

OHIO UNIVERSITY
ATHENS, OHIO 45701

BOARD OF TRUSTEES

MINUTES OF THE MEETING OF
THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

9:00 A.M., Saturday, September 16, 1989
Alden Library, Room 319
Ohio University, Athens, Ohio

EXECUTIVE SESSION

Prior to the Formal Board of Trustees Meeting, the members met Saturday morning in Executive Session at 8:15 A.M., in the Conference Room of Cutler Hall. Seven members present included Chairman Heffernan, Mr. Campbell, Mrs. Eufinger, Ms. Grasselli, Mr. Hodson, Mr. Russ and Mr. Schey. Also present were President Ping and Secretary Geiger.

On a motion by Mr. Heffernan, and a second by Mr. Campbell, "The Ohio University Board of Trustees hereby resolved to hold an executive session to consider legal and personnel matters under Section 121.22(G)(4) O.R.C." On a roll call vote all members voted aye.

Chairman Heffernan asked President Ping to report on two matters before the Board. The President briefly commented on legal matters previously sent to members and responded to questions regarding law suits and ramifications of the number and type. President Ping described the condition of labor relations and expressed hope for their movement in a positive direction.

I. ROLL CALL

Seven members were present, namely Chairman Dennis B. Heffernan, Richard R. Campbell, Charlotte C. Eufinger, Jeanette G. Grasselli, Thomas S. Hodson, Fritz J. Russ, Ralph E. Schey and Student Trustee David S. Blackburn. This constituted a quorum.

Trustee Lewis R. Smoot, Sr. attended Friday sessions, but was unable to attend the Saturday meeting. Trustee Strafford was unable to be present due to a prior out-of-town commitment. Donald H. Voelker who sits with the Board by invitation as President of the Ohio University Alumni Board of Directors was unable to attend.

II. APPROVAL OF THE MINUTES OF THE
MEETING OF JUNE 24, 1989
(previously distributed)

Mr. Campbell moved that the minutes be approved as distributed. Ms. Grasselli seconded the motion. Approval was unanimous.

III. COMMUNICATIONS, PETITIONS AND MEMORIALS

Secretary Geiger reported none had been received.

IV. ANNOUNCEMENTS

Secretary Geiger stated there were no announcements. He noted, however, that members planned to attend the memorial service for former Dean Henry Lin at 10:00 a.m., in Galbreath Chapel and would continue Board matters following the service.

V. REPORTS

Chairman Heffernan invited President Ping to present persons for reports. The President introduced, in turn, Acting Vice President Ted M. Kohan, Provost James L. Bruning, William Y. Smith, J.D., and Gary O. Moden, Ph.D., Much of the supportive material utilized by presentors is included with the official minutes. Therefore, an overview of each report is provided here.

A. HOUSING OCCUPANCY REPORT

Ted M. Kohan, Acting Vice President for Administration

Acting Vice President Kohan presented Housing Information for the Years 1975 to 1989. He outlined the design capacity of the Residence Hall System against actual Fall occupancy levels for each year. He reported the Fall 1989 figures for occupancy level at 6935 beds against a designed capacity of 7036 beds. Mr. Kohan noted the system was again full with a few spaces remaining for women and none for men. In response to a question he noted 55% of the beds were assigned to women and that everyone had housing or options they were considering.

B. ENROLLMENT REPORT

Dr. James L. Bruning, Provost

Provost Bruning reported the University's preliminary enrollment figures look strong. He acknowledged the efforts of many within the university who helped make the enrollment favorable.

Total enrollment for Fall 1989, all Campuses, is 24,990, up 223 students from Fall 1988. Athens Main and Continuing Education is 17,789 students. The Branch system shows a very modest increase of 23 students to a total of 7,201.

Dr. Bruning indicated that members of the 1989 Freshman Class showed a continuing increase in high school rank and ACT scores. The retention rate for all 1988 freshmen is at a high of 85.0%, while that for Black students is 75%. Both figures rank the university high nationally among all four year institutions. He concluded by describing the substantial improvement in freshmen reading and math tests results since 1977.

C. MINORITY FACULTY AND STAFF RECRUITMENT

William Y. Smith, Executive Assistant to the
President for Affirmative Action

Mr. Smith noted with pleasure that the university has doubled the number of black tenure-track faculty in less than two years. Eleven black faculty have been employed in seven Colleges this year, in addition to the seven hired last year for a total of 35. This makes the number of our black tenure-track faculty at 5% of the total faculty, and the first such faculty for the Colleges of Engineering and Business. He stated response has been good to our affirmative action initiatives and a good cross section of the university is involved in this important effort. He cautioned there is need for improvement (adding) of women in the sciences and engineering areas and that he hoped to utilize what was gained from our experience with black faculty and staff additions to make a difference in adding more women to campus positions.

Mr. Smith indicated Black administrators have been added as well increasing that total to 39. He stated that improvement still need to be made in the number of blacks in upper level administrative positions.

D. LONGITUDINAL STUDIES (Placement Study)

Dr. Gary O. Moden, Director, Institutional Research

Dr. Moden indicated the studies help us determine how well we assist undergraduates in their preparation for employment. He noted this study had a response rate of 55 percent and was taken approximately one year following graduation. The results of the study of 1987/88 undergraduates showed an average starting salary of \$21,500 with 77 percent fully employed and 11 percent working part-time. He reported this starting salary was \$1,000 above the national average for this group. Over 50 percent of our graduates were employed in business, manufacturing and commerce, 15 percent in education, 13 percent in health care and 12 percent in communications.

Dr. Moden reported 64 percent of our graduates remain and are employed in Ohio which indicated an approximate out migration of 18 percent of our resident graduates going elsewhere in order to find employment. Of those responding to the survey, 67 percent indicated they were extremely or very satisfied with their employment and 62 percent indicated they were similarly pleased with their preparation. He concluded by briefly describing factors regarding those taking graduate study.

Because of the detail being presented, and the interest of Trustees, Dr. Moden will forward to them complete copies of the study.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business.

VII. NEW BUSINESS

Chairman Heffernan reported that Board Committees had, at their respective meetings, discussed matters being presented to the Board, Chairman or committee members designated by them presented matters for action.

A. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE

Committee Chairman Ralph Schey reported the committee had received reports from David K. Storrs, Senior Vice President of The Common Fund, regarding the status of the institution's funds controlled by them and an overview of the financial condition of the university via a Preliminary Financial Report by Treasurer William L. Kennard.

Mrs. Eufinger presented and moved approval of the resolution. Mr. Schey seconded the motion. Approval was unanimous.

1. Revised Income Budget Authorization

RESOLUTION 1989--1066

WHEREAS, the General Assembly had not passed an appropriations bill at the time the Board of Trustees adopted the fiscal year 1989-90 budget at their June 24, 1989 Meeting, and

WHEREAS, the budget adopted by the Board of Trustees at their June 24, 1989 Meeting, assumed state subsidy would approximate that contained in the Program Planning Report as Option B, which approximated that contained in Am. Sub. H. B. 111 passed by the Senate, and

WHEREAS, the appropriations bill passed by the General Assembly contains more state subsidy than that contained in Am. Sub. H. B. 111 passed by the Senate.

NOW, THEREFORE, BE IT RESOLVED that the revised 1989-90 budgets of expected income and expenditures as presented in Exhibits I and II are hereby appropriated subject to the following provision:

The Provost, with the approval of the President, may make adjustments in expense allocations, providing the total of such expenditures does not exceed available unrestricted income.

OHIO UNIVERSITY
1989-90 REVISED BUDGET
UNRESTRICTED INCOME
ALL PROGRAMS

	<u>1989-90 Original Budget</u>	<u>1989-90 Revised Budget</u>	<u>Increase/ (Decrease)</u>
Income:			
State Appropriations			
General University Programs	\$ 57,563,000	\$ 59,086,000	\$ 1,523,000
College of Medicine	11,996,000	11,913,000	(83,000)
Regional Higher Education	10,286,000	10,470,000	184,000
	-----	-----	-----
Total State Appropriations	79,845,000	81,469,000	1,624,000
Student Fees			
General University Programs	53,647,000	52,760,000	(887,000)
College of Medicine	2,392,000	2,355,000	(37,000)
Regional Higher Education	10,144,000	9,985,000	(159,000)
	-----	-----	-----
Total Student Fees	66,183,000	65,100,000	(1,083,000)
Other Income			
General University Programs	8,615,000	8,594,000	(21,000)
College of Medicine	1,396,000	1,671,000	275,000
Regional Higher Education	74,000	74,000	0
	-----	-----	-----
Total Other Income	10,085,000	10,339,000	254,000
Lifelong Learning	2,500,000	2,500,000	0
	-----	-----	-----
Total Income	<u>\$158,613,000</u>	<u>\$159,408,000</u>	<u>\$ 795,000</u>

OHIO UNIVERSITY
 1989-90 REVISED BUDGET
 UNRESTRICTED EXPENDITURES
 ALL PROGRAMS

	1989-90 Original Budget	1989-90 Revised Budget	Increase/ (Decrease)
I. President			
A. Office of the President Board of Trustees Legislative Liaison	\$ 563,000	\$ 563,000	\$ 0
B. Affirmative Action	212,000	212,000	0
C. University Facilities Planning	243,000	243,000	0
D. Institutional Contingency Fund	400,000	500,000	100,000
President Total	1,418,000	1,518,000	100,000
II. Provost			
A. General Office of the Provost Summer Session Office Faculty Senate Ohio University Press Legal Affairs Ombudsman Institutional Research	2,410,000	2,410,000	0
B. Academic Programs			
1. Arts and Sciences	27,904,000	27,904,000	0
2. Business Administration	4,840,000	4,840,000	0
3. Communication	5,365,000	5,365,000	0
4. Education	4,422,000	4,422,000	0
5. Engineering	6,146,000	6,146,000	0
6. Fine Arts	7,712,000	7,712,000	0
7. Graduate College and Research	2,225,000	2,225,000	0
8. Health and Human Services	5,685,000	5,685,000	0
9. Honors Tutorial	284,000	284,000	0
10. International Studies	1,277,000	1,277,000	0
11. College of Medicine	15,784,000	15,939,000	155,000
12. University College	955,000	955,000	0
Sub-Total	82,599,000	82,754,000	155,000

	1989-90 <u>Original Budget</u>	1989-90 <u>Revised Budget</u>	<u>Increase/ (Decrease)</u>
Provost, Continued			
C. Support and Services			
1. Library	\$ 5,318,000	\$ 5,318,000	\$ 0
2. Computing and Learning Services	3,703,000	3,703,000	0
Sub-Total	9,021,000	9,021,000	0
D. Regional Higher Education			
1. Office of the Vice Provost	567,000	592,000	25,000
2. Belmont Campus	2,795,000	2,795,000	0
3. Chillicothe Campus	3,742,000	3,742,000	0
4. Ironton Campus	2,399,000	2,399,000	0
5. Lancaster Campus	4,809,000	4,809,000	0
6. Zanesville Campus	3,691,000	3,691,000	0
7. Portsmouth Resident Credit Center	430,000	430,000	0
8. Development Incentive	520,000	520,000	0
9. Campus Service	1,551,000	1,551,000	0
10. Telecommunications	1,117,000	1,117,000	0
11. Lifelong Learning	3,102,000	3,102,000	0
Sub-Total	24,723,000	24,748,000	25,000
E. Intercollegiate Athletics	3,881,000	3,881,000	0
F. Funds To Be Allocated			
1. Part-Time Teaching	0	515,000	515,000
2. Health Insurance Increase	488,000	488,000	0
Sub-Total	488,000	1,003,000	515,000
Provost Total	123,122,000	123,817,000	695,000
III. Dean of Students			
A. General			
1. Office of the Dean of Students	284,000	284,000	0
2. Career Planning and Placement	366,000	366,000	0
3. Counseling and Psychological Services	419,000	419,000	0
Sub-Total	1,069,000	1,069,000	0
B. Student Organizations and Activities	1,301,000	1,301,000	0
Student Activities			
Student Senate			
<u>The Post</u>			
Baker Center			
Cultural Affairs			
Student Activities Commission			
Dean of Students Total	2,370,000	2,370,000	0

	<u>1989-90 Original Budget</u>	<u>1989-90 Revised Budget</u>	<u>Increase/ (Decrease)</u>
IV. Vice President for Administration			
A. General	\$ 386,000	\$ 386,000	\$ 0
Office of the Vice President for Administration Administrative Senate Professional Development			
B. Baker Center Food and Beverage (Residence and Dining Halls Auxiliary Reported Separately)	154,000	154,000	0
C. Student Services			
1. Admissions	1,016,000	1,016,000	0
2. Registration, Records and Scheduling	1,070,000	1,070,000	0
3. Financial Aid	2,814,000	2,814,000	0
4. Medical Services	1,129,000	1,129,000	0
Sub-Total	6,029,000	6,029,000	0
D. Physical Plant			
1. Physical Plant Operations	8,175,000	8,175,000	0
Administration Building Maintenance Custodial Maintenance Utilities Maintenance Grounds Maintenance			
2. Capital Improvements	199,000	199,000	0
3. Rental Properties	41,000	41,000	0
4. Purchased Utilities	5,858,000	5,858,000	0
Sub-Total	14,273,000	14,273,000	0
E. Support and Services			
1. Personnel	454,000	454,000	0
President 1699			
2. Security	909,000	909,000	0
3. Other Services	1,068,000	1,068,000	0
Airport Garage Mail Services Environmental Health and Safety			
Sub-Total	2,431,000	2,431,000	0
Vice President for Administration Total	23,273,000	23,273,000	0

	<u>1989-90 Original Budget</u>	<u>1989-90 Revised Budget</u>	<u>Increase/ (Decrease)</u>
V. Treasurer and Controller			
A. General			
1. Office of the Treasurer and Controller	\$ 1,804,000	\$ 1,804,000	\$ 0
2. Materials Management and Purchasing	348,000	348,000	0
3. Stores Receiving	331,000	331,000	0
Sub-Total	----- 2,483,000	----- 2,483,000	----- 0
B. Fiscal Management			
1. Services	777,000	777,000	0
Legal Counsel			
Legal Settlements			
Auditors			
Insurance			
University Memberships			
2. Faculty and Staff Benefits	1,334,000	1,334,000	0
3. Retirement Benefits	145,000	145,000	0
4. Unemployment Compensation	67,000	67,000	0
5. Debt Service (Convocation Center)	422,000	422,000	0
6. Compensated Absences and Payroll Accrual	314,000	314,000	0
7. Medicare	63,000	63,000	0
Sub-Total	----- 3,122,000	----- 3,122,000	----- 0
Treasurer and Controller Total	----- 5,605,000	----- 5,605,000	----- 0
VI. Vice President for University Relations			
A. Office of the Vice President for University Relations	409,000	409,000	0
B. Alumni Affairs	293,000	293,000	0
C. Publications	517,000	517,000	0
D. University News Services	272,000	272,000	0
Vice President for University Relations Total	----- 1,491,000	----- 1,491,000	----- 0
VII. Vice President for Development			
A. Office of the Vice President for Development	1,334,000	1,334,000	0
Vice President for Development Total	----- 1,334,000	----- 1,334,000	----- 0
Total University Expenditures	----- \$158,613,000	----- \$159,408,000	----- \$ 795,000

Mr. Schey presented and moved approval of the resolution. Ms. Grasselli seconded the motion. Approval was unanimous.

2. Revised Fee Schedule Authorization

RESOLUTION 1989--1067

WHEREAS, the Board of Trustees accepted the "Ohio University Program Planning Report, March, 1989" at their April 8, 1989 Meeting, and

WHEREAS, the Planning Report assumed four (4) different levels of state support because the General Assembly had not adopted an appropriations bill, and

WHEREAS, the Board of Trustees adopted four (4) schedules of fees according to the assumed four (4) levels of state support at their April 8, 1989 Meeting, and

WHEREAS, the appropriations bill adopted by the General Assembly contains a limit on undergraduate instructional fee increases of six percent or \$120 per year whichever is greater.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the attached schedule of fees effective Fall Quarter 1989.

OHIO UNIVERSITY
 FEE SCHEDULE
 EFFECTIVE FALL QUARTER 1989
 ATHENS CAMPUS

	<u>Approved 1988-89</u>	<u>Proposed 1989-90</u>	<u>Change</u>
<u>Full-Time Students</u>			
<u>Undergraduate (11-20 hours inclusive)</u>			
Instructional	\$ 640	\$ 680	\$ 40
General	158	172	14
Non-Resident Surcharge	853	953	100
<u>Medical</u>			
Instructional	1,773	1,879	106
General	158	172	14
Non-Resident Surcharge	853	953	100
<u>Graduate (9-18 hours inclusive)</u>			
Instructional	715	755	40
General	158	172	14
Non-Resident Surcharge	853	953	100
<u>Part-Time Hours</u>			
<u>Undergraduate</u>			
Ohio Resident	79	85	6
Non-Resident	165	180	15
<u>Graduate</u>			
Ohio Resident	109	115	6
Non-Resident	215	234	19
<u>Excess Hours</u>			
<u>Undergraduate</u>			
Ohio Resident	40	43	3
Non-Resident	83	90	7
<u>Graduate</u>			
Ohio Resident	65	68	3
Non-Resident	121	139	18

OHIO UNIVERSITY
 FEE SCHEDULE
 EFFECTIVE FALL QUARTER 1989
 REGIONAL CAMPUSES AND PORTSMOUTH

	<u>Approved</u> 1988-89	<u>Proposed</u> 1989-90	<u>Change</u>
<u>Full-Time Students</u>			
<u>Undergraduate (11-20 hours inclusive)</u>			
Belmont, Chillicothe, Lancaster and Zanesville:			
Instructional	\$ 575	\$ 612	\$ 37
General	72	78	6
Non-Resident Surcharge	853	953	100
Ironton and Portsmouth:			
Instructional	554	589	35
General	45	49	4
Non-Resident Surcharge	30	30	0
 <u>Part-Time Hours</u>			
<u>Undergraduate</u>			
Belmont, Chillicothe, Lancaster and Zanesville:			
Ohio Resident	60	64	4
Non-Resident	138	154	16
Ironton and Portsmouth:			
Ohio Resident	55	58	3
Non-Resident	62	69	7
 <u>Excess Hours</u>			
<u>Undergraduate</u>			
Belmont, Chillicothe, Lancaster and Zanesville:			
Ohio Resident	32	34	2
Non-Resident	73	82	9
Ironton and Portsmouth:			
Ohio Resident	32	34	2
Non-Resident	33	37	4

Ms. Grasselli presented and moved approval of the resolution. Mrs. Eufinger seconded the motion. Approval was unanimous.

3. Endowment Asset Allocation for Investments

RESOLUTION 1989--1068

WHEREAS, the Investment Committee of The Ohio University Foundation Board of Trustees has terminated the services of two equity managers, and

WHEREAS, the Investment Committee has reviewed the allocation of assets under management and determined that fifty-five percent of the assets should be in equities; twenty-five percent in an equity allocation pool; and twenty percent in a bond allocation pool.

NOW, THEREFORE BE IT RESOLVED THAT the Treasurer is authorized to direct The Common Fund to allocate the University's assets for investment as follows:

1. Fifty-five percent in their equity fund.
2. Twenty-five percent in their equity allocation pool.
3. Twenty percent in their bond allocation pool.

Mrs. Eufinger presented and moved approval of the resolution. Mr. Schey seconded the motion. Approval was unanimous.

4. Naming of Flight-Training Facility

RESOLUTION 1989-- 1069

WHEREAS, Ohio University is constructing a new aviation flight training facility for the purpose of providing instructional space for the Aviation Department, and

WHEREAS, the construction will provide new instructional and laboratory facilities for the benefit of students and faculty of the Aviation Department, and

WHEREAS, the Trustees of Ohio University wish to honor a man who served the University most ably for twenty three years as Chairman of the Aviation Department, and

WHEREAS, the College of Engineering and Technology wishes to recognize the leadership provided to the College during the formative years of the Aviation program between 1962 - 1985, and

WHEREAS, the person being so honored was known for being an avid supporter of aviation at Ohio University.

THEREFORE, BE IT RESOLVED that the new Aviation Flight Training Facility be named the "FRANCIS B. FULLER AVIATION TRAINING CENTER".

Ohio University

Interoffice Communication
PRESIDENTS OFFICE

Date: July 27, 1989

To: Charles J. Ping, President

From: T. R. Robe, Dean, College of Engineering and Technology *TR Robe*

Subject: Naming of Aviation Flight Training Facility

JG 1 1989

When the new construction for the Aviation Department's new Flight Training Facility is completed, we would like to propose that it be named the "Francis B. Fuller Aviation Training Center". This has been proposed by Joan Mace, Chair of the Aviation Department, and a draft resolution for the Ohio University Board of Trustees is attached.

We would appreciate your consideration of this proposal.

TRR:ec

xc: Joan Mace

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Mr. Campbell presented and moved approval of the resolution. Mr. Schey seconded the motion. Approval was unanimous.

5. Home Street Electrical Easement

RESOLUTION 1989 --1070

WHEREAS, the Columbus Southern Power Company has requested a twenty foot (20') easement to provide electrical service to the new motel on Home Street, and

WHEREAS, since this easement will provide indirect benefit to the University, it will be granted for no consideration for fifteen (15) years.

NOW, THEREFORE, BE IT RESOLVED, that the Ohio University Board of Trustees hereby authorizes the President to approve the final terms and conditions of this easement, and for the President or his designee to arrange for execution in accordance with Ohio law.

Ohio University

Interoffice Communication

Date: August 29, 1989

To: The President and Board of Trustees

From: John F. Burns, Director, Office of Legal Affairs 

Subject: Columbus Southern Power Company's request for an Easement to Service the New Home Street Motel

The Columbus Southern Power Company has requested a twenty foot (20') easement to provide electrical service to the new motel on Home Street. Since this easement will indirectly benefit the University, there will be no consideration, and it will be granted for fifteen (15) years, subject to future renewals.

The attached draft resolution has been prepared for your review, and the University staff will be available at the Board of Trustees meeting to review this request.

JFB:ndw

cc: Dr. Alan H. Geiger, Assistant to the President

Ohio University

Interoffice Communication

Date: August 31, 1989

To: The President and Board of Trustees

From: John F. Burns, Director, Office of Legal Affairs



Subject: Transfer of Property with the Department of Mental Health

In accordance with Resolution 1989 - 1030 the Ohio University Board of Trustees authorized the President to negotiate a land transfer with the Department of Mental Health (DMH) in order for DMH to construct a new psychiatric hospital. Specifically, this involved exchanging the DMH's remaining 32 acres of the Athens Mental Health Center (AMHC) for 24 acres of University property.

The negotiations to date have led to the conclusion that approximately 10 acres of University property that was previously transferred from DMH should be transferred to the City of Athens as part of the planning for the redevelopment of the former AMHC buildings and the Ridges. The acreage will be part of a total transfer of 17.5 acres to the City of Athens (7.5 acres from the DMH and 10 acres from the University). A map detailing the acreage the University will receive and the acreage the City of Athens will receive will be available at the Board meeting.

The University staff would ask the Board of Trustees to review and adopt the attached resolution to authorize the transfer of University property through legislative enactment to the City of Athens along with the exchange to DMH.

JFB:ndw

Mr. Campbell presented and moved approval of the resolution. Mrs. Eufinger seconded the motion. Approval was unanimous.

6. Transfer of Former Mental Health Center Land

RESOLUTION 1989 - - 1071

WHEREAS, the Ohio University Board of Trustees have previously adopted Resolution 1989 - 1030 authorizing the President to negotiate a transfer of property with the Department of Mental Health for a new hospital; and

WHEREAS, planning for the transfer has led to arrangements for a transfer of a portion of DMH and University property to the City of Athens as part of the redevelopment plan for the former AMHC buildings and the Ridges.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby authorizes the President to approve the final terms and conditions of the transfer of land between the University and DMH, including a transfer to the City of Athens; and for the President or his designee to seek a legislative enactment to accomplish this transfer.

Ohio University

Interoffice Communication

Date: August 29, 1989

To: President and Board of Trustees

From: John F. Burns, Director, Office of Legal Affairs 

Subject: Ohio Power Company Easement for Service to the New Classroom Building
at the Ohio University - Ironton Regional Campus

The Ohio Power Company has requested a 12' easement to provide electric service to the new classroom building at the Ohio University - Ironton Regional Campus. This easement will be for fifteen (15) years, and there will be no consideration. The attached draft resolution has been prepared for your review; and the University staff will be available to review this request at the Board meeting.

JFB:ndw

cc: Dr. Alan H. Geiger, Assistant to the President
Mr. Bill Dingus, Dean, Ohio University - Ironton Regional Campus

Mr. Schey presented and moved approval of the resolution. Mrs. Eufinger seconded the motion. Approval was unanimous.

7. Ironton Campus Electrical Easement

RESOLUTION 1989 --- 1072

WHEREAS, the Ohio Power Company has requested a 12' easement to provide electrical service to the new classroom facility at the Ohio University - Ironton Regional Campus, and

WHEREAS, this easement provides needed utility service to the new facility and will serve the best interests of Ohio University.

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby authorizes the President to approve the final terms and conditions of the easement, and for the President or his designee to arrange for execution in accordance with Ohio law.

B. EDUCATIONAL POLICIES COMMITTEE

Committee Chairman Russ thanked those giving reports Friday. He noted we were now teaching 28 courses via the two-way, interactive telecom system and that the review of programs, institutes and centers was informative and helpful.

Mrs. Grasselli presented and moved approval of the resolution. Mr. Hodson seconded the motion. Approval was unanimous.

1. Program Review Reports

RESOLUTION 1989 -- 1073

WHEREAS, the continuous review of academic programs is essential to the maintenance of quality within an educational institution, and

WHEREAS, Ohio University has had for many years a rigorous program of internal review, and

WHEREAS, Section 67 of Am. Sub. H.B. 694 requires that college and university Board of Trustees "shall during the 1981-83 biennium initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible."

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio University accepts the 1988-89 review and approves the recommendations for academic programs.

September 6, 1989

To: Charles J. Ping, President

From: James L. Bruning, Provost



Attached are summaries of the five-year reviews of academic programs completed last academic year by the University Curriculum Council. There were no two-year reviews scheduled last year.

These summaries reflect the vigor of our ongoing program of internal program review and provide a useful self-examination of our curricular programs.

jc
Attachments

PROGRAM REVIEW 1989-90

Program	Demand for Grads (undergrad)	Demand for Program (nonmajors)	Advantage Over Other Institutions	Quality of Library Holdings	Quality of Facilities Equipment	Quality of Honors Program	Quality of CE Programs	Quality of RHE Programs
ACCOUNTING	high	high	size of classes	adequate	inadequate office space	N/A	N/A	same as Athens
ART	low	increasing	none	improved	adequate	N/A	N/A	N/A
ASSOCIATE DEGREE NURSING (Zanesville)	high	N/A	articulated with Athens B.A.	adequate	good	N/A	N/A	N/A
AVIATION	high	increasing	better equipment	not evaluated	good	N/A	N/A	N/A
CRIMINAL JUSTICE	moderate	N/A	one of two 2 + 2 in state	adequate	adequate	N/A	N/A	N/A
HUMAN SERVICES TECH (Chillicothe)	moderate to high	high	none	good	adequate	N/A	N/A	N/A
FILM	N/A	significant	graduate only facilities	adequate	good	N/A	N/A	N/A
RADIO-TV (Zanesville)	low	low	good facilities	excellent	excellent	N/A	N/A	N/A
SOCIAL WORK	low to moderate	moderate	liberal arts component	good	adequate	N/A	N/A	N/A
ZOOLOGICAL AND BIOMEDICAL SCIENCES	moderate	high	excellent field experiences	good	need more lab space	active	good	good

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PROGRAM REVIEW 1988-89

Qualitative Measures

Program	Scholarship Creat Activ	Teaching	Graduate Students	Qual of Grad Experience	Demand for Grad Prog	Demand for Graduates (Grads)	Quality of UG Majors	Qual of UG Experience	Demand for UG Major
ACCOUNTING	low but increasing	good	N/A	N/A	N/A	N/A	good	good	high
ART	moderate to high	good	high	good	moderate	low to moderate	average	good	high
ASSOCIATE DEGREE NURSING (Zanesville)	adequate	good	N/A	N/A	N/A	N/A	average	good	high
AVIATION	good	good	N/A	N/A	N/A	N/A	good	good	good
CRIMINAL JUSTICE	N/A no faculty	no data	N/A	N/A	N/A	N/A	adequate	good	modest
HUMAN SERVICES TECH (Chillicothe)	adequate	good	N/A	N/A	N/A	N/A	average	average	increasing
FILM	active	better than average	good	good	good	good	N/A	N/A	N/A
RADIO-TV (Zanesville)	good	good	N/A	N/A	N/A	N/A	improving	adequate	adequate
SOCIAL WORK	moderate to active	good	N/A	N/A	N/A	N/A	average	above average	moderate and increasing
ZOOLOGICAL AND BIOMEDICAL SCIENCES	moderate to active	good	good	good	good	moderate	average	good	high

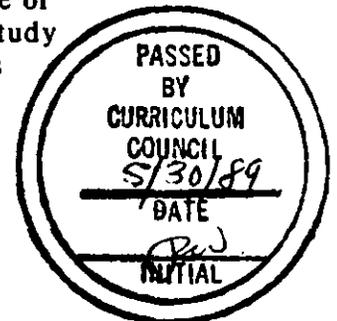
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**OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF ZOOLOGICAL AND BIOMEDICAL SCIENCES
MAY, 1989**

A. PROGRAM DESCRIPTION:

The department of Zoological and Biomedical Sciences (ZBS) offers degrees in the following areas of concentration: an A.B. and B.S. degree in zoology, a B.S. degree in microbiology, and an M.S. and Ph.D. in zoology and microbiology. As part of any of these major programs, students may choose to specialize in a variety of specific areas (i.e.: environmental biology, marine or freshwater biology, wildlife biology, zoology-nutrition, immunology, virology, exercise physiology, comparative anatomy and physiology, as well as several pre-professional programs such as pre-medicine, pre-veterinary, pre-optometry, pre-pharmacy, pre-physical therapy and medical technology).

Many of the faculty in ZBS are involved in undergraduate and graduate interdisciplinary programs with other departments, most notably Molecular and Cell Biology, Botany, Chemistry, Engineering, Health and Sport Sciences, Nutrition, Physical Therapy, Psychology and the College of Medicine. In addition, one half of the department's faculty spend approximately 67% of their teaching time delivering the Basic Science Curriculum to the College of Osteopathic Medicine. The department of ZBS also provides courses of study designed to satisfy the natural science general education requirements, as well as a number of Tier I, II and III courses that are available to the undergraduate student population.



B. STRENGTHS OF THE PROGRAM:

The major strength of the program appears to be the faculty, who are very active professionally, and are renowned both nationally and internationally in their fields of study. Their excellence in research has contributed greatly to the quality of the teaching within ZBS. The department of ZBS has enjoyed an excellent reputation for many years, and thus has been able to attract many highly qualified undergraduate and graduate students, which further enhances the quality of the educational experience.

C. WEAKNESSES OF THE PROGRAM:

Space and facility limitations are the major concern of the faculty. The department of ZBS currently only has approximately 40% of the Ohio Board of Regents recommendations for research space, office space, and classroom and laboratory space. The deficit in research space has had a negative impact on the department's external funding as well as limiting the number of graduate students that can be accepted. Many of the lectures have to be held in classrooms at other locations, and this impacts on the starting times of several laboratory courses by having to wait for students to get from the lecture class to the laboratory class in Irvine Hall.

There is an additional concern as to the instructional equipment in the teaching laboratories. Much of the equipment is not in working order, is 10 - 20 years outdated, or is even unsafe to use, and as such, has had to be removed from the teaching laboratories. Many of the faculty believe that students suffer from the lack of experiences in instructional laboratories due to the equipment limitations. Because of the number of pre-professional majors and the technological advances in the fields of zoology and biomedical science, this weakness needs to be corrected in order to adequately prepare these students more fully for their career opportunities.

Finally, while the department of ZBS does send out an alumni newsletter, they do not have an established method for surveying the graduates of the various programs as to job status, graduate work, etc. Due to the diversity of majors and programs that are served by ZBS, as well as the changes that are occurring in the health and technology fields, it is recommended that a formal survey of graduates in ZBS be undertaken on a regular basis to continue to provide a high quality educational experience.

D. RECOMMENDATIONS:

1. There should be improvements in the space, facilities, and teaching laboratory equipment within the department of ZBS.
2. The department of ZBS should develop an instrument to survey the graduates from their programs.
3. There is no need for further review until the next review cycle.

E. REVIEW TOPICS:

1. **Quality of the scholarship and creative activity of its faculty (where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards and recognition).**

There are currently 44 full time faculty members in ZBS. Of the 44 faculty members, 23 are considered highly active professionally based on their excellent publication records, successful grant proposals, extensive participation in professional meetings, invited papers and presentations as well as significant contributions to teaching and service in the department. Thirteen other faculty members are moderately active professionally based on publication records and professional participation. The remaining eight faculty have unsatisfactory professional participation; however, their major contributions to the department are recognized by their heavy teaching loads and departmental service. The faculty has been rather successful at procuring outside funding for research with an average yearly funding of \$983,842 over the past five years. However, the faculty feel that some larger grant requests have been denied, in part, due to some facility and space limitations.

2. **Quality of the teaching of its faculty** (where evaluation uses student evaluation, teaching awards, written peer evaluations and outside evaluations).

The department of ZBS faculty evaluate every course, every quarter. These course evaluations are used in consideration for merit raises as well as part of the promotion and tenure criteria. On a scale of 1 - 5, where a score of 5 is outstanding, the overall mean for the department of ZBS has been a score of 4.05. There have been several different types of faculty awards given to faculty in ZBS, including University Professor Awards, Outstanding Graduate Faculty Awards, and national teaching honors.

There has been no formal evaluation of the department of ZBS since the last five year review. Specific courses offered in the pre-professional programs have been evaluated by the American Physical Therapy Association and the National Athletic Trainers Association as part of the accreditation process for these programs.

3. **Quality of its graduate students** (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes).

Graduate student admission is based primarily on three criteria: GRE score, undergraduate GPA and letters of recommendation. The students should have a combined ~~average~~ ^{verbal and quantitative} GRE score of greater than ~~500~~ ^{1,000} and an undergraduate GPA of 3.3 or higher. The letters of recommendations should indicate the applicant is capable of independent, high quality work and scholarship. The mean for the combined average GRE over the past five years is 563, and the mean for the undergraduate GPA is 3.5.

The average length of time for a graduate student to complete their degree is approximately two years for M.S. students, and four years after the M.S. for Ph.D. students. Only one student, per year, in each degree program has left Ohio University without completing a degree.

4. **Quality of its graduate educational experience** (where evaluation uses reports of current students, alumni or employers).

While the department of ZBS does keep in contact with many students through a periodic alumni newsletter, personal correspondence, and liaisons with various employers, there is no formal, systematic survey of graduates.

5. **Demand for its graduate program by students** (where evaluation uses application for admission, comments of current students).

An average of 130 inquires are made each year for the graduate programs in ZBS. Of these, 35 students formally apply, and an average of 12 students are accepted into the graduate programs. Normally, 66%, or 8 of the 12 accepted students per year actually enroll in the department of ZBS. The total number of graduate students over the past five years has ranged from 40 to 55 per year (See Historical Compendium for specific enrollment and annual degrees awarded).

6. **Quality of its undergraduate majors** (where evaluation uses the analysis of test scores, merit awards, and grades in all classes).

The mean scores for undergraduate ZBS majors on all of the major standardized evaluations are almost identical to the overall mean scores for Ohio University. Scores are slightly higher for the SATV (469 vs 438) and SATM (507 vs 446) for ZBS vs OU and the overall GPA for ZBS is slightly lower than that for OU (2.89 vs 2.91). The final GPA of the graduating seniors in ZBS, however, is significantly greater, averaging 3.23 for the past four years.

7. **Quality of its undergraduate educational experience** (where evaluation uses reports of current students, alumni or employers).

There is currently no formal organized survey of undergraduates after they leave Ohio University. The department of ZBS does have access to the program's graduates through the Registrar's Office and the Alumni Office. In addition, there is a periodic department newsletter that is used to communicate with alumni. Based on reports from various faculty members, it has been estimated that 85% of the graduates in ZBS find employment after graduation in a related field. There is also a significant number of undergraduates, approximately 50%, that eventually attend graduate school. These data are not based on any formal surveys of the graduates from ZBS.

8. **Demand for undergraduate major by students** (where evaluations uses enrollment trends and applications for the program).

There has been a steady increase in undergraduate enrollment in ZBS over the past five years (453 students in 1984 to 750 students in 1988. See Historical Compendium). There are usually 450-500 applications per year for admission into the department of ZBS.

9. **The present demand for its undergraduate program by non-majors** (where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments and schools).

The department of ZBS has a great demand for its programs by undergraduate non-majors. Its service is concentrated mostly in satisfying the natural science general education requirements. There are also many Tier I, II and III courses offered by ZBS for non-majors. The department of ZBS offers service courses to several colleges, schools and departments within Ohio University; specifically, the College of Education, College of Business, College of Health and Human Services, School of Health and Sport Sciences, and the School of Physical Therapy.

10. **Advantages in relation to other institutions, if any** (where evaluation uses distinctness in its approach, curricula or other features).

The rural environment of Athens and Southeast Ohio provides excellent field laboratory experiences and exposures for many of the courses within ZBS.

11. Quality of the library holdings (where evaluation uses holdings and gaps in those holdings).

The department of ZBS have been able to maintain the quality of books and journals. In addition, there has been some additional funding provided to renew some of the journal holdings that were discontinued several years ago. However, their budget is underfunded for the purpose of purchasing new journals.

12. Quality of its facilities and equipment (where evaluation uses age, adequacy and condition of equipment and facilities).

The present physical facilities are inadequate for the needs of the department of ZBS. There is a shortage of office, research laboratory, and lecture space. These space needs are acute, and there appears to be a desperate need for additional office and research space for faculty and graduate students.

The department bases a significant component of its teaching on laboratory experiences. The budget for new equipment and maintaining current equipment is grossly underfunded. Much of the equipment is outdated, 10 - 20 years old, or even unsafe for use in laboratory classes, and has had to be removed from the teaching laboratories. It is a great frustration to the faculty in ZBS to teach a contemporary zoological and microbiological curriculum with either outdated or poorly functioning equipment. The 300 - 900 budget is not adequate to provide supplies for teaching laboratory courses, and thus, students are required to pay laboratory fees to supplement this budget. Students have indicated that they are thinking of transferring or changing majors because the department lacks the necessary equipment and supplies to offer an up-to-date zoology and microbiology curriculum.

13. Quality of its honors program (where evaluation uses reports from the Honors College and alumni of its honors program).

There is a very active Honors Program within the department of ZBS. There have been an average of five honors students per year in ZBS. The average GPA of these students is 3.64. There has been active participation of the faculty in ZBS in the honors program, in that 28 of 44 faculty members (63%) have been tutors for the honors program. Of the eleven students who have graduated from Ohio University in the past five years, all but one has gone onto graduate school.

14. **Quality of its offerings through workshops, independent study, or experiential learning** (where evaluation uses reports from the Office of Continuing Education and students in the programs, with specific discussion of experiential learning evaluation required, if appropriate).

A workshop of Marine and Tropical Field studies in the Bahamas has been offered on a regular basis during the summer and winter recess for the last five years. The average number of participants in each workshop has been 17 students. There are currently five courses in ZBS that are offered as independent study courses, and five Course Credit by Examination courses. In general, the professor who teaches the course on campus is also responsible for the Lifelong Learning course equivalent. The department of ZBS only grants between five and six credits per year of experiential learning. The material supplied by the applicant is evaluated by the instructor of the course for which the experiential learning credit is desired. However, there are no general guidelines or criteria established for the evaluation of experiential learning credits.

15. **Quality of its programs on regional campuses** (where evaluation uses reports from the Vice Provost for Regional High Education, the regional campus deans, faculty and students in the off-campus programs).

There are currently twenty courses offered on Regional campuses in ZBS. The majority of these courses are given on the Belmont and Zanesville campuses. The courses are staffed by six full-time faculty, two part-time (group II) faculty, one part-time (early retirement) and one member from the Athens campus on an overload assignment. The department of ZBS has been satisfied with the quality and teaching of the equivalent courses.

Currently, the regional faculty are not involved in departmental curriculum planning. The interaction between the main campus and regional campuses has not been totally satisfactory, and efforts are being undertaken to improve these types of interactions.

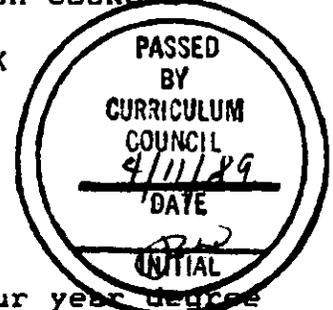
DATA FROM THE HISTORICAL COMPENDIUM:

This is a reproduction of the data from the Historical Compendium showing enrollment trends, staffing, majors and degrees awarded. The information is from items 1, 2, 3, 9, and 11 of the Historical Compendium.

Zoological and Biomedical Sciences

	1984	1985	1986	1987	1988
1. Fall Headcount					
Freshman	170	196	198	256	268
Sophomore	86	110	132	134	185
Junior	86	80	109	122	125
Senior	71	90	80	105	117
Undergraduate Total	413	476	519	617	695
Masters	29	21	25	30	25
Doctoral	11	19	20	27	30
Graduate Total	40	40	45	57	55
TOTAL HEADCOUNT	453	516	564	674	750
2. Annual Degrees Awarded					
Baccalaureate	46	51	62	54	--
Masters	10	7	8	7	--
Doctoral	--	2	2	1	--
TOTAL	56	60	72	62	
3. Fall Student Credit Hours					
Undergraduate	4492	5371	4930	5008	5329
Graduate	625	557	614	742	736
SUB-TOTAL	5117	5928	5544	5750	6065
9. Teaching Faculty					
Tenured	24	24	25	26	28
Non-Tenured	--	3	5	6	16
Term(non-tenured)	--	--	--	1	2
Early Retirees	2	3	2	1	1
TOTAL	26	30	32	34	47
Percent Tenured	100.0	88.0	83.0	78.0	60.0
11. Budgeted FTE Staffing					
Faculty	16.41	18.33	18.00	18.00	19.50
Grad. Asst. FTE	6.71	6.82	9.13	13.09	9.91
Civil Service	2.50	4.10	4.48	4.28	4.18
TOTAL	25.62	29.25	31.61	35.37	33.59

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF
THE DEPARTMENT OF SOCIAL WORK
APRIL 1989



A. PROGRAM DESCRIPTION

The Department of Social Work offers a four year ~~degree~~ program leading to the Bachelor of Arts degree. The course of study in the senior year includes a field practicum consisting of three academic quarters of placement in an agency combined with course work and an integrative seminar. The department has one course which qualifies for the Tier II general education requirement and one which qualifies for the Tier III requirement. The department also offers a Social Service minor. It offers service courses for the Bachelor of Criminal Justice Program in University College, the Undergraduate Certificate Program in Gerontology, and contributes courses to five programs in the College of Health and Human Services. It also offers general service courses on child abuse, alcoholism, social welfare law, and aging. As of June 1986, the department no longer offers the associate degree in Mental Health Technology.

The department employs four full-time faculty members. Since the fall of 1985 it has employed one on-going part-time person who gives a course once a year in Social Welfare Law. In addition it employs one temporary faculty member who teaches one freshman-level course each quarter. Because it has no graduate program, the department has no graduate assistants.

In 1988 the Commission on Accreditation of the Council on Social Work Education located in Washington, D.C. reaffirmed its accreditation of the department for the full seven-year cycle ending in October 1995.

B. STRENGTHS OF THE PROGRAM

The liberal arts emphasis of the program stresses the social worker as a person who sees society as a whole rather than one who is merely a technician. Most social work programs in Ohio do not have a liberal arts component.

The professional activity of the four faculty members keeps them alert to current practices and problems in the field of social work.

C. WEAKNESSES OF THE PROGRAM

According to the most recent regent's model the department is understaffed by one full-time faculty member (item 13, p. 83). Understaffing results in a heavy teaching load for the present members in order to keep up the quality of the program and leaves them little time for research.

While noting the many strengths of the Department of Social Work, the Commission on Accreditation of the Council of Social Work had some recommendations. One of these was that the department lacked adequate ways of measuring how well the program succeeded in preparing graduates for the problems they would encounter in the work place. (This is a problem shared by most social work departments in the country.)

The commission felt that the department was unclear in its expectations regarding faculty research and scholarship given the heavy emphasis on teaching, administration, student supervision, and instruction which the four faculty members undertake. Each member has a twelve credit hour course load each quarter.

The commission also felt that the department should continue its efforts in recruiting minority faculty.

D. RECOMMENDATIONS

1. That the university hire an additional faculty member for the Social Work department to share in the heavy teaching and supervision load in the department or considering limiting the number of social work majors.

2. The department continue its efforts to determine how well their program of instruction prepares graduates for entry-level jobs according to their program objectives.

3. That the promotion and tenure criteria of the department should define the expectation of their faculty regarding research of scholarly activities given the heavy work load in instruction and student supervision currently borne by present faculty.

4. No further review of the department be made until the next five year cycle.

E. REVIEW TOPICS

1. The quality of the scholarship and creative activity of its faculty. (Where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards, and recognition).

There are four faculty members, one part-time faculty member and one temporary faculty member. Two of the faculty members are highly active in scholarship and professional activities as measured by frequency of papers presented at professional meetings.

Two of the members are very active professionally as is shown by their official capacities in professional organizations at local, state, and national levels, and in their capacities as reviewers for textbooks, workshop organizers, and consultants. One member is a reviewer for a national Social Work journal. The member who recently finished the Ph.D. degree is moderately active.

2. The quality of the teaching of its faculty. (Where evaluation uses student evaluations, teaching awards, written peer evaluations, outside evaluations).

Students evaluate each course from each instructor each quarter using the Arts and Sciences Faculty and Course Evaluation form. The social work courses generally rate between 3.5 and 4.5 on a five point scale.

3. The quality of its graduate students. (Where evaluation uses the analysis of test scores, merit awards, research projects or creative activity, and grades in all classes).

The Department has no graduate program.

4. The quality of its graduate educational experience. (Where evaluation uses reports of current students, alumni or employers).

The Department has no graduate program.

5. Demand for its graduate program by students. (Where evaluation uses applications for admission, comments of current students).

The Department has no graduate program.

6. The quality of its undergraduate majors. (Where evaluation uses the analysis of test scores, merit awards, and grades in all classes).

Students entering the social work major in 1988 had a grade point average (GPA) below the mean GPA for Ohio University (2.66 vs 2.91). Both their mean SATV and SATM scores were comparable with the Ohio University means (445 vs 438 and 455 vs 446 respectively [historical compendium]). They come from about the 60th percentile in their high school rankings.

7. The quality of its undergraduate educational experience. (Where evaluation uses reports of current students, alumni, or employers).

Follow-up surveys of the graduates indicate that their performance in social work employment and graduate school is rated above average by both the graduates and their supervisors. In 1987 the State of Ohio began administering a licensing examination for social workers before they could be employed. We have no knowledge of any student from the Department of Social Work failing this examination.

8. Demand for its undergraduate major by students. (Where evaluation uses enrollment trends and applications for the program).

The program is in demand by undergraduate students. Between 1983 and 1987 the number of majors increased steadily from 67 to 107. This is an increase of over 50 percent. Nationally between 1983 and 1987 enrollment in undergraduate social work programs increased by 28 percent (Statistics of Social Work Education in the United States: 1986, Washington D.C.: Council on Social Work Education, 1988).

9. The present demand for its undergraduate program by non-majors. (Where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments, and schools).

Most social work courses are open to all students enrolled at Ohio University. Between 1983 and 1988 undergraduate enrollments in social work courses went from 730 to 1349, an increase of about 85 percent. Such an increase indicates that social work courses are in demand on the campus as a whole.

10. Advantages in relation to other institutions, if any. (Where evaluation uses distinctiveness in its approach, curricula, or other features).

The Department of Social Work has a liberal arts component

as an integral part of its program. Such a component is distinctive among social work programs in Ohio. The department feels that the broad base of the degree gives its graduates the advantage of perspective compared with programs which focus only on professionally-oriented courses.

The rural setting of Ohio University is an advantage for students studying rural social problems.

11. The quality of its library holdings. (Where evaluation uses holdings and gaps in those holdings).

Library holdings are very good for achieving the program's goals and objectives. The library's journal, periodical, and book collections go far beyond the basic needs for a social work undergraduate program. Library supporting services also are adequate.

12. The quality of its facilities and equipment. (Where evaluation uses age, adequacy, and condition of equipment and facilities).

The physical facilities and equipment for the department are reasonably adequate. This refers to office space for the faculty, the chairman, the department secretary, as well as classrooms, computers, telephones, and office equipment.

13. The quality of its honors program. (Where evaluation uses reports from the Honors College and alumni of its honors program).

The department has no honors program.

14. The quality of its offerings through workshops, independent study, or experiential learning. (Where evaluation uses reports from the Office of Continuing Education and students in the programs, with specific discussion of experiential learning evaluation required, if appropriate).

The department has no workshop, independent study, or experiential learning activity.

15. The quality of its programs on regional campuses. (Where evaluation uses reports from the Vice Provost for Regional Higher Education, the regional campus deans, faculty, and students in the off-campus programs).

The department has no regional campus program.

**UCC PROGRAM REVIEW INFORMATION
OHIO UNIVERSITY
SOCIAL WORK**

	1984	1985	1986	1987	1988
ACT COMP	17.78	17.96	18.37	17.74	18.31
SAT VERBAL	418	437	431	419	445
SAT MATH	416	415	417	427	455
HS RANK	59%	64%	62%	59%	61%
OU GPA	2.52	2.58	2.57	2.58	2.66

FALL HEADCOUNT

FRESHMEN	26	23	24	20	31
SOPHOMORE	16	18	20	26	19
JUNIOR	22	13	24	23	26
SENIOR	29	27	19	31	31
UNDERGRAD TOTAL	93	81	87	100	107
MASTERS	0	0	0	0	0
DOCTORAL	0	0	0	0	0
GRADUATE TOTAL	0	0	0	0	0
TOTAL	93	81	87	100	107

ANNUAL DEGREES AWARDED

ASSOCIATE	9	4	1	0
BACCALAUREATE	18	23	14	20
TOTAL	27	27	15	20

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030190 X
 X SOCIAL WORK X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1984 1985 1986 1987 1988

I. FALL HEADCOUNTS BY MAJOR:

17 SOCIAL WK.

FRESHMAN	22	23	23	20	31
SOPHOMORE	11	15	20	26	18
JUNIOR	12	12	23	23	26
SENIOR	25	21	17	31	31
UNDERGRAD	70	71	83	100	106
TOTAL	70	71	83	100	106 37

18 MENTAL HTH

FRESHMAN	4	--	1	--	--
SOPHOMORE	5	3	--	--	--
JUNIOR	10	1	1	--	--
SENIOR	4	6	2	--	--
UNDERGRAD	23	10	4		
TOTAL	23	10	4		

DEPARTMENT TOTAL

FRESHMAN	26	23	24	20	31
SOPHOMORE	16	18	20	26	18
JUNIOR	22	13	24	23	26
SENIOR	29	27	19	31	31
UNDERGRAD	93	81	87	100	106
TOTAL	93	81	87	100	106

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030190 X
 X SOCIAL WORK X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS

1984 1985 1986 1987 1988

2. ANNUAL DEGREES AWARDED:

ASSOCIATE DEGREE	9	4	1	--	--
BACCALAUREATE	18	23	14	20	--
TOTAL	27	27	15	20	--

..... COURSES

3. FALL STUDENT CREDIT HOURS:

MHT					
UNDERGRADUATE	120	90	--	--	--
SUB-TOTAL	120	90	--	--	--

S W					
UNDERGRADUATE	791	1078	1258	1394	1588
SUB-TOTAL	791	1078	1258	1394	1588

DEPARTMENT TOTAL					
UNDERGRADUATE	911	1168	1258	1394	1588
TOTAL	911	1168	1258	1394	1588

4. FALL WSCH (ATHENS):

MHT	432	324	--	--	--
S W	1765	2266	2675	2898	3373
TOTAL	2197	2590	2675	2898	3373

5. FALL WSCH (CONTINUING EDUC):

S W	--	--	--	--	82
-----	----	----	----	----	----

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030190 X
 X SOCIAL WORK X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... COURSES

	1984	1985	1986	1987	1988
7. FALL AVERAGE SECTION SIZE:					
MHT	11.6	12.0	--	--	--
S #	27.1	30.3	31.1	44.4	43.8
TOTAL	23.2	28.1	31.1	44.4	43.8
OU-INDEX	1.12	1.36	1.46	2.04	1.96

..... STAFFING AND PRODUCTIVITY

8. UNIT COST DATA:

	1984	1985	1986	1987	1988
ANNUAL WSCH	7136	7591	7736	9192	9667
DIRECT COST/WSCH	\$22.25	\$22.76	\$22.82	\$20.92	--
OU-INDEX	.85	.81	.79	.69	

9. TEACHING FACULTY:

	1984	1985	1986	1987	1988
TENURED	2	2	2	2	2
NON-TENURED	--	--	--	1	2
TERM (NON-TENURED)	3	3	2	2	1
TOTAL	5	5	4	5	5
PERCENT TENURED	40.0	40.0	50.0	40.0	40.0

10. FALL FULL-TIME FACULTY

ACADEMIC YEAR CONTRACTS

	1984	1985	1986	1987	1988
HEAD-COUNT	1	1	1	2	3
AVERAGE SALARY	28893	31393	33799	30627	30914
MEDIAN SALARY	--	--	--	25983	28397

FISCAL YEAR CONTRACTS

	1984	1985	1986	1987	1988
HEAD-COUNT	1	1	1	1	1
AVERAGE SALARY	38371	43293	47931	50237	54291
MEDIAN SALARY	--	--	--	--	--

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 < BUDGET-UNIT: X
 < 2030190 X
 < SOCIAL WORK X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1984 1985 1986 1987 1988

10. FALL FULL-TIME FACULTY

CONTINUED: FISCAL YEAR CONTRACTS

11. BUDGETED FTE STAFFING:

FACULTY	4.50	3.80	3.50	3.00	4.00
CIVIL SERVICE	1.00	1.00	1.00	1.00	1.00
TOTAL	5.50	4.80	4.50	4.00	5.00

12. STAFFING RATIOS:

FTE STUDENTS	60.7	77.9	83.9	92.9	105.9
FTE STD/FTE FACULTY	13.5	20.5	24.0	31.0	26.5
FTE STD/FTE FAC+GAFTE	13.5	20.5	24.0	31.0	26.5
FTE STD/FTE TOT STAFF	11.0	16.2	18.6	23.2	21.2

3. REGENTS MODEL/DEPART. BUDGETED:

MODEL FTE FOR ENROL	4.40	4.69	4.78	5.67	5.97
BUDGETED FACULTY	4.50	3.80	3.50	3.00	4.00
DIFFERENCE FROM MODEL	+1.10	-.89	-1.28	-2.67	-1.97
X DIFF. FROM MODEL	+2.20	-18.90	-26.70	-47.00	-32.90
BUDGETED FAC+GA FTE	4.50	3.80	3.50	3.00	4.00
DIFFERENCE FROM MODEL	+1.10	-.89	-1.28	-2.67	-1.97
X DIFF. FROM MODEL	+2.20	-18.90	-26.70	-47.00	-32.90
TOT BUDG STAFF+GA FTE	5.50	4.80	4.50	4.00	5.00
DIFFERENCE FROM MODEL	+1.10	+1.11	-.28	-1.67	-.97
X DIFF. FROM MODEL	+25.00	+2.30	-5.80	-29.40	-16.20

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2030190 X
 X SOCIAL WORK X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1984 1985 1986 1987 1988

14. X DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

1 GEN. STUDY	5.4	5.0	5.5	5.0	5.5
2 TECHNICAL	13.9	--	--	--	--
3 BACCALAUR.	39.9	52.6	44.2	48.6	43.8
SUB-TOTAL	59.1	57.6	49.6	53.5	49.3

STUDENT ADVISING

1 FR/SC	7.5	3.5	4.4	3.9	3.7
2 JR/SR	2.2	3.0	3.3	5.0	5.5
SUB-TOTAL	9.6	6.5	7.7	8.8	9.2

ADMINISTRATION

1 DEPARTMENT ADMIN	8.6	7.5	8.3	8.2	7.3
2 COL/DEPT COM.	5.4	5.0	4.4	4.4	4.1
3 UNIVERSITY COM.	.6	1.3	1.1	1.1	1.0
5 OTHER ADMIN.	--	--	1.7	5.5	4.6
SUB-TOTAL	14.4	13.7	15.4	19.1	16.9

RESEARCH

1 UNIVERSITY/DEPT	16.5	21.9	26.9	18.3	24.4
SUB-TOTAL	16.5	21.9	26.9	18.3	24.4

PUBLIC SERVICE

1 COMMUNITY	.6	.5	.6	.6	.5
SUB-TOTAL	.6	.5	.6	.6	.5

* PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

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XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
: BUDGET-UNIT:                X
: 2030190                      X
: SOCIAL WORK                   X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

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..... EXPENDITURES

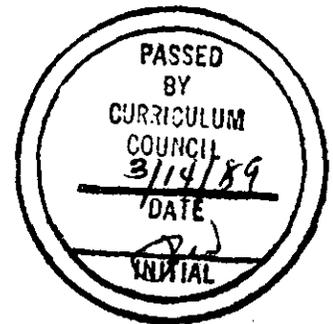
	1984	1985	1986	1987	1988
--	------	------	------	------	------

5. DEPARTMENTAL EXPENDITURES:

GENERAL OPERATING	\$158784	\$172801	\$176568	\$192280	--
RESTRICTED	--	--	--	\$4647	--

OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL
FEBRUARY 1989

ZANESVILLE RADIO-TV DEPARTMENT



A. PROGRAM DESCRIPTION:

The department grants an A.A.S. (Associate in Applied Science) degree. The curriculum provides a generalist approach to radio and TV broadcasting. Students may specialize through course selection in audio or video production or engineering. The degree prepares graduates for entry level positions in radio, television, cable or industrial communications.

Eighty percent of the students in major courses are journalism or Radio-TV majors. The remaining twenty percent of the students are non-majors who take the courses as electives. The program has three faculty.

The Radio-TV Department serves as a support service for the OU-Zanesville campus. Among its services: technical and production assistance, equipment repair, technical talent and crews for special events and campus productions. Some class assignments have resulted in productions for nonprofit groups and in productions shown on local television and cable. Finally, the department operates a cable-FM radio station which provides a public service for the campus and community.

B. STRENGTHS OF THE PROGRAM:

The Radio-TV Department has superior facilities and equipment. Students have access to state of the art equipment housed in a building that meets the needs of the department.

The Radio-TV Department earned an Academic Challenge Grant in 1986 which allowed for the addition of an engineering concentration and equipment for an engineering laboratory. This competitive grant brings continuing funding and highlights the quality of the program.

The Radio-TV Department works cooperatively and closely with Ohio University's nationally recognized School of Telecommunications. This relationship brings instructional advice, industry recognition, and encourages student advancement from OU-Zanesville's two-year program to OU-Athens' four-year program.

The Radio-TV Department has a positive reputation for advising students. The student/teacher ratio, the close faculty-student working relationship, and professional and career advising have turned a number of problem students into successful professionals.

C. WEAKNESSES OF THE PROGRAM:

In spite of an exceptional placement record, successful advancement of students to Athens' four-year program, a full component of faculty, and superior facilities and equipment, the program has been unable to attract more than thirty majors.

Everyone on the faculty has a degree in progress. Reed Smith is completing courses in the E. W. Scripps School of Journalism; Rod Nelson is earning a law degree at Capital University; and Tim Frye is completing an M.Ed. on the Athens campus. The program will be better served when everyone has a terminal degree completed so their participation in the graduate programs does not detract from the teaching and service.

Although scholarly research may not be a high expectation and twelve-hour loads (or their equivalent) do not provide much writing time, faculty members could be expected to produce an occasional convention papers in SCA, ICA, BEA and other academic and professional associations. This expectation is especially true when the three faculty members complete their degrees.

The Athens-based Telecommunications program and the Zanesville radio-TV program could increase their uneven level of cooperation on curriculum, recruiting, and articulation.

D. RECOMMENDATIONS:

1. The department ought to consider some innovative marketing strategies, especially for its engineering concentration which is not duplicated on the Athens campus. One possibility might be to recruit the large number of applicants who are turned away because of a lack of space in the School of Telecommunications. They could start at OU-Zanesville and, if successful, transfer to OU-Athens.
2. The department should be commended for earning one of the coveted Academic Challenge Grants which provides funding, a faculty position, and a furnished laboratory.
3. While the student numbers are reasonably low, the department should use "research by assignment" for the faculty to take turns finishing their terminal degrees.
4. The department should exploit its close relationship with the School of Telecommunications by inviting faculty and administrators to help with OU-Zanesville's recruiting problem. The Radio-TV department should be on the School of Telecommunications' mailing list so curricular decisions are communicated to this affiliated program.

5. When the next five-year review occurs the faculty should have degrees completed, should not only have attended but participated in a convention with a paper or panel presentation, and should have increased the number of majors to at least fifty.

E. REVIEW TOPICS:

1. Quality of the scholarship and creative activity of its faculty.

The department has attracted one very important grant from the Ohio Board of Regents. All three of the faculty members are working on degrees in addition to teaching loads that are just about double that of most Athens campus professors. Few academic programs are expected to perform the extensive service functions that this department provides. This particular faculty may find that "professional activity" looms as large in importance as traditional scholarship. The fact that they direct and produce programs for clients and for local broadcasting distribution is just one promising sign that these faculty are serving their students, the campus, and the community.

2. Quality of the teaching of its faculty.

The Radio-TV department evaluates every course every quarter, and the evaluations do play a role in merit salary and promotion decisions. The department deserves recognition for its advising which includes curriculum and career advising as well as monitoring students on special projects, campus events, and local programming.

The department provided nine examples of course/instructor evaluation instruments which included one laboratory, eight classes and everyone on the faculty. The lab evaluation asked 14 questions; the course-instructor evaluations asked 19 questions. The questions were well adapted to broadcasting courses, including some on safety and one on overall performance of the faculty member. The evaluations provided may or may not have been random, but they were uniformly good.

3. Quality of its graduate students.

The program is undergraduate only.

4. Quality of its graduate educational experience.

The program is undergraduate only.

5. Demand for its graduate program by students.

The program is undergraduate only.

6. Quality of its undergraduate majors.

Since the last five-year review, the quality of majors has improved. The composite ACT score for entering students in 1987-88 academic year is included in the compendium material that accompanies this report.

More than 50% of those who enter the program do complete the course of study because they meet the standards. Those who do graduate tend to be highly successful. During the last academic year, nine of sixteen second-year majors earned grade point averages over 3.0.

7. Quality of its undergraduate educational experience.

The Radio-TV Department monitors its graduates closely. Each graduate is encouraged to keep the department informed about career progress. During the last five years over 50% of the graduates have relocated to the Athens campus for the final two years of a B.S. degree from the School of Telecommunications. Over 90% of those who transfer to the Athens campus have earned their bachelor's degrees.

Students who move directly into the profession take entry level positions in area broadcast stations, eventually relocating to larger market stations. Some stay in the immediate area. Fewer than 10% in the last ten years failed to secure employment in the business. In that same period of time less than 5% of the graduates have proceeded to graduate or professional school beyond their four-year degree.

8. Demand for undergraduate major by students.

The department with three faculty has twenty majors, a respectable number but fewer than the department's campus would like. The department is exploring ideas for recruiting additional majors to a program that already has funding, facilities, faculty and equipment ready for them. The faculty does not know why the headcount fell in 1987.

9. The present demand for its undergraduate program by non-majors.

Few non-majors enroll in departmental courses, but some do enroll in the courses because of their interest in the subject matter. Approximately 20% of the students in radio-TV courses are non-majors who come from a wide range of disciplines represented on the Zanesville campus.

10. Advantages in relation to other institutions, if any.

Very few programs in the country have such fine facilities and even fewer have such a favorable student/teacher ratio. The Academic Challenge money provides financial stability, equipment, and personnel--three things that most other programs lack. Finally, the concentration in engineering is relatively rare.

11. Quality of library holdings.

The department judges its library holdings to be excellent. Each faculty member orders between \$200-\$300 of new library holdings each year.

12. Quality of facilities and equipment.

Excellent.

13. Quality of its honors program.

NA

14. Quality of its offerings through workshops, independent study, or experiential learning.

NA

15. Quality of its program on regional campuses.

This program is on the Zanesville campus.

UCC PROGRAM REVIEW INFORMATION
OHIO UNIVERSITY
RADIO-TV (ZANESVILLE)

MAJOR 5008 (RTV technology)

	1984	1985	1986	1987	1988
ACT COMP	17.00		25.00	21.33	21.00
SAT VERBAL				330	
SAT MATH				420	
HS RANK	38%		55%	57%	66%
OU GPA	2.10	2.36	2.86	2.92	2.73

FALL HEADCOUNT

FRESHMEN	0	2	2	4	2
SOPHOMORE	0	0	2	3	0
JUNIOR	1	0	0	0	3
SENIOR	0	0	0	0	0
TOTAL	1	2	4	7	5

ANNUAL DEGREES AWARDED

ASSOCIATE	2	0	2	0	
TOTAL	2	0	2	0	

MAJOR 5013 (RTV production performance)

ACT COMP	15.00	18.25	18.00	16.29	19.20
SAT VERBAL	520	520			420
SAT MATH	390	390			427
HS RANK	50%	60%	62%	68%	51%
OU GPA	2.64	2.63	2.65	2.77	2.45

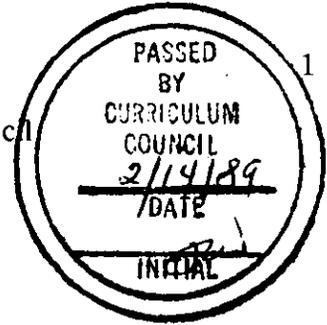
FALL HEADCOUNT

FRESHMEN	9	11	15	5	10
SOPHOMORE	6	3	6	8	4
JUNIOR	0	2	5	1	1
SENIOR	1	0	1	0	0
TOTAL	16	16	27	14	15

ANNUAL DEGREES AWARDED

ASSOCIATE	8	1	5	5	
TOTAL	8	1	5	5	

Ohio University - University Curriculum Council
Five Year Review of the School of Film
January, 1989



A. Program Description

The School of Film at Ohio University offers programs of study which lead to the Master of Arts and Master of Fine Arts degrees. It offers no undergraduate degree but it does offer both undergraduate and graduate minors in film serving a significant number of students in a number of disciplines, particularly telecommunications and the fine arts. The school contributes to Tier II general education courses in film history, criticism, and theory. A recently implemented initiative with the School of Music provides a program emphasis in Film Music Composition leading to the Masters in Music degree.

The School of Film also offers courses in film animation for the School of Art and seminars in film for the School of Comparative Arts. At present forty-one students are enrolled. Over 25 percent of the students come from foreign countries. Four of them receive Fulbright support.

The school employs eight faculty and staff (amounting to 7.5 FTE) and an average of 18 graduate students on split assistantships (3 FTE). Graduate assistants are responsible for assisting in the teaching of the undergraduate courses and for other assigned duties. Most graduate assistants teach undergraduate Tier II courses in film, undergraduate electives in film techniques, and assist with graduate courses. The remaining graduate assistants assist with technical duties in the School of Film and with administrative duties connected with the publication of Wide Angle, (a quarterly international journal published by the School of Film), with the organization of the annual Athens International Film Festival, and with coordination of the Athens Center for Film and Video.

B. Strengths of the Program

Although no body exists for accrediting the film discipline in universities, leaders in education and the film industry regard the Ohio University School of Film as one of the top ten graduate film production programs in America (letter on file). The review

committee for the 1986 Ohio Board of Regents Eminent Scholar program stated that "the Ohio University film program is clearly the senior graduate film program in Ohio."

The three year MFA program integrates production skills with critical studies. Public universities located outside commercial centers such as New York City and Los Angeles have been ineffective in such integration and regard the Ohio University film curriculum as a model: leading institutions such as the University of Iowa have specifically requested information concerning the School of Film's integrated curriculum. Graduates of the school who are now teaching at major universities utilize the integrated approach in their institutions.

Students receive co-curricular training in arts administration from working with the Athens International Film Festival and with the Athens Video Festival. Students also take advantage of the job opportunities offered by Wide Angle by participating as assistant editors. The opportunity to work with a major journal is rarely found in any other film school.

C. Weaknesses of the Program

The rural setting of Ohio University poses a disadvantage for the School of Film. Unlike competing institutions in major cities such as New York and Los Angeles, students have limited access to numerous visiting professionals and to daily screenings of new foreign films. Students have fewer opportunities to work with professional film projects and with corporations using film and video.

Space and equipment is very limited. The lack of an appropriate screening facility with controlled access hampers instructional activities. The Regents Eminent Scholar Committee was impressed with the recently acquired Peterson Film Editing equipment. Nonetheless, the committee felt that the program was inadequately equipped and housed. The committee felt that facilities must be improved if the School of Film is to remain one of the top ten programs in the United States. The school feels that even though the 1988 Academic Challenge award will make a significant difference in the enhancement of equipment, the amount of the award is inadequate to properly house the equipment and instructional facilities necessary for a competitive national film program.

The school continues to operate with a group IV faculty member whose responsibility is to lead the critical components of film history, criticism, and theory.

Because of constant turnover in this position, there is no sustained leadership or continuity in the area of film scholarship. This was also cited by the Regents Eminent Scholar Committee as a major weakness.

The School of Film has only nine graduate assistantships. This allocation has remained constant since 1984 while the head count and WSCH has risen by almost 60%. Top quality students are often lost to competing schools who offer full assistantships with higher stipends. Financial aid in the school is split into fractions and no one student currently has a full assistantship. Normally, a .5 FTE graduate assistant teaches one section.

D. Recommendations

1. Space and facilities should be improved.
2. The School of Film should secure a group I faculty position for the area of film history, criticism, and theory.
3. The number and stipend level of graduate assistantships should be increased.
4. The faculty of the School of Film should be commended for developing the Ohio University film program as the senior graduate film program in Ohio and as one of the top ten graduate programs in America.
5. There is no need for further review until the next review cycle.

E. Review Topics

1. Quality of the scholarship and creative activity of its faculty (where evaluation is based on the analysis of publications, research, performances, presentations, research projects, awards, and recognition).

The number of faculty in the School of Film has increased from four members in 1983 to a present total of eight. Several members of the faculty are active professionally as represented by scholarship and publication. Activities range from creative work presented in national or international forums, papers and presentations before national professional or scholarly associations to serving as officers of professional associations. ~~(Comparison of faculty activity within the School of Film gives the impression of general activity from two faculty while four faculty appeared~~

~~moderately to highly active.~~) Two new faculty were added in September 1988 and it is expected that they will also be active in the profession.

- 2. The quality of the teaching of its faculty (where evaluation is based on student evaluations, teaching awards, written peer evaluations, and outside evaluations).

Students evaluate all courses each quarter. These student evaluations are included in the consideration for tenure, promotion, and merit raises. Generally, students rate film courses as "better than average" when compared to all courses taken. An additional measure of teaching quality is provided through student interviews by the director of the School of Film. Because of the small size of this program, students have regularly felt free to meet with the director to praise faculty instruction and courses as well as to provide constructive criticism. In addition, student representatives, elected by the graduate students in the program, meet with the director regularly and serve on school committees.

- 3. Quality of its graduate students (where evaluation is based on the analysis of test scores, merit awards, research projects, and grades in all classes).

A standardized admissions score is not required for the school's graduate students. Applicants are evaluated on the basis of a portfolio review, a review of undergraduate work, letters of recommendation, goals statements from the applicants, and personal interviews with the applicants. The final admission decision is made as a consensus from the entire faculty.

- 4. The quality of its graduate educational experience (where evaluation is based on reports of current students, alumni, and/or employers).

The quality of graduate students in the film program has gained both national and international attention. Students enrolled or having graduated from the program include: Eran Preis, nominated for the 1985

academy award for best foreign film; Yin Tingru, one of the top three leading actresses from the Peoples Republic of China; noted American documentary film maker Jack Wright; Colombian cinematographer Ricardo Restrepo; former Twentieth Century Fox executive Daniel Saez; Malaysian producer Corrine Lee, and top professionals from the People's Republic of China.

5. Demand for its graduate program by students (where evaluation is based on past placement records and projected employment demand).

An average of 50 applications and 150 inquiries are received each year. No more than 15 students are accepted. Total enrollment in the program varies from 40 to 45 students.

6. Projected demand for its graduates outside the university (where evaluation is based on projected placement of its students).

A recent assessment utilizing a school survey, alumni records, and personal knowledge indicated that 40% of the graduates from this program over the last 10 years enter college or university teaching positions. Twenty percent enter into doctoral study in film, 20% enter the film industry and another 20% enter positions in arts administration or work as independent film makers.

7. The quality of its undergraduate majors (where evaluation is based on GPA, test scores, merit awards etc.).

There is no undergraduate program.

8. The quality of its undergraduate educational experience (where evaluation is based on reports of alumni and/or employers).

There is no undergraduate program.

9. Demand for its undergraduate major by students (where evaluation is based on enrollment trends).

There is no undergraduate program.

10. Projected demand for its undergraduates (where evaluation is based on past placement records and projected employment demand).

There is no undergraduate program.

11. The present demand for its undergraduate program by non-majors (where evaluation is based on trends in non-major enrollments and changing program requirements or other majors, departments and schools).

Although there is no undergraduate degree program offered, a significant number of students in telecommunications, the fine arts, and other departments choose undergraduate film offerings as a minor.

12. Advantages in relation to other institutions (where evaluation is based on distinctiveness in its approach, curricula, and other factors).

The Ohio University School of Film offers several advantages. First, because it does not have an undergraduate program, all instructional effort is placed on graduate teaching. This means that equipment, facilities, and faculty are dedicated to graduate level teaching. Secondly, the placement of the School of Film within the College of fine Arts is an advantage for it facilitates interdisciplinary study with the Schools of Music, Art, Comparative Arts, and Theatre. Third, the Peterson Sound Studio, acquired in 1985, offers students opportunities to learn professional sound mixing rarely found at competing public institutions. Finally, co-curricular activities of the School of film including the Annual Ohio film Conference, the publication of Wide Angle, and the Athens International film Festival provide students with a wide variety of learning experiences that often lead to full time jobs.

13. The quality of its library holdings (where evaluation is based on holdings and gaps in those holdings).

The School of Film rates current library holdings and current acquisitions as adequate and improving due in large part to grants and donations received by the School of Film. A recent 1804 grant for film history archives material will substantially enhance library holdings for primary research. The School of Film has secured two major donations of film books and periodicals for the Fine Arts Library. Holdings of scripts and video cassettes of important films have greatly increased, however, periodicals are deficient.

14. The quality of its facilities and equipment (where evaluation is based on age, adequacy, and condition of equipment and facilities).

Space for the School of Film has been identified by the department and by the Regents Eminent Scholar Site Visit Team as inadequate and in need of improvement. A recent Ohio Program Excellence Academic Challenge Award is expected to enhance current facilities but is not expected to be sufficient to maintain the school as a competitive national film program.

15. The quality of its honors program.

There is no honors program available in the School of Film.

16. The quality of its offerings through workshops, independent study, or experiential learning (where evaluation is based on reports from the Office of Continuing Education and students in the program).

The School of Film offers no correspondence courses. Course credit by examination is not offered on a regular basis. Workshop courses are not applicable for degree credit. No credit is given for experiential learning.

17. The quality of its program on regional campuses (where evaluation is based on reports from the Vice Provost for Regional Higher Education, the regional campus dean, faculty and students in the off-campus programs).

The program is not offered.

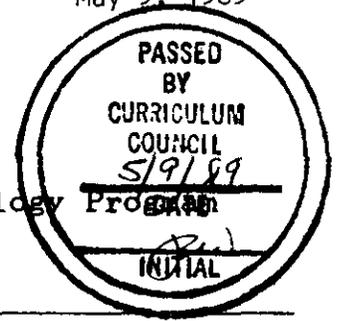
F. Data from the Historical Compendium

This is a reproduction of the data in historical compendiums showing enrollment trends, staffing, majors, and degrees granted. The information is from items 1, 2, 3, 9 and 11 of the historical compendium.

Department of Film

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
OU GPA	3.52	3.57	3.71	3.75	3.77
1. Fall Headcounts by Major:					
Masters	24	29	38	41	38
Doctoral	20	0	0	0	0
TOTAL	25 24	29	38	41	38
2. Annual Degrees Awarded:					
Masters	3	5	4	11	
TOTAL	3	5	4	11	
3. Fall Student Credit Hours:					
Undergraduate	950	1196	1238	1345	1429
Graduate	301	475	564	568	528
Sub-Total	1251	1671	1802	1913	1957
9. Teaching Faculty:					
Tenured	2	3	3	3	3
Non-Tenured	1	--	--	1	1
Term (non-tenured)	2	2	3	2	3
TOTAL	5	5	6	6	7
Percent Tenured	40.0	60.0	50.0	50.0	42.0
11. Budgeted FTE Staffing:					
Faculty	4.25	4.25	5.50	5.50	5.50
Grad. Assistants	2.67	3.00	3.00	3.00	3.00
Administrators	1.00	1.00	1.00	1.00	.87
Civil Service	.40	--	.63	.71	.71
TOTAL	8.32	8.25	10.13	10.21	10.08

University Curriculum Council
Five Year Review of Human Services Technology Program
Spring, 1989



A. PROGRAM DESCRIPTION:

The Human Services Technology Program (HST) is a two year degree program leading to an Associate in Applied Science degree. It is offered through University College on the Chillicothe campus. Its purpose has been modified since its inception in 1974. Originally funded by the Veterans Administration, its purpose was to prepare entry level mental health technicians for employment in the VA hospitals. Currently, the purpose has been expanded to include 1) preparation of students for entry level positions in the human services, including mental health and correctional settings, and 2) preparation of students to continue their education beyond the associate degree level.

The requirements for the AAS degree consist of a minimum of 97 credit hours and a maximum of 102 credit hours. Approximately half of these involve HST coursework. Since the last program review in 1984, the program has undergone a slight curriculum revision as a result of the University's imposing the Tier I freshman English composition and quantitative skills requirement upon associate degree programs. Specifically, the program eliminated the HST 101 course as a requirement.

Currently, there are at least 29 students in the major. The vast majority of students in the program are female (est. 90%). They are typically non-traditional with a mean age of 28.

There is one full-time faculty member assigned to the program. This person serves as the Program Coordinator, field coordinator, student advisor, and instructor. He has a reduced teaching load. Much of the instruction is carried out by part-time faculty of whom there are nine (budgeted FTE=1.77).

B. STRENGTHS OF THE PROGRAM:

The strong commitment and personal concern shown within the program was identified by both students and the Coordinator of Technical Programs as a major strength.

Another major strength is the positive reputation that the program has in the local human service community. It is viewed as providing the students with a sound paraprofessional training experience.

C. WEAKNESSES OF THE PROGRAM:

In most respects, this is a one-person operation. The Program Coordinator is responsible for the day-to-day administration of the program, advising, supervision of the field placements including leading the three 200-level practice seminars, teaching of the three 100-level behavior management courses, and teaching the introductory psychology course. This gives rise to a somewhat serious problem for a technical program. Namely, the faculty member is unable to visit practice settings with any regularity and relies on telephone contacts. This is problematic since on-site visits help to assure an integration between classroom content and practice experiences.

A second area of concern is the lack of any formalized evaluations of faculty teaching. While the program reviewer was well impressed with the assertiveness of some of the students with whom he met, it is much more desirable to obtain a group evaluation than complaints from individuals, since the latter have a tendency to be viewed as isolated cases.

There is a lack of a systematic follow-up of students to assess the quality of the program's educational/training experience.

D. RECOMMENDATIONS:

1. Consideration be given to reconfiguring faculty to two full-time faculty positions.
2. Student evaluations of teaching performance be required as is the case on the Athens campus.
3. A routine follow-up survey of graduates be instituted to assess the attainment of program outcomes.
4. No review of the Program is necessary until the next five year cycle.

E. REVIEW TOPICS:

1. Quality of the scholarship and creative activity of its faculty (where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards and recognition).

Faculty on the Chillicothe campus are evaluated in the areas

of service to both the university and the community, and in the area of professional activities. The latter includes, but is not limited to, the traditional scholarly activities, i.e. research and publication. The faculty member assigned full-time to the HST program has a doctorate in psychology. He has no publications. He has been involved in conducting various needs assessments for local community social service agencies and grantwriting activities. He is an educational consultant in the field of aging for the state of Ohio. He is active in professionally relevant human service activities in the local community, such as the community mental health board. He also has been a participant in various seminars, workshops, etc. to continue his professional development.

Adjunct faculty have attained at least a graduate degree in a relevant discipline, e.g. social work, guidance and counseling. Their full-time professional work complements their teaching role in the HST program.

2. **Quality of the teaching of its faculty** (where evaluation uses student evaluation, teaching awards, written peer evaluations and outside evaluations).

Student evaluation of teaching is optional on the Chillicothe campus. Moreover, if a faculty member elects to have students evaluate teaching performance, the faculty member is free to include or not include it in his/her personnel file.

The Program Coordinator, in part, relies upon students voicing their assessments of faculty to him. In one instance, some time ago, student complaints led to a non-renewal of a part-time faculty member's contract. Additionally, the Program Coordinator relies upon his own personal knowledge of the adjunct faculty members.

Discussion with students (a total of ten were seen in a group meeting: 9 second year students and 1 freshman) indicate that they rate faculty teaching as good. Students indicated that since they were, in general, older and more mature they would not hesitate to advise the Program Coordinator or higher authority if the quality of teaching were poor.

The students were especially laudatory of the Program Coordinator both in terms of his teaching and in his commitment to them.

The students indicated that student evaluation of the teaching performance of faculty was a good idea. However, they are not sure it would have any impact.

A review of the course outlines indicates the courses are

relevant to the degree goals.

- 3. **Quality of its graduate students** (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes).

Not applicable.

- 4. **Quality of its graduate education experience** (where evaluation uses reports of current students, alumni or employers).

Not applicable.

- 5. **Demand for its graduate program by students** (where evaluation uses application for admission, comments of current students)

Not applicable.

- 6. **Quality of its undergraduate majors** (where evaluation uses the analysis of test scores, merit awards, and grades in all classes.)

The Program Coordinator, the Technical Division Coordinator, and the Director of Student Services suggest that because HST students tend to be older non-traditional students, the ACT and SAT scores are not reliable indicators of the quality of the students. Further, they note that few of the students in the HST program take the ACT or SAT. It was indicated that the Historical Compendium scores for the Fall of 1988 are based on about eight students. They described the quality of the HST students as being typical of students on this campus. For the campus the ACT score is likely to average between 16 and 17.5.

- 7. **Quality of its undergraduate educational experience** (where evaluation uses reports of current students, alumni, or employers).

There is no formal follow-up of the program's graduates. Nor is the program evaluated by the Council on Standards for Human Service Education. The Program Coordinator indicated that the program would not be approved by this body due to understaffing. There is a five-year review of the program by the Board of Regents. A report was submitted to it in January of 1988. An evaluative response has yet to be received.

Assessment of the quality of the program's educational experience is based on: 1) discussion with students, 2) telephone discussion with five representatives of agencies in which HST students intern and/or are employed, and 3) a review of the course outlines.

The Reviewer's discussion with agency representatives confirmed what students had stated. Namely, the HST program is well regarded in the professional social service community with respect to its preparation of students. Students are described as being adequately prepared for the intern experience. Upon completion of the program, the students are described as well prepared to assume paraprofessional positions in human service organizations.

Discussion with agency representatives indicated that there is a good demand for the program's graduates. The program provides the area with well-qualified people for various social service agencies.

8. Demand for undergraduate major by students (where evaluation uses enrollment trends and application for the program).

Compendium data indicate the number of majors in the program has increased 70% from Fall 1984 to Fall 1988 (from 17 to 29). These data, however, represent some undercounting of the number of majors according to the Program Coordinator. A number of students tend to mistakenly indicate their major area as "Health & Human Services," while others identify themselves as "Undecided." Data submitted to the Board of Regents (BOR) indicate that growth in the number of students in the program more than doubled over the period 1982-83 AY to 1986-87. The number of students increased from 17 to 36.

At the time of the last program review (1984), it was noted that there had been a decline in the demand for graduates of the program due to cutbacks in federal and state funding. This resulted in a decline in enrollment (from 45 students in 1978-79 to 22 in 1982-83). This situation has turned around since that time. For example, data submitted to the BOR indicates that of the nine 1988 graduates, four are employed full-time and one, part-time in a human service agency. Among the previous year's graduates, two-thirds, i.e., six of nine, are similarly employed in a degree related area. Enrollments have begun to respond accordingly.

9. The present demand for its undergraduate program by non-majors (where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments and schools).

There is a rather high demand for certain of the HST courses by non-majors. These include: the Group Dynamics courses, and courses offered under the Special Problems catalog number, such as individual counseling substance abuse, and crisis intervention.

An unspecified number of students in other majors, especially Psychology, also pursue the AAS degree through the HST program. The Coordinator of Technical Programs, who is also the Coordinator for the Law Enforcement Technical Program (LET), anticipates that LET students will be taking more HST courses. This is likely to occur since the role of the correctional institute officer is taking on more of a therapeutic role rather than simply a custodial one. The HST program offers courses that will be of use in this modification of function.

10. **Advantages in relation to other institutions, if any** (where evaluation uses distinctiveness in its approach, curricula or other features).

There have been no formal efforts to compare this program with similar programs throughout the state or country. Nevertheless, the Program Coordinator believes the program has some relative advantages which are more likely to be found in metropolitan than in a rural area, such as Chillicothe. First, the program is located in an area housing several large service providers, including the VA hospital, and two state correctional institutions. These provide a pool of part-time faculty as well as employment opportunities for the program's graduates.

11. **Quality of the library holdings** (where evaluation uses holdings and gaps in those holdings).

Library holdings are considered to be good by the students and Program Coordinator. The students indicated that they typically can find what they need to complete class assignments.

12. **Quality of its facilities and equipment** (where evaluation uses age, adequacy and condition of equipment and facilities).

The faculty office and classrooms are quite adequate to meet the needs of the program. Audiovisual equipment and videotaping capability are available to the program.

13. **Quality of its honors program** (where evaluation uses reports from the Honors College and alumni of its honors program).

Not applicable.

14. **Quality of its offerings through workshops, independent study, or experiential learning** (where evaluation uses reports from the Office of Continuing Education and student in the programs, with specific discussion of experiential learning evaluation required, if appropriate).

HST courses are offered at the Chillicothe and Ross County Correctional Institutes. Prisoners use these courses to complete the Associate in Individualized Studies. There is no formal evaluation of these courses.

There is one course available through correspondence, Beginning Sign Language and Deaf Culture. Thus far, there has been no demand for it.

15. **Quality of its programs on regional campuses** (where evaluation uses reports from the Vice Provost for Regional High Education, the regional campus deans, faculty, and students in the off-campus programs).

Not applicable.

F. DATA FROM THE HISTORICAL COMPENDIUM:

Attached.

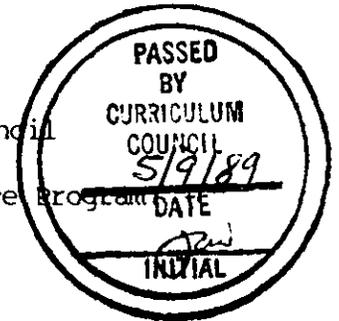
UCC PROGRAM REVIEW INFORMATION
OHIO UNIVERSITY
HUMAN SERVICES TECHNOLOGY (CHILLICOTHE)

	1984	1985	1986	1987	1988
ACT COMP	20.00	18.00	18.00	17.38	14.75
SAT VERBAL				480	450
SAT MATH				540	420
HS RANK	48%	53%	49%	57%	64%
OU GPA	2.92	2.86	2.90	2.61	2.63
FALL HEADCOUNT					
FRESHMEN	11	11	10	11	14
SOPHOMORE	5	8	9	8	8
JUNIOR	1	1	5	4	6
SENIOR	0	1	1	0	1
TOTAL	17	21	25	23	29
ANNUAL CREDIT HOURS **					
	1070	1267	1675	1430	1627
ANNUAL W.S.C.H.					
	2568.00	3040.80	4020.00	3432.00	3904.80
STUDENT F.T.E. **					
	71.33	84.46	111.67	95.33	108.46
FACULTY F.T.E. **					
	1.77	1.77	1.77	1.77	1.77
ANNUAL DEGREES AWARDED					
ASSOCIATE	4	6	8	9	
TOTAL	4	6	8	9	

** EXCLUDES SUMMER QUARTER

Ohio University - University Curriculum Council
Five-Year Review of the Bachelor of Criminal Justice Program

April 1989



A. Program Description

The BCJ program is an upper division program usually referred to as a "2+2 program". In order to enter, BCJ students must have earned an associate degree in a technical field related to criminal justice or law enforcement. Students with such degrees normally are awarded blanket credit (96 hours) for their associate degrees and then must complete the remaining 96 credits at Ohio University.

The BCJ program is an interdisciplinary professional program administered by a University College staff member and guided by an advisory committee made up of participating faculty. Its courses and faculty come from 14 different departments (including Afro-American Studies, Sociology, Political Science, Psychology, Interpersonal Communication, and Management). The curriculum is built around a core encompassing courses in four areas: Basic Verbal and Quantitative Skills, Social and Political Systems, Human Behavior, Organizational Skills and Management.

The number of majors has remained rather steady at approximately 23 per year. There are currently 25 majors. More than half of the graduates completed the program on a regional campus. Most of the students have worked in the criminal justice area and go on to employment in that field. They also tend to be older "non-traditional" students.

B. Strengths of the Program

1. The interdisciplinary nature of the curriculum takes advantage of the expertise scattered through several departments and assures a broad education in the final two years.

2. University College has established a system to keep track of the program's graduates and has submitted an extensive questionnaire to them in order to evaluate the program.

3. Most BCJ graduates have expressed satisfaction with the program and its preparation for careers in the criminal justice field.

C. Weaknesses of the Program

1. The awarding of automatic credit for all associate degree work regardless of its normal "transferability" may contribute to the students doing less well academically than other Ohio University students in their junior and senior years.

2. Because of the 2+2 nature of the of program, some associate degree holders have difficulty in meeting their Tier 2 requirements within a two-year period.

3. The BCJ Faculty Advisory Committee has not met for a number of years.

D. Recommendations

1. A review of the admissions criteria, and particularly the policy of granting "blanket credit" for associate degree work, should be undertaken. Consideration should be given to transferring only non-technical academic courses, or applying the University's normal 2.5 GPA expectation for transfer credit to the non-technical academic coursework.

2. More effort should be made to advise entering students of the difficulties of meeting the Tier 2 requirements, particularly if they are doing their course work on the regional campuses.

3. The Advisory Committee should be convened on a periodic basis in order to monitor the program.

4. There is no need for further review until the next review cycle.

E. Review Topics

1. **The quality of the scholarship and creative activity of its faculty.**

Not applicable. The program has no faculty of its own. Its core courses are taught by faculty from 14 different departments.

2. **The quality of the teaching of its faculty.**

Not applicable. Faculty teaching BCJ courses are evaluated by their respective departments.

3. **The quality of its graduate students.**

This is not a graduate program.

4. **The quality of its graduate educational experience.**

Not applicable.

5. **Demand for its graduate program by students.**

Not applicable.

6. The quality of its undergraduate majors (When evaluation uses the analysis of test scores, merit awards and grades in all classes).

Because this is a 2+2 program, all students enter with an associate degree in a field related to criminal justice. The average GPA of students entering the program over the past ten years has been 3.15. Their average final GPA has been 2.77. About 25 percent of the students are from OU associate degree programs and they tend to enter with a lower average GPA (2.89) and exit with a higher average GPA (2.86) compared to those from non-OU programs, who enter with a 3.24 GPA and graduate with a 2.76.

Of the 16 students currently enrolled who earned non-OU associate degrees, eleven entered with GPAs above 3.0. Over the past five years, 87 percent of those entering from outside Ohio University had 2.5 GPAs or better in their associate degree work. The nine students who entered the program with GPAs below 2.5 from non-OU campuses graduated with an average of 2.4 and only three managed to score above a 2.5.

Beginning in 1988, transfer students must have a 2.5 GPA to enter the program. This may help improve the quality of its majors.

Though entering GPAs among its majors are good, the overall average GPA of its current majors is 2.53, which is lower than the O.U. average of 2.91. Nonetheless, the level of the average GPA has varied considerably over the last five years, from its current 2.53 to 3.17 in 1986. Likewise, the average ACT scores of its majors have ranged from 17.3 to 22.3 over the past five years. ACT and SAT scores, however, are not always available and students are not required to submit them for admission.

BCJ students would have difficulty receiving full transfer credit from their associate degree programs if they were entering another baccalaureate program. Many of the students have taken technical courses offered by two-year schools such as Hocking Technical College, Muskingum Area Technical College or by Ohio University's regional campuses. Such courses do not normally transfer as baccalaureate credit.

Although the quality of undergraduate majors is generally satisfactory, it varies from year to year and is below the university average.

7. The quality of its undergraduate educational experience (Where evaluation uses reports of current students, alumni or employers).

In a survey of BCJ graduates, 77 percent said they would recommend the program to prospective students. Only 1.5 percent (one respondent) would not recommend it at all.

Most graduates indicated that the program primarily helped them in opening up new job opportunities. Others responded that the program also enhanced their promotion and salary prospects.

Twenty-seven percent of the BCJ graduates are working on advanced degrees.

Overall satisfaction with the program among BCJ graduates appeared to be quite high.

As for employer satisfaction: Most students (60 percent) were employed in the criminal justice system while working on the degree, and 66 percent were employed in the area after earning the BCJ. Of those who were not in the criminal justice field, more than half had not looked in that area but had pursued employment elsewhere. Only one graduate claimed that his employer had found his/her education inadequate.

In general, employer satisfaction with the program appears sufficient to assure employment in the criminal justice field.

8. Demand for its undergraduate major by students (Where evaluation uses enrollment trends and applications for the program).

Demand for the major is modest, with only nine majors currently on the Athens campus, sixteen on the regional campuses. Except for 1985, the number of majors has remained steady. The program director expects demand to grow.

Since about half of its students are non-traditional and are already working in criminal justice, this is a focused and applied degree program, unlikely to attract many students not already committed to the field.

9. The present demand for its undergraduate program by non-majors.

Not applicable.

10. Advantages in relation to other institutions, if any (Where evaluation uses distinctiveness in its approach, curricular or other features).

All but three four-year state universities in Ohio offer a criminal justice-related bachelors degree. Most, though, are traditional four-year programs. Three (Akron, Toledo and Bowling Green) offer a 2+2 program similar to Ohio University's.

However, Ohio University's program is distinctive in that it is one of only two in the state that offers a 2+2 package to any graduate of an appropriate associate degree program.

11. The quality of its library holdings.

According to the director and selected faculty, the library holdings are adequate.

12. The quality of its facilities and equipment.

These are provided by departments and the regional campuses and are considered generally adequate.

13. The quality of its honors program.

This major does not have an honors program.

14. The quality of its offerings through workshops, independent study or experiential learning.

The BCJ program does not offer workshops and workshop credit does not count toward the core curriculum, nor does the program grant credit for experiential learning.

BCJ students do earn core credit through Correspondence Study, which is handled by faculty in participating departments. The use of correspondence courses arises because of the lack of availability of core courses on the regional campuses.

15. The quality of its programs on the regional campuses.

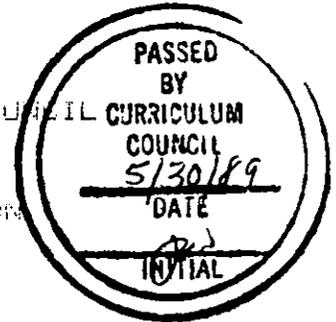
Most of the students in the program take their courses at the Chillicothe campus; enrollments also occur on the Lancaster and Zanesville campuses. Students will often travel to the campus offering the most appropriate courses. Because the necessary courses are not always available and because many of the students are employed full-time, the time to complete the degree frequently exceeds two years. The quality of the curriculum and faculty is satisfactory.

A full-time faculty member in the law enforcement program at Chillicothe serves as an adviser on that campus and a full-time political science professor is available on the Zanesville campus. There is no comparable adviser at Lancaster.

OHIO UNIVERSITY
UNIVERSITY CURRICULUM COUNCIL

FIVE-YEAR REVIEW
DEPARTMENT OF AVIATION

SPRING 1989



A. Description of Program: The Aviation Department dates from 1938 and since 1970 has been housed in the College of Engineering and Technology. In light of an anticipated 60% increase in demand for civilian pilots from a doubling of air travel by the year 2000, the Board of Regents approved a four year baccalaureate degree in Airway Science in the Fall of 1988 which joined the existing ~~two~~ two year associate of arts program. This new BS in Airway Science responds to the promotion by the Federal Aviation Administration (FAA) for training of civilian pilots through collegiate curriculums that incorporate computer science, mathematics, chemistry, physics, management, humanities, and pilot training. The department's 36 candidates in its two year Aviation Technology Associate Degree may link this program to Ohio University baccalaureate degrees in any college of their choice. The Associate Degree presents majors with opportunities as student teaching assistants to gain the experience and flying time requisite for FAA commercial and instructor certification. In addition to the two programs leading to work in commercial piloting, the Aviation Department offers a two quarter sequence that trains non-majors to be certified private pilots.

B. Strengths of the Program:

1. The two year Associate degree allows pilot training while working on a baccalaureate degree outside of the department. The four year program follows the FAA guidelines and enhances employment opportunities for its graduates.

2. The department aircraft are considered to be better equipped than those of competing state universities.

3. The department controls the student/ teacher ratio so that trainees receive optimum attention while instructors are kept from unsafe over-scheduling of flying time.

4. The university airfield is a designated Federal project which has enabled recent funding for the extension of its runway's hard-top surface.

5. The presence at the airfield of the Avionix Engineering Center of the College of Engineering enhances training with flight instrumentation.

C. Weaknesses:

The need now exists to evaluate the level of staffing and aircraft required for an optimum number of students enrolling for the new BS in Airway Science.

The space at the airfield office for debriefing is considered "very inadequate" with 12 students and instructors in a room 12 feet by 20. One faculty member has had to use a hallway as his office area.

D. Recommendations

1. The Department of Aviation should develop a questionnaire to poll the graduates of the new 4 year degree as to their evaluation of the commercial demand for such a program and any suggested improvements.

2. Considering the known importance of one-on-one training for the great number of non-majors in pilot training and the newly expanding numbers of Airway Science majors, the department should study the need for additional permanent faculty and the optimum number of majors. Unless the expanding number of students in the 4 year program is capped, pilot training may suffer. The staffing ratio shows the number of FTE students per faculty nearly doubling from 1984 to 1988/89. Although there is nearly unlimited demand for graduates, the number of majors will remain limited by the teaching staff. There are 4 on the staff, one of which is the administrator who can ~~only~~ teach only half-time.

3. It is recommended that the anticipated state allocation to the Aviation Department will be used to ease the problem of inadequate office space and provide cubicles for individualized instruction. The chairman is also actively pursuing outside support through writing grant applications and a fund drive.

4. The need felt by the chairman for an evaluation of library holdings should be pursued. The new baccalaureate degree and the increased number of students and courses may require an expansion of existing materials.

5. Although scholarship and advanced academic degrees are encouraged in the statement of department promotion and tenure, the instructors feel they are too occupied with their extensive training flight schedules to find time to pursue higher degrees or to publish articles. The department should be encouraged to participate in the scholarly activities of the university faculty.

6. The department leadership should be commended for persevering in putting together the 4-year program which was a goal set at the time of the last review.

7. There is no need for further review until the next review cycle.

E. Review Topics

1. **The quality of the scholarship and creative activity of its faculty.** The faculty meets criteria set by the FAA for maintaining 1000 hours as pilots-in-command and 100 hours of flight instruction during each year.

2. **The quality of the teaching of its faculty.** The formal student evaluations showed an average rating of 3.01 out of 4 for the faculty evaluated in 1988. Interviews with students indicated a high level of satisfaction with the instruction. The undergraduate teaching assistants have all been able to pass the standardized flight check by FAA standards. Allowing the student/teacher ratio to rise beyond the current level may have an adverse effect on the quality of the teaching in the future.

3. The quality of its graduate students. N/A

4. The quality of its graduate educational experience. N/A

5. Demand for its graduate program by students. N/A

6. **Projected demand for its graduates outside the university.** The study of major American airline pilot retirements for the coming decades and the increase in air travel points to a 60% increase in the number of civilian pilots needed by the year 2000.

7. **The quality of its undergraduate majors.** The average ACT composite score for Airway Science majors is 22.47 and their average SAT score is 931. Of the Air Science majors enrolled as of Spring Quarter, the average GPA was 2.81.

8. **The quality of its undergraduate educational experience.** With the increase in candidates for the 4-year program, the department is considering ways to raise the standards for admission and expectations for graduation. The students' education can be measured against results of the FAA final certification flight check. All program candidates thus examined at the end of their program have been at or above FAA standards. The students interviewed were quite complimentary regarding their education.

9. **Demand for its undergraduate major by students.** According to the records of recent graduates of the two year program, all who sought jobs in aviation found appropriate work.

10. **Projected demand for its undergraduates.** The studies available through aviation journals project a steadily rising demand for pilots from university aviation training, and especially from the FAA recommended baccalaureate program just instituted. The chairman receives postings from airline recruiters who value the reputation of O.U.'s aviation graduates and offer them positions upon completion of their programs.

11. **The present demand for its undergraduate program by non-majors.** There has been a steady increase in students enrolled in aviation courses, but this may be restricted by the new majors who must receive top priority.

12. **Its advantages in relation to other institutions.** The two-year Associate Degree program allows students to receive a baccalaureate degree in any Ohio University college of their choice. Aircraft and airport are considered to be better equipped than those of any of the other state universities in Ohio. The federal support for the runway is beneficial, as is the availability of state funding for the program.

13. **The quality of its library holdings.** Due to the newness of the 4 year program, the existing collection of aviation-related materials has not yet been reevaluated.

14. **The quality of its facilities and equipment.** The aircraft replacement schedule is now in place, with the university contracting for one new aircraft in each successive year over the next review period.

15. **The quality of its honors program.** N/A

16. **The quality of its offerings through workshops, independent study, or experiential learning.** The department does not offer workshops, but in summer, there are a considerable number of students that enroll in private pilot training. Given the instructional demands of the majors, this type of training may be curtailed if the staff is not expanded. The department provides correspondence courses to prepare students for the FAA certification tests for private and commercial pilots, and for instrument trainers and flight instruction trainers. Evaluation forms returned by correspondent course students to the Lifelong Learning Programs office in 1988-89 showed an average of 4 on a scale of 5 indicating an above average level of satisfaction with the courses. A perceived need to update the courses to match the constantly revised FAA texts and requirements has resulted in the current effort by contracted instructors to revise the Aviation Department's correspondence courses.

17. The quality of its programs on regional campuses. N/A

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 : BUDGET-UNIT: X
 : 2070410 X
 : AVIATION X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STUDENTS
 1984 1985 1986 1987 1988

• FALL HEADCOUNTS BY MAJOR:

67 AVIATION AIRWAY SCIENCE

FRESHMAN	--	--	--	--	7
SOPHOMORE	--	--	--	--	4
JUNIOR	--	--	--	--	6
SENIOR	--	--	--	--	2
UNDERGRAD					19
TOTAL					19

..... COURSES

• FALL STUDENT CREDIT HOURS:

AVN					
UNDERGRADUATE	351	351	473	524	674
SUB-TOTAL	351	351	473	524	674

• FALL WSCH (ATHENS):

AVN	1263	1263	1701	1879	2343
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• FALL AVERAGE SECTION SIZE:

AVN	7.0	9.1	8.4	10.6	13.7
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OU-INDEX	.33	.39	.39	.48	.61
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PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2070410 X
 X AVIATION X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

	1984	1985	1986	1987	1988
8. UNIT COST DATA:					
ANNUAL WSCH	4199	4406	5761	5652	6116
DIRECT COST/WSCH	\$31.46	\$48.44	\$20.71	\$15.04	--
OU-INDEX	1.20	1.73	.71	.50	

9. TEACHING FACULTY:

TENURED	3	2	1	1	1
NON-TENURED	--	1	2	1	1
TERM (NON-TENURED)	--	--	--	1	2
TOTAL	3	3	3	3	4
PERCENT TENURED	100.0	66.0	33.0	33.0	25.0

10. FALL FULL-TIME FACULTY

ACADEMIC YEAR CONTRACTS					
HEAD-COUNT	3	3	3	2	2
AVERAGE SALARY	26400	22827	23316	27400	30175
MEDIAN SALARY	26000	21782	19849	20900	22650

11. BUDGETED FTE STAFFING:

FACULTY	3.00	3.00	3.00	3.00	3.50
ADMINISTRATORS	--	--	.10	.10	--
CIVIL SERVICE	.37	.37	.40	.25	.50
TOTAL	3.37	3.37	3.50	3.35	4.00

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 BUDGET-UNIT: X
 2070410 X
 AVIATION X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

1984 1985 1986 1987 1988

2. STAFFING RATIOS:

FTE STUDENTS	23.4	23.4	31.5	34.9	44.9
FTE STD/FTE FACULTY	7.8	7.8	10.5	11.6	12.8
FTE STD/FTE FAC+GA FTE	7.8	7.8	10.5	11.6	12.8
FTE STD/FTE TOT STAFF	6.9	6.9	9.0	10.4	11.2

3. REGENTS MODEL/DEPART. BUDGETED:

MODEL FTE FOR ENROL	2.59	2.72	3.56	3.49	3.78
BUDGETED FACULTY	3.00	3.00	3.00	3.00	3.50
DIFFERENCE FROM MODEL	+0.41	+0.28	-0.56	-0.49	-0.28
% DIFF. FROM MODEL	+15.80	+10.20	-15.70	-14.00	-7.40
BUDGETED FAC+GA FTE	3.00	3.00	3.00	3.00	3.50
DIFFERENCE FROM MODEL	+0.41	+0.28	-0.56	-0.49	-0.28
% DIFF. FROM MODEL	+15.80	+10.20	-15.70	-14.00	-7.40
TOT BUDG STAFF+GA FTE	3.37	3.37	3.50	3.35	4.00
DIFFERENCE FROM MODEL	+0.78	+0.65	-0.06	-0.14	+0.22
% DIFF. FROM MODEL	+30.10	+23.80	-1.60	-4.00	+5.80

4. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

2 TECHNICAL	77.9	77.9	66.8	44.5	46.2
3 BACCALAUR.	--	--	6.7	35.1	28.7
SUB-TOTAL	77.9	77.9	73.4	79.6	74.8

STUDENT ADVISING

1 FR/SO	2.0	2.5	2.5	--	2.7
2 JR/SR	--	--	--	--	.6
SUB-TOTAL	2.0	2.5	2.5	--	3.3

351

PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 X BUDGET-UNIT: X
 X 2070410 X
 X AVIATION X
 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

..... STAFFING AND PRODUCTIVITY

	1984	1985	1986	1987	1988
--	------	------	------	------	------

ADMINISTRATION

1 DEPARTMENT ADMIN	11.1	13.0	20.8	18.9	16.2
2 COL/DEPT COM.	3.3	3.3	.9	.6	.6
3 UNIVERSITY COM.	--	.5	--	--	--
5 OTHER ADMIN.	5.9	2.5	2.5	1.1	5.4
SUB-TOTAL	20.2	19.0	24.2	20.5	22.1

PUBLIC SERVICE

1 COMMUNITY	--	.9	--	--	--
SUB-TOTAL	--	.9	--	--	--

** PERCENTAGES BASED ON FACULTY ACTIVITY INFORMATION.

..... EXPENDITURES

15. DEPARTMENTAL EXPENDITURES:

GENERAL OPERATING	\$132119	\$213423	\$119291	\$85016	--
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UCC PROGRAM REVIEW INFORMATION
OHIO UNIVERSITY
AVIATION

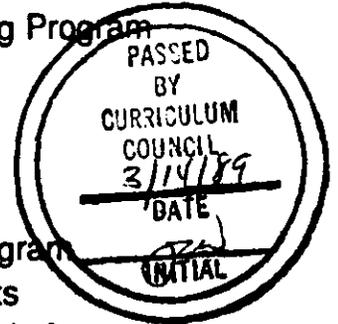
	1984	1985	1986	1987	1988
ACT COMP					22.47
SAT VERBAL					448
SAT MATH					483
HS RANK					748
OU GPA					2.77

FALL HEADCOUNT

FRESHMEN					7
SOPHOMORE					4
JUNIOR					6
SENIOR					2
TOTAL					19

SPRING HEADCOUNT TOTAL FOR AIRWAY SCIENCE MAJORS 50

Ohio University - University Curriculum Council
Five Year Review of the Zanesville Associate Degree Nursing Program
February 1989



A. Program Description

Established at Ohio University-Zanesville in 1968, the Nursing Program leads to the Associate of Applied Science Degree in Nursing. Since its inception, the Program has been annually approved by the Ohio Board of Nursing. It is reviewed every five years by the Ohio Board of Regents and the Ohio Department of Vocational Education and maintains the formal approval of both entities. The Program is also fully accredited by the National League for Nursing (NLN) which reviews the Program every eight years.

There are 110 credit hours in the two-year program with 60% of the coursework in the nursing major. In addition to coursework at the OUZ campus, students participate in clinical education experiences at the two local medical centers, the Cambridge Mental Health and Developmental Center, and numerous health care agencies throughout Muskingum County. Since the last Curriculum Council review in 1984, the program has undergone a major curriculum review and revision in order to comply with changing accreditation standards and University policy.

Currently, there are 122 students enrolled in the Associate Degree Nursing Program, and during the past eighteen years 904 students have graduated from the Program. Upon completion of the associate degree program, students are eligible to take the National Council Licensing Examination which leads to Registered Nurse licensure.

B. Strengths of the Program

The fact that all eight fulltime faculty members have obtained master's degrees places the Zanesville Program among the top 12% of the NLN accredited associate degree programs in the country on that measure. In addition, because the faculty in the Associate Degree Program have worked so closely with the faculty in the Baccalaureate Degree Program from the Athens campus, students have the unique opportunity to transfer directly into the Baccalaureate Program (which is also offered at Zanesville) without needing to satisfy additional prerequisites.

C. Weaknesses of the Program

The Program does not appear to have any significant weaknesses. However, the Review Committee notes that significant modifications in the National Licensing Examination and the substantial drop in the passing rate of the 1988 Zanesville graduates warrant careful faculty study in order to make the necessary programmatic adjustments for students to reach higher passing rates. In addition, although faculty have been working diligently to obtain master's degrees, the paucity of clinical research activity needs to be addressed. The outstanding clinical facilities available in Zanesville should provide faculty and students with exceptional clinical research opportunities.

D. Recommendations

1. Faculty should analyze modifications in the National Council Licensing Examination and make the necessary curricular adjustments to ensure that a greater proportion of students pass the examination.
2. Faculty should utilize the available clinical facilities at Bethesda and Good Samaritan Medical Centers to conduct research related to nursing and patient care.
3. No review of the Program is necessary until the next five year cycle.

E. Review Topics

1. Quality of the scholarship and creative activity of its faculty (where evaluation is based on the analysis of publications, research, performances, presentations, research projects, awards, and recognition).

The faculty all have attained master's degrees, whereas only 12% of the NLN accredited associate degree programs in nursing nationwide have achieved that level of academic preparation. The Program Director is enrolled in a doctoral program in Higher Education at Ohio University.

A review of the faculty's professional accomplishments indicate

that all participate in clinical practice and seven of eight present workshops ranging in number from one to three per year. None of the faculty appears to have published anything during their careers, and two have made presentations based on their own research findings.

2. The quality of the teaching of its faculty (where evaluation is based on student evaluations, teaching awards, written peer evaluations, and outside evaluations).

All faculty are evaluated by students in all classroom and clinical settings. 1988 data for Winter, Spring, Fall, and Summer were analyzed. For lecture courses, the mean score for each faculty member was calculated for the question, "Overall, is an effective teacher, compared to other instructors in the University," and for laboratory/clinical courses, the mean score for each faculty member was calculated for the question, "Overall evaluation of the lab instructor." On a scale of one to five, for lecture courses the means ranged from 2.64 to 4.61 with a Nursing faculty mean of 4.08 as compared to the OUZ total faculty mean of 4.27. For laboratory/clinical courses the means ranged from 3.91 to 4.79 with a Nursing faculty mean of 4.46 as compared to the overall OUZ mean of 4.49. Except for one faculty member in her first quarter of teaching, the means appear to be well within normal limits.

A group of five students was interviewed and asked to provide information on the strengths and the weaknesses of the Program. The students praised the faculty for the depth and breadth of their clinical knowledge and for making themselves accessible to the students. As with most students enrolled in professional preparation programs, they expressed a desire to have more experience and/or instruction in several areas but did not have many suggestions for courses that could be eliminated in order to make room for the non-covered subjects. One recommendation - that they receive IV therapy instruction - will be acted upon by the faculty immediately.

3. Quality of its graduate students (where evaluation is based on the analysis of test scores, merit awards, research projects, and grades in all classes).

Not applicable.

4. The quality of its graduate educational experience (where evaluation is based on reports of current students, alumni, and/or employers).

Not applicable.

5. Demand for its graduate program by students (where evaluation is based on past placement records and projected employment demand).

Not applicable.

6. The quality of its undergraduate majors (where evaluation is based on GPA, test scores, merit awards, etc.).

The faculty suggest that because the Nursing students are predominantly older non-traditional students ACT and SAT scores are not very valuable in assessing "quality" of students. They report that all OUZ Nursing students are required to take the National League of Nursing (NLN) Pre-Admission Examination - R.N. According to the NLN, this examination is a valid and reliable predictor of success in R.N. programs. A composite score of 90 on the examination is a fairly reliable predictor that a student will receive a C+ or higher GPA during the first year of an associate degree program. As can be seen in Table One below, the class mean for the entering class in 1987 and 1988 is considerably above the predictor score of 90.

TABLE ONE

Ohio University - Zanesville
Associate Degree Nursing Program

National League for Nursing
Pre-Admission-RN Test
Composite Scores

	<u>1987</u>	<u>1988</u>
Mean*	110.86	109.8
Range	86-139	84-152
% > 90	94.6%	96.3%
% > 100	74.0%	78.0
	N = 74	N = 82

* First round admission cut-off is 90.

7. The quality of its undergraduate educational experiences (where evaluation is based on reports of alumni and/or employers).

As in the case with most programs on the regional campuses, six months after graduation all alumni are surveyed. Of the 40 graduates in 1988, 21 or 53% returned surveys. Following in Table Two is a summary of the responses to two general questions on the survey.

TABLE TWO

Evaluation of the classroom segment:

Exceptional: 0

Good: 52%

Average: 48%

Evaluation of the clinical:

Exceptional: 0

Adequate: 9%

Adequate but time too short: 70%

Inadequate: 21%

As can be seen from these data, the graduates generally approved of the quality of the program.

A further measure of the quality of the program is available through a review of graduates' scores on the National Council Licensure Examination for Registered Nurses, NCLEX, for the past five years.

TABLE THREE

% GRADUATES SUCCESSFUL ON NCLEX-RN

	<u>7/88</u>	<u>7/87</u>	<u>7/86</u>	<u>7/85</u>	<u>7/84</u>
<u>OUZ</u>	85%	96.6%	92.2%	87.5%	80.8%
<u>OHIO</u>	88%	93%	93%	94%	91%
<u>US</u>	85%	91%	92%	90%	89%

MEAN SCORES ON NCLEX-RN

	<u>7/88</u>	<u>7/87</u>	<u>7/86</u>	<u>7/85</u>	<u>7/84</u>
<u>OUZ</u>	1872.0	1995.8	1968.4	1958.9	1814.8
<u>OHIO</u>	1974.3	2025.1	2023.0	2054.5	1986.5
<u>US</u>	1942.9	1995.9	2001.1	2014.5	1965.1

The percentage of OUZ graduates who passed the national examination decreased substantially in 1988. The percentage of graduates successfully passing the examination decreased in general across Ohio and the United States, although not as drastically as at OUZ. Much of the decrease nationally is attributed to some major changes in the examination and graduates from OUZ, as well as graduates from some of the more prestigious programs in Ohio, had an even greater decrease than Ohio or United States graduates in general.

The Nursing Program is reviewed annually by the Ohio Board of Nursing and has maintained "full approval" from the Board. Moreover, the program is fully accredited by the National League for Nursing.

8. Demand for its undergraduate major by students (where evaluation is based on enrollment trends).

Student demand for the program continues to be high. Program records indicated that for the Fall 1988 entering class, the program received 149 applications and admitted 85 students. Compendium information (See Section F below) is not very reliable since students who declare the Nursing major are counted as Nursing majors even if they are not admitted to the program.

9. Projected demand for its undergraduates (where evaluation is based on past placement records and projected employment demand).

As is the case with most programs on the Regional Campuses, surveys are sent to graduates six months following completion of the program for 1987 graduates. The response rate was 53% and 100% of the respondents indicated that they had found employment in Nursing. Given the current nationwide shortage of nursing personnel, the demand for the OUZ graduates should continue to be high.

10. The present demand for its undergraduate program by non-majors (where evaluation is based on trends in non-major enrollments and changing program requirements or other majors, departments and schools).

The program offers no courses to non-majors.

11. Advantages in relation to other institutions (where evaluation is based on distinctiveness in its approach, curricula, and other factors).

Unlike most associate degree programs which are offered in two-year colleges, the Zanesville program is carefully articulated with the baccalaureate program from the Athens campus. Students are therefore able to transfer directly into the baccalaureate program without having to satisfy additional course requirements.

12. The quality of its library holdings (where evaluation is based on

holdings and gaps in those holdings).

The Nursing program has received substantial library support over the past several years. The faculty and the National League for Nursing consider the library holdings adequate.

13. The quality of facilities and equipment (where evaluation is based on age, adequacy, and condition of equipment and facilities).

The administrative offices, faculty offices, and classrooms are spacious, well lighted, and nicely furnished. The nursing skills laboratory facility, however, is too small and is laid out inefficiently. The program has received a \$300,000 Academic Challenge grant to renovate the nursing skills laboratory and to enhance the laboratory elements of the curriculum. When the remodeling is completed, the laboratory will much more effectively meet the needs of the Program.

14. The quality of its honors program.

Not applicable.

15. The quality of its offerings through workshops, independent study, or experiential learning (where evaluation is based on reports from the Office of Continuing Education and students in the program).

The Nursing Program does not participate in the experiential learning or independent study activities. Workshops are evaluated by all participants using the instrument employed in evaluating the regular courses and faculty. In general, evaluations fall into the good to excellent range.

16. The quality of its program on regional campuses (where evaluation is based on reports from the Vice Provost for Regional Higher Education, the regional campus dean, faculty and students in the off-campus programs).

Not applicable.

F. Data from the Historical Compendium

UCC PROGRAM REVIEW INFORMATION
OHIO UNIVERSITY
NURSING (ZANESVILLE)

	1984	1985	1986	1987	1988
ACT COMP	16.85	16.70	17.19	18.03	17.96
SAT VERBAL	381	412	404	384	383
SAT MATH	372	411	419	413	458
HS RANK	69%	67%	66%	66%	69%
OU GPA	2.66	2.71	2.88	2.66	2.64 *

FALL HEADCOUNT

	1984	1985	1986	1987	1988
FRESHMEN	99	61	67	81	111
SOPHOMORE	80	61	28	47	39
JUNIOR	35	20	32	27	25
SENIOR	18	11	16	12	15
TOTAL	232	153	143	167	190

ANNUAL CREDIT HOURS **

	1984	1985	1986	1987	1988
	3786	2412	2080	2934	2910

ANNUAL W.S.C.H. **

	1984	1985	1986	1987	1988
	13,629.60	8,683.20	7,488.00	10,562.40	10,476.00

STUDENT FTE **

	1984	1985	1986	1987	1988
	252.40	160.80	138.67	195.60	194.00

FACULTY FTE

	1984	1985	1986	1987	1988
	14.85	15.94	12.57	11.78	12.05

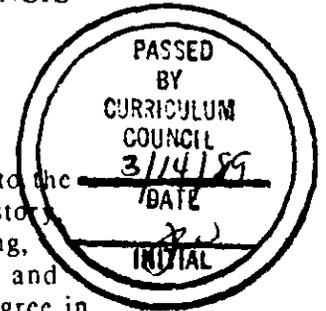
ANNUAL DEGREES AWARDED

	1984	1985	1986	1987	1988
ASSOCIATE	73	50	29	40	
TOTAL	73	50	29	40	

* REVISED TO INCLUDE FALL QUARTER

** EXCLUDES SUMMER QUARTER

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF THE SCHOOL OF ART
JANUARY, 1989



A. PROGRAM DESCRIPTION:

The School of Art offers undergraduate degree programs leading to the BFA (Bachelor of Fine Arts) degree with majors in art education, art history, art therapy, ceramics, graphic design, painting, photography, printmaking, sculpture and studio arts. It also offers the MA degree in art education and applied photography, while awarding the MFA (Master of Fine Arts) degree in art history, art history/studio, ceramics, painting, photography, printmaking and sculpture.

The School of Art also serves a number of other major areas within the University, including elementary education, learning disabilities and special education instructional media, interior design and recreation studies. There are a number of Tier II courses that are offered by the School of Art, and several of the faculty members participate in interdisciplinary Tier III classes.

The educational experiences provided to the students in the School of Art are enhanced in several other manners. The faculty provide numerous studio and exhibition presentations throughout the year. In addition, the College of Fine Arts annually provides a budget of \$12,000 for Visiting Artists of national and international standing to come to campus and share their expertise.

B. STRENGTHS OF THE PROGRAM:

The major strength of the program appears to be the faculty, who are very active professionally. This has resulted in the excellent preparation and numerous educational experiences for the students within the various disciplines in the School of Art. The School has received a significant amount of funding from various agencies both within and outside of Ohio University which have enhanced the facilities in several areas, including some "state of the art" equipment that is not normally found in a rural university setting. The School of Art has enjoyed an excellent reputation for many years, and thus have been able to attract highly qualified undergraduate and graduate students, which further improves the quality of the educational experience and application of arts skills.

C. WEAKNESSES OF THE PROGRAM:

Space and facility limitations are a concern of the faculty. Seigfred Hall has undergone significant renovation over the past three years due to funding from UPAC, 1804 Funds, House Bill monies, and from other sources. However, there are still many areas that need attention for better presentation of materials in the audiovisual area, storage of supplies, ventilation and dust control, repair and maintenance of certain equipment, and inadequate library funding to replace deteriorating slides of various art works. In addition, limited space has resulted in limited enrollment and course close-out problems in several courses. The School of Art has an extensive inventory of a variety of equipment, and there has been inadequate funding available for the maintenance and upkeep of many items. Some of the larger equipment has passed its life expectancy, and these problems result in faculty and students spending a significant portion of their time repairing equipment rather than using it for productive purposes.

The School of Art has not conducted any formal surveys of their graduates. There is also no regular evaluation of each course every quarter, in part due to the inadequacy of the current course evaluation questionnaire. The School has assigned an ad hoc committee to design a course evaluation questionnaire, and they should be encouraged to continue their efforts to implement regular course evaluations.

The rural setting of Ohio University poses a disadvantage for the students and faculty within the School of Art. Athens' location is more removed from original art work in major museums and galleries than universities located in urban centers. While the School of Art has a significant collection of reproductions and other visual media formats of original works, this is not the same as seeing the actual art work in regards to texture, size and content. While the distance from actual art work is considered a disadvantage, it can not be classified as a weakness of the program.

D. RECOMMENDATIONS:

1. There should be improvements in the space, facility and equipment maintenance within the School of Art.
2. The School of Art should make certain that all faculty participate in the student evaluation of courses. It is anticipated that by the next five year review that the instrument for the student evaluation of each course would have been developed, tested and implemented.
3. The School of Art should also develop an instrument to survey the graduates from their programs.
4. The School of Art is encouraged to continue their efforts to become accredited by the National Association of Schools of Art and Design (NASAD).
5. The School of Art should be commended for their national and international presentation of their art works. Efforts should be continued in bringing the arts to Athens in terms of exhibits and presentations by visiting artists.
6. There is no need for further review until the next review cycle.

E. REVIEW TOPICS:

1. **Quality of the scholarship and creative activity of its faculty** (where evaluation uses the analysis of publications, research, performances, presentations, research projects, awards and recognition).

There are currently 24 full time faculty members in the School of Art, and one full time faculty in the Art Therapy Program. There are no part-time faculty members. Of the 24 faculty members, 14 are rated as highly active professionally, as evidenced by the frequency of exhibitions, grants, publications, studio production and the significance of those activities. Eight faculty members are considered moderately active on the same bases, but with lower frequency of exhibitions and publications and/or lower prestige associated with them. Exhibitions constitute the primary criterion for professionalism among studio faculty and range from solo exhibitions in national galleries to invitational exhibitions to competitive and regionally

juried exhibitions. There has been an increase in the number of grant applications and awards over the past eight years. In addition, many of the faculty have performed as guest artists, resident artists or jurors in local, national and international exhibitions.

2. **Quality of the teaching of its faculty** (where evaluation uses student evaluation, teaching awards, written peer evaluations and outside evaluations).

The School of Art does not use student course evaluation questionnaires in every course every quarter. The rationale given by the School Director was that the variety of activities within the School of Art made it difficult to evaluate each course with the current student questionnaire. However, faculty evaluation by students are used in both merit ratings and consideration in promotion and tenure. There is currently an ad hoc committee that is working to establish a student evaluation form that all faculty will utilize in the evaluation of each course. Over the last year, the promotion and tenure committee within the School of Art has attempted to clarify the use of evaluation in its considerations. All TA's are required to be evaluated every quarter. Art Therapy does evaluate each of its courses every quarter.

There is currently no nationally recognized accrediting agency that reviews the various programs in the School of Art. The National Association of Schools of Art and Design (NASAD) does provide national accreditation, but previously, the faculty have not been interested in undertaking the NASAD accreditation. The faculty are now considering applying for NASAD accreditation and should be encouraged to pursue this endeavor. The Art Therapy Program has been approved and accredited by the American Art Therapy Association.

3. **Quality of its graduates students** (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes).

Graduate students are admitted on the basis of GPA, letters of recommendation and in the studio area, the quality of their portfolios. Portfolios consist of color slides of not more than 20 works. The faculty in each discipline choose the graduate students for that area. An undergraduate GPA of 3.0 is required and students must have a BFA or equivalent degree for entry into the MFA programs. The faculty has rated the quality of its graduates students as higher than it was ten years ago. The faculty feel the higher quality of graduate student is in part due to greater maturity and experience of the most recent graduate students.

4. **Quality of its graduate educational experience** (where evaluation uses reports of current students, alumni or employers).

There are no formal, controlled surveys of graduates. Any information has been received by correspondence with faculty, contact at professional conferences and exhibitions, and by alumni activities. There have been several recent graduates who have gone on to represent Ohio University and our country in various international exhibitions. Most of the graduates undertake some sort of regular employment such as gallery assistants, teachers, commercial artists, museum staff, etc. in addition to their own

studio activities. People who persevere as artists receive grants, commissions, artist-in-residence appointments, part-time teaching and other work that plays directly into their studio activities and tends to extend the freedom to do their art. Several of the graduates have eventually supported themselves solely on their studio art productions.

5. **Demand for its graduate program by students** (where evaluation uses application for admission, comments of current students)

An average of 150 - 200 applications are received each year for admission to the graduate programs in the School of Art. The number of graduate students has ranged from 77 to 94 per year over the past five years and there are currently 85 graduate students (based on Fall, 1988 enrollment data) enrolled in all of the graduate programs (See Historical Compendium for specific enrollment and annual degrees awarded).

6. **Quality of its undergraduate majors** (where evaluation uses the analysis of test scores, merit awards, and grades in all classes).

The mean scores for undergraduate art majors on all of the major standardized evaluations are almost identical to the overall mean scores for Ohio University. Scores are slightly higher in the SATV (448 vs 438) and SATM (447 vs 446), respectively for Art vs OU, and slightly lower in mean GPA (2.89 for Art vs. 2.91 for OU)

7. **Quality of its undergraduate educational experience** (where evaluation uses reports of current students, alumni, or employers).

There is currently no formal, organized survey of undergraduates after they leave Ohio University. Approximately 15% of undergraduates continue their formal education in graduate school. Alumni reports and correspondence with faculty indicate the many undergraduates achieve professional levels in art fields all over the country. Of those who do not go on with studio art, many find employment in art-related work, such as museums, galleries, art organizations, etc.

8. **Demand for undergraduate major by students** (where evaluation uses enrollment trends and applications for the program).

There are currently 480 undergraduate majors enrolled in the School of Art. The enrollment has increased from 372 in 1984 to its current level. There are usually 220 - 250 applications per year for admission into the School of Art.

9. **The present demand for its undergraduate program by non-majors** (where evaluation uses trends in non-major enrollments and changing program requirements of other majors, departments and schools).

The School of Art has a great demand for its programs by undergraduate non-majors. Its service is mostly concentrated in freshman level courses. Although 100 level studio courses are no longer considered as Tier II courses, there has been no decline in enrollment and, in fact, there has been a serious problem with close-outs in the courses over the past few years. There has been a 30% increase in the art history enrollment, and the other Tier II art courses have experienced increased enrollment as well. Many non-art majors comment that they enroll in art and art history classes out of personal motivation rather than as a means of satisfying a requirement.

10. **Advantages in relation to other institutions, if any** (where evaluation uses distinctiveness in its approach, curricula or other features).

Because of the physical distance from the major centers of art, the faculty have attempted to share their expertise and educate the students with numerous, innovative learning methodologies. The large number of exhibits and visiting artists contribute to the learning, recognition and appreciation of art by students in the School of Art. This has resulted in a close interaction between students and faculty, which might not be attained in a larger, more urban university setting.

11. **Quality of the library holdings** (where evaluation uses holdings and gaps in those holdings).

Library holdings have improved over the last five years. Volumes have been added at the rate of approximately 2400 per year. Collections in the area of photography are considered good. The 1804 Fund provided funding for the addition of a study print collection. The eighteenth, nineteenth and twentieth century collections are considered good to excellent. The oriental art collection is weak, and is in need of improvement. There is currently no systematic program for acquiring non-print material, such as video, and the faculty feel this needs to be developed. Overall, the Fine Arts librarian rates the library acquisitions as a 7+ on a scale of 1 to 10.

There is a substantial slide collection of various art works, but many of these slides are old and in need of replacement.

12. **Quality of its facilities and equipment** (where evaluation uses age, adequacy and condition of equipment and facilities).

There have been major renovations in the existing facilities in the School of Art that have come from UPAC, 1804 Fund, House Bill monies, and special allotments from Dean Dora Wilson. There have been improvements in the ceramics studios, freshman studios have been completely renovated, environmental health and safety have provided ventilation systems to remove toxic fumes from all darkrooms and print shops. Mitchell Auditorium is undergoing major renovation. There has been a sculpture studio constructed next to Seigfred. An art museum has been approved, and there is currently efforts to secure the appropriate funds.

However, there are still many facility difficulties that need to be addressed. These include inadequate room-darkening blinds needed to view slides, renovation of the graduate studios, additional storage facilities for supplies, renovation of the three-dimensional design area, and ceilings and sound proofing in the fifth floor studios. There is a lack of undergraduate exhibition space, which has limited undergraduate student exhibitions to only one per year.

The faculty have been able to obtain an adequate amount of equipment necessary for education and creative works. The School of Art is a highly equipment-intensive program and much of the equipment is old and much faculty and student time is spent maintaining and repairing equipment because there is inadequate support in the 300 - 900 budget.

13. **Quality of its honors program** (where evaluation uses reports from the Honors College and alumni of its honors program).

There is no honors program available in the School of Art or the Art Therapy Program.

14. **Quality of its offerings through workshops, independent study, or experiential learning** (where evaluation uses reports from the Office of Continuing Education and student in the programs, with specific discussion of experiential learning evaluation required, if appropriate).

The School of Art offers no courses by correspondence or Course Credit by Examination. Workshop credits offered by the School of Art are accepted only as studio electives or as free electives, not as major course work. The workshops that have been presented are specialized and thus have not needed to be specifically applied toward degree credit. Workshops are routinely offered in the summer, both here at Ohio University, and abroad in countries such as Mexico, England, and Italy.

There have been students participating in Experiential Learning for the past two years (4 students in 1986-87 and 5 students in 1987-88). The quality of the experiential credits has ranged from acceptable to very good.

15. **Quality of its programs on regional campuses** (where evaluation uses reports from the Vice Provost for Regional High Education, the regional campus deans, faculty, and students in the off-campus programs).

The School of Art has programs on the Lancaster, Belmont and Chillicothe Regional Campuses. There are 17 courses offered at the Lancaster campus, 8 courses at the Belmont campus, and 7 courses on the Chillicothe campus. The regional campuses staff these courses with a combination of local artisans and full time faculty members. None of the faculty from the Athens campus teaches at any of the branch campuses.

It is the opinion of the faculty of the School of Art that the quality of the instruction on the branch campuses has been quite good over the past five years. The courses offered on the regional campuses generally correspond to the quality of these same courses on the Athens campus. The faculty keep in touch with the Athens faculty and there has been a high degree of consultation between the Lancaster and Chillicothe campuses and the Athens campus.

DATA FROM THE HISTORICAL COMPENDIUM:

This is a reproduction of the data in the Historical Compendium showing enrollment trends, staffing, majors and degrees granted. The information is from items 1,2,3,9 and 11 of the Historical Compendium.

	1984	School of Art		1987	1988
		1985	1986		
OU GPA	2.69	2.64	2.69	2.76	2.78

1. Fall Headcount by Major

Freshman	96	113	126	101	124
Sophomore	84	77	83	96	107
Junior	85	89	76	98	110
Senior	107	113	115	105	139

UNDERGRADUATE TOTAL 372 392 400 400 480

Masters 77 94 93 79 93

TOTAL HEADCOUNT 449 486 493 479 575

2. Annual Degrees Awarded

Baccalaureate	88	78	91	74
Masters	25	21	26	22
TOTAL	113	99	117	96

3. Fall Student Credit Hours

Undergraduate	6236	6492	6679	7036	7648
Graduate	1200	1331	1270	1246	1427
SUB-TOTAL	7436	7823	7949	8282	9075

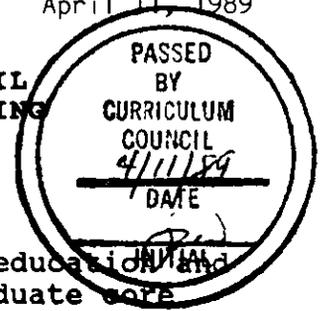
9. Teaching Faculty

Tenured	16	18	17	18	19
Non-Tenured	2	1	--	5	4
Term(non-tenured)	11	10	12	5	7
Early Retirees	4	4	5	4	3
TOTAL	33	33	34	32	33
Percent Tenured	55.0	62.0	58.0	64.0	63.0

11. Budgeted FTE Staffing

Faculty	29.82	28.28	29.65	28.32	29.15
Grad. Asst. FTE	9.94	10.00	10.00	10.00	10.00
Civil Service	1.83	1.83	1.83	1.83	2.24
TOTAL	41.59	40.65	41.48	40.15	41.39

OHIO UNIVERSITY - UNIVERSITY CURRICULUM COUNCIL
FIVE YEAR REVIEW OF THE DEPARTMENT OF ACCOUNTING
APRIL, 1989



A. PROGRAM DESCRIPTION:

The Department of Accounting provides undergraduate education and training for the accounting major; undergraduate and graduate core courses for the College of Business Administration; and the required and elective courses for non-CBA students.

The department has 11 full-time faculty (10 tenure/tenure track) with 3 faculty members participating in the early retirement program. At the present time the department utilizes 6 graduate assistants to assist with Friday morning help sessions that support the large mega-section of Accounting 201. Three (3) graduate assistants are being used to support faculty research activities. The head-count for accounting majors for the fall quarter of 1987 was 325 and 349 for the fall quarter of 1988.

In 1982 the department initiated a policy of requiring a 2.5 grade point average for the first five accounting courses as one of the prerequisites for continuing in the accounting program.

Starting in 1983, accounting majors were encouraged to follow a track, or a series of accounting courses. The establishment of "tracks" has resulted in a more orderly scheduling of accounting courses and allocation of faculty resources.

With the addition of new faculty, the department has been able to respond to the demand for new courses. Beginning in 1988, two new courses (governmental accounting and CPA exam and review) will be offered on an annual basis. In addition, several of the accounting electives will be offered on a more frequent basis.

On the horizon there is the possibility of the necessity of five years of professional accounting training to meet the increased knowledge requirement of professional accounting certification examinations (CPA, CMA, CIA). The trend for such a move seems to be gaining momentum, and is felt likely to become a serious concern for the department with 3 - 5 years.

B. STRENGTHS OF THE PROGRAM:

The faculty is well qualified; of the 11 full-time faculty (not including 3 on early retirement), 9 hold the Ph.D. in accounting, 7 are certified public accountants (CPA), and one is a certified management accountant (CMA). The department has a technically competent faculty which is dedicated to teaching. An indication of this commitment is the satisfaction expressed in the close relationship established with the students. Every effort is made to help the student prepare for, and find employment in the field of accounting. The fact that the faculty is in touch with the profession allows for such assistance in positioning the student within the field.

With the creation of the O'Bleness Professorship and a vigorous recruiting effort by the department, four outstanding new faculty have joined the department. With the research orientation of the new faculty, one would expect that the level of research will increase substantially. With the new faculty, the overall record on teaching, advising, scholarly publication, and professional activities, is thought by administration to put the department in a strong position for American Assembly of Collegiate Schools of Business (AACSB) accreditation review that is scheduled for the 1991-92 academic year. To facilitate that process the department has secured the services of a consultant to advise and work with the faculty during the accreditation process.

The fact that the department attracts an inordinately large number of prestigious firms to recruit its graduates is an indication of the way it is perceived in the profession. Most of the students have a job prior to graduation.

The department maintains close contact with many of its alumni, who have been very loyal and generous in support of its program.

C. WEAKNESSES OF THE PROGRAM:

There do not appear to be any glaring weaknesses in the program that compromise the quality of the educational experience. Several former problem areas appear to be in the process of solution.

Whereas lack of research was cited as a weakness, there is a concerted effort to redirect effort and resources so as to place a greater emphasis on faculty research.

In certain areas the library holdings are not totally adequate. This complaint has been voiced especially in the case of periodicals. However, here again, it appears that funds are becoming available to remedy this situation.

The Athens location, while appealing to some, does limit the opportunities afforded to both students and faculty to interact with business and industry.

There is no suitable large classroom within Copeland Hall to accommodate the mega section course, Acct. 201. The facility also stands in need of general refurbishing so as to enhance the quality of education as well as attract quality students.

D. RECOMMENDATIONS:

1. Continue to the importance of research on the part of the faculty and improving the library holdings.

2. Continue to work toward separate accreditation for accounting programs through the American Assembly of Collegiate Schools of Business (AACSB).

3. Begin dialogue within the department concerning the impact that a five-year professional accounting program would make upon available resources.

4. Provide room within Copeland Hall for a large multi-sectional class and refurbish other areas as needed.

5. No further review is needed until the next review cycle.

E. REVIEW TOPICS:

1. **Quality of scholarships and creative activity of its faculty** (where evaluation is based on the analysis of publications, research, performance, presentations, research projects, awards, and recognition).

The number of scholarly publications has increased over the past five years. The newly hired faculty are more active in publishing; this reflects one of the criteria used in the selection process. There is a great deal of involvement on the part of the faculty in professional and educational associations and activities.

2. **The quality of the teaching of its faculty** (where evaluation is based on student evaluations, teaching awards, written peer evaluations, and outside evaluations).

There is an ongoing process of evaluation which depends on information from many sources, including: alumni, students, peers, recruiters, and from the faculty members themselves. A regularized process of course evaluation is in place in which evaluations are solicited from the students, which consists of both a list of twenty relevant questions, as well as the opportunity to provide written comments concerning the course and instructor. Each class is evaluated quarterly.

At the end of each calendar year each accounting professor is asked to complete a performance evaluation data form. In completing this form, the faculty member is asked to summarize the major research activities, publications, as well as professional and service related activities. These data forms, along with the student evaluations, are reviewed by a Performance Evaluation Committee consisting of departmental faculty. The department chair prepares a written evaluation of each faculty member's performance based upon the input from the committee and the faculty members own assessment. (See Appendix D)

3. **Quality of its graduate students** (where evaluation uses the analysis of test scores, merit awards, research projects or creative activity and grades in all classes).

Not applicable, since the Accounting Department only offers service courses on the graduate level.

4. **The quality of its graduate educational experience** (where evaluation is based on reports of current students, alumni and/or employers).

Not applicable, since the Accounting Department only offers service courses on the graduate level.

5. **Demand for its graduate program by students** (where evaluation is based on past placement records and projected employment demand).

The accounting department does not have a graduate program; the graduate courses offered are service courses to other programs.

6. **Projected demand for its graduates outside the university** (where evaluation is based on projected placement of its students).

Demographic studies project a very strong demand for accountants. The past history of the department has shown a continuing demand for its students.

7. **The quality of its undergraduate majors** (where evaluation is based on GPA, test scores, merit awards, etc.).

A comparison of ACT scores and high school rank for incoming freshmen indicates an upward trend in the quality of student entering the college and the accounting program. The students entering the accounting program for the fall of 1988 had average ACT scores of close to 23 and were in the top twenty percent of the high school class. (See Appendices A and C)

8. **The quality of its undergraduate educational experience** (where evaluation is based on reports of alumni and/or employees).

The department keeps itself apprised of alumni opinion in several ways. Notice is taken of the surveys conducted by institutional research which address job placement and alumni satisfaction of the educative received within the department. Regular contact is maintained with over three hundred alumni who contribute to the University, which includes sending to each an annual report of departmental activities. The department cooperates with the Phonathon, regularly conducted by the College of Business Administration, in which over two thousand alumni are contacted. Alumni support of the department is a good indicator of the positive appraisal of their educational experience. The nature of the profession also allows for frequent contacts with alumni at professional meetings, and work related projects. The fact that Ohio University graduates are heavily recruited by many prestigious firms is an indication of the perception within the profession of the quality of the program.

9. **Demand for its undergraduate major by students** (where evaluation is based on enrollment trends).

The initiation of a policy requiring 2.5 grade point average for the first five accounting courses as one of the prerequisites for continuing in the accounting program resulted in a slight drop in the number of accounting majors at the junior and senior level and a corresponding drop in the number of accounting graduates. As the

effect of this requirement works its way through the program, it is expected that the number of graduates will increase slightly. The projected number of graduates for 1988 is 75 while the number of accounting majors is 349.

10. **Projected demand for its undergraduates** (where evaluation is based on past placement records and projected employment demand).

For the years 1984 and 1985, for which Institutional Research was able to provide figures, there was a 100% employment status for accounting majors. Of this all except 4% in 1984 were full time positions. Given the trend for growth and complexity in government, as well as a healthy economy, the future demand for accounting undergraduates appears to be bright. (See Appendix B)

11. **The present demand for its undergraduates by non-majors** (where evaluation is based on trends in non-major enrollments and changing program requirements or other majors, departments and schools).

The Department of Accounting provides undergraduate education and training in accounting for the accounting major; undergraduate and graduate core courses for the College of Business Administration; and the elective courses for the non-CBA students.

The induced course load profile (Fall 1987) indicates that 29.2 percent of the department's institutional effort is being used to support the College of Business Administration, and 49.04 percent is for non-CBA students. The increased use of accounting department's resources to support non-CBA students reflects the increased demand for business course.

12. **Advantages in relation to other institutions** (where evaluation is based on distinctiveness in its approach, curricula, and other factors).

The Department of Accounting offers several advantages. First, the size of the department allows for individualized attention. Secondly, a residential campus in a somewhat remote location lends itself to the building of community. Thirdly, all courses are taught by regular faculty; teaching assistants are used only in the Friday review sessions.

13. **The quality of its library holdings** (where evaluation is based on holdings and gaps in those holdings).

The consensus of those interviewed is that the library is adequate for the essential resources needed for the department; spotty in certain of the specialized areas; and more than adequate in the field of tax. There is a need for more professional periodicals, which need is presently being addressed.

14. **The quality of its faculties and equipment** (where evaluation is based on age, adequacy and condition of equipment and facilities).

Present physical facilities are inadequate in terms of classrooms and office space. First, there is no suitable classroom available to the department on a regular basis which will accommodate the mega-section course of Accounting 201. Some of the classrooms have been renovated in the last couple of years, but the majority of classrooms are still inadequate.

Supporting equipment has been improved with the addition of computer labs. At the present time, the R-Base 5000, a relational data base of software package, is being introduced in the accounting systems course. Without a computer lab equipped with computers with hard disk drives or some networking arrangement, using this sort of software package is extremely difficult.

Maintenance of the computer equipment continues to be a major problem. Malfunctioning disk drives and printers constantly plague students and faculty in the IBM microcomputer labs located in the Innovation Center.

15. The quality of its honors program.

There is no honors program available in the Department of Accounting.

16. The quality of its offerings through workshops, independent study, or experiential learning (where evaluation is based on reports from the Office of Continuing Education and students in the program).

Not involved in any significant way in the above activities.

17. The quality of its program on regional campuses (where evaluation is based on reports from the Vice Provost for Regional Higher Education, regional campus dean, faculty and students in the off-campus programs).

Very little upper level work is offered at the Regional Campuses due to inability to staff these courses from the Athens department. Those few lower level courses taught on the Regional Campus are of the same quality as the work done on the Athens Campus.

APPENDIX A

UCC PROGRAM REVIEW INFORMATION
PROVIDED BY INSTITUTIONAL RESEARCH

USS PROGRAM REVIEW INFORMATION
 INSTITUTIONAL RESEARCH
 ACCOUNTING

	1984	1985	1986	1987	1988
ACT COMP	21.60	21.73	21.64	21.65	22.40
SAT VERBAL	427	434	442	441	444
SAT MATH	499	516	519	525	526
HS RANK	73%	74%	76%	79%	81%
OU GPA	2.90	2.91	2.92	2.97	2.97

FALL HEADCOUNT

FRESHMEN	100	91	97	98	102
SOPHOMORE	73	76	75	75	81
JUNIOR	77	69	79	81	82
SENIOR	66	76	75	71	72
UNDERGRAD TOTAL	316	312	326	325	337

ANNUAL DEGREES AWARDED

BACCALAUREATE	84	70	68	63	--
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APPENDIX B

PLACEMENT SURVEY FOR ACCOUNTING MAJORS
CONDUCTED BY INSTITUTIONAL RESEARCH

COLLEGE OF BUSINESS ADMINISTRATION
ACCOUNTING MAJORS

OCCUPATIONAL AREA	1984	1985
	%	%
Government	15	0
Education	0	5
HealthCare/ Social Welfare	4	11
Business	74	84
Non-profit	0	0
Communication	7	0
Self-employed	0	0
Other	0	0
LENGTH OF TIME TO FIRST JOB	1984	1985
	%	%
Before Graduation	44	59
Within 2 months	9	14
2 to 3 months	16	9
4 to 8 months	19	0
Not Seeking Employment	3	5
Seeking Employment	9	14
MOST IMPORTANT SOURCE	1984	1985
	%	%
Career Plan. & Placement	35	33
O.U. Faculty/Staff	9	17
Employment Agency	17	6
Friends/Relatives	4	17
Newspaper Ad.	26	17
Company Personnel Office	4	0
Previous Employment	4	0
Other	0	11
EMPLOYMENT STATUS	1984	1985
	%	%
Full-time	96	100
Part-time	4	0
AVERAGE SALARY	1984	1985
	\$18,707	\$21,582
ENROLLED IN GRADUATE STUDY	1984	1985
	%	%
Full-time	3	5
Part-time	7	5
Not Enrolled	90	91
AVERAGE FINANCIAL ASSISTANCE	1984	1985
	n	n
Assistantship	0 \$0	1 \$2,500
Fellowship	1 \$15,000	0 \$0
Other	0 \$0	1 \$8,000

APPENDIX C

INFORMATION ON ENTERING FRESHMEN
FOR CBA AND DEPARTMENT OF ACCOUNTING

FRESHMAN CLASS PROFILE

ACCOUNTING	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988
Freshman Class	80	86	81	86	85
ACT English	19.7	19.3	19.3	20.5	20.9
ACT Math	21.7	21.3	21.1	22.2	22.5
ACT Soc. Sci.	20.6	19.8	19.1	19.6	21.2
ACT Nat. Sci.	23.1	22.9	22.2	23.3	25
ACT Composite	21.5	20.9	20.6	21.5	22.5
SAT Verbal	404	417	433	433	429
SAT Math	464	510	497	500	507
Avg. H.S. Rank	73.2	72.8	75.8	81.8	82.7
# Female	33	51	40	49	52
% Female	41%	59%	49%	57%	61%
# Black	4	6	11	7	6
% Black	5%	7%	14%	8%	7%
# International	1	0	1	0	2
% International	1%	0%	1%	0%	2%

FRESHMAN CLASS PROFILE

COLLEGE OF BUSINESS ADM.	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988
Freshman Class	367	372	348	427	412
ACT English	19.3	19.6	19.9	20.4	21.2
ACT Math	20.5	20.8	20.4	21.5	22.5
ACT Soc. Sci.	19.9	19.9	20.1	20.5	22.1
ACT Nat. Sci.	23.1	23.1	23	23.8	25.1
ACT Composite	20.9	21	21	21.7	22.9
SAT Verbal	432	435	445	450	459
SAT Math	484	502	489	501	526
Avg. H.S. Rank	68.8	69.4	74.9	79.6	82.8
# Female	160	179	164	237	217
% Female	44%	48%	47%	56%	53%
# Black	20	30	27	26	17
% Black	5%	8%	8%	6%	4%
# International	12	4	4	11	5
% International	3%	1%	1%	3%	1%

**COLLEGE OF BUSINESS ADMINISTRATION
COURSE-INSTRUCTOR EVALUATION FORM**

Following is a list of statements about your instructor and this course. Using the designated scales, select the rating that most closely reflects your assessment of the professor and the course.

SECTION I - COURSE

Use this scale for questions 1-5:

1	2	3	4	5
Not at all	Slight Extent	Moderate Extent	Great Extent	Very Great Extent

TO WHAT EXTENT:

1. Were the text and the other instructional materials useful?
2. Did the projects, homework, and other assignments help you learn and apply the course material?
3. Were the lectures informative and useful?
4. Have you gained a good understanding of concepts and principles in this area of study?
5. Will you be able to use the knowledge/skill acquired in this course in the future (e.g., job, other courses, etc.)
6. **OVERALL**, how would you evaluate the effectiveness of this course?
(Please elaborate on this rating in Section V)

1	2	3	4	5
Not At All Effective	Slightly Effective	Moderately Effective	Very Effective	Outstanding

SECTION II - INSTRUCTOR

Use this scale for questions 7-15

1	2	3	4	5
Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Outstanding

How effective is the professor at:

7. Communicating the objectives of the course?
8. Presenting the course material in a well-organized and logical manner?
9. Building understanding of concepts, principles, and the relationships among them?
10. Answering questions in a clear and precise manner?
11. Relating course material to practices in the business world?
12. Inviting questions and student input during class?
13. Providing you with help outside of class?
14. Stimulating interest in the topic?

15. **OVERALL**, how would you evaluate this professor?
(Please elaborate on this rating in Section V)

1	2	3	4	5
Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Outstanding

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SECTION III - EVALUATION

Please use the following scale for items 16-20. Indicate the extent to which you agree with the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

EVALUATION

- 16. The evaluation system keeps me informed about my performance in this course
- 17. The instructor clearly communicated (in writing or verbally) the way in which I would be evaluated.
- 18. Tests are representative of material covered in course.
- 19. The instructor returns exams/assignments in a reasonable period of time.
- 20. Test items are explained either in class or to me at my request after a test is given.

SECTION IV

- 21. What is your class status?
1= Sophomore 2= Junior 3= Senior 4= Graduate 5= Other
- 22. What grade do you realistically expect to receive in this course?
1= F 2= D 3= C 4= B 5= A
- 23. What is your present g.p.a.?
1= Below 2.0 2= 2.0-2.4 3= 2.5-2.9 4= 3.0-3.4 5= 3.5-4.0
- 24. What is your major?
1= Major in College of Business Administration
2= Communication 3= Engineering 4= Health & Human Services 5= Other
- 25. Why did you take this class?
1= Part of core requirement 2= Part of major/minor
3= Interest in topic 4= Interest in professor 5= Other

SECTION V - OPEN ENDED QUESTIONS. PLEASE SEE COLORED SHEET.

ACCOUNTING DEPARTMENT

FACULTY EVALUATION SCORES

The following analysis was provided by the Accounting Department reflecting the average score achieved on the twenty questions asked on the "Course-Instructor Evaluation Form". The scale is from 1 (low) to 5 (high).

<u>Question</u>	<u>Acct 201</u>	<u>Acct 202</u>	<u>Upper Division</u>
1.	3.65	3.75	3.60
2.	3.80	3.82	3.78
3.	3.52	3.62	3.43
4.	3.22	3.38	3.29
5.	3.31	3.43	3.52
6.	3.34	3.57	3.47
7.	3.58	3.72	3.56
8.	3.66	3.95	3.46
9.	3.39	3.64	3.42
10.	3.57	3.87	3.41
11.	3.55	3.92	3.66
12.	3.78	3.92	3.83
13.	3.33	3.59	3.66
14.	3.06	3.34	3.30
15.	3.53	3.97	3.57
16.	3.45	3.34	3.68
17.	3.90	3.82	3.92
18.	3.66	3.77	3.71
19.	4.16	4.31	4.17
20.	3.94	4.20	4.19

APPENDIX E
PERFORMANCE EVALUATION FORMS

INFORMATION FOR ANNUAL FACULTY REVIEW

A. TEACHING

1. Courses taught each term and enrollment figures for these courses.

<u>Quarter</u>	<u>Courses Taught</u>	<u>Enrollment</u>
Winter 1987	_____	_____
	_____	_____
Spring 1987	_____	_____
	_____	_____
Summer 1987	_____	_____
	_____	_____
Fall 1987	_____	_____
	_____	_____

Please provide (if possible) evidence of effective teaching such as significant student evaluations, peer evaluations, classroom visitors, etc.

2. Innovations introduced into course and/or curriculum.
(Please include all new and different ideas/methods.)

3. Other significant factors related to teaching or learning.

B. SCHOLARLY/PROFESSIONAL ACTIVITIES

1. Publications: (Include complete titles and dates)

2. Presentation of Papers (Title, when and where)

(Use other side of this sheet, if necessary)

3. Grants (give details):

4. Attendance at professional meetings: (Give date, name of organization, your role)

5. Other Professional Association Activities:

6. Research in Progress (stage reached):

7. Honors and Recognitions (Past, if continuing, and current):

8. Significant Consultancies:

9. Participation in Executive-Management Development Programs:

10. Relevant Experience:

11. Other Scholarly/Professional Activities:

C. SERVICE

1. University, college and department committees (note any significant accomplishments related to committee work):

2. Service to community:

3. Other service activities:

D. ANY SPECIFIC SIGNIFICANT ACCOMPLISHMENTS THIS PARTICULAR YEAR
(not already mentioned above):

E. SIGNIFICANT INDIVIDUAL STRENGTHS OF A CONTINUING NATURE
(include basis for making judgment):

F. AREAS OF OPPORTUNITY FOR IMPROVEMENT IN PERFORMANCE (include
any indication of plans to make improvements):

Faculty Member _____

I. Rankings - Circle your ranking using 5 as outstanding and 1 as unacceptable.

TEACHING	5	4	3	2	1
RESEARCH	5	4	3	2	1
SERVICE	5	4	3	2	1

II. Indicate basis for your ranking. If it is a subjective evaluation, please say so. If you have specific information, please so indicate.

TEACHING -

RESEARCH -

SERVICE -

Mr. Hodson presented and moved approval of the resolution.
Mr. Blackburn seconded the motion. Approval was unanimous.

2. Review of Centers and Institutes 1988-89

Resolution 1989--1074

WHEREAS, the continued review of academic programs is essential to the maintenance of quality within an educational institution, and

WHEREAS, Ohio University has had for many years a rigorous program of internal review, and

WHEREAS, section 67 of House Bill 694 provides for the review and evaluation of all programs of instruction conducted by the several institutions.

THEREFORE, BE IT RESOLVED that the Board of Trustees of Ohio University accepts the 1988-89 reviews of centers and institutes.

Ohio University
Interoffice Communication

September 6, 1989

To: Charles J. Ping, President
From: James L. Bruning, Provost *JB*
Subject: Review of Centers and Institutes - 1988-89

Attached are summaries of the five year reviews of centers and institutes for 1988-89 completed by the colleges in which they are located.

These reviews are slightly different from the reviews of academic programs since a positive evaluation is required for continuation.

jc
Attachment

Ohio University

Interoffice Communication

August 31, 1989

TO: James L. Bruning, Provost *JLC*
FROM: T. Lloyd Chesnut, Associate Provost for Graduate and Research Programs
SUBJECT: Review of Centers and Institutes - 1988-89

Reviews conducted during 1988-89 were:

The Center for Economic Education
The Child Development Center
The Center for Leadership Studies
The Center for Court Administration

Attached are reports for these reviews. A brief summary is as follow:

The Center for Economic Education

The Center for Economic Education was established in 1952 as a part of the College of Education to provide a program of instruction, research, and public service in economic education for a twenty-six county region in southeastern Ohio. The review committee was concerned with the level of activity of the center and recommends that a coordinated planning process involving University College and departments be initiated to develop a plan for restructuring the center.

The Child Development Center

The Child Development Center was established in 1972 as the nursery child care center. Its purpose was to provide full day care for children of the University and Athens community, as well as serving as a laboratory school for University students. Its current mission is to provide for professional education of University students, research in the field of child development and early childhood education, and offer child care for children and families. The Center is accredited by the National Academy of Early Childhood Programs as one of only 750 accredited programs in the U.S. The review committee recommends that The Child Development Center be continued at its current level of operation with budgetary modifications for inflationary factors and/or University-wide salary increases.

The Center for Leadership Studies

The Center for Leadership Studies has reported no recent activities; however, plans are currently underway for restructuring and reorganization.

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The Center for Court Administration

No report was received for The Center for Court Administration. The 1986-87 Trustees' resolution noted that this center would be terminated in 1989 if no activity occurred in the interim.

After review of the information provided for each of the centers, I recommend the following:

1. Continuation: The Child Development Center.
2. Continuation for one year: The Center for Economic Education; The Center for Leadership Studies.

Both centers have indicated need for a period of restructuring. I recommend that they be allowed to continue for one year. If no activity occurs, both centers should be terminated in 1990.

3. Termination: The Center for Court Administration. In as much as no activity was reported for this center and in accordance with the 1986-87 Trustees Resolution I recommend that this center be discontinued.

Attached is a prepared summary review for the Board of Trustees should you and President Ping concur with the above recommendations.

lp
Attachment

SUMMARY OF REVIEWS OF CENTERS AND INSTITUTES DURING 1988-89

Reviews Conducted:

The Center for Economic Education
The Child Development Center
The Center for Leadership Studies
The Center for Court Administration

Evaluations and Recommendations:

Recommended for Continuation:

The Child Development Center: The Child Development Center was established in 1972 in order to provide full day care for children of University and Athens community parents, as well as serving as a laboratory school for University students. Its current mission is to provide for a professional education of University students, research in the field of child development and early childhood education, and quality child care for children and families.

Recommended for Limited Continuation:

The Center for Economic Education: The Center for Economic Education was established in 1952 to provide a program of instruction, research, and public service in economic education for southeastern Ohio. The review committee recommends restructuring and reorganization.

The Center for Leadership Studies: The Center for Leadership Studies was established in 1968, within the department of Management, to provide research support in the field of Leadership Studies. The director of this center noted that the program is in the process of reorganization and restructuring.

It is recommended that The Center for Economic Education and The Center for Leadership Studies be continued for one year. If no activity occurs or adequate plans for restructuring are not developed during this period, it is recommended that the centers be discontinued in 1990.

Recommended for Termination:

The Center for Court Administration was established in 1975 to facilitate improvement in court operations. The study of the court system as an organization entity and facilitate communication between the court system and its constituencies. No report was received for the Center for Court Administration. In accordance with the 1986-87 Trustees' resolution, it is recommended that this center be discontinued.

Ohio University

Interoffice Communication

Date: June 27, 1989

To: T. Lloyd Chesnut, Associate Provost, Graduate and Research

From: *Moh*
Michael Harter, Dean, College of Health
and Human Services

Subject: Child Development Center Review

Enclosed please find the Child Development Center's self study report (pages 1 through 17) and the Review Committee's recommendations (pages 18 through 20). The Committee has done an excellent job in reviewing the Center, and I concur with their recommendations.

Please contact me if you require additional information.

MH/hw
Enclosures

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**SELF-STUDY REPORT
AND
REVIEW COMMITTEE RECOMMENDATIONS
JUNE, 1989**

CENTER NAME: OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

DIRECTOR: DR. MARGARET A. KING

PURPOSE:

The Child Development Center has a three-fold mission: professional education of university students; research in the field of child development and early childhood education; and quality child care for children and families.

OBJECTIVES:

1. To provide a clinical site for students majoring in child development and early childhood education, as well as for students from other disciplines.
2. To conduct research in the areas of child development and early childhood education.
3. To serve as a research site for faculty and graduate students interested in studying children between the ages of birth and six.
4. To provide quality child care for families who have children ranging in age from six weeks to six years.

HISTORY:

After operating a half-day nursery school for well over forty years, the School of Home Economics opened the Nursery Child Care Center in September , 1972. The transition to full-day child care was made in response to expressed community need.

In 1980, as a result of an extensive evaluation of the Center by an outside evaluation team and faculty from the School of Home Economics, a total restructuring occurred. The name was changed to the Ohio University Child Development Center. A director with a doctorate in Early Childhood Education was hired to administer the program. Master Teachers with bachelor's degrees in child development /early childhood education were hired to coordinate each classroom, supervise an assistant teacher, coordinate the professional education of student teachers and practicum students, and actively participate in research. These changes along with increased financial support from the University and the College of Health and Human Services stabilized the Center.

In 1982, the administrative model was slightly modified. An administrator was hired to manage the Center. The former director became a full-time faculty member in the School of Home Economics responsible for overseeing the Center. This model continued until June, 1987 when the administrator resigned. At that time the Dean of the College of Health and Human Services and faculty in early childhood education reviewed the program. They decided that in order for the Center to more effectively meet its mission, the Center should be directed by a

faculty member in the School of Home Economics. Specifically, the reorganization was designed to effectively:

1. Integrate the goals of the Child Development Center and the goals of the School of Home Economics;
2. Provide direction and coordination of research and curriculum by a faculty member with a doctorate;
3. Provide management services on a full-time basis by a person with administrative skills and a degree in child development/early childhood education;
4. Provide additional career opportunities for teachers at the Center; and
5. Continue to provide a quality child care program.

In June , 1987 a faculty member from the School of Home Economics assumed responsibility for the Center . She was assigned half- time responsibility to the Center with primary responsibility for the overall administration of the program and integration of the three components- professional education, research, and quality child care. A manager with a degree in Child Development was hired to manage the daily operations.

CURRENT STATUS

Quality Child Care. The Center is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC). Of the 61,000 child care centers in the United States only 750 are accredited. The Center is also licensed by the Ohio Department of Human Services and is approved to participate in the United States Department of Agriculture's

Child Care Food Program. The Center also receives Title XX child care monies from the Ohio Department of Human Services to assist low-income families in receiving quality child care.

The Center currently serves 65 children, 52 are full-day and 13 are half-day. The majority of families who utilize the Center are in need of full-day child care. The Center operates daily from 7:30 to 5:30. The children are grouped by age and the breakdown is as follows:

- 8 Infants (6 weeks - 18 months)
- 13 Toddlers and Twos (18 months - 36 months)
- 44 Preschoolers (36 months - 72 months)

The Child Development Center is the only child care center in Southeastern Ohio serving infants.

The Center operates at full capacity. There are waiting lists in each of the age groups. The breakdown for each age group is 25 for the infants, 63 for toddlers and twos, and 50 preschoolers.

The Center's developmental child care program is based on the belief that learning results from interaction between children's emerging cognitive and affective systems and their environments. In practice, we provide children with an environment which is responsive to their developmental levels and abilities and supports their continual growth. Children have an opportunity to have numerous "hands on" experiences with materials which are developmentally appropriate. Activity areas available to children include sensory (sand, water, paints, malleable materials), blocks, dramatic play, language arts/ prereading, music, gross

motor, manipulatives, science/mathematics, and microcomputers. In addition to experiences available within the classroom, children have the opportunity to become involved in the larger community through field trips and interactions with visiting artists and speakers.

Professional Education. Students from many departments throughout the university utilize the Center for professional education. The departments usually represented include Home Economics (Early Childhood Education, Nutrition, Interior Design), Hearing and Speech Sciences, Health and Sport Sciences, Nursing, Physical Therapy, Education, Psychology, Music, Dance, and Art (Education and Therapy). Students are involved in observing, planning and implementing activities, and teaching preschool children. During the academic years 1987-88 and 1988-89 the number of students participating at the Center were as follows:

ACADEMIC YEAR 1987-88

<u>Class</u>	<u>Course Title</u>	<u>Number of Students</u>
Art 470	Art Therapy	3
DANCE 447	Creative Movement for Children	7
EDEL 200	Studies of Children	26
EDGS623E EDGS821E	Counseling and Human Sexuality	2
FILM 423	Film and Anthropology	1
HECF 361	Preschool Guidance	35
HECF 363	Creative Experiences for Young Children	12

<u>Class</u>	<u>Course Title</u>	<u>Number of Students</u>
HECF 364	Prescience and Math	8
HECF 464	Early Childhood Practicum	13
HEFN 429 HEFN 529	Community Nutrition	2
HPES 485 HPES 585	Perceptual Motor Development in Children	24
HREC 460	Understanding Play	1
HSS 341	Speech/Language Practicum	5
IH 401	Hazardous & Flammable Materials	1
JOUR 452	Electronic News Gathering	3
LING 270	Nature of Language	10
MUS 497	Independent Research	2
MUS 180 MUS 380	Fieldwork in Music Theory	2
MUS 580	Practicum in Music	3
NBSP 310	Concepts of Nursing 11	8
PSY 273	Child and Adolescent Psychology	45
PSY 304	Human Learning and Cognitive Processes	40
PT 456	Neuromuscular	30
TCOM 200C	Video Production	1

<u>Class</u>	<u>Course Title</u>	<u>Number of Students</u>
NBSP 310	Health Assessment	10
PSY 273	Child and Adolescent Psychology	145
PT 456	Neuromuscular Problems 11	31

The Center also employs 14 work study students, 1 PACE student, and 15 to 20 student employees each quarter.

Research. Research at the Child Development Center has been initiated by faculty, staff, and graduate students.

Faculty and Staff Research

1983-1985

Dr. Margaret King, Home Economics and Marilyn Perrin, Child Development Center, studied children's arrival time behaviors.

Publications based on the research include:

Arrival Time Behavior of Two-Year -Olds in Child Care. Child Care and Youth Quarterly, Winter, 1987.

Sensitivity to Separation, Preschool Perspectives, September, 1987.

Making Arrival Time Easier, Day Care and Early Education, Winter, 1988.

1984-1985

Dr. Dwight Rogers, College of Education, worked on a collaborative research project with Cathy Waller and Marilyn Perrin, Child Development Center. Publications based on this research include:

Enhancing the Development of Language and Thought Through Conversation with Young Children, Journal of Research in Childhood Education, Spring, 1987.

ACADEMIC YEAR 1988-89

<u>Class</u>	<u>Course Title</u>	<u>Number of Students</u>
ART 470	Art Therapy Practicum	2
EDEL 200	Studies of Children	47
EDEL 306	Kindergarten Theories and Methods	9
EDEL 310L	Field/Clinical Practicum	20
EDEL 321L	Field/Clinical Experience	6
HECF 160	Introduction to Child Development	65
HECF 361	Preschool Guidance	51
HECF 363	Creative Experiences	34
HECF 364	Premath and Science	21
HECF 366	Early Childhood Practicum	1
HECF 464	Early Childhood Practicum	8
HPES 485	Perceptual Motor Development	31
HSS 442	Senior Speech/Language Practicum	10
INCO 780	Rhetorical Criticism	2
JOUR 458	TV News Practicum	1
JOUR 459	Advanced TV News Practicum	1
LING 270	Nature of Language	15
LING 475	Theories of Language Learning	14
HEFN 429 HEFN 529	Community Nutrition	2

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Learning More About What Makes A Good Teacher Good Through Collaborative Research in the Classroom, Young Children, May, 1987.

1987 - Present

Dr. Shirley Slater, Home Economics and Dr. Margaret King, Child Development Center are working on an observational study of children's leadership and followership behaviors.

Margaret King, Anne Oberlin, and Terry Swank, Child Development Center are studying the play patterns of two-year-olds in day care.

Dr. Judith Matthews, Home Economics and Margaret King, Child Development Center are examining the privacy-seeking behaviors of preschool children.

Student Research

Students also use the Center as a site to conduct research. During the academic year 1987-88, Lee Ellis, a doctoral student in Hearing and Speech Sciences studied children's articulations processes; Sunday Homitz and Diane Masson, students in physical therapy studied the impact of intervention through movement activities on sensory motor integration of four and five year old children; and David Williams, interpersonal communication examined children's dyadic communication.

Professional Activities of Staff. Between 1985 and 1989 staff at the Child Development Center published articles and made presentations at professional meetings.

Margaret King, Director

Publications:

1. The Microcomputer in the Early Childhood Classroom, Newsletter For Ohio Vocational Home Economics Teachers, May, 1989.
2. Microcomputer Use in Early Childhood Classrooms, Journal of Early Childhood Teacher Education, Spring, 1989.
3. Promoting the Development of Caregivers, Texas Child Care Quarterly, Winter, 1988.
4. Making Arrival Time Easier, Day Care and Early Education, Winter, 1988.
5. Arrival Time Behavior of Two-Year-Olds in Child Care (with Marilyn Perrin) Child Care and Youth Quarterly, Winter, 1987.
6. Sensitivity to Separation, Preschool Perspectives, September, 1987.
7. Involving Parents: A Key To Successful Child Care, Child Care Professional, June, 1987.
8. Should Language Differences Interfere with Learning to Read, The Journal of Black Reading and Language Education, May, 1987.

Presentations

1. A Child-Centered Curriculum for Full Day Child Care. Midwest Association for the Education of Young Children, Minneapolis, Minnesota, April, 1989.
2. Home Economics and the Training of the Prekindergarten Teacher. Ohio Home Economics Association Annual Meeting, Columbus, April, 1989.
3. Play Patterns of Toddlers and Twos, Ohio Association for the Education of Young Children, Cleveland, May, 1989.
4. Child-Centered Curriculum, Ohio Association for the Education of Young Children, Toledo, Ohio, May, 1988.
5. Alternatives to Time-Out, Roots and Wings Conference, Huntington, W.V., April, 1988.
6. Working with Working Families, Roots and Wings Conference, Huntington, W.V., April 1988.

7. Planning A Responsive Environment for Infants in Day Care, Association for Childhood Education International, Salt Lake City, Utah, April, 1988.
8. Developmentally Appropriate Practice, Southeast Ohio Elementary, Kindergarten, & Nursery Education, Athens, Ohio, April, 1988.
9. Can We Afford Quality Child Care?, Ohio Home Economics Association, Akron, Ohio, April, 1988.
10. Child Care Is A Nursery School and Much, Much More!, National Association for the Education of Young Children, Conference, Chicago, Illinois, November, 1987.
11. The Status of Teachers in Early Childhood Programs - Upgrading the Profession, Sandusky Valley Association for the Education of Young Children, Fremont, Ohio, September, 1987.
12. A Child-Centered Approach to Day Care and Nursery School, Sandusky Valley Association for the Education of Young Children, Fremont, Ohio, September, 1987.
13. Sensory Materials As Learning Materials, Ohio Association for the Education of Young Children, Columbus, Ohio, May, 1987.
15. A Child-Centered Approach to Day Care, Ohio Association for the Education Of Young Children, May, 1987.
16. Quality Staff - Getting Them and Keeping Them, YMCA Child Care Conference, Orlando, Florida, April, 1987.
17. Staffing - New Challenges Ahead!, YMCA Conference, Orlando, Florida, April, 1987.
18. The Professional Preschool Teacher, Ohio Home Economics Association, Columbus, Ohio, April, 1987.
19. Child Care: Making It Better, National Association for the Education of Young Children, Washington, D.C., November, 1986.
20. Ongoing Development of Teachers Through Observation, Supervision, and Involvement, Washington, D.C., November, 1986.

2. Plans of a national conference on the status of young children in day care, sponsored by the National Association for the Education of Young Children, Washington, D.C., April, 1988.

3. Plans of a national conference on the status of young children in day care, sponsored by the National Association for the Education of Young Children, Washington, D.C., April, 1988.

4. Plans of a national conference on the status of young children in day care, sponsored by the National Association for the Education of Young Children, Washington, D.C., April, 1988.

5. Plans of a national conference on the status of young children in day care, sponsored by the National Association for the Education of Young Children, Washington, D.C., April, 1988.

6. Plans of a national conference on the status of young children in day care, sponsored by the National Association for the Education of Young Children, Washington, D.C., April, 1988.

7. The Status of Young Children in Early Childhood Programs - Upgrading the Profession, Sandusky Valley Association for the Education of Young Children, Fremont, Ohio, September, 1987.

8. A Child-Centered Approach to Day Care and Nursery School, Sandusky Valley Association for the Education of Young Children, Fremont, Ohio, September, 1987.

9. Seminar Materials "As Learning Materials," Ohio Association for the Education of Young Children, Columbus, Ohio, May, 1987.

10. A Child-Centered Approach to Day Care, Ohio Association for the Education of Young Children, May, 1987.

11. Quality Staff - Getting Them and Keeping Them, YMCA Child Care Conference, Orlando, Florida, April, 1987.

12. Staffing - New Challenges Ahead, YMCA Conference, Orlando, Florida, April, 1987.

13. The Professional Preschool Teacher, Ohio Home Economics Association, Columbus, Ohio, April, 1987.

14. Child Care - Making It Better, National Association for the Education of Young Children, Washington, D.C., November, 1986.

15. Ongoing Development of Teachers Through Observation, Supervision, and Involvement, Washington, D.C., November, 1986.

21. Role of the Administrator in the Ongoing Professional Development of Teachers, Ohio Association for the Education of Young Children, Dayton, Ohio, May, 1986.

22. Day Care Is More Than A Nursery School, National Association for the Education of Young Children, New Orleans, Louisiana, November, 1985.

23. An Investigation of the Effects of Computers in an Early Childhood Program, Society for Research in Child Development, Toronto, April, 1985.

24. Arrival Time: Behavior Patterns of Two-Year-Olds, Society for Research in Child Development, Toronto, April, 1985.

25. Bridging the Gap: Home and Day Care, The Future of Parenting Symposium, Chicago, Illinois, March, 1985.

26. An Investigation of the Effects of Computers in an Early Childhood Program, Society for Research in Child Development, Toronto, April, 1985.

27. Arrival Time: Behavior Patterns of Two-Year-Olds, Society for Research in Child Development, Toronto, April, 1985.

28. Bridging the Gap: Home and Day Care, The Future of Parenting Symposium, Chicago, Illinois, March, 1985

Cathy Waller, Manager

Publications

1. Enhancing the Development of Language and Thought Through Conversations with Young Children, Journal of Research in Childhood Education, Spring, 1987 (with Dwight Rogers and Marilyn Perrin).

2. Learning More About What Makes a Good Teacher Good Through Collaborative Research the Classroom, Young Children, May 1987 (with Dwight Rogers and Marilyn Perrin).

Presentations

1. Planning a Responsive Environment for Infants, Ohio Association for the Education of Young Children, Cleveland, Ohio, May 1989.

2. Music & Movement for Preschool Children, Developmentally Appropriate Curriculum Workshop , Ohio University, Athens, OH., October 1988.
3. Planning a Developmentally Appropriate Environment for Infants, Developmentally Appropriate Curriculum Workshop, Ohio University, Athens,OH., October 1988.
4. Music and Movement in the Preschool Classroom, Ohio University, Athens, OH , Summer 1988.
5. Developmentally Appropriate Curriculum for Preschool Children, Ohio University, Athens, OH, Summer 1988.
6. Enhancing the Development of Language and Thought Through Conversations with Young Children, National Association for the Education of Young Children, Washington D.C.,1986.
7. Learning More About Teaching Through Active Participation in Collaborative Research, American Education Research Association, San Francisco,1986.
8. From Fear to Involvement: Learning More About Teaching Through Collaborative Research, National Association for the Education of Young Children , New Orleans, 1985.
9. Encouraging Conversation with Young Children in a Preschool Classroom, Ohio Association for the Education of Young Children, Cleveland, OH, May, 1985.

Anne Oberlin, Master Teacher

Presentations:

1. Developmentally Appropriate Activities for Toddlers/Twos, Washington Technical Community College, Marietta,OH., May, 1989.
2. Developmentally Appropriate Activities for Toddlers/Twos, Infant Education Class, Ohio University, Athens, OH., May 1989.
3. Play Patterns for Toddlers & Twos, OAEYC State Conference, Cleveland, OH., May 1989.

4. Helping Make The Twos Terrific, Great Lakes Resource Access Project Conference, Burr Oak State Park, May 1989.
5. Helping Make The Twos Terrific, SOAEYC Training Session, Athens, OH, January, 1989.
6. Helping Make The Twos Terrific", OAEYC ,Toledo, OH., May, 1988.
7. Developmentally Appropriate Activities for Infants & Toddlers, La Petite Academy, Pickerington, OH., April, 1988.
8. Helping Make The Twos Terrific, Developmentally Appropriate Curriculum Workshop Ohio University, Athens, OH., October, 1988.
9. The Infant Room Needs More Than Babysitters, Ohio Association for the Education of Young Children, Columbus, OH., May, 1987.

Janet Crowell Mitchell, Master Teacher

Presentations:

1. Beyond Markers and Crayons, Developmentally Appropriate Curriculum Workshop, Ohio University , Athens, OH., October, 1988.
2. Math Activities for Preschool Children, Ohio University, Athens, OH, 1987.
3. Art Activities for Preschool Children, Ohio University, Athens, OH. 1985.

Sylvester James, Master Teacher

Presentations

1. Building a Concrete Bridge to Mathematical Concepts". Ohio Association for the Education of Young Children, Toledo, May, 1988.

Terry Swank, Assistant Teacher

Presentations:

1. Developmentally Appropriate Activities for Toddlers/Twos, Washington

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Technical Community College, Marietta, OH., May, 1989.

2. Developmentally Appropriate Activities for Toddlers/Twos, Infant Education Class, Ohio University, Athens, OH., May 1989.
3. Play Patterns for Toddlers & Twos, Ohio Association for the Education of Young Children, Cleveland, OH., May 1989.
4. Helping Make The Twos Terrific, Great Lakes Resource Access Project Conference, Burr Oak State Park, May 1989.
5. Helping Make The Twos Terrific, Southeastern Ohio Association for the Education of Young Children Training Session, Athens, OH, January, 1989.
6. Helping Make The Twos Terrific", Ohio Association for the Education of Young Children ,Toledo, OH., May, 1988.
7. Developmentally Appropriate Activities for Infants & Toddlers, La Petite Academy, Pickerington, OH., April, 1988.
8. Helping Make The Twos Terrific, Developmentally Appropriate Curriculum Workshop, Ohio University , Athens, OH., October, 1988.
9. Music for Preschool Children, Developmentally Appropriate Curriculum Workshop, Ohio University , Athens, OH., October, 1988.

Kerry McIntyre, Assistant Teacher

Presentations:

1. Beyond Markers & Crayons, Developmentally Appropriate Curriculum Workshop, Ohio University, Athens, OH., October, 1988.

PERCENTAGE OF TIME STAFF SPEND MEETING THE OBJECTIVES OF THE CENTER:

Director

12%- Direct administration of the Center's program

13%- Professional Education including assisting teaching staff in

the supervision of students; supervision and inservice training of staff

25%- Research

Manager

60%-Direct Administration of Center

40%-Professional Education including coordination of students at center; assisting teachers with supervision of students; and supervision of staff

Teaching Staff

70%- Direct supervision of the classroom; planning of the daily program

30%- Supervision and training of students; involvement in research

FUNDING/NEEDS:

The 1988-89 budget breakdown and income sources for the Center are as follows:

Total Budget

Parent Fees	\$156,189
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Title XX	14,500
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Income From Fees	170,789
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University Subsidy	171,662
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Total	\$342,451
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Budget Breakdown

Payroll	\$217,960
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417

Benefits	71,485
Supplies	21,296
Travel	4,500
Information/Communication	5,200
Maintenance/Repair	5,100
Scholarships	7,410
Food	6,000
Equipment	3,500
	<hr/>
Total	\$342,451

Cost per day per child = \$25.24

(based on full-day equivalent of 59 children for 230 days)

In order to maintain a quality program for children and university students, it is necessary to increase fees each year. These increases support salary increases as well as maintenance of equipment, materials, and the physical plant. A copy of the 1988-89 fee scale is attached. It is assumed that the subsidy from the University will be continued along with the annual raise pool allocation.

REVIEW COMMITTEE RECOMMENDATIONS
OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

Based on a thorough review of operations at the Ohio University Child Development Center, the Five Year Review Committee offers the following recommendations:

(a) Current Viability:

1. The Child Development Center should be continued at its current level of operation with budgetary modifications as needed for inflationary factors and/or University wide salary increases.

2. The Child Development Center is currently meeting its stated objectives.

The center serves as a site for:

* Quality professional educational experiences for students from across the University.

* Ongoing active research in the area of child development and early childhood education. Several research projects are currently underway. Several more have been completed, presented, and published.

* Quality child care for 65 area children ranging in age from 6 weeks to 6 years. It is the only child care center in Southeastern Ohio serving infants. It is one of only 750 accredited child care programs in the United States.

(b) Cost/Benefit Factors:

The University's subsidy to the Child Development Center accounts for 50% of the total budget. The return on the investment is as follows:

1. Professional educational experiences were provided for 384 students during 1987-88 academic year and 526 students during the 1988-89 academic year.

2. In addition to the director, the manager and the Master Teachers, the center employs 14 work study students, 1 PACE student, and 15 to 20 student employees each quarter.

3. Research by the staff has resulted in 10 publications and 25 presentations during the past 2 years. More research is currently underway involving faculty and students from across the university.

4. Child care service is provided to many faculty members and students throughout the university.

(c) Potential Future Viability/Future Cost/Benefit:

1. Research will continue to be promoted through the solicitation of internal and external grant monies.

2. The demand for quality child care in the area is high based on the waiting list of potential applicants.

3. The demand for student experiences in the area of child development has increased steadily each year. Based on the interest, the center is investigating the possibility of serving as a model educational site for pre-service and inservice teachers working in child care centers, primary schools, and other education facilities.

4. The center is operating at full capacity given the limitations of space and staff. The building which currently houses the center is shared with other programs. Given these limitations, several modifications have served to improve the quality of the current day care program. Such improvements have included the addition of computers, video equipment, and one-way mirrors.

Remote video cameras will be added to 2 of the classrooms next year. Such improvements will enhance student and faculty experiences without interrupting the ongoing classroom activities.

The food preparation area has recently been updated with the addition of a new sink, dishwasher, and lighting. Such improvements are necessary to maintain health standards.

5. The committee has some concerns about several other areas in the Child Development Center which are in need of improvement:

* Playground:

The current playground area will need to be redesigned when the university expansion plans are implemented in the near future. At that time the playground equipment will need to be replaced. It is quite worn and inadequate for the center's needs. The infant and

toddler playground is of particular concern. The asphalt base should be replaced by a cushioned base to reduce the risk of serious injury from falls. The committee recommends that several playground equipment companies be contacted about the possibility of using the "new" playground area as a demonstration project. In return the company may be willing to help defray the expense of renovation.

* Hallway Lighting:

The lighting in the hallways is inadequate. The committee recommends the lighting be improved for safety reasons.

* Bathrooms:

The bathrooms have been converted by makeshift means for the convenience of children. The committee recommends that an estimate for a more permanent conversion of the bathrooms be obtained.

In summary, the committee finds that the Child Development Center is doing a fine job of meeting its goals. The committee recommends that the Child Development Center be continued at its current level.

Respectfully submitted,

Child Development Center Five Year Review Committee

Emily Harman, Chairperson
Dennis Cade
Sue Foster
Joan Fucci
Prisca Nemapare
Margaret King

June 1989

**Ohio University Child Development Center
Fee Scale
1988-1989 Academic Year Fee Scale**

<u>Range</u>	<u>Income</u>	<u>Full Day</u>	<u>Monthly Installments</u>	<u>20% Discount</u>
1	\$ 0 - 6,999	8.74	175.76	140.61
2	\$ 7,000- 9,999	9.62	193.45	154.76
3	\$10,000-12,999	10.45	210.15	168.12
4	\$13,000-15,999	11.44	230.05	184.49
5	\$16,000-18,999	12.22	245.74	196.59
6	\$19,000-21,999	13.16	264.65	211.72
7	\$22,000-24,999	13.99	281.34	225.07
8	\$25,000-27,999	14.82	298.03	238.43
9	\$28,000-30,999	15.76	316.93	253.54
10	\$31,000-33,999	16.64	334.63	267.70
11	\$34,000-39,999	17.32	348.31	278.65
12	\$40,000 +	17.68	355.54	284.43

<u>Range</u>	<u>Income</u>	<u>Half Day</u>	<u>Monthly Installments</u>	<u>20% Discount</u>
1	\$ 0 - 6,999	4.37	87.88	70.30
2	\$ 7,000- 9,999	4.81	96.73	77.38
3	\$10,000-12,999	5.23	105.17	84.14
4	\$13,000-15,999	5.72	115.02	92.16
5	\$16,000-18,999	6.11	122.87	98.30
6	\$19,000-21,999	6.58	132.32	105.86
7	\$22,000-24,999	7.00	140.77	112.62
8	\$25,000-27,999	7.41	149.02	119.22
9	\$28,000-30,999	7.88	158.47	126.78
10	\$31,000-33,999	8.32	167.32	133.86
11	\$34,000-39,999	8.66	174.15	139.32
12	\$40,000 +	8.84	177.77	142.22

Fee scale is based on an academic year of 181 days.

Ohio University

Interoffice Communication

Date: August 28, 1989

To: Lloyd Chesnut, Associate Provost, Graduate & Research Programs

From: *AM*
Allen Myers, Dean, College of Education

Subject: Final Report and Recommendations of the Center for Economic Education
AdHoc Committee

Attached please find the final report and recommendations of the Center for Economic Education AdHoc Committee. Should you have any questions, please let me know.

AM/gb

REPORT OF THE AD HOC COMMITTEE FOR THE REVIEW OF THE
CENTER FOR ECONOMIC EDUCATION

It is clear from the self-report of its director that the Center for Economic Education has a long history of involvement and cooperative ventures with public schools, business, state and national affiliates, and universities. These activities have included curriculum development, inservicing teachers, disseminating new educational materials, and cooperative research projects. Such activities continue to be a part of the broad agenda for the Center. Thus, for example, the director of the Center continues to participate in state and national meetings, to offer inservice programs on request, and disseminate information to ten DEEP (Developmental Economic Education Program) schools that form the nucleus for economic education activities in a thirteen county region of southeastern Ohio.

The general concern raised by the director's self-report and the review committee is the level of activity of the Center. By his own assessment, other commitments to college and university prohibit the present director from developing a more active role for the Center. The present national trend (see Display I) in cooperative ventures by business and education suggests to the review committee that now is the opportune time to reexamine the structure of the Center within its established historic mission. To this end the review committee recommends:

1. that a coordinated planning process involving university, college, and departmental levels be initiated with the objective of establishing a more proactive position for the Center in its academic, research, and inservice activities;

2. that any plan for restructuring the Center give high priority to (a) continuing the strong linkage between academic programs in economic education and the operation of the Center, (b) organizing field activities, such as a mentoring program with the public schools, that will reach a broad public school constituency, and (c) providing released time for the director of the Center.

The review committee feels that the planning process and priorities stated above will ensure the future viability of the Center.

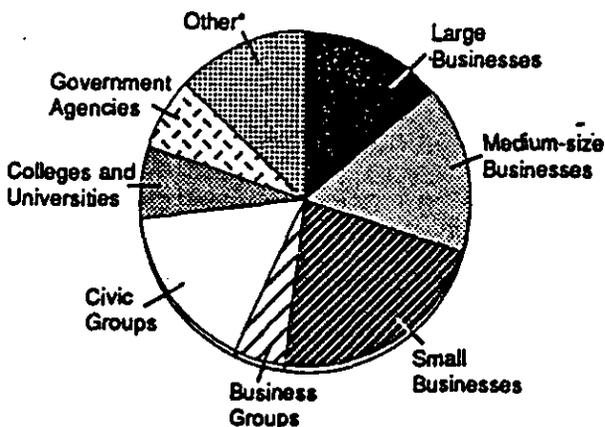
DIMENSIONS

Education's Partners

Businesses, community organizations, and other groups, and other organizations have greatly increased their direct involvement with public schools in recent years, according to a new study by the National Center for Education Statistics.

Forty percent of public elementary and secondary schools participated in partnership agreements with other institutions during the 1987-88 school year, the study estimated, compared with 17 percent in 1983-84.

Organizations Involved in Education Partnerships, 1987-88



*Includes foundations, religious groups, and individuals.

The study projected that a total of 140,800 partnership agreements were in effect last year at 30,800 public schools.

Partnerships are more prevalent in the Southeast than in other parts of the country, the survey showed, and are found most often in large, urban schools with substantial percentages of students from low-income families.

Copies of "Education Partnerships in Public Elementary and Secondary Schools," (CS 89-060) are available without charge from the Educational Information Branch, Office of Educational Research and Improvement, Room 300, 555 New Jersey Ave., N.W., Washington, D.C. 20208.

SELF-STUDY DOCUMENT
CENTER FOR ECONOMIC EDUCATION

DIRECTOR: Dr. William D. Rader
SECRETARY (P-T): Carleen Woodruff

PURPOSES:

1. To cooperate with schools and teachers interested in including economics in their curricula
2. To provide courses and workshops in Economic Education for teachers
3. To disseminate new economic education materials to schools as they are produced through the JCEE network
4. To cooperate with research projects of graduate students and outside faculty

BRIEF HISTORY

The Center has been a part of Ohio University since 1953. Until 1979 it was a constituent part of the College of Business Administration; the Department of Economic Education was then absorbed into the College of Education. The current director assumed the position when the previous Director, Roman F. Warmke, died unexpectedly in 1985. As a part of the OCEE and JCEE network, the Center participates in statewide and national programs. Originally, its coverage area (as assigned by the OCEE) was 26 counties. In 1987 the territory was reduced to sixteen; Athens, Belmont, Fairfield, Fayette, Guernsey, Hocking, Monroe, Mogan, Muskingum, Noble, Perry, Pickaway, Pike, Ross, Scioto) and Washington.

CURRENT ACTIVITIES

The Center Director engages in Economic Education activities as time permits. He participates in statewide activities, serves on planning and other committees, disseminates materials to cooperating schools and their coordinators, responds to requests for professional services such as in-service activities, courses and workshops, attends state and national Economic Education meetings, and provides such assistance as may be requested by DEEP Coordinators and others interested in Economic Education. The Director has established an Advisory board which meets two or three times each academic year. It consists of School Administrators, business and Agriculture Representatives, a University Economist, and the Dean of the College of Education.

ANTICIPATED FUTURE

The current Center Director has responsibilities for the School of Curriculum and Instruction and the Financial Affairs of two African education projects. By 1991 the latter should be reduced but the status of school director for future years is as yet unknown. The carrying out of these responsibilities makes it extremely difficult to develop an aggressive economic education program. Much potential exists for activities if time were available to develop and promote them.

FUNDING COMMITMENTS AND NEEDS

The College of Education provides \$3,000 annually to cover basic expenses. This fund is used to purchase office supplies and stationery, postage, long distance telephone, travel in Ohio to schools and professional meetings, travel to the JCEE Annual Conference, purchase of newly produced economic education materials, lunches for advisory board meetings, and miscellaneous other expenses. The OCEE is now levying a \$1,000 annual membership fee which has not yet been paid for 1988-89. External funding has been virtually nonexistent although some funds are currently available in a discretionary account. If funds for teacher-tuition costs could be raised from outside sources, courses and workshops could be successfully offered for academic credit.

Mr. Blackburn presented and moved approval of the resolution. Mr. Hodson seconded the motion. Approval was unanimous.

3. Masters Program in Physical Therapy

RESOLUTION 1989 -- 1075

WHEREAS, there is a projected need for well-trained physical therapists who have advanced training at the master's degree level, and

WHEREAS, the members of the faculty of the School of Physical Therapy have proposed a Master of Physical Therapy degree, and

WHEREAS, the proposed degree has been recommended by the curriculum committee, the dean of the College of Health and Human Services, and the University Curriculum Council.

THEREFORE, BE IT RESOLVED that the Master of Physical Therapy degree is hereby approved by the Board of Trustees of Ohio University for submission to the Ohio Board of Regents.

September 5, 1989

To: Charles J. Ping, President

From: James L. Bruning, Provost



Subject: Master of Physical Therapy Degree

The Graduate Council and the University Curriculum Council have unanimously approved the above program. I recommend that the attached resolution and program synopsis be submitted to the Board of Trustees for action at the September meeting.

jc
Attachments

430

Title of Program

ENTRY LEVEL MASTERS DEGREE PROGRAM IN PHYSICAL THERAPY

Degree to be Conferred

MASTER OF PHYSICAL THERAPY

Administrative unit proposing program

THE SCHOOL OF PHYSICAL THERAPY

COLLEGE OF HEALTH AND

HUMAN SERVICES

Date of Submission

April 1989

Signatures

Recommend for Approval

Chair, School of Physical Therapy Curriculum Committee

Cynthia C. Nordin

Chair, College Curriculum Committee

Clay B. Keller

Dean, College of Health and Human Services

Michael T. Harten

Chair, Programs Subcommittee

Carl D. Chambers

Approved

Chair, University Curriculum Council

Marjett Appel

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II. **Introductory Descriptive Statement**

The purpose of this proposal is to change the existing baccalaureate degree program in physical therapy to a master's degree program in physical therapy. This change in the entry-level professional education program from an undergraduate to a graduate level is consistent with the goals set forth by the Board of Regents plan for the year 2000, the mission of Ohio University, the College of Health and Human Services (CHHS), and with the goals of the School and the American Physical Therapy Association (APTA). According to the Regents plan, the quality of higher education must be improved and be responsive to societal needs. Also, higher education must prepare students for gainful employment, leadership roles, and the ability to use new technologies. The mission of the University includes the preparation of individuals for meaningful careers (Mission Statement, 1977). The mission of the College "is to promote an environment within which students may pursue undergraduate and graduate degrees in health and human services." The primary goal of the School as presented in CHH's 1988-1989 Planning Document is to accomplish the transition to a master's degree program. The APTA's goal for entry-level preparation of physical therapists is for existing undergraduate education programs to make the transition to graduate level programs.

The need for a change in the educational preparation of physical therapists was identified in 1979 by an APTA task force which spent three years evaluating the appropriateness of the baccalaureate level of educational preparation for entry-level physical therapists. The task force recommended that the minimum degree for entry into practice in physical therapy should be raised from the traditional four year baccalaureate level to the graduate level. The APTA's House of Delegates approved this policy in 1979 and has reconfirmed its commitment to this policy in every succeeding year since that time. The number of entry-level master's degree programs has increased from 13 in 1987 to 38 in 1989. According to figures released by the APTA in January 1989, 33% of the 116 institutions housing an accredited physical therapist entry-level education program either had approval to convert to a master's entry-level program (13 programs) or had an accredited master's degree program (25 programs).

In 1984 the Ohio Chapter of the APTA Assembly of Representatives, representing 1,236 physical therapists in Ohio, supported the APTA policy. The following quotation from Harry A. Sultz, D.D.S.; M.P.H., Former Dean, School of Health Related Professions at the State University of New York at Buffalo was used to support their position: "New technologies, new

modalities, new interdisciplinary relationships, new or expanded roles in kinesiology, sports medicine, bioengineering, new opportunities to exercise individual judgement and a new emphasis on accountability through documenting the effectiveness of clinical accountability demand a more mature better educated graduate. The education process of today will not produce the professional of tomorrow."

Transition to a graduate level program is also in accordance with the recommendations of the University Curriculum Council (UCC) which were made following the School's two year review in 1987. At that time, the UCC recommended that the School should make the transition from a baccalaureate to a masters program as soon as possible to bring the School in line with the regents model and to award a degree commensurate with the educational experience.

The demand for the proposed master's program is projected to be even higher than the present demand for the baccalaureate program which is approximately five applicants for each available space. According to figures released in June 1986 by the APTA, postbaccalaureate program applicant pools demonstrated a nine percent increase over baccalaureate applicant pools between 1980 and 1986.

The curriculum of the proposed program is an expansion of the systems oriented, problem solving educational design which constituted the basis for the baccalaureate program. Curricular modifications include increasing the breadth of the didactic content, the depth of the clinical education component, and expanding the clinical teaching and research core.

The purpose of the proposed master's degree program is to provide a high quality educational program that will prepare students for the expanded professional roles and responsibilities expected of future graduates. The program is directed towards developing a mature, competent, professional practitioner who can function independently and adeptly in a changing health care system. Specifically graduates of the program should be able to:

1. apply scientific knowledge, humanistic values, critical analysis and a systematic approach in solving problems in physical therapy
2. accept responsibility for the administration of physical therapy services

3. participate in changing social, economic, and political events and trends which impact on physical therapy and the health care system
4. accept responsibility for self-assessment and continual personal and professional growth throughout their professional career
5. make a contribution to physical therapy and society
6. interact with individuals and groups to achieve desired goals in physical therapy and in health care
7. apply ethical and moral principles in making decisions in physical therapy
8. assume the responsibility for the physical therapy needs of persons under their care

The School has six faculty members including the director. Three members of the faculty possess earned doctoral degrees, two of the three remaining faculty members will have completed doctoral programs by the time that the program is implemented. The other faculty member will be ready to begin his dissertation when the first master's degree class is admitted. The faculty developed the new program and are deeply committed to implementing a high quality entry-level master's program. Five of the faculty are tenured and no additional faculty are contemplated at this time.

The financial requirements for the proposed master's program will not change appreciably from what they are now. The current didactic portion of the program is financed with General Operating Funds. Clinical education in local facilities is largely funded through monies generated by Therapy Associates, the clinical component of the School. The master's program should require no more University funding than the baccalaureate program, although either program will need some clinical education support (e.g. Hudson Health Center). The Physical Therapy Department at Hudson Health Center has the potential for becoming a major clinical education site for the School where students can be exposed to a large number of musculoskeletal injuries. In addition, the School has established a collaborative relationship with the Schools of Music and Dance for the evaluation, treatment, and research of overuse injuries seen in performing artists. The patient census is extremely high and warrants minimum of a full time position for a physical therapist. However, at the present time, the University has only budgeted for the School's clinical practice component, Ohio

University Therapy Associates, to provide physical therapy services at Hudson Health Center for twenty hours a week. Because the coursework in the master's program would be weighted higher than the baccalaureate program coursework, the University will probably receive considerably more state subsidy than it receives from the undergraduate physical therapy program.

The date of the proposed implementation of the master's program is June, 1991.

III. The Need For the Program

1. What is the local, regional and national demand for graduates of the proposed program?

The local need for graduates of this program can be best understood by reference to data collected and analyzed by the Ohio Hills Health Planning Agency in 1985. The collected data were used to develop a Health Systems Plan for 1985-1989. According to the plan, eighteen counties in Southeastern Ohio are designated as medically underserved areas. The percentages of the population in Ohio Hills over 65 and over 75 are considerably greater than the state average and are projected to increase by 1990. Since the majority of long term care services are used by the elderly, the planners recommended that some of the problems identified in long term health care delivery could be alleviated by expansion of staffing in area nursing homes and home health agencies.

Physical therapists comprise an essential part of the manpower in long term care as well as in acute care. The local demand, which is already high, should increase if the recommendations of the plan are followed. Private practice groups in the area as well as local home health, pediatric facilities, school systems, hospitals, and clinics are constantly recruiting physical therapists. Many local as well as regional and national agencies offer tuition scholarships and "sign on bonuses" as recruitment incentives.

Although a number of the graduates of the existing baccalaureate program have taken positions at local facilities, many graduates have been reluctant to accept positions in the local area due to the high level of autonomy required in the delivery of rural physical therapy services. Local facilities often are looking for a physical therapist who can manage a department or work independently in home health care delivery. Such physical therapy practitioners often are required to travel long distances to give service to a patient and need to make critical decisions about physical therapy care. The master's level graduate will be better prepared to assume positions requiring autonomous decision making.

The regional need for graduates is extremely high as evidenced by the number of position offerings that are published in one national weekly APTA publication, The PT Bulletin, and one national weekly regional publication, The PT Forum. These two professional publications list approximately three hundred position openings on a weekly basis.

The national demand is also high according to data released in 1989 by the U.S. Bureau of Labor Statistics (BLS). According to the BLS estimates, the demand for physical therapists will rise by more than 87% by the year 2000 for a net gain of 53,500 new jobs over the 1986 figure of 61,000 positions. There should be approximately 3,800 new positions added to the market each year for the next twelve years. Approximately 4,000 new licensees enter the physical therapy work force each year. The annual attrition rate is estimated to be 2.4% of the total work force (1,646). This results in an annual gain in the total work force of 2,754 physical therapists, or an annual deficit in the supply/demand equation of approximately 1,246 physical therapists.

The practice settings experiencing the greatest shortages are hospitals, schools, nursing homes, home health agencies, and rehabilitation centers. However, private practice employment opportunities are predicted to triple by the year 2000, providing almost 35% of all physical therapy positions. Graduates of the proposed master's program would be prepared to function independently in rural health care systems and in private practices.

2. **What other schools within Ohio offer the same or a similar program? What has happened to enrollments at those schools in recent years?**

Three other institutions in Ohio offer baccalaureate degree programs in physical therapy: The Ohio State University; Cleveland State University; and The Medical College of Ohio. The program directors of all three programs have indicated that they intend to change existing baccalaureate programs to entry level masters programs. The Ohio Physical Therapy School Directors have been meeting two or three times annually for the past three years to discuss their plans for making the transition from baccalaureate to masters degree programs.

Enrollment at each of the three institutions is fixed at a certain level. Ohio State enrolls a class of 70 students; Cleveland State enrolls a class of 32; and The Medical College of Ohio, a class of 24 (12 students from Bowling Green State University and 12 students from University of Toledo). Enrollments and applicant pools at all of the other institutions in Ohio have remained stable over the past few years.

- 3. **What Ohio University program comes closest to duplicating the proposed program? More generally what duplication exists between the proposed program and other Ohio University programs? Can students fulfill their educational and/or vocational needs through existing programs? If they cannot, why not?**

No other graduate level Ohio University program offers professional educational courses in physical therapy, and therefore no duplication exists between the proposed program and other University programs. Physical therapy educational programs must be accredited by the APTA. Eligibility for state licensure which is required to practice physical therapy is contingent upon graduation from an APTA accredited educational program. Therefore, students cannot fulfill their educational/vocational needs through any existing graduate level programs.

- 4. **List departments or other academic units at Ohio University and elsewhere that received this proposal or earlier versions of this proposal.**

This proposal has been forwarded to the Department of Zoological and Biomedical Sciences, the Department of Psychology, and to the Vocational Education program in the College of Education.

- 5. **From what geographic area do you anticipate that students to the program will be drawn? In the case of off-campus technical programs, what are the levels and trends in high school enrollments in the service area?**

The location of the applicant pool for the proposed program can only be estimated based upon applicant information compiled for the existing program and national trends. For example, in August 1988, the School of Physical Therapy received 268 written requests for information and applications for the existing baccalaureate program. The requests came from 31 states with 53% of the requests coming from Ohio, 7% each from Pennsylvania and West Virginia, 5% from Indiana, and 3% from California and Kentucky. Ten percent of the persons making the requests already had a baccalaureate degree, and at least ten phone calls per month are received from people looking for a master's program in physical therapy. In addition to the applications from individuals not associated with Ohio University, in November 1988, the School received 50 applications for the baccalaureate program from students enrolled at Ohio University.

Nationally, the number of entry level master's degree programs in physical therapy is rather small (25) compared to the number of baccalaureate programs (91). According to the APTA, applications for master's programs have shown an increase over applications for baccalaureate programs during the past several years. If Ohio University establishes the first master's degree program in physical therapy in the State of Ohio, the School should not only receive a larger proportion of applicants from Ohio than it does at the present time, but also from all 50 states.

6. **How many students do you anticipate will enroll in the program in each of its first to four years ? To what extent will students in the program come from students who would enroll in the university anyhow ? To what extent is it anticipated that the enrollment will represent "new " (incremental) students ?**

The planned class size is 32 students in each of the two classes for a total of 64 students. The proposed program is designed to take 88 weeks to complete. The majority of students entering the program would enter the program after completing a baccalaureate degree. Therefore, all of these students would be new students to the University. A few Ohio University students could enter the program at the beginning of their senior year if they meet the requirements for early admission to a graduate program as stated on page 11 of the 1988-1989 Ohio University Graduate Catalog, and complete the necessary prerequisite coursework for the program.

IV. Curriculum

1. **List all courses that will be required, electives permitted, "field" requirements, the number of hours required for the completion of the program, the sequencing of courses over the typical student's career, and the policy proposed on accepting transfer of credit from other institutions or other programs at Ohio University. Indicate which of the courses are newly proposed.**

In accordance with the philosophy and goals (Appendix 1) that were developed by the faculty for the new program, the didactic and clinical education components of the curriculum are designed to prepare a graduate who is a critical thinker and decision maker, a communicator, and a competent practitioner. The required courses within the master's level curriculum are presented in Table 1 and the proposed eight academic quarter course sequence is shown in Appendix 2.

The following new courses are directed research courses in which the students will complete their master's research projects and seminar papers:

PT 593, 594, 595, 596 Directed Research

Elective courses:

There will be the opportunity for the students to take two elective courses, one during the first Winter Quarter, and one during the second Summer Quarter.

Clinical Education Requirements:

The Community Practice Problems I - V (PT 541 - 545) course sequence provides students with clinical learning experiences during the five quarters in which they are in residence on the Ohio University campus. The clinical component of these courses requires that the student be in one of the local clinical facilities for 3 hours a week. During this time, the student is supervised by the clinical faculty as they evaluate and treat patients. These clinical education experiences are designed to help students integrate what they are learning in the didactic part of the curriculum with supervised problem solving in the clinic.

Table 1

Required Courses in the Master of Physical Therapy Degree

B.S. in P.T.	M.P.T.	Course Name
PT 410	PT 501	Human Anatomy and Dissection
PT 431	PT 510	Role Issues in Physical Therapy
PT 423	PT 511	Principles of Clinical Teaching
PT 450*	PT 521	Intro to Clinical Problems
----- †	PT 522	Clinical Problems II
----- †	PT 523	Clinical Problems III
PT 447	PT 531	Clinical Practicum I
PT 448	PT 532	Clinical Practicum II
----- †	PT 533	Clinical Practicum III
PT 449	PT 534	Clinical Practicum IV
PT 441	PT 541	Community Practice Problems I
PT 442	PT 542	Community Practice Problems II
PT 443	PT 543	Community Practice Problems III
PT 444	PT 544	Community Practice Problems IV
PT 446	PT 545	Community Practice Problems V
PT 451	PT 551	Musculoskeletal Problems I
PT 452	PT 552	Musculoskeletal Problems II
PT 453*	PT 553	Musculoskeletal Problems III
PT 455	PT 561	Neuromuscular Problems I
PT 456	PT 562	Neuromuscular Problems II
PT 469C*	PT 563	Neuromuscular Problems III
PT 457	PT 571	Cardiovascular Problems
PT 458*	PT 572	Topics in Cardiovascular Evaluation
PT 454	PT 573	Respiratory Problems
----- †	PT 581	Medical Surgical Problems I
PT 459	PT 582	Medical Surgical Problems II
PT 426	PT 591	Problems in Research Design
PT 460*	PT 592	Problems in Evaluation Research
PT 490	PT 593	Directed Research I
----- †	PT 594	Directed Research II
----- †	PT 595	Directed Research III
----- †	PT 596	Directed Research IV

* These courses were added to the baccalaureate curriculum between 1985 and 1987 as part of the transitional plan to convert the program to the master's level.

† New courses designed for the master's level curriculum.

Clinical Practicum I - IV (PT 531 - 534) course sequence is the full time clinical education component of the master's curriculum. The School of Physical Therapy maintains clinical education contracts with 175 facilities throughout the country. The majority of these facilities are suitable for the clinical education of master's program students. In the existing baccalaureate program the students have three full time clinical affiliations. In the proposed program, students will have four full time clinical education affiliations (28 weeks) under the supervision of clinical education coordinators and clinical instructors at the facilities. The duration of each Clinical Practicum course and where it occurs in the curriculum are as follows:

Table 2

Clinical Practicum Sequence and Duration

Course #	Title	Term	Weeks
PT 531	Clinical Practicum I	1st Winter intersession	4
PT 532	Clinical Practicum II	2nd Summer session	5
PT 533	Clinical Practicum III	2nd Fall	9
PT 534	Clinical Practicum IV	2nd Spring	10

The 28 weeks of full time clinical internships plus four weeks of part-time clinical practice gives a total of 32 weeks of clinical affiliation time for the students in the proposed program. The length of the new program's clinical education component compares favorably with the length of clinical education required by other master's degree physical therapy education programs (Appendix 3).

Number of credit hours

As presented in Appendix 2, there are 128 credit hours in the proposed master's level program.

Policy on Accepting Transfer Credits

The school of Physical Therapy will accept coursework from other accredited colleges and universities as well as from other units within Ohio University as long as such courses fulfill the School's prerequisite requirements. Graduate electives taken during the course of study will also be accepted. Transfer credit for professional courses will not be accepted.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. The text also mentions the need for regular audits to ensure the integrity of the financial data.

In addition, it highlights the role of the accounting department in providing timely and accurate information to management. This information is crucial for making informed decisions about the company's financial health and future prospects.

The document concludes by stating that the accounting system is a vital component of the organization's overall management structure. It must be designed to be efficient, reliable, and easy to use.

The second part of the document focuses on the implementation of the accounting system. It details the steps involved in setting up the system, including the selection of software, the training of staff, and the integration of the system with other organizational systems.

It also discusses the challenges that may arise during the implementation process and provides strategies to overcome them. The text stresses the importance of clear communication and collaboration between all stakeholders involved in the project.

Finally, it outlines the ongoing maintenance and support requirements for the accounting system. Regular updates and security checks are essential to ensure the system remains secure and functional.

The third part of the document addresses the future of accounting and the role of technology. It explores emerging trends such as cloud computing, artificial intelligence, and data analytics, and discusses how these technologies can be leveraged to improve accounting processes.

It also touches upon the importance of staying up-to-date with the latest industry regulations and standards. The text encourages organizations to embrace change and invest in the necessary resources to stay competitive in a rapidly evolving market.

In conclusion, the document provides a comprehensive overview of the accounting system's role in an organization. It offers practical advice and insights that can help organizations optimize their financial management and achieve their long-term goals.

2. **What measures have you taken to avoid conflicts with departments whose high demand courses your new program will require?**

There are no required courses in the proposed master's degree program that will conflict with any high demand course on campus. Physical therapy students are required to take all of the courses in the professional curriculum, and only accepted students are allowed to enroll in these courses.

3. **Provide a brief description of all required or semi-required courses.**

The required courses for the proposed master's program are presented in Appendix 4. There are no semi-required courses in the curriculum.

4. **How does the curriculum compare with that offered at other institutions with similar programs? Specifically, list at least two curricula of other schools offering similar programs, indicating how they compare with Ohio University?**

There are 25 entry level master's degree programs in physical therapy in the country at the present time. Fourteen of these programs have been contacted and asked to provide their curricular outlines, course descriptions, and clinical education models. Eight of the 14 programs initially contacted supplied the requested information. Summaries of the curricular information are provided in Appendix 5 and Appendix 6. Appendix 3 provides a comparison of the program length and clinical education requirements of the eight master's programs. Course descriptions of the major course cores are provided in Appendix 5, and these are compared to the courses of the proposed Ohio University master's degree program.

The curricula of the master's programs at the University of Southern California, The Chapman College School of Physical Therapy in Los Angeles, The Hahnemann University in Philadelphia, and the University of Indianapolis are presented for comparison in Appendix 6.

The proposed master's program compares favorably with the eight programs that were reviewed. The curriculum of the proposed master's program is the only one of the 14 existing programs that is designed around a problem solving, systems oriented model. The advantages of this type of curricular design are the integration of the arts and sciences of physical therapy practice into each problem oriented course core. Feedback from graduates of the baccalaureate level program and from the

coordinators of clinical education who supervise the clinical learning experiences of the students indicates that the problem solving curriculum has provided the Ohio University students with a better understanding of clinical care and a more clinically relevant approach to practice than that provided students of traditional educational programs.

5. **Is there any accreditation agency that accredits such a program? If so, what is its name and address? Has it been contacted? Is the curriculum in accord with its standards?**

The American Physical Therapy Association (APTA) is the sole accrediting agency for all physical therapy education programs at all levels in the country. The address is as follows:

American Physical Therapy Association
1111 North Fairfax Street
Alexandria, Virginia 22314
(703) 684 - 2782

In preparation for the proposed master's program and as part of the accreditation process, the School of Physical Therapy submitted a transitional curricular plan to Ohio University and the APTA in 1986. Courses that were developed in accordance with this plan are indicated in the table of courses on page 10.

Once the proposed master's program has been approved by the University Curriculum Council and the Board of Regents, the program will be submitted to the APTA for accreditation. The design and modifications of the proposed master's degree program were based on the current educational standards provided by the APTA.

6. **For new courses, provide new course approval forms (one copy) in the proposal. A vote will not be scheduled for program involving new programs until complete new course approval forms have been submitted to the Individual Course Committee.**

The new course approval forms for the four new courses are presented in Appendices 7A - 7D. In addition, Appendix 7E lists all of the courses that will be changed from the baccalaureate curriculum to the proposed master's degree program in regards to course number.

V. Faculty and Instruction

1. Will present faculty, new faculty, or a combination of both be used?

The present faculty members will teach the new curriculum. Including the director, the faculty members are as follows:

Cynthia C. Norkin, Ed.D, PT	Associate Professor and Director
Clyde Killian, M.S., PT	Assistant Professor and Academic Coordinator of Clinical Education
Jeffery Falkel, Ph.D., PT	Associate Professor
Rosalind Hickenbottom, Ph.D., PT	Assistant Professor
Dennis Cade, M.S., PT	Assistant Professor
Gary Chleboun, M.S., PT	Assistant Professor

Associate Professor Ellengene Petersen, Ph.D. from the College of Osteopathic Medicine is employed by the School of Physical Therapy to teach one seven credit anatomy course in the curriculum. Dr. Petersen will continue to be employed by the School of Physical Therapy to teach the seven credit gross anatomy course in the proposed program.

Two of the three master's level prepared faculty members will have completed their doctoral programs by the time the new curriculum is implemented. The remaining faculty member will be at the dissertation stage of his doctoral program.

2. What are the minimal qualifications expected of instructors in the program? Enclose vitae for faculty persons already identified as probable participants in the program. Who will be teaching courses currently not approved by the University Curriculum Council?

The minimal qualifications expected for faculty are a master's degree or its equivalent; experience and expertise in the area of teaching responsibilities and clinical practice; effective advising, teaching and evaluation of students; and a record of involvement in research, scholarly and professional activities; and community service consistent with the philosophy of the School, College, and University. Vitae for the faculty members are included in Appendix 9.

Courses currently not approved by the Curriculum Council include:

PT 522	Clinical Problems II
PT 523	Clinical Problems III
PT 533	Clinical Practicum III
PT 581	Medical Surgical Problems I

Associate Professor Jeffery Falkel and Assistant Professor Clyde Killian will be responsible for teaching Clinical Problems II. Assistant Professor Rosalind Hickenbottom will be responsible for teaching Clinical Problems III. Associate Professor Jeffery Falkel will be responsible for coordinating the two Medical Surgical problems courses and faculty from the College of Osteopathic Medicine will provide guest lectures. Assistant Professor Clyde Killian will be responsible for Clinical Practicum III.

All of the other courses in the curriculum will have to be approved by the University Curriculum Council only for credit hour and course number changes.

3. What is the tenure status of any identifiable current Ohio University faculty who are probable participants?

Three of the six physical therapy faculty members are tenured and two additional faculty members have been recommended for tenure by the Dean of the College of Health and Human Services (CHHS). The sixth faculty member will become eligible for tenure in 1991.

4. What is the contemplated teaching load of faculty members?

See Appendix 8.

5. What is the projected ratio of FTE students to FTE faculty?

Sixty-four students to six faculty members equals approximately eleven students to each faculty member. However, members of the clinical staff, i.e. physical therapists who work for Therapy Associates and physical therapists who work at other clinical facilities that take physical therapy students for their clinical affiliations, also provide instruction in the Clinical Practice Problems sequence of courses and in the Community Practice Sequence of courses.

6. How will new faculty for the program be selected? By whom?

If the program requires any new faculty, the School will follow the hiring guidelines as stated in the Hiring Guide for Contract Personnel, Affirmative Action Office, Ohio University (AAO/7-86).

7. Once the program is ongoing, what mechanism will assure that the principle of faculty control of the curriculum will be maintained according to procedures outlined in the Faculty Handbook?

The School has a Curriculum Committee which is composed of representatives of the School's academic faculty and clinical staff. This Committee has responsibility for ongoing evaluation and revision of the curriculum and will continue to perform these functions.

8. All new ongoing programs must comply with Faculty Handbook provisions relating to faculty, including promotion, tenure, retention, salary matters and selection of academic administrative personnel.

The College and the School have established policies and procedures regarding promotion, tenure, retention, and salary which are in compliance with the provisions in the Faculty Handbook. These policies are effective and will continue to be used and evaluated when the new program is implemented. Selection of academic administrative personnel will follow Section VII., D1 in the Faculty Handbook (Revised 1985).

VI. Admission Requirements

1. What are the criteria for admission into the program?

Eligibility requirements:

- a. A minimum grade point average of 3.0 on a 4.0 grading scale.
- b. Possession of a baccalaureate degree from an accredited college or university¹
- c. Completion of all of the prerequisite courses as noted in Table 3:

Table 3

Required Prerequisite Courses for Admission into the Master of Physical Therapy Program

Course Title	Quarter Hours
Calculus or Algebra	5
Psychology (Developmental and Abnormal)	13
Medical Ethics	4
Anthropology/Sociology	5
Statistics	5
Anatomy	6
Chemistry	12
Exercise Physiology	6
Kinesiology/Biomechanics	4
Neuroscience/Neuroanatomy	3
Physics	8
Physiology	6
Zoology/Biology	8

- d. Documentation of participation in at least three physical therapy settings.

¹ Ohio University students may apply for early admission to the program if they meet the following criteria:

1. an overall grade-point average of 3.5
2. completion of all undergraduate requirements except the total hour requirement by the time of entry into the master's program
3. completion of all of the prerequisite courses listed above

Selection criteria:

Selection to the School of Physical Therapy will be competitive and will be based on the applicant's admissions score derived from the following:

1. Fulfillment of the minimum application eligibility requirements as stated above
 2. Overall undergraduate grade point average
 3. Prerequisite science grade point average
 4. Interview score
 5. Essay score
 6. Reference score
2. **If the number of students seeking admission exceeds budget projections, will you:**
- a. **admit all students according to the criteria outlined in "1" above?**
 - b. **limit admission to the above numbers by raising admission standards?**
 - c. **accept the projected number on a first come/first serve basis?**
 - d. **other**

The School plans to accept only the projected number of applicants (maximum of 32 per class) even though the number of applicants to the program is expected to be very high. Other entry level master's degree programs in physical therapy receive 300 to 500 applications for a similar number of spaces. The School does not expect to receive more than 150 applications in the first year or two before the master's program becomes accredited.

VII. Administration**1. Who will administer the program?**

The program will be administered by the Director of the School of Physical Therapy, Cynthia C. Norkin, Ed.D., PT.

2. What will be the title of the administrator?

Director, School of Physical Therapy

3. Will that person have academic rank? Who will confer that rank? If a new administrator will be hired, what are the minimal academic credentials acceptable?

The administrator of the program will hold the academic rank of Associate Professor or Professor. The academic rank will be conferred in accordance with the CHHS and University guidelines for promotion and tenure.

If a new administrator were to be hired the individual would have to possess a degree in physical therapy and an earned academic doctoral degree. In addition the administrator would have to be eligible for licensure to practice physical therapy in the State of Ohio.

4. Who will choose the administrative officer?

According to the Ohio University Faculty Handbook, Section VII, D.1, "... the college dean will be responsible for initiating action through the department to secure a new chairperson or director. The Dean and the faculty shall jointly establish selection criteria and review the qualifications of all candidates. Department chairpersons and directors of schools shall be selected by the dean with the advice and approval of the regular Group I faculty of the department or school, or if the department wishes, an elected committee thereof. Initial appointments of chairpersons and directors require the approval of the Provost."

VIII. Timing and Evaluation

1. **Has any external publicity about this program already been generated? If so, by whom and why? Have applications for admission already been entertained?**

No external publicity has been generated about this program and no applications for admission have been entertained.

2. **When do you want the program to start?**

The starting date for program implementation is June 1991. The first application cycle will begin September 1990 and pre-admission advisement will be implemented as soon as the program is approved by the University Curriculum Council, President Ping, the Board of Trustees, and the Ohio Board of Regents.

The existing baccalaureate program in physical therapy will graduate its final class in June 1992. The last undergraduate class will enter the program in June 1990.

3. **What procedures or plans are being made to evaluate the program once ongoing? When will the evaluation occur?**

The program will be evaluated by the APTA, Ohio University's Curriculum Council, the physical therapy faculty, clinical staff, and students. The Commission on Accreditation in Education (CAE), which is the accrediting body of the APTA, employs a rigorous evaluation process that includes submission of an extensive self-study document in conjunction with a three day on-site visit. The application for Interim Accreditation must be submitted to the CAE to coincide with the enrollment of the first class in 1991.

The program will be evaluated in accordance with the two and five year program review process conducted by Ohio University's Curriculum Council. The School's Curriculum Committee will conduct systematic evaluations of the curriculum on an annual basis including a review of the goals, objectives, design, and content of the curriculum. Student representation on the School's Curriculum Committee and information provided by quarterly course evaluations will insure student input into the evaluation process. The clinical faculty who supervise the program's students on their part and full time affiliations will participate in ongoing evaluation of the curriculum following each student's affiliation and also in the annual evaluation of the program.

In addition, alumni surveys will be conducted at the end of the third and sixth years of the program and an employer survey will be conducted every two years. Student performance on the state licensure examination will be another measure used to assess the program's effectiveness.

IX. Budget and Financial

The following five assumptions were used to prepare the budget for the first two years of the program:

- A seven percent raise was assumed and added to the base salary each year beginning with 1989-1990 and ending in 1991-1992. Although the magnitude of this raise might be on the high side, the projected income from subsidy and tuition will cover expenses at this level.
- An inflationary factor of five percent was used to estimate the costs for equipment, supplies, travel, and other expenses for the operation of the school.
- Indirect costs were calculated as 45 percent of the revenue and based upon a mix of baccalaureate level and master's degree students for each of the first two years of the program. This mix of students accounts for the first year of the master's program which will be concurrent with the final graduating class of baccalaureate physical therapy students. In the second year of the program some students may be entering the program from Ohio University via early admission and therefore will not complete their baccalaureate degree until the end of the first year.
- Approximately 50 percent of the graduate students would be from out of state.
- All of the graduate students would pay their own way.

1. **What is the extent of the fixed costs of the program for the first two years? By fixed costs, we mean those expenses that will be incurred even if enrollment is almost zero.**

Personnel costs would remain the same, but a 20 percent reduction in the operational costs could be expected.

2. **How much would expenses be reduced if enrollment equals only one-half the amount indicated in the budget?**

In the first year of the program, the School would have one class of baccalaureate students completing their program and a first class of students in the master's program. The projected class size is 32 students for the master's program and the present class size for the baccalaureate program is also 32 students. If less than the predicted number of master's students did not

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class size for the baccalaureate program is also 32 students. If less than the predicted number of master's students did not enroll in the program the only expenses that would be reduced would be the operational costs related to printing course materials and some travel expenses related to the clinical education portion of the curriculum.

3. **What is your estimate of the probability that the income estimates listed above will be exceeded in the first year? Second year? In other words, how conservative or optimistic are you in your budget projections?**

The estimates that were calculated for income derived from Therapy Associates did not include an inflation factor, so on that basis the estimates are conservative. The rapid changes that are occurring in the health care reimbursement system -- especially the medicare and medicaid systems -- makes it difficult to predict the amount of income that one can expect from the delivery of physical therapy services. Past experience indicates that conservative estimates are best.

Income estimates for subsidy and tuition are realistic in so far as the assumptions that have been used are correct.

BUDGET

COSTS	FIRST YEAR	SECOND YEAR	(2 YRS)
PERSONNEL	1990-1991	1991-1992	
12 mos Director/Assoc. Prof.	69,264	74,112	
12 mos Clinical Coord./Assist. Prof.	46,960	50,107	
9 mos One (1) Assoc. Prof.	48,721	51,669	
9 mos Three (3) Assist. Prof.	126,994	134,498	
12 mos Clerical Support Secretary I	20,476	21,909	
Faculty Overload	4,000	5,000	
<u>Sub-Total Salaries</u>	<u>316,415</u>	<u>337,295</u>	653,710
STRS (x .14)	44,298	47,221	
WC	1,582	1,686	
Ins. (x \$2,900.00)	20,300	20,300	
<u>Sub-Total Fringe</u>	<u>66,180</u>	<u>69,207</u>	135,387
300-900's			
300 Office, Instructional A-V, Laboratory	7,000	7,350	
400 Travel, Entertainment	5,372	5,641	
500 Subscriptions, Publications, Printing, Phone, Postage	13,010	13,661	
600 Repair, Equipment Rental	14,168	14,876	
700 Miscellaneous	1,405	1,475	
900 Educational Equipment, Data Processing	621	652	
<u>Sub-Total Operating Costs</u>	<u>41,576</u>	<u>43,655</u>	85,231
<u>Total Direct Costs</u>	<u>424,171</u>	<u>450,157</u>	874,328
<u>Total Indirect Costs</u>	<u>361,182</u>	<u>430,932</u>	794,114
<u>Total Costs</u>	<u>785,353</u>	<u>881,089</u>	1,666,442
REVENUE			
Subsidy	515,426	611,629	
Tuition	242,960	300,936	
Clinical Services	44,240	45,061	
<u>Total Revenue</u>	<u>802,626</u>	<u>957,626</u>	1,760,252

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Mr. Hodson presented and moved approval of the resolution. Ms. Grasselli seconded the motion. Approval was unanimous.

4. Regional Coordinating Councils Appointments
Chillicothe and Zanesville

RESOLUTION 1989--1076

BE IT RESOLVED by the Board of Trustees of Ohio University that the following roster of persons be appointed to membership on the Coordinating Council for the Regional Campuses of Ohio University.

Ohio University-Zanesville

Mary K. Obenour	For a nine year term beginning October 1, 1989, and ending at the close of business September 30, 1998, vice Charles Wehr, whose term expired.
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Ray W. Thomas	For a nine year term beginning October 1, 1989, and ending at the close of business September 30, 1998, vice Fred Johnson, whose term expired.
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Ohio University-Chillicothe

Martin Dunn	For a five year term beginning October 1, 1989, and ending at the close of business December 31, 1994, vice Lucian Yates III, who resigned.
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CURRICULUM VITAE

Name: Mary K. Obenour

Home Address: 2930 Dresden Road
Zanesville, Ohio 43701
(614-452-5247)

Date of Birth: May 4, 1928

Place of Birth: Stratford, Ontario, Canada

Citizenship: United States

Marital Status: Married: Sterling W. Obenour, M.D.
Children: 4

Education: Ohio University, 1974 - A.A.S Library Media
Technology

Royal Victoria Hospital School of
Nursing, Montreal, Quebec, 1952 - R.N.
Hold Current Ohio Nurses License

Toronto Dominion Business College, 1947

Etobicoke High School,
Toronto, Ontario, 1946

Employment: Bethesda Hospital, Zanesville, Ohio - 1986 -
Director of Continuing Medical Edu-
cation and Library Services

West Muskingum School District, Zanesville,
Ohio -1974-1978
District Elementary Librarian

Babies and Children's Hospital, Cleveland,
Ohio - 1952-1953

R.G. Batten Graphic Arts Co. Toronto, Ontaio
1974-1949

Memberships: Board of Trustees, Muskingum County Library
District, Zanesville, Ohio, 1979 -
Served as President, Vice President
and Secretary

Ohio Library Trustee Association Executive
Board, 1985 -
Currently serving two year term as
president

Vitae: Mary K. Obenour cont'd:

Ohio Friends of the Library, Executive Board
1979-1985, Served as President, Vice
President, and Secretary

Friends of John McIntire Public Library,
1976 -
One of founding members, served as
President, Vice President and
Secretary

Muskingum County Medical Auxiliary, 1959 -
Served as President, Vice President,
and Secretary

Board of Directors, Y.W.C.A., 1962-1965

Community Interests: Former: Cub Scout Den Mother
Brownie Leader
Girl Scout Co-Leader
Sunday School Teacher
Big Sister for Friends of
Children's Services

Biographical Sketch Raymond W. Thomas

Raymond W. Thomas, born Muskingum County, August 25, 1916

Graduated from Salem Adams High School 1934

Married Eva L. Henke Jan. 4, 1942

Two sons were born:

Corley I. Thomas September 22, 1943

Ronald L. Thomas November 2, 1947

Served in the U.S. Coast Guard August 1942 - December 1945. Had charge of a large woodworking and boat repair shop the entire three years.

1946 to 1955 owner and operator of Ray Thomas Cabinet Shop, also General contractor and home builder.

1955 to present time. Owner and operator of Ray Thomas Lumbertown, Inc. Presently retired and both sons operate Lumbertown, Inc.

Church affiliation - Market Street Baptist, Zanesville

Lodges - All Masonic Bodies.

Service Club -

Sertoma International, Zanesville

Civic and Community Service Boards

West Muskingum School Board - past member

East Muskingum Water Authority - present member

Muskingum County Planning Commission - present member

Muskingum County Children Services - present member

Muskingum Area Technical College Foundation - present member

Muskingum County Community Foundation - present member

Zanesville Art Center - present member

EDUCATION

1984 Master's Degree

The Ohio State University
Columbus, Ohio 43201
Science Education

1981 Bachelor of Science

Alabama State University
Montgomery, Alabama 36951
Major: Biology Minor: Chemistry

EDUCATIONAL HIGHLIGHTS

- Graduated Summa cum laude, ASU, May, 1981
- Member, Beta Kappa Chi, Science Honor Society
- Member, Alpha Kappa Mu, National Honor Society
- Member, National Dean's List, 1981
- Captain, Alabama State University Baseball Team 1980-81
- Recognized in Who's Who Among American Universities and Colleges, 1980-81
- Received ASU Scholastic Award in Baseball for highest grade point average, 1981

EMPLOYMENT

1983 to Present

Chillicothe Board of Education
325 Yoctangee Parkway
Chillicothe, Ohio 45601
Biology & Chemistry Teacher-Chillicothe
High School
Responsible for instructing students in
the following areas:

General Biology - A modified course for
those students mainly concerned with completing
their high school science requirement.

Biology I - A lab-oriented college preparatory
course for those students interested in pur-
suing the science field or the college bound
individual.

Chemistry I - A lab-oriented college preparatory
course designed for the college bound student
interested in pursuing a career in one of the
science related fields.

Advanced Biology - A lab-oriented college
preparatory course for those college bound
students desiring to pursue any of the health
related fields.

EDUCATION

1984 Master's Degree

The Ohio State University
Columbus, Ohio 43201
Science Education

1981 Bachelor of Science

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Montgomery, Alabama 36951
Major: Biology Minor: Chemistry

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suing the science field or the college bound
individual.

Chemistry I - A lab-oriented college preparatory
course designed for the college bound student
interested in pursuing a career in one of the
science related fields.

Advanced Biology - A lab-oriented college
preparatory course for those college bound
students desiring to pursue any of the health
related fields.

SUMMER EMPLOYMENT

- 1985-1988 Instructor
Chillicothe City Recreation
Chillicothe, Ohio
Assisted in the athletic instruction and supervision of middle and high school students.
- 1981 Hospital Orderly
George H. Lanier Memorial Hospital
Valley, Alabama
Assisted nurses in patient care.
- 1980 Counselor
National Youth Sports Program
Alabama State University, Montgomery, Alabama
Provided supervision and guidance to underprivileged youngsters through recreational activities.
- 1979 Sales Clerk
The Slack Shack, Too
West Point, Georgia
Maintained downtown store. Responsible for opening, closing, sales and assisting customers.
- 1978-1979 Office Assistant
Dr. James E. Davis, Surgeon
Valley, Alabama
Assisted in office management and patient care.
- 1976 Utility Worker
West Point Pepperell, Inc.
Langdale Textile Mill, Valley, Alabama
Worked in various aspects of the cotton factory, mainly product shipment.

EMPLOYMENT HIGHLIGHTS

- Achieved good academic and personal rapport with students at the various intellectual and socio-economic levels in and out of the classroom.
- Nominated as a Jennings Fellow for professional excellence in education.
- Had twelve (12) students to become Mead Science Essay Contest finalists and two (2) winners (1986 & 1988). Contest sponsored by Mead Paper, Inc.
- Southeast District Coach of the Year 1988
- 1989 Southeast District State Coach of the Year

PERSONAL

Born: November 1, 1959
Langdale, Alabama

Married: Carolyn Thompson Dunn
Residence: Owns Children: None

Height: 5'9" Weight: 160 lbs. Health: Excellent

Hobbies: Sports (active & spectator)
Jazz music; Tropical fish; cooking

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OCCUPATIONAL INVOLVEMENT

- Science Department Coordinator
- Varsity Head Baseball Coach 1988 - Present
- 10th Grade Attendance Admissions Officer
- Member, National Honor Society Selection Committee
- 1988-89 Junior Class Advisor
- Member, National Educators Association
- Member, Science Educators of Central Ohio
- Advisor, Black Scholarship Club, CHS 1984-85
- 9th Grade Boy's Baseball Coach, 1985-86
- Assistant Varsity Boy's Basketball Coach 1986 - Present
- Varsity Girls's Track Coach, 1984
- 9th Grade Boy's Basketball Coach, 1985
- 8th Grade Football Coach, 1984-1985

REFERENCES AVAILABLE ON REQUEST

C. BOARD ADMINISTRATION COMMITTEE

Ms. Grasselli presented and moved approval of the resolution. Mr. Campbell seconded the motion. Approval was unanimous.

1. Security Agreement Update

RESOLUTION 1989--1077

WHEREAS, Ohio University periodically has faculty and staff involved in research activity that requires them to have access to classified information, and

WHEREAS, the United States Government requires that the University obtain security clearance as a precondition of its faculty and staff having access to classified information necessary for their research, and

WHEREAS, the University has a Managerial Group, as described in the Industrial Security Manual for Safeguarding Classified Information, consisting of the named persons occupying the following positions: Charles J. Ping, President; James L. Bruning, Provost; T. Lloyd Chesnut, Associate Provost for Graduate and Research Programs; Adam J. Marsh, Manager of the Office of Research and Sponsored Programs; and William L. Kennard, Treasurer, and

WHEREAS, this Managerial Group is delegated all of the Board of Trustees' duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to Ohio University, and

WHEREAS, members, as named below, of the Board of Trustees and all officers of the University not named as members of the Management Group shall be effectively excluded from access to all classified information in the possession of Ohio University and shall not be processed for a personnel clearance, and

WHEREAS, the Management Group shall review and approve any classified research proposals at the University.

THEREFORE, BE IT RESOLVED that Ohio University, Cutler Hall, Athens, Ohio 45701, authorizes the President to take all necessary steps for designating replacements to the Managerial Group and to indicate replacement members of the Board of Trustees for the herein described Board of Trustees exclusion status: Richard R. Campbell; Charlotte C. Eufinger; Jeanette G. Grasselli; Dennis B. Heffernan; Thomas S. Hodson; Fritz J. Russ; Ralph E. Schey; Lewis R. Smoot Sr.; and J. Craig Strafford, M.D.

Ms. Grasselli presented and moved approval of the resolution. Mr. Hodson seconded the motion. Approval was unanimous.

2. Trustee IUC Appointment

RESOLUTION 1989--1078

WHEREAS, it is desirable that the Representative of the Board of Trustees to the Inter-University Council, and the Alternate, be elected for a term commencing July 1 and ending on June 30 three years hence, unless the term as trustee ends earlier.

THEREFORE, BE IT RESOLVED that Richard R. Campbell be elected Representative and Charlotte C. Eufinger Alternate for a three-year term commencing July 1, 1989.

Mr. Campbell presented and moved approval of the resolution. Ms. Grasselli seconded the motion. Approval was unanimous.

3. Resolution honoring retiring Regents Chancellor William B. Coulter

Resolution 1989 --1079

WHEREAS, William B. Coulter has announced his resignation as Chancellor of the Ohio Board of Regents effective December 31, 1989, following six years of leadership to Ohio's higher education, and

WHEREAS, Chancellor Coulter has worked with the Board of Regents since its creation in 1963 in its planning and coordination role for higher education, and

WHEREAS, he has overseen the development of major initiatives in his role of helping to establish the agenda for education in Ohio, including the Selective Excellence Programs; the Ohio Supercomputer Center; Ohio's Library Access System; Economic Development Partnerships involving universities, the state, and private industry; the Access and Achievement Initiative; and

WHEREAS, throughout his service with the Regents, William Coulter has been an effective advocate for higher education with the general public and with state officials, and

WHEREAS, he has served the people of Ohio faithfully and well for 33 years, starting as a budget official and continuing in staff positions and finally as Chancellor of the Ohio Board of Regents, and

WHEREAS, he has shown extraordinary patience and sensitivity in attempting to develop consensus within the higher education community and has earned the respect of all for his integrity and fairness.

NOW, THEREFORE, BE IT RESOLVED THAT the Ohio University Board of Trustees expresses gratitude to William B. Coulter for his long and distinguished service to the people of Ohio and to education in Ohio.

VIII. ANNOUNCEMENT OF NEXT STATED MEETING

Secretary Geiger announced the next stated meeting for Saturday, January 27, 1990, in Athens. Committee study/sessions are scheduled for Friday, January 26, 1990.

It was agreed that the Spring meeting would be advanced one week to March 30 and 31, 1990. The Secretary will advise absent members.

IX. GENERAL DISCUSSION - CALL OF MEMBERS

Members, in turn, welcomed new trustee Thomas S. Hodson to the Board. All indicated they looked forward to working with him. Those that had not officially welcomed Trustee Charlotte C. Eufinger did so.

Mr. Campbell noted fall is the beginning of activity on campus and was excited about what he observed. He stated he was pleased with the number of new black faculty and staff added over the past two years.

Mrs. Eufinger added she enjoyed the lunch with student leaders and for the opportunity to learn more about their activities.

Ms. Grasselli thanked the Chairman for being on campus this weekend. She noted that two activities, the dedication of the Margaret Davis Room and the memorial service for Henry Lin, reflected well the quality of life on the campus and the sense of family that makes this place so special.

Mr. Hodson commented he was excited with his appointment as a trustee and staggered with the information presented this weekend. He pledged to work tirelessly on behalf of the board and university. Trustee Hodson noted as an Athens resident that sometimes both the community and university are complacent with each other and that perhaps he can transmit, to each, some of the energy of the other.

Mr. Russ noted he was pleased with the increasing number of alumni financially supporting the university and for the positive change in our image and reputation.

Mr. Schey observed the strong retention rates and high academic rank of entering students coupled with the fact graduates feel well prepared and can find employment speaks well about our satisfying the needs of student consumers.

Mr. Blackburn thanked those giving reports and those responsible for the good weekend.

President Ping noted he was pleased with Trustee Hodson's appointment and that he looked forward to working with him. He commented on the matter of Board actions, particularly appointments to the regional campuses coordinating councils and remarked about the long and faithful service of retiring council members and long-time Trustee Fred H. Johnson. He indicated the authorization today that permitted him to complete land transfers between the university, city and Department of Mental Health continues our commitment to see that this land serves other than just the university.

Chairman Heffernan commented that what is noise to some, is music to others and that this helps make for the excitement of the place and the sense of family about us. He noted that he felt a sense of relief with recent appointments to the Board and the fact he was no longer jnnior in age or length of service.

X. ADJOURNMENT

Determining there was no further business to come before the Board, Chairman Heffernan declared the meeting adjourned at 11:45 A.M.

CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975--240 of the Board, which resolution was adopted on November 5, 1975, in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administration Procedures Act.

Dennis B. Heffernan
Chairman

Alan H. Geiger
Secretary