staff Council. Metrics associated with outcomes, strategies, or objectives are subject to review by the Vision Ohio Steering Committee. Other planning groups develop metrics through the work of each individual group. Metrics are expected to align with the metrics in the Implementation Plan.

8P6: How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

The University reviews the Five Year Vision Ohio Implementation Plan annually to determine planning priorities. In setting those priorities, resource availability and resource needs play an important role. For example, the planning currently taking place around the second year of the plan will put a premium on strategies that have the ability to move the university forward on one or more of the six main goals and generate additional sources of revenue.

8P7: How do you assess and address risk in your planning process?

The need to protect against risk is one of the fundamental assumptions on which the Five Year Vision Ohio Implementation Plan is built. Objective 17 of the plan calls for the establishment of “a stronger financial, legal, and compliance infrastructure.” The strategies connected to this objective ensure that the consideration of risk in all its possible dimensions remains at the forefront of our strategic planning work.

8P8: How do you ensure that you will develop and nurture faculty, staff, and administrator capacities to address changing requirements demanded by your organizational strategies and actions plans?

The university has always supported atradition of professional development among its employees and has made it a cornerstone of the Five Year Vision Ohio Implementation Plan. The first objective of the plan calls for the creation and implementation of a “Strategic and Comprehensive Human Resources Plan.” Objective 1 contains a number of strategies and outcomes designed to assist the university in growing the capacity of its employees to meet the needs of a changing university environment. In the case of faculty, professional development programming is led through our Center for Teaching and Learning. University Human Resources provides regular opportunities for classified and administrative development.
8R1:
What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

Each Vision Ohio strategy or outcome has at least one metric to determine effectiveness and ensure accountability. During the strategic planning cycle completed in AY 2008-2009, planning units with primary responsibility for particular strategies or outcomes were required to report twice during the year on the progress made on designated tasks connected to those strategies or outcomes.

Comparison of Percentages of Outcome Tasks Completed
Quarter 1 & Quarter 3, AY 2008-2009

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Q1</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and retain talented and diverse students, faculty, and staff</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Strengthen undergraduate education</td>
<td>47%</td>
<td>95%</td>
</tr>
<tr>
<td>Enhance graduate and professional education and research</td>
<td>48%</td>
<td>56% (77%)*</td>
</tr>
<tr>
<td>Enrich the environment for students, faculty, staff, and the region</td>
<td>45%</td>
<td>76%</td>
</tr>
<tr>
<td>Fortify and align infrastructure to enhance the academic missions of instruction, research, and service</td>
<td>37%</td>
<td>58%</td>
</tr>
<tr>
<td>Enhance prominence within Ohio, the nation, and the world</td>
<td>28%</td>
<td>75%</td>
</tr>
<tr>
<td>Overall</td>
<td>42%</td>
<td>74%</td>
</tr>
</tbody>
</table>

*In the case of the goal relating to graduate and professional education and research it should be noted that three of its strategies were at 0% through no fault of the units involved. Two of the strategies relating to the Graduate Education and Research Board (GERB) process were at 0% because GERB has been suspended due to budget reductions. The other strategy relating to the improvement of research competitiveness is at 0% because the NSF data required to do the calculation is still not available. Were those strategies removed the percentage of outcome tasks complete would be 77%. There are other areas where strategies were stalled because of circumstances beyond a unit’s control, but the graduate and professional education and research goal was the most affected by these instances.

In addition to the close monitoring of progress that takes place in conjunction with Five Year Vision Ohio Implementation Plan strategies and outcomes, additional indicators that the university uses include:
• National Rankings
• Student Satisfaction Surveys
• Graduation Rates
• NSSE
• Assessment of Student Learning Outcomes
• Alumni Satisfaction Surveys
• Retention Rates
• AQIP Annual Reports
• Fundraising Success

8R2:
What are your performance results for accomplishing your organizational strategies and action plans?

The Five Year Vision Ohio Implementation Plan, developed through a campus-wide process, was affirmed by the Board of Trustees in February 2008. Academic Year 2008-2009 (Fiscal Year 2009) marked the implementation plan’s first year. In “Year One,” Ohio University invested $2.1 million in one-time-only funds and $5.4 million in base funds to support the implementation plan’s initiatives on the Athens and regional campuses.

The University made a commitment, when the implementation plan was created, that accountability and assessment of the plan would be thoroughly and consistently pursued. Particular attention was to be paid to strategies or outcomes that aligned with the University System of Ohio’s ten year strategic plan (http://uso.edu/strategicplan/).

During the course of “Year One,” two reports were prepared that measured the level of effort that planning units exerted on implementation plan tasks (http://www.ohio.edu/vision/visionohioupdates.cfm). The reports demonstrated that progress was being made on elements that were essential to the plan’s outcomes and strategies. In addition, each planning unit that received a “Year One” investment was required to report to the Vision Ohio Steering Committee (VOSC) on its use of the funding and progress made as a result of the investment.

8R3:
What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

• Improving the focus of the Five Year Vision Ohio Implementation Plan by recognizing a set of objectives, and their associated strategies and outcomes, as primary strategic pursuits.
• Greater alignment of the work of the Vision Ohio Steering Committee, AQIP activities and the Budget Planning Council when it comes to making strategic funding decisions.
• Additional work in identifying centers of excellence and programs of distinction, particularly at the undergraduate level.
8R4:
How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Our institutional goals and objectives are unique to Ohio University and, considering the complexity of the institution, it is unlikely that a meaningful overall comparison can be made to other higher education organizations and/or organizations outside of higher education. However, many of our planning processes and academic program review procedures do include benchmarking against aspirational peer institutions (2R3) and four-year public/private institutions within the State of Ohio.

8R5:
What is the evidence that your system for Planning Continuous Improvement is effective?
How do you measure and evaluate your planning processes and activities?

Accountability and assessment are built into the University’s strategic plan. To date, initiatives have been reviewed for effectiveness by the Vision Ohio Steering Committee and the executive leadership. The plan as a whole is subject to adjustment and review as tasks are completed and the university funding environment changes. In addition, a recent refocusing of the plan has resulted in the creation of six key goals (8P4). Recent measurement and evaluation of the planning process and its activities was completed in accordance with the metrics established in the strategic plan.

To date, strong evidence has shown investments in the goals and objectives of Vision Ohio have produced meaningful short term results (http://www.ohio.edu/vision/visionohioupdates.cfm). However, in certain cases it will take several years before the full impact of these investments is realized.

8I1:
What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

The institution has moved to a process that requires a review of all investments made in Vision Ohio initiatives. The results of these reviews are made available to the executive leadership, the Board of Trustees, and the general campus community. Recently, in the review of our strategic priorities, we have also involved the academic chairs and directors in addition to the Vision Ohio Steering Committee, the executive leadership, and the heads of our constituent senates. The current Executive Vice President and Provost has championed the refinement and refocusing of Vision Ohio into six key goals or objectives (8P4).

The integration of the AQIP Advisory Committee with the Vision Ohio Steering Committee has improved the synergy between strategic plan implementation and AQIP activities and has helped to create a campus wide culture of quality improvement.
During the previous academic year, all planning units were required to report on progress made in tasks connected to the outcomes established in the strategic plan. These progress reports were made available to the executive leadership of the University, the Board of Trustees, and the general campus community. The reports helped to direct attention to areas in the plan where additional work was needed.

8I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

The culture of the University depends heavily upon effective shared governance. Partnerships with the constituent senates, along with clear communication, are critical in improvement efforts and in setting targets for improved performance results. To that end, representative groups, such as the Budget Planning Council, the Vision Ohio Steering Committee, and other University Standing Committees, play a critical role in allowing the University to focus on areas that will permit it to achieve its mission and vision.

The integration of Vision Ohio with quality improvement efforts through AQIP has helped to generate a campus wide culture of continuous improvement.
Category 9
Building Collaborative Relationships

9P1: How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

Ohio University serves students at all stages of the postsecondary educational pipeline—from first-time beginning student to life-long learning professional. Undergraduate Admissions, the Graduate College, International Student and Faculty Services (ISFS), and University Outreach work collaboratively with academic units to provide information to prospective students and to build relationships with educational organizations and other organizations that supply students to Ohio University.

Each of these units systematically creates, prioritizes and builds relationships with educational organizations and other organizations to leverage opportunities to recruit students to Ohio University. The Enrollment Management Committee is charged with monitoring annual diversity and enrollment goals and coordinating and communicating information pertaining to the goals of Vision Ohio to the University community in collaboration with the units and Institutional Research.

Undergraduate Admissions creates and builds relationships by visiting high schools and sponsoring or co-sponsoring numerous visitation or “viewing days” on campus for prospective students. Recruitment is a campus wide responsibility at Ohio University. Faculty, students and admissions staff members participate in the regular visitation days and meet with prospective students and their parents, as appropriate, to describe the university culture and academic programs. Undergraduate Admissions staff members visit high schools, community colleges and technical schools in Ohio and the surrounding states to forge relationships with school counselors and other school officials. Relationships between the institution and potential students are further developed via phone calls and electronic and print mailings. This “personal touch” approach is often cited by incoming students as contributing to “a small college feel at a big university”. Systematically collected and reported data are used to prioritize recruitment efforts.

Undergraduate Admissions includes information specific to transfer students on its Web site: ohio.edu/transfer. This Web site was created to facilitate transferring credits to Ohio University because the University is dedicated to providing opportunities for high-quality higher education to residents across Ohio. Increasing the combined number of transfer students to Ohio University and the number of students relocating to the main campus from Ohio University Regional Campuses is a goal identified in Vision Ohio.

University Outreach creates and builds relationships with community college partners throughout Ohio by establishing articulation agreements for general education requirements and by bringing associate and baccalaureate degree programs to students online and at community college campuses where students live and work. The RN–to–BSN program is a new addition to the online bachelor completion program available through Community College Partnerships.
The Graduate College works collaboratively with academic units to create, prioritize and build relationships with educational organizations and other organizations and serves as the admissions office for all graduate students on all Ohio University campuses. However, academic units—not the Graduate College—make graduate admissions decisions and determines admissions requirements and deadlines. Applications are processed centrally and forwarded to the academic departments. In addition, some academic programs require interviews or auditions. The program faculty make decisions regarding graduate assistantship assignments. Academic units notify the Graduate College of decisions and the Graduate College sends the official admission decision to the prospective student.

Given the decentralized nature of the graduate admissions process, faculty in each of academic unit offering graduate programs have established discipline-specific processes for creating, prioritizing, and building relationships with organizations from which those programs receive students. These processes are reviewed internally every five years as part of Ohio University’s Academic Program Review Process (1P13). In addition, the Graduate College provides links to Frequently Asked Questions (FAQs) and degree program information on the Web at: http://www.ohio.edu/graduate/.

Similarly, International Student and Faculty Services (ISFS) supports international students and helps academic programs to create, prioritize, and build relationships with international universities. Ohio University supports 172 international educational programs in 56 countries on 5 continents. These programs involve partnerships with over 130 different organizations, primarily universities. Most of the programs provide internships, fellowships and study abroad opportunities for Ohio University students, while others provide graduate programs and career training.

9P2:
How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

Creating, prioritizing, and building relationships with educational organizations and employers that depend on the supply of Ohio University’s students and graduates is accomplished, in part, through academic program advisory boards. These advisory boards are comprised of employers and professionals in the field. Programs consult advisory board members regularly, to gather input as curriculum is being developed or updated, to ensure the curriculum is relevant to employers’ needs. These processes are reviewed internally every five years as part of Ohio University’s Academic Program Review Process (1P13).

Ohio University’s Office of Career Services, in the Division of Student Affairs, coordinates career fairs and on-campus recruiting for employers as well as an online resume referral service. A new service for students and employers, Bobcat CareerLink, allows employers to post job opportunities, access students’ resumes, schedule on-campus interviews and information sessions, and register for career events such as Career Fairs. This one-stop resource makes it easier to connect employers with students and graduates that meet employers’ needs.

In the research arena, Ohio University builds relationships with employers through the Ohio University Technology Transfer Office, which connects researchers, entrepreneurs and
established businesses in efforts to move university innovations to the marketplace. The office assists faculty and staff researchers with the various stages of technology transfer. The Technology Transfer Office works closely with Ohio University’s business incubator, the Innovation Center, and the Edison Biotechnology Institute which is an interdisciplinary research institute focused on basic discovery research, development of new technology and the transfer of technology to the private sector for economic benefit in Ohio.

Ohio University’s College of Osteopathic Medicine works closely with its medical employer partners in the region to contribute to efforts to continue to bring high quality health care to the citizens of Appalachian Ohio. The establishment of the Academic Health Center, a multidisciplinary entity that has the potential to help us better fulfill some of our obligations to our communities and the state, is a positive step forward in creating, prioritizing, and building relationships with educational organizations and employers that depend on the supply of Ohio University’s students and graduates in medical fields in particular.

9P3: How do you create, prioritize, and build relationships with the organizations that provide services to your students?

Ohio University student services are provided directly by Ohio University employees, both faculty and staff, in almost all cases. Instruction, academic support services, student life (including housing, dining, recreation, and health) are operated solely by Ohio University. Service providers are employed only when it is determined that contract services will be significantly more effective or efficient (e.g., University Bookstores). Ohio University has purchased a new Student Information System (PeopleSoft) and uses Blackboard as its course management system. Implementation plans allow for maximum autonomy and local decision-making relative to student needs.

9P4: How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

In general, the Procurement Services Division is responsible for goods and service purchasing and contracting, and related negotiations and contract administration, in compliance with State of Ohio and federal law. Ohio University’s Purchasing Office negotiates vendor agreements and contracts, including customer service level agreements, and maintains a list of preferred vendors internal and external to the University. Legislation (both state and federal) and policies and procedures govern the operations of the Purchasing Office. The Purchasing Office is committed to recruiting new vendors and recruits minority or disadvantaged business enterprises whenever possible.

The Purchasing Office works with departments, and the organizations that supply materials and services to Ohio University, to ensure that policies and procedures are being followed. A pilot project is currently underway to develop a process for reviewing academic support units (6P1) such as the Purchasing Office. This pilot project is one of Ohio University’s current AQIP Action Projects.
9P5:
How do you create, prioritize, and build relationships with the educational associations, external agencies, consortia partners, and the general community with whom you interact?

Ohio University faculty, administrators, and staff create, prioritize, and build relationships with educational associations, external agencies, consortia partners, and the general community through interpersonal relationships and participation in meetings, conferences, and professional development activities offered by these associations and organizations. Members of the Ohio University community not only attend these events, but also, in many cases, provide leadership through service to these organizations as members of their boards of directors or program chairs.

It is expected that these partnerships are forged in order to achieve one or more of the Vision Ohio goals and objectives.

Many academic programs are externally accredited. Relationships are built, sustained, and enhanced by the large number of faculty, administrators, and staff who participate in the accreditation process by writing self-study reports and preparing for and participating in site visits.

9P6:
How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Given the decentralized nature of many of the partnership relationships that exist at Ohio University, continuous review of the operation, goals and benefits of each 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.

Academic curricular partnerships are assessed and reviewed as part of the UCC sponsored academic program review process (1P13).

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

The Office of the Vice President of Research and Creative Activity formally reviews research centers and institutes on a five-year cycle. These reviews focus on the viability of the center/institute and its continued benefit to the institution. The reviews are presented to the Ohio University Board of Trustees for acceptance.
Relationships between business partners and start-up companies are assessed by the executive officers of the university. In the case of start-up companies, the responsibility rests with the Vice President for Research and Creative Activity in consultation with administrative staff in the Ohio University Innovation Center. The Innovation Center is operated by the university and serves as a small business incubator for start-up companies.

9P7: How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

Stakeholder organizations share in the responsibility of defining and supporting the overall mission of the institution and in decision-making processes, a characteristic of a shared governance system. These responsibilities and activities require that relationships are 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 that are formed to investigate issues important to the institution, have broad representation that helps build relationships and understanding between stakeholder groups. Standing committee assignments through the Faculty Senate are also formed in a manner to ensure constituency membership is broad based, thus encouraging institutional relationships.

Communication is encouraged by open discussions at these meetings and through private meetings with the executive committees of governing organizations and the university leadership. Formal and informal social engagements also encourage internal relationships to be forged.

Ohio University Compass is a daily electronic newsletter produced by the University’s Communications and Marketing department. An email containing headlines with embedded hyperlinks is sent to all Ohio University students, faculty, staff and alumni. Compass functions as a communication vehicle for the campus community and others interested in university news and activities.

9R1: What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Ohio University systematically collects and analyzes data on several measures of building both internal and external collaborative relationships. For example, to assess performance related to enrollment and relationships with educational and other organizations that supply Ohio University with students, the University gathers information on potential student contacts, campus visitations, attendance at enrollment receptions, enrollment statistics, the number of articulation agreements, the number of reciprocity agreements, and the number of transfer students. Ohio University also systematically gathers information related to educational opportunities and student life, including the number of students participating in internships and
fellowships, the number of students participating in education abroad programs, and the number of students participating in community activities and service learning projects.

Employer surveys are the primary means the University uses to assess performance related to building collaborative relationships with educational organizations and employers that depend on Ohio University students and graduates to meet their needs.

Ohio University also tracks the amount and nature of external funding; the number of patents, consortia agreements, technology transfer agreements, and the number and nature of start-up companies.

9R2: What are your performance results in building your key collaborative relationships, external and internal?

Ohio University’s approach to recruitment is human resources intensive. This approach demands the use of data and information to strategically prioritize where to target efforts. Data, such as those available from the Ohio University Fact Book available at: http://www.ohio.edu/instres/univ.html, are routinely used, for example. Data is collected and shared on a regular basis to show the states and counties within Ohio that send the largest number of students to Ohio University.

9R3: How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Ohio University’s processes for building collaborative relationships compare favorably on key indicators with the performance results of other higher education organizations and with organizations outside of higher education. Ohio University uses comparative data to assess performance of building relationships including benchmarks against 10 peer institutions (2R3) and certain institutions within the State of Ohio.
Ohio University

**Category 9 – Building Collaborative Relationships**

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### Ohio University Student Headcount by Campus

#### Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Master's</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens Campus</td>
<td>16,736</td>
<td>1,043</td>
<td>971</td>
<td>20,750</td>
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<tr>
<td>Osteopathic Medicine</td>
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<td>0</td>
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</tr>
<tr>
<td>Regional Higher Education Total</td>
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<td>Total</td>
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<td>1,469</td>
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### Ohio University Student Headcount

#### Fall 2002 - Fall 2008

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<tr>
<th></th>
<th>2002</th>
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<th>2005</th>
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<tr>
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</tbody>
</table>

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### Student Distribution by State of Residence

#### Fall 2008 - Athens Campus

**Total Out-of-State: 2,070**

**Total International: 1,420**

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### Student Distribution by County of Residence

#### Fall 2008 - Athens Campus

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9I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

- Wide-spread committee representation
- Community College partnerships increased from 4 to 9 during the last 4 years
- Created online bachelor degree completion programs, including RN-to-BSN
- Transfer Office/Coordinator position created
- Units realigned—International Student and Faculty Services is now a part of Diversity, Access and Equity
- Marketing campaign to attract quality students (Promise Campaign) developed and launched
- Academic Health Center created

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 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.

In order to increase the number of transfer students and forge better relationships with our academic partners, the institution created a more centralized procedure and office to facilitate the creation and monitoring of articulation agreements.

Faculty and other university personnel are encouraged to develop external relationships and collaborations that will aid in research and develop new educational opportunities for our students. Faculty are encouraged to stay current in their disciplines, and supported in those efforts, so they can take advantage of trends and current practices that can develop into unique collaborative opportunities.

9I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

The creation and maintenance of the Vision Ohio strategic plan has created a culture and a roadmap for creating partnerships to help achieve institutional goals and objectives now and into the future. Integration of the Vision Ohio Steering Committee with the AQIP Advisory group has created an infrastructure that utilizes the selection of AQIP action projects to target areas for improvement that align with the goals of the strategic plan.