# Table of Contents

Institutional Overview ................................................................. 1

Category 1: Helping Students Learn ............................................. 7
   Context for Analysis (C) .......................................................... 7
   Processes (P) ................................................................. 12
   Results (R) ................................................................. 16
   Improvement (I) ............................................................ 19

Category 2: Accomplishing Other Distinctive Objectives .................. 21
   Context for Analysis (C) ....................................................... 21
   Processes (P) ................................................................. 23
   Results (R) ................................................................. 26
   Improvement (I) ............................................................ 28

Category 3: Understanding Students’ and Other Stakeholders’ Needs .... 30
   Context for Analysis (C) ....................................................... 30
   Processes (P) ................................................................. 32
   Results (R) ................................................................. 36
   Improvement (I) ............................................................ 39

Category 4: Valuing People ............................................................ 40
   Context for Analysis (C) ....................................................... 40
   Processes (P) ................................................................. 41
   Results (R) ................................................................. 44
   Improvement (I) ............................................................ 45

Category 5: Leading and Communicating ........................................ 46
   Context for Analysis (C) ....................................................... 46
   Processes (P) ................................................................. 49
   Results (R) ................................................................. 53
   Improvement (I) ............................................................ 54

Category 6: Supporting Institutional Operations ............................... 55
   Context for Analysis (C) ....................................................... 55
   Processes (P) ................................................................. 57
   Results (R) ................................................................. 60
   Improvement (I) ............................................................ 61

Category 7: Measuring Effectiveness .............................................. 63
   Context for Analysis (C) ....................................................... 63
   Processes (P) ................................................................. 64
   Results (R) ................................................................. 66
   Improvement (I) ............................................................ 67

Category 8: Planning Continuous Improvement ................................ 68
   Context for Analysis (C) ....................................................... 68
   Processes (P) ................................................................. 68
   Results (R) ................................................................. 71
   Improvement (I) ............................................................ 72
### Table of Contents

Category 9: Building Collaborative Relationships ................................................. 73  
  Context for Analysis (C) .................................................................................. 73  
  Processes (P) .................................................................................................. 78  
  Results (R) ...................................................................................................... 80  
  Improvement (I) .............................................................................................. 80

Glossary .................................................................................................................. 

Appendices .............................................................................................................. 
  Appendix A: ........................................................................................................  
  Appendix B: .........................................................................................................  
  Appendix C: .........................................................................................................  
  Appendix D: .........................................................................................................
Organizational Overview

Mission Statement

*Shawnee State University — the regional state university for Southern Ohio — prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to providing higher education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.*

1. Distinctive Features

**Who We Are**

From its beginnings as a branch campus and a technical college, through its growth as a community college and rebirth as a four year public university in 1986, Shawnee State University continues to provide an affordable option for education and a reason for hope in a region plagued by high unemployment, poverty, and low educational attainment. Portsmouth — the university’s home, is a small southern Ohio town that is graced by the beauty of the Appalachian foothills and the Ohio River, yet is beset by many of the same socioeconomic problems as those in communities throughout Appalachia.

Local residents and community leaders are proud of Shawnee State. Community members and employees, many of whom are life-long residents of the area, have a sense of ownership of SSU. The SSU Development Foundation’s recent capital campaign, *Poised for Tomorrow*, is evidence of that pride and loyalty. A record $16 million was pledged by community members and employees during the campaign, with 94 percent of Shawnee State’s employees contributing.

The University’s presence and its open-access admissions policy provide educational and employment opportunities for many who may not have otherwise considered higher education as a choice. Shawnee State’s tuition is one of the lowest in Ohio and offers an in-state rate for nearby Kentucky counties. Nearly 85 percent of Shawnee State students receive some form of financial aid and many hold jobs while attending school full-time. With an average ACT score for this year’s newly enrolled students at 20, many students face academic hurdles as well as financial ones toward completion of their degrees. While open enrollment creates opportunity, it also creates challenges — retention and persistence to graduation are two issues the University faces.

Historically, the University has been primarily a commuter campus, attracting the majority of its nearly 4,000 students from its home county, Scioto, as well as the neighboring counties of Adams, Pike, and Lawrence. In recent years, the “face” of Shawnee State has changed — becoming more of a traditional campus, with a majority of its students in the age category of 18 to 23 years, and an ever-increasing number of on-campus residents. The University provides housing for nearly 800 students (Fall 2008), in several apartment-style units, some owned by Shawnee State, others owned by a local developer and managed by the University.
Following several years of planning, Shawnee State officially converted to a semester calendar in June, 2007. Under the guidance of a faculty member appointed as coordinator of the transition process, a campus-wide committee led the university through the conversion. Shawnee State experienced a small drop in enrollment in its first year under semesters (2007-2008), but has rebounded with record numbers (Fall 2008 enrollment shows a 7.5 percent increase).

In 2007, Shawnee State, along with the other 14 public universities, 24 branch campuses, 23 community colleges and more than 200 adult workforce centers in the state, became part of the newly formed University System of Ohio (USO). The new state structure for higher education is driven by a strategic plan which is steering Shawnee State’s 10-year plan, Shawnee 2020/20.

**Our purpose**

Former Governor James Rhodes envisioned providing better access to higher education for Ohioans by establishing colleges “within 30 miles of every Ohio girl and boy.” Governor Rhodes believed that all citizens should have the choice of attending college regardless of their financial situation or the strength of their high school education. When Shawnee State University was established as a four year institution, its purpose, in response to the governor’s vision, was to provide affordable higher education to the residents of Appalachian Ohio. Its open enrollment admission policy and lower tuition were intended to provide opportunity to any who desire to pursue a college education. With the creation of the USO, Shawnee State’s purpose is being redefined by the Chancellor and the Board of Regents.

**Our values**

Adopted in 1997, Shawnee State’s Strategic Plan is organized around three major themes: teaching and learning, growth and development, and community. These themes represent the core values of SSU. The University values excellence in teaching and high achievement in learning. Students are valued and their unique needs and desires in achieving success in academic programs are recognized. Shawnee State values the community, the partnerships and collaborations that position the University to better serve the region.

**2. Educational Offerings**

Students at Shawnee State have a choice of pursuing degrees in 80 bachelor and associate degree programs, certificates in four disciplines, or a Master’s Degree in Occupational Therapy (MOT).

Additionally 30 minors are available for students to pursue. In accordance with the newly-developed strategic plan of the USO, no new associate degrees will be added at Shawnee State. The University may add new four-year programs as market demand and specialization require. In the next two years, the University plans to offer its second graduate degree: a Master’s in Education.

Through cooperative agreements with nine other universities, Shawnee State’s Graduate Center has hosted a variety of graduate programs on campus since 1999. Current Master’s level programs are being offered by the University of Rio Grande. Other universities that have participated include the University of Dayton, Marshall University, University of Findlay, and Central Michigan University.

The University’s health science programs are examples of excellence in postsecondary education. All eight associate degree programs, as well as the RN-BSN program and the MOT, have selective admission requirements and all have exemplary results in board passage rates and job placement for graduates.

Students interested in digital gaming and simulation design have the choice of pursuing a Bachelor of Fine Arts in Gaming and Simulation-Development Arts or a Bachelor of Science in Digital Simulation and Gaming-Engineering Technology. This unique dual degree offering gives students flexibility in pursuing the programming or arts aspect of the degree.

**3. Student Base**

Shawnee State University experienced record enrollment in fall 2008 with 3,976 students, an increase of 7.5 percent over the previous academic year. The vast majority of these students (greater than 98 percent) are undergraduates enrolled full-time (87 percent). About 60 percent of SSU students are female and more than 85 percent of students receive some form of financial assistance, an indication of SSU students’ primary need.

The number of traditional students has steadily increased in recent years, with 79 percent of current students under the age of 25. The gender ratio is very similar to the national average. Fifty-nine percent of SSU students are female, compared to 57 percent nationally.

The majority of Shawnee State students (59 percent) come from the immediate region, with Scioto County as the primary county of origin (43 percent). Efforts in recent years to increase enrollment from other parts of the state have been successful. While nine percent of Shawnee State students are from
central Ohio and six percent are from southwestern Ohio, enrollment from these areas has grown 7.2 percent and 21.5 percent respectively. These two regions have been identified as target markets for continued growth.

While most SSU students are from Ohio, more than 300 are from out-of-state and 41 are international students. To attract students from neighboring Kentucky, the University has extended in-state tuition to students who live in many of the Kentucky counties bordering the Ohio River.

Shawnee State students need:
- Affordable tuition, adequate financial aid
- Good academic and career advising
- Ample opportunities for internship and cooperative education experiences
- Student-centered activities and events on campus and in the community
- A sense of identity as a Shawnee State student
- Appropriate and adequate facilities — on-campus housing for residents, parking for commuters

Affordability, proximity, small class size, experienced faculty, and quality academic programs are priorities to Shawnee State students. Shawnee State University has one of the lowest tuition rates in the state of Ohio and takes an active role in state efforts to keep tuition costs low. Additionally, the university awards over $2 million in scholarships each year.

The student-to-faculty ratio at Shawnee State is 17 to 1, providing individualized attention to students. The university does not use graduate students as teaching assistants.

To help students overcome many of the challenges that they face in being successful in a higher education environment, Shawnee State University offers the Student Success Center where students receive orientation, tutoring, supplemental instruction, advising, and test placement services. The Student Success Center also includes disabilities services, nontraditional student resources, multicultural resources, and computer labs available to students until 1:00 a.m. most days of the week.

4. Collaborations

Shawnee State University leads the way in developing relationships to improve the quality of higher education, make it more accessible to potential students, and ensure that students graduate with the skills needed by regional employers. An example of SSU’s commitment to residents of rural Ohio is its involvement in the Ohio Appalachian Center for Higher Education (OACHE - www.oache.org), a consortium of ten public colleges and universities within the 29-county Ohio Appalachian region. The mission of OACHE is to combine the efforts of state government, higher education institutions, public school districts and businesses to increase the college-enrollment rate throughout the high poverty Appalachian region. SSU also partners with nine universities and colleges in the tri-state area (Ohio, Kentucky and West Virginia) to host an interactive website, Educate the Tri-State (www.educatethetristate.com), which allows prospective students, parents of students, guidance counselors and others to investigate higher educational opportunities available in the region. SSU’s president, Rita Rice Morris, also joined the presidents of Ohio University, Southern State Community College and Rio Grande Community College to form the Higher Education Consortium of Southern Ohio (HECSO), a collaboration designed to share resources to improve the higher education offerings in southern Ohio.

To introduce high school students to higher education, SSU participates in the STEM and Foreign Language Academy, a collaboration of SSU, the University of Rio Grande and Ohio University Southern. This unique program exposes high school juniors and seniors to the opportunities for careers, especially teaching, in the areas of science, technology, engineering, mathematics, and foreign language, while earning college credit. SSU also offers the new Ohio Seniors to Sophomores program, a statewide initiative allowing academically qualified high school seniors to earn both high school and college credit at the same time. In addition, high school students earn Shawnee State credit through the Postsecondary Enrollment Option, several dual credit arrangements with area high schools, and the successful completion of Advanced Placement courses in the high schools.

To better prepare future employees, SSU collaborates with the two largest employers in southern Ohio, United States Enrichment Corporation (USEC) and Southern Ohio Medical Center (SOMC). To prepare individuals desiring a position as an associate technician at USEC Inc’s American Centrifuge facility, SSU has joined forces with Pickaway-Ross, Pike and Scioto County Career and Technical Centers, Ohio University - Chillicothe, Ohio State University South Centers and USEC to offer courses on-site and off-site. To better prepare future nurses, SSU collaborates with SOMC to build the SOMC/SSU Simulation Laboratory at the medical center. The lab provides unique educational opportunities for nursing students, nursing instructors and practicing nurses by simulating realistic scenarios with the use of sophisticated mannequins and medical equipment.
Breakout of employees by classification, status, and educational level.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>FT/PT</th>
<th>N</th>
<th>C</th>
<th>A</th>
<th>B</th>
<th>M</th>
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<td>FT</td>
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<tr>
<td>Hourly</td>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>506</td>
<td>FT/PT</td>
<td>85</td>
<td>2</td>
<td>40</td>
<td>102</td>
<td>173</td>
<td>104</td>
</tr>
</tbody>
</table>

Note: ATS = Administrative/Technical Staff; FT = full-time, PT = part-time, N = no degree, C = certificate, A = Associate’s Degree, B = Bachelor’s Degree, M = Master’s Degree, D/P = doctorate or professional (CPA, JD)

5. Faculty and Staff Base

Shawnee State University’s 500+ employees are classified as faculty, administrative, administrative/technical support (ATSS) or hourly. Each constituency group has its own governance body on campus: The University Faculty Senate (faculty members), the University Administrative Assembly (administrative and ATSS employees), and the University Staff Assembly (all hourly employees). Shawnee State operates in a union environment. Two bargaining units are present on campus — the Communications Workers of America represents hourly employees while the Shawnee Education Association (a local association of the Ohio Education Association and the National Education Association) represents full-time faculty members.

6. Critical and Distinctive Facilities, Regulatory Environment

The Campus

Shawnee State’s campus facilities are the newest of Ohio’s public institutions. Its 36 buildings are situated on 62 acres along Portsmouth’s riverfront. The oldest building, Massie Hall, was constructed in 1967 and underwent massive renovations in 1997.

Recently, the Health Sciences Building was rededicated after major renovations. Current projects include doubling the size and functionality of the University Center, relocation of the Facilities Office, the opening of the William E. Daehler Tennis Center, plans for a multipurpose sports and recreation field, and various landscaping upgrades.

Critical and Distinctive Facilities

Shawnee State is home to the Vern Riffe Center for the Arts, a state-of-the-art facility used by the Fine Arts Department and the community. When renowned theater designer George Izenour created the plans for the Main Theater of the Vern Riffe Center for the Arts, he used for the first time, his “trans-sondant” curtain, which mimics a wall, allowing the theater to metamorphose into a smaller space. The 1,139-seat facility at SSU offers the acoustically and visually excellent multi-use functionality that is typical of Izenour theaters and is the site of many Broadway productions and concerts each year. It opened on the SSU campus in 1995.

Within the campus’s Advanced Technology Center, the 66-seat Clark Planetarium provides students and visitors from local schools and the community realistic views of the night time sky as well as videos, pictures, and other animations. The Clark Planetarium was the first in the country to use the Konica Minolta Mediaglobe II, a state-of-the-art digital projection system.

SSU is in the planning phase of constructing a motion capture studio that will not only support the Gaming Simulation and Design Development degrees in the Arts and Engineering Technology, Health Sciences and Fitness Development degrees, it will also serve as a catalyst for economic growth in the region. The motion capture technology is used in medicine, defense and homeland security, education, construction, as well as the entertainment industry.

Another distinctive feature of Shawnee State is the shared nurse education simulation lab that is housed at Southern Ohio Medical Center. The lab provides teaching and learning opportunities in real-life medical scenarios through sophisticated simulation equipment.

Construction is scheduled to be completed in 2010 on the addition to the SSU University Center, which will more than double the building in size. The project is the largest facilities investment in the University’s history. As Shawnee State continues to focus on energy and resource conservation, the new University Center will include a geothermal energy management system that will provide an eco-friendly...
method of cooling. The new system will initially serve the University Center and the Advanced Technology Center. This method of cooling will eventually be expanded to serve other areas on campus and may provide an additional source of water for the irrigation of campus grounds.

**8. Key Opportunities and Vulnerabilities**

Shawnee State University is part of the newly formed University System of Ohio, created in August 2007. The University System of Ohio (USO) brings the 14 state universities, 24 branch campuses, 23 community colleges and more than 200 adult workforce education centers and training programs in Ohio together to work on a strategic plan for higher education in the state.

As a result of this reorganization and re-alignment of the state’s system of higher education, the University has entered into a period that will see many modifications to its goals as well as its assessment and accountability practices. At present, the University is working to accommodate its current and future planning to the Strategic Plan of the USO. The 20/20 Planning Process initiated in 2007 was suspended mid-point to await completion of the USO Strategic Plan which was released at the end of March, 2008. In late summer, the USO established a new set of “peer comparators” for the University. Shawnee’s 20/20 Planning was resumed during the fall 2008 semester and is scheduled to be completed by early 2009. This plan will yield new programming priorities that will be addressed in the budget planning for FY10 along with priorities established at the state level.

During the development of the USO Strategic Plan, the Chancellor met with campus groups to seek to understand the culture at Shawnee State and raised issues about the University’s mission and the role of associate degree programs on a four-year campus. The final plan challenges the University to rework its mission and does allow continuation of the offering of associate degrees in alignment with the system, although current state-level discussions about funding indicate that continuing funding for such offerings may be at risk.

At the time of this writing, the Board of Trustees is preparing to establish specific targets for each of the metrics in the USO plan although the parameters of some of the metrics remain to be defined. With the approval of these targets by the Chancellor, the University will need to institute new assessment and reporting practices and realign current operations. Specifically, some of the opportunities and challenges created by the USO include:

- **Increased accountability.**
  Both the USO Strategic Plan and the 2008 Higher Education Act (HEA) call for increased accountability. The USO Plan has 20
accountability measures for which goals are being set by the Shawnee State Board of Trustees. The accountability measures are divided into four categories: Access, Quality, Affordability and Efficiency, and Economic Leadership. Increased accountability under HEA will impact many areas of the university in ways that are still being discovered.

• **Increased reporting.**
  As with accountability, both the USO Plan and the 2008 HEA will require increased reporting of everything from student progress to fire safety and regional economic growth impact to teacher education goals.

• **Funding tied to meeting key goals.**
  Ohio is moving from funding based on enrollment to a funding model that is linked to course completion and graduation. The USO Plan as well as changes by the Ohio Board of Regents will tie funding to the University’s ability to meet accountability goals.

Enrollment at Shawnee State University has grown. Opportunities exist for continued growth from central Ohio and southwestern Ohio counties where students have many options, but are looking for more affordable and more personalized alternatives. Marketing research, branding, and imaging consultants will help the University move forward and reach untapped markets. Other opportunities for Shawnee State include those created through new goals established by the USO. Those are:

• a program to determine ways to make textbooks more affordable including creating electronic versions,

• a system to provide seamless transfer of credits between state institutions,

• the identification of Centers of Excellence at Shawnee State and the other state institutions,

• increased support for regional applied research,

• additional graduate program offerings

• building infrastructure — physical growth, outlined by the new campus master plan

As enrollment continues to increase, Shawnee State has a state-mandated goal of increasing enrollment from the current number of just under 4000 students to 5300 within the next ten years. Increased recruitment activity and an enlarged recruitment region create both opportunities and vulnerabilities for Shawnee State. Other vulnerabilities faced by the University include:

• state budget cuts coupled with a state mandated tuition freeze that have an immediate impact on the institution’s budget

• a dwindling local population which currently provides 60 percent of our student base — over 40 percent coming from Scioto County

Shawnee State’s most pressing vulnerability is its low retention and graduation rates. The University’s role as an open access institution, its largely commuter-based population, and the lack of a “culture of education” in the region create a set of challenges that often translate into poor retention and persistence to graduation.
1C1 Common Student Learning Objectives

All baccalaureate students, regardless of major, must complete the requirements of the General Education Program (GEP) prior to graduation. These requirements, closely aligned to the Mission Statement, assert the importance of knowledge, values, and cultural enrichment by providing education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. To enrich the lives of the community, the university provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.

The GEP requirement — a minimum of 34 semester hours of instruction — is structured as follows:

<table>
<thead>
<tr>
<th>Foundational Level</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Fine and Performing Art</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>7</td>
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<table>
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<tr>
<th>Integrative Level</th>
<th>Minimum Hours</th>
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<tr>
<td>Cultural Perspectives</td>
<td>6</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours Required | 34

Many of the categories offer students choices among courses suitable for that category, such as natural sciences, social sciences, etc. These course requirements and options are designed to provide students the opportunity to acquire the characteristics of an educated person — something distinct from the goals of other courses associated with the degree programs offered by Shawnee State. Most courses required for a specific degree program are meant to give students the ability to practice a profession and further their professional education. The goal of Shawnee State University, however, goes beyond professional education to prepare students to function effectively in the multiple roles demanded by contemporary life.

The University’s primary focus is providing individuals in the region with the opportunity of a university education by offering baccalaureate and associate degrees in traditional academic fields, innovative interdisciplinary curricula, and technical and career-oriented programs.

1C2 Student Learning Expectations

The Educational Policy and Curriculum Committee (EPCC) is a University-wide committee that serves as the primary venue for the discussion of proposed new courses and programs as well as proposals to make any curricular changes. Through collegial discussion and careful review it is responsible for assuring that expectations for student learning and development and educational practices incorporated in the curriculum are consistent with Shawnee State’s mission, priorities, and strategic plan. All recommendations by EPPC are forwarded to the Faculty Senate for review and approval, modification, or rejection before being forward to the Provost for final approval.

Another important institutional process assuring the convergence of educational expectations and institutional purposes is the offering of annual budget expansion hearings conducted by the Provost’s office. These hearings require academic departments seeking enhanced funding to describe how the expansion will contribute to continuous improvement in learning outcomes and significance to the overall mission of SSU, to the current Strategic Plan, and to the AQIP process. Documented evidence is also required of positive impact on student learning.
1C3 Key Instructional Programs and Delivery Methods

Shawnee State University offers one master’s degree program, 48 baccalaureate degree programs, 28 associate degree programs, four certificate programs, and 27 minors. These are distributed between the University’s two colleges: the College of Arts and Sciences and the College of Professional Studies. The College of Professional Studies offers the Master in Occupational Therapy. Plans are underway for the offering of a Masters in Education.

Baccalaureate Degree Programs

**Arts and Sciences**
- Art Education
- Biology, Biomedical Sciences
- Biology, Ecology/Environmental
- Biology, General
- Ceramics
- Chemistry
- Drawing
- Early Childhood Education (Pre K-3)
- Early Childhood Intervention Specialist Licensure (PreK - 3)
- English/Humanities, Communications
- English/Humanities, Culture and Media Studies
- English/Humanities, Generalist
- English/Humanities, Integrated Language Arts, Licensure (Grades 7 - 12)
- Gaming and Simulation Development Arts
- History
- Individualized Studies
- International Relations
- Mathematical Sciences
- Mathematical Sciences, Integrated Mathematics, Licensure (Grades 7 - 12)
- Middle Childhood Licensure (grades 4 - 9)
- Multiage Intervention Specialist Licensure (grades 5 - 12)
- Natural Science, Biology
- Natural Science, Chemistry
- Natural Science, Geology
- Natural Science Licensure (grade 7 - 12)
- Painting
- Photography
- Psychology
- Social Sciences
- Social Sciences, Licensure (grades 7 - 12)
- Social Studies, Legal Assisting
- Sociology
- Studio Arts
- Visualist Digital Design and Interactive Media

**Professional Studies**
- Business Administration, Accounting
- Business Administration, General
- Business Administration, Health Management
- Business Administration, Legal Assisting
- Business Administration, Management Information Systems
- Computer Engineering Technology
- Digital Simulation and Gaming Engineering Technology
- Environmental Engineering Technology
- Individualized Studies
- Nursing
- Plastics Engineering Technology
- Sports Studies, Athletic Training
- Sports Studies, Exercise Science
- Sports Studies, Sport Management
# Associate Degree Programs

## Arts and Sciences
- Arts/Humanities/Arts
- Arts/Humanities, Communication
- Arts/Humanities, English
- Arts/Humanities, General
- Arts/Humanities, Music
- Early Childhood Development with Pre-K Assoc. Licensure
- Individualized Studies
- Mathematics
- Sciences
- Social Sciences

## Professional Studies
- Accounting Technology
- Business Information Technology
- Business Management Technology
- Computer Aided Drafting and Design
- Dental Hygiene
- Electromechanical Engineering Technology
- Emergency Medical Technology
- Engineering Preparatory Studies
- Individualized Studies
- Legal Assisting Technology
- Medical Laboratory Technology
- Nursing
- Occupational Therapy Assistant
- Office Administration Technology
- Physical Therapy Assistant
- Plastics Engineering Technology
- Radiologic Technology
- Respiratory Therapy

# Minors and Certificates

## Arts and Sciences Minors
- American or British Literature
- Art History
- Biology
- Chemistry
- Communications
- Economics
- English Language and Linguistics
- Environmental Science
- Geography
- History
- Journalism
- Mathematical Sciences
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages
- Theater
- Women’s Studies

## Professional Studies Minors
- Business Administration
- Computer Aided Drafting and Design
- Health Management
- Plastics Engineering Technology
- Sport Coaching
- Sport Management
- Women’s Studies

## Certificates
- Deaf Studies (Arts and Sciences)
- Environmental Science (Arts and Sciences)
- Computer Aided Drafting and Design (Professional Studies)
- Plastics Engineering Technology (Professional Studies)
Different delivery methods are used depending on the nature of the class or the discipline and instructor preference. These include:

- Lecture
- Discussion
- One-on-one instruction
- Laboratory
- Studio
- Online delivery
- Clinical practice
- Field/service learning
- Peer editing
- Peer tutoring

Technology is employed extensively and with considerable sophistication within the formal instructional context in a variety of ways. These include:

- Email
- Internet resources
- Word processing, spreadsheet, and presentation programs
- CDs, videotape, DVDs, and MP3 players
- Simulation devices
- Equipment used in technology courses
- Blackboard course sites

1C4 Preparing Students for a Diverse World

Shawnee State University offers several courses that prepare students to live in a diverse world, and these courses are often required for particular degree programs. These include:

- ANTH 3360 Indians of North America
- ARTH 3367 Women in the Arts
- BSNR 3341 Transcultural Nursing
- COMM 3392 Intercultural Communication
- EDUC 2245 Education in a Multicultural Society
- EDUC 2248 Diversity: Culture and Exceptionalities
- ENGL 2205 Introduction to Women’s Studies
- ENGL 2249 Native American Literature
- ENGL 3343 African American Literature
- ENGL 3344 Literature of Appalachia
- ENGL 3352 Women’s Narratives
- ENGL 3377 Hispanic Women in Contemporary Film and Literature
- HIST 3346 History of American Women, 1865–Present
- SIGN 1221 Psychology of Deafness
- SOCI 3310 Gender Socialization
- SOCI 3340 Sociology of Appalachia
- SOCI 3350 Women of Color in the United States
- SOCI 3360 Black America in Popular Culture
- SOCI 4429 Contemporary Minority Relations

In addition, the Department of Social Sciences offers two degrees, in history and in international relations, which include a significant number of courses dealing with the experiences of non-Western cultures.

As noted in 1C3, faculty members employ a variety of instructional methods, in part to accommodate different learning styles among students. The effectiveness of these approaches is assessed in a variety of ways:

- Annual faculty self-assessments
- Student course assessments
- Observation of junior faculty
- Departmental assessment initiatives
- University-wide assessment initiatives

In addition, the Teaching and Learning Center facilitates workshops and faculty learning communities in which faculty may learn about different technologies and teaching approaches and in which they may share ideas and experiences with colleagues about pedagogical matters.

For students needing additional help, tutoring is available through the Student Success Center. Also, peer-to-peer tutoring is available in the Reading and Writing Center offered by the Department of English and Humanities and in the Math Lab through the Department of Mathematical Sciences. Finally, students who require special accommodations may register with the Office of Disability Services, which works with instructors regarding special arrangements and adaptive technologies.
1C5 Celebrating Intellectual Freedom

Shawnee State’s academic program requires all baccalaureate degree candidates to complete the General Education Program (GEP), which gives students the opportunity to acquire characteristics of an educated person. A cultural perspective component helps students understand aspects of western and non-western cultures and appreciate the multicultural nature of modern society. Courses may vary as to discipline, content, and approach, but each instills some comprehension of the complex historical, cultural, or sociological contexts which inform contemporary experience.

Two distinctive general education requirements are at the upper-class level. An integrative Senior Seminar brings students from all majors into a seminar environment where they write a major research paper and also give a public presentation that is open to all members of the university community. Prior to enrollment in the Senior Seminar, students complete a required course in ethics which introduces them to the most influential moral theories of western civilization. These theories attempt to answer what constitutes the good life and what makes an action ethical, as well as introduce ways of reasoning about the moral life. Students learn how these theories affect how we think about public life, including the relationship of morality to law and public policy. Furthermore, students engage in a thorough and careful analysis of contemporary moral issues in order to arrive at a rationally defensible, well-informed conclusion within a context of open and civil dialogue with others. Evaluation is based, first and foremost, on how well students reason about moral issues, not on the particular conclusions. The ethics course ROCI 4485, Reflection on Community Involvement, offers a series of activities integral to community involvement.

The GEP’s program’s commitment to students:
• Providing them with an undergraduate education that includes competence in written communication, oral communication, scientific and quantitative reasoning, critical analysis, and logical thinking.
• Providing them with a breadth of knowledge that goes beyond education for a specific discipline or profession.
• Providing them with a breadth of experience that includes knowledge and understanding of multicultural factors.
• Ensuring that they have the ability to reflect carefully upon ethical issues and can enter into reasoned dialogue about these issues.
• Preparing them to become independent and continuing learners.

As part of the campus commitment to students’ success, Shawnee State University’s GEP has adopted the goal of integrating information literacy and computer literacy into the courses included in the General Education Program.

The library’s information literacy program promotes student understanding of the economic, legal, and social issues surrounding the use of information, including the access and use of information ethically and legally.

The GEP Faculty Learning Community (FLC) funded by the Ohio Learning Network (OLN) explored the changing meanings and cultural landscapes of general education. With help from a technology grant from the Ohio Learning Network, the Center for Teaching and Learning supports faculty development in the area of technology use related to student learning. An innovative project related to the partnership with OLN but funded by Shawnee State University is the CyberTrek Faculty Learning Community. CyberTrek has been a popular FLC at Shawnee State for several years, providing knowledge and collegial support for technology use in the classroom.

The campus policy regarding “PROFESSIONAL STANDARDS OF A FACULTY MEMBER” states,

“The educator believes in the worth and dignity of man. He recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. He regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his responsibility to practice his profession according to the highest ethical standards.”

The Rose L. and Augusta Jacobs Center for International Programs and Activities (CIPA) sponsors many travel/study abroad courses for credit. Destinations have included China, Greece, Britain, and Ireland. CIPA also has in place study abroad programs for a semester or two with sister institutions in Spain and Morocco and a special affiliation with China, where in Spring 2008 four SSU students did their teaching practicum at Chinese high schools. In the near future expansion plans include study for a
Shawnee State University System's Portfolio Semester in Germany, India, and Greece. CIPA also sponsors the annual International Film Festival, International Food Festival, annual International Awareness Week, visits by foreign scholars and lecturers, participation in the Model Arab League, International Buddy Program, international students' participation in the Celebration of Scholarship, and other activities. In order for its students to benefit from a variety of international study options, Shawnee State University has established sister-university agreements with Zhejiang University of Technology in China, James I University in Spain, the University of Applied Science in Zittau, Germany, Al Akhawayn University in Morocco, and most recently South China Normal University.

Public programs to promote intellectual freedom, inquiry, and reflection have included:

- **Sunshine Week** events to promote the national initiative to open a dialogue about the importance of open government and freedom of information.
- **September Project** to promote dialogue centered around the topics of democracy, citizenship, and patriotism.
- **Constitution Day** programs to develop habits of citizenship in a new generation of Americans.
- **Distinguished Lecture Series** funds speakers from a variety of academic disciplines. The lecturers are invited on the basis of their scholarly pursuits or for having made a mark in their field either through research, published works, or distinguished accomplishments.

The Student Handbook addresses the “respect for the scholarly work and intellectual property rights of others as essential to the educational mission of any university.”

The Student Conduct code requires that students conduct their affairs with proper regard for the rights of others and of the university. All members of the university community share a responsibility for maintaining an environment where actions are guided by mutual respect and integrity.

Student opportunities to publish and have freedom of expression include the student newspaper, the Silhouette, student art exhibits, and public performances. The annual Celebration of Scholarship showcases students’ intellectual endeavors.

The campus Statement on Academic Rights and Responsibilities promotes “the academic freedom of faculty and students and our commitment to valuing and respecting diversity of ideas and opinions including respect for diverse political viewpoints...”

**1P1 Determining Learning Objectives**

Program-specific learning objectives are determined through consultation with employers and alumni, program advisory committees, accreditation visits and pass rates on national exams. In addition to the skill acquisition required by specific academic programs, the General Education Program (GEP) is designed to achieve a set of common student learning objectives for all students pursuing a baccalaureate degree. The director of the General Education Program works with the General Education Advisory Council to benchmark general education curricula at other institutions and propose enhancements to the GEP. All GEP changes must be approved by the Educational Policy and Curriculum Committee, the University Faculty Senate, and the Provost. New programs and program-specific changes must be approved by the same two bodies, but are initiated by the faculty of the academic department housing the program.

**1P2 Designing New Programs**

Some academic departments, particularly health sciences programs and the Department of Teacher Education, have advisory committees made up of professional practitioners, employers, and alumni to give feedback and provide recommendations to enhance curricular development. The multiple accreditation agency visits and reports provide oversight and feedback for academic program changes and improvements.

The Educational Policy and Curriculum Committee (EPCC) is charged with overseeing new degree and new course proposals. The EPCC committee will review the proposal and consider the merits for the academic program considering the campus mission statement and strategic plan.

**1P3 Determining Student Preparation Requirements**

Student preparation in math and English is determined by ACT scores, the COMPASS test, Advanced Placement results, or College Level Examination Program (CLEP) scores. Students may appeal their math placement results by meeting with an advisor in the Department of Mathematical
Sciences to discuss their background and past success in the subject. Students may challenge their English placement through the Student Success Center. Students with developmental placements are assigned an advisor in University College to work closely with them until they complete developmental coursework.

Academic programs set course prerequisites and recommended program sequencing by monitoring student success, as well as feedback from alumni, employers, and accrediting bodies. Course prerequisites are automatically enforced at the time of registration, and may only be waived by the course instructor or the department chair. Selective programs, including Teacher Education and many Health Sciences majors, require specific prerequisite coursework and achievement of a minimum GPA to increase the chances of student success. Academic advisors in University College monitor undecided students and those who plan to apply to selective degree programs to help them identify and fill any gaps in their preparation.

1P4 Communicating Expectations for Student Preparation

The Admission staff provides information to prospective students about academic requirements and recommended preparation throughout the recruiting process. Every new student meets one-on-one with an academic advisor during orientation to discuss the requirements of his/her intended major and to develop an appropriate schedule. New pre-health science students also attend a special session at orientation to discuss prerequisites and admission requirements.

More generally, course prerequisites and program sequencing information is published in the printed catalog, which is provided to students at orientation. Information about degree requirements is also available online and through faculty advisors. At several points during their careers, students are required to meet with an advisor prior to registration. This is true of all freshmen, sophomores moving to junior standing, and juniors moving to senior standing. This process helps to ensure that students are making progress. All prerequisites are checked by the student information system at the time of registration. Instructor or chairperson permission is required to waive a prerequisite.

1P5 Helping Students Select Programs of Study

Two advisors in University College work with undecided students to help them identify appropriate courses of study. Exploring students are encouraged to enroll in UNIV 1105: Career Planning and Job Development Strategies for Life, which includes several units on major and career exploration. A pre-health sciences advisor in University College works with students to evaluate the likelihood of their admission to a selective program and helps them select an alternative major when appropriate. In addition, students facing academic difficulty are required to work with an advisor to develop an Academic Improvement Plan (AIP). Part of the AIP process is to help students identify whether their current goals are a good fit for their interests and abilities and to help them find an alternative path when necessary.

1P6 Determining Effective Teaching and Learning

Each undergraduate major has documented student success plans for student achievement. The learning objectives and method of assessment are posted on the campus website. Improvement for documenting effective learning continues with gathering more information in 2008 from nonacademic departments about what assessment measures are in place.

Faculty performance is studied through student evaluations, observation of junior faculty, and annual self-evaluations. The Office of Institutional Research and Assessment tracks student attrition and retention rates and maintains charts and graphs that illustrate these rates. The campus annual report documents academic department assessment summaries for the year. In addition, programs with licensure requirements report yearly pass rates for graduates in their programs.

1P7 Building an Effective Course Delivery System

Faculty members in the academic departments choose the course delivery systems appropriate for their disciplines, aided by input from administrators and students. Scheduling is done by academic departments in coordination with the registrar’s office and reviewed by the college deans and the provost. A time block scheduling system is employed to reduce scheduling conflicts. Academic chairpersons follow
contractual guidelines regarding faculty scheduling and strive to honor faculty scheduling requests while at the same time striving to offer classes throughout the day and evening to meet student scheduling needs and to reduce scheduling conflicts in the department.

Various technologies are employed to supplement classroom instruction (see 1C3). In addition, some classes are offered off-site, such as area hospitals and at a site in nearby Piketon, Ohio. Also, several classes are offered online.

1P8 Monitoring Course Delivery Effectiveness

Academic departments regularly review the currency and effectiveness of curricula through the following means:

- Discussions among faculty at department meetings
- Department and university assessment results
- Program reviews submitted to the dean and critiqued by external reviewers
- Feedback from alumni, employers, and, where applicable, advisory boards
- Professional licensure requirements
- Comparison of curricula to comparable programs through statewide articulation agreements

When changes to curricula are deemed necessary, the changes are initiated by department faculty or chairpersons and approved by a majority department vote. If the change concerns the General Education Program, the proposal is then sent to the General Education Advisory Council (GEAC) for their approval. All GEAC matters and all other proposals are next considered by the Educational Policies and Curriculum Committee, and proposals approved by this committee are then sent to the University Faculty Senate (UFS). Proposals approved by UFS are then sent to the dean and the provost for their approval. Additionally, proposals for new academic majors must be submitted to the Ohio Board of Regents.

1P9 Determining Learning Support Needs

Student needs relative to learning support are assessed in a variety of ways:

- Math and English placement
- Support services for self-identifying students with learning or developmental disabilities
- Academic advising through the Student Success Center and with assigned faculty advisers
- Assistance and midterm grade reporting for at-risk students

In addition to the assistance provided by the Student Success Center and the TRIO Center, students may also be referred for tutoring in the Math Lab or the Reading and Writing Center. Students may also receive career counseling on campus.

Faculty learning needs are addressed through faculty learning communities, workshops, and online tutorials for new technology.

The library regularly surveys faculty and students regarding their support of student and faculty learning. Also, students are introduced to library resources and available information technology in their first-year composition classes, and Senior Seminar students also receive an orientation for these resources.

1P10 Aligning Co-curricular Goals and Objectives

A number of student clubs and organizations serve to extend students’ learning experiences beyond the classroom in addition to providing social, service, and leadership opportunities. These include:

- ArtWorks Club
- Athletic Training Club
- Beta Beta Beta (biology honor society)
- Calliope (literature club)
- Chemistry Club
- Cinéaste (film club)
- Environmental Club
- International Forum
- Model Arab League
- Physical Therapy Assistants Association
- Pre-Med Club
- Sigma Tau Delta (English honor society)
- Silhouette (arts magazine)
- Society of Plastic Engineering
- Sports Management Club
- Student Occupational Therapy Association
- Student Respiratory Therapy Association

These clubs and organizations are managed by the Office of Student Activities and run by students in consultation with faculty advisers.
1P11 Determining Student Assessment Processes

Individual department reports for details relevant to their assessment techniques and results are documented in the campus annual report.

Each major has identified student learning outcomes and how the outcome is assessed. Assessments of student achievement in undergraduate majors are posted on the campus webpage.

The General Education Program has programmatic and category goals. The program director has mapped specific university-wide goals with specific programmatic goals of the GEP:

<table>
<thead>
<tr>
<th>Goals and Associated Assessments of the General Education Program (GEP)</th>
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<tbody>
<tr>
<td><strong>Specific University-Wide Goals</strong></td>
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<tr>
<td>Written Communication</td>
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<td>Oral Communication</td>
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<td>Critical Analysis and Logical Thinking</td>
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<td>Values</td>
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<td>Quantitative Reasoning</td>
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<td>Cultural Enrichment</td>
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<td>Appreciation of Fine and Performing Arts</td>
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| Specific Programmable Goals of the GEP                        |
| Written Communication                                           |
| Oral Communication                                             |
| Critical Analysis and Logical Thinking                        |
| Ethical Reasoning                                              |
| Scientific Reasoning                                          |
| Quantitative Reasoning                                        |
| Multicultural Factors                                         |

| Specific Category Goals of the GEP                            |
| English Composition write clearly, concisely, creatively in a |
| variety of formats                                           |
| Capstone speak, write, think, analyze, synthesize, integrate  |
| Natural Sciences scientific reasoning                        |
| Ethics theories, application of theories, analysis, reach    |
| conclusions, dialog                                         |
| Quantitative Reasoning critical thinking, technology,        |
| problem solving, data analysis                               |
| Social Sciences influence of social sciences on contemporary |
| life                                                        |
| Western/Non-Western Cultural Perspectives understands         |
| aspects of western/non-western cultures, multicultural        |
| nature of society                                            |
| Fine and Performing Arts appreciation of the arts             |

| Assessment Instruments                                      |
| AP/MAPP SS                                                  |
| AP/MAPP SS                                                  |
| AP/MAPP SS PP SR                                            |
| SS PP                                                       |
| AP/MAPP SS PP                                               |
| AP/MAPP SS PP                                               |
| SS PP                                                       |
| SS PP                                                       |

**AP/MAPP** = Academic Profile/MAPP Exams (long form, 1995–2003; short form as pilot, 2007)

**SS** = Senior Survey

**PP** = Portfolio Project (Rubrics to Assess Specific Category Goals)

**SR** = Scientific Reasoning Exam

**W/CT** = Writing and Critical Thinking Project (Writing and Critical Thinking Rubrics)
1P12 Discovering How Well We Are Preparing Students

The Office of Career Services conducts an annual graduate placement survey to determine placement rates, compensation levels, and the relevance of students’ degrees to their positions. Informal feedback about graduates’ job performance is collected from employers. Several academic departments track job placement as well as placement into graduate and professional programs.

Shawnee State has recently created several academic program advisory committees, with plans to implement committees for all academic programs. The committees, consisting of employers, active practitioners in the particular field (i.e. teachers, principals, guidance counselors for teacher education), alumni, and community members, assist in the assessment of Shawnee State majors and coursework, with regard to how well they prepare students for careers in those fields.

1P13 Measuring Student Performance

In addition to final grades, SSU collects attendance data for each course two weeks into the term. The General Education Program director analyzes the average GPA in all GEP courses each term and shares this with the University community. In addition, the pass rate for the required exit exam in each developmental course is closely monitored. Students experiencing academic difficulty (probation, suspension, and dismissal) also are carefully tracked during subsequent terms. The Office of Institutional Research compiles a variety of data regularly, including retention and completion rates.

1R1 Learning Objective Results

In the years before SSU’s participation in the AQIP process the common learning objectives, apart from those implied in the mission statement, were not uniformly stated and reviewed by all programs. The programs under regional or national accreditation maintained an acceptable standard of continuous review and improvement while some of the programs not under specific accreditations were less compliant in reviews and improvements. In preparation for this initial AQIP review process, all colleges, divisions, and programs of the university have developed a format for stating their common learning and performance objectives and now have in place a continuous review process.

Only recently has the university elected to participate in the AQIP process; therefore, organized data collection from past years is limited for this initial AQIP review. However, the results from the recent collections, as well as past years of less formal collections and reviews, have produced a clearer picture of the results of student common learning objectives.

Examples of results from common learning objectives results in the GEP include:

- The General Education Program has expanded the Portfolio Project and discontinued the Academic Profile Exam. The Portfolio Project collects samples of writings from first-year English courses and from the Senior Seminar classes. Faculty members then apply rubrics to evaluate the writing and critical thinking skills of students. This comparison of student progress from freshman to senior year, along with a Senior Survey completed by all students enrolled in the Senior Seminar classes, provides the General Education Advisory Council information with which to measure student common learning objectives.

http://www.shawnee.edu/acad/oln/SSURefGroupComparisons_Charts&Tables_62005.html
http://www.shawnee.edu/acad/oln/PDF/NTSC%20110S%20Data%20Summary.pdf
http://www.shawnee.edu/acad/oln/individual%20112%20490%20word%20table%204-02.html

- Two other national exams, The Measure of Academic Proficiency and Progress (MAPP) and the Collegiate Learning Assessment (CLA) are being piloted by Shawnee State to use for the Student Learning Outcomes (page 5) in the College Portrait:

http://www.shawnee.edu/college_portrait/SS%202007%20College%20Portrait.pdf

- The General Education Program plans to develop an assessment of computer literacy during the orientation of freshmen. If a student needs improvement in computer literacy the student would be advised to take classes or tutorials in the Student Success Center.

- Results from past years of measuring student common learning objectives using the major Field Achievement Test in psychology have also led to the addition of a psychology course to the general education requirements.
Examples of common learning objectives results for the individual departments and programs include:

- Enhanced use of clinical and community sites for fieldwork experiences by the occupational therapy students.
- Expanded use of the NCLEX-RN exam to measure student progress and learning objectives.
- The addition of “Key Assessments” designed to demonstrate competency in a particular licensure area of Teacher Education.
- ETS Major Field Achievement tests in history, sociology, business administration and psychology were initiated, and an International Relations Assessment test was administered to students majoring in the social sciences.
- Each year the individual programs and departments list in their AQIP Annual reports the specific revisions made in response to the AQIP data collected for that year.

A complete listing of results for student common learning objectives:

With the initiation of the AQIP review process, the 2006-07 annual reports from the General Education Program, the two colleges, and their individual programs are contained in a 55-page document.

Future results of common learning objectives:

Shawnee State University changed from an academic quarter system to an academic semester system this past year (academic year 2007-08). All courses were reorganized, some were combined, some eliminated, and some expanded. New textbooks were considered and selected if appropriate. Although the student common learning objectives, as well as many of the departmental specific goals, were not markedly revised, a significant number were significantly revised as appropriate to the semester courses. The results of these revisions will be measured and reviewed beginning immediately after this initial year of transfer to semesters is completed.

1R2 Evidence of an Appropriate Knowledge and Skill Base

Three important measures of evidence are: accreditations by state and national agencies for specific programs; passing scores on national boards and licensing examinations; and survey results from graduates and employers of those graduates.

Accreditations and reaccreditations by external organizations not only provide opportunities for self-evaluation but also opportunities for comparison with programs at other colleges and universities. Every program in the health sciences, the athletic training program, the associate degree programs in business administration, and the teacher education programs have full accreditation status for their respecting agencies as listed in the following chart:

- American Council for Occupational Therapy Education
- American Dental Association
- Association of Collegiate Business Schools and Programs
- Committee of Accreditation for Respiratory Care
- Commission on Accreditation for Physical Therapy Education
- Commission on Accreditation for Athletic Training Education
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- National Council for Accreditation of Teacher Education
- National League for Nursing Education
- Ohio Board of Nursing
- Ohio Department of Public Safety, Division of Emergency Medical Services
- State of Ohio, Board of Nursing Home Administrators
- State of Ohio Department of Education
- United States Department of Education

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ARRT First Time Pass Rate

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<tr>
<td>National Average</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>SSU Average</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
<td>105%</td>
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Evidence of acquired knowledge and skills is available in success rates for students on national and licensure examinations. Graduates of the dental hygiene and respiratory therapy programs (2007-2008) achieved a first time pass rate of 100 percent. Other programs, including occupational therapy assistant and physical therapy assistant, have strong initial pass rates and eventual pass rates of well over 90 percent. As the diagrams illustrate, both the first-time pass rate and mean test scores for SSU’s respiratory therapy graduates are above the national average.

Surveys of graduates and employers of those graduates provide valuable additional evidence that students have acquired the knowledge and skills required by the institution and its stakeholders. A response from 193 of SSU’s 617 graduates in 2006 indicated that 75 percent had obtained full-time employment, 15 percent part-time employment, and 10 percent were seeking employment. With the exception of social sciences, almost all other graduates responding to the survey obtained employment related to their degrees. Thirty of the respondents enrolled in graduate programs at other universities.

Individual programs conduct surveys of their graduates and the employers of those graduates. The health sciences programs, in response to their accreditation expectations, conduct surveys to help determine graduates’ preparation for employment in licensed professions and if the employers consider the graduates to be well-prepared to enter into those professions. Results from those surveys indicate that SSU graduates are seen as well prepared. In addition, suggestions are received from employers to enhance or emphasize specific tasks or procedures during the academic training. The effective use of advisory committees also supplements this information gathering and exchange process.

In addition to the results from common learning objectives described in Response 1R1 and to the evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders in Response 1R2, the following list provides additional evidence of results associated with helping students learn.

- The Educational Policy and Curriculum Committee (EPCC) of the University is comprised of elected at-large faculty members from both colleges and from individual academic departments. This committee reviews and recommends to the University Faculty Senate for final approval new or revised academic courses, new or revised academic programs, or elimination of existing courses. The activity of the EPCC is one measure of results for helping students learn. This past year the EPCC approved minor course changes in 30 courses; approved 15 new courses; deleted 8 courses; approved enhancements to eight existing degree programs; accepted five preliminary new degree proposals; and approved one new concentration and one new minor concentration. The EPCC also approved 8 additions/revisions to the University’s General Education Program.

- The University has established a Distance Learning Committee to review the current availability and quality of online courses and to recommend new initiatives for online delivery.

- The annual Celebration of Scholarship conference provides SSU students opportunities to share their interests, pose questions, and offer possible solutions to issues they have identified as important to society. This past year 37 students were selected to present papers on the results of their research activities.

- The transition to the semester system this past year provided a unique opportunity to review and revise every academic course. As part of
this transition process new syllabi and learning objectives for each of the semester-based courses were developed.

- Expanded opportunities for new student orientations before the start of classes each semester provided a better foundation for success in higher education.
- The university has established a University College that has greatly expanded the work of the Student Success Center to better meet the needs of undeclared major students and students who are seeking admission into the health sciences or teacher education programs. This college also offers expanded counseling and assistance to underprepared students to help them succeed in college.

1R4 Comparing 1R1 – 1R3 Results to Other Institutions

Major Field Test (MFT) Results for 2007-2008

Social Science:

The Shawnee Department of Social Science has used the MFT (by ETS) in Psychology and History since 2002 and for Sociology since 2004. The MFT, being nationally normed, permits comparisons with other similar programs. SSU achieved an 87 percent response rate in 2007-2008.

History graduates achieved an overall mean score of 143.9 (out of 200) on the MFT in 2007-2008. This places the program at the 45th percentile of the scores of all institutions using this test. This means that 45 percent of all history programs scored lower than the SSU average.

Sociology graduates earned an overall mean score of 148 (out of 200) on the MFT in 2007-2008. This places the sociology program at the 40th percentile of the scores of all institutions using this test. This means that 40 percent of all sociology programs scored lower than the SSU average.

Psychology graduates received an overall mean score of 150.8 (out of 200) on the MFT in 2007-2008. The psychology program places at the 25th percentile of the scores of all institutions using the MFT. This means that 25 percent of all psychology programs scored lower than the SSU average.

Business:

The Department of Business has utilized the MFT in business since 1997. The 2007-2008 score results examined reflected a mean score of 139.5 (out of 200) on the MFT. This places the business program at the 50th percentile of all such institutions using the test. This means that 50 percent of all business programs scored less than the SSU average.

Additional results comparing Shawnee State student learning outcome results with other institutions are found in section 7R2.

Retention/Graduation Rates

In a 2007 “White Paper” prepared by the Hanover Research Council, Shawnee State University’s graduation and retention rates were compared to the rates of 20 public colleges and institutions located in the Great Lakes Region with similar admissions and bachelor degree programs. Data from the fall of 2004 and 2005 were averaged for this analysis.

SSU, compared to the averaged rates of the 20 institutions, had a graduation rate 0.2 percent below average, a full-time retention rate 2.3 percent below average and a part-time retention rate of 6.3 percent below average.

Hanover also ranked SSU with the other institutions on these same criteria. SSU ranked tenth in the group in graduation rates, twelfth in full-time retention and fifteenth in part-time retention rates.

111 Improving Current Learning Processes and Systems

Information and advice for improvement of current processes and systems are obtained from multiple sources that review academic programs and student learning successes in those programs. Those sources include:

- Self-studies written in preparation for onsite visits by accreditation agencies help identify issues that need to be improved. The program writing its self-study is expected to propose improvements that will be required to address the self-identified deficiencies.
- Formal evaluation reports written by accreditation site visitors list any identified deficiencies in the accreditation essentials and list the expected and/or required remedies to address those deficiencies.
• The Collective Bargaining Agreement with the University Faculty Association mandates that evaluation of instruction occur each semester. The results of those evaluations are shared with the individual faculty member, the department chair, and the dean. The results are used for improvement of instruction.

• Appropriate committees within the university governance system provide recommendations and guidance as to the improvement of services and instruction. The University Faculty Senate gives final approval to curricular changes recommended by the Educational Policies and Curriculum Committee. The University Faculty Senate also approves any academic policies or issues that are not the purview of the collective bargaining agreement.

• Budget hearings held in December and January, in preparation for formulating the next year’s fiscal budget, take into consideration resources needed to improve instruction in both colleges. Data collected from the other sources listed in Response 111 are used in these budget hearings to obtain funds for the improvement of instruction.

Each full-time faculty member is required by the collective bargaining agreement to write a self evaluation of his/her academic achievements during the past year and to recommend improvements and resources that are needed for improvement of instruction.

Faculty and staff meetings held throughout the academic terms provide suggestions for revisions of curricular content, additional resources needed, and enhanced goals to be pursued in future years.

The University President gives a biannual State of the University address in which future goals and plans are presented that are intended to advance the pursuit of the university’s mission. From these presentations the academic departments may choose to refine their goals toward helping students learn.

A major source of information used in promoting student learning will be from the recently adopted AQIP process in which each program is required to report each year the progress it has made toward stated goals.

Faculty learning communities have been initiated to share ideas and concepts regarding the improvement of student learning.

112 Setting Targets for Improvement in Learning Results

The annual AQIP reports from the individual programs and departments not only list the progress made in meeting current goals but also include a section on revised goals and objectives for the next year(s). Information used in these revision decisions includes:

• The data set collected by the SSU Office of Institutional Research, which presents demographic information, number of new students, returning students, enrollments per program, number of graduates, faculty-to-student ratios, income generation by program, and expenses incurred by program.

• The direction provided by the University President and the Shawnee State University Board of Trustees provide macro-targets for the university to pursue.

• Advisory committees, accreditation visits, student evaluations of instruction, faculty self evaluations, AQIP annual reports, responses from graduates, responses from employers, and research from state and federal educational and employment agencies provide information necessary for the faculty to recommend specific targets for improvements in learning. This same data is utilized by administration to set targets for fiscal responsibility and effective use of resources.
AQIP #2: Accomplishing Other Distinctive Objectives

2C1 Other Explicit Institutional Objectives

Shawnee State University’s institutional objectives are an outgrowth of its mission, strategic planning activities, and more recent experience with AQIP and continuous improvement. It is understood that teaching and learning, although the major objective, is by no means the only one. Although SSU’s most recent strategic plan was published in April 2000, the University is in the process of developing Shawnee 20/20, with close attention to Ohio’s Strategic Plan for Higher Education 2008 – 2017. Beyond its commitment to helping students learn, SSU’s other institutional objectives are focused on the following areas:

- Expansion of undergraduate research and scholarship
- Improvement of student life
- Enhancement of communication
- Support for community development and enrichment
- Development of university resources

The table below includes some examples of important organizations and recent activities that support these objectives.

<table>
<thead>
<tr>
<th>Research and Scholarship</th>
<th>*Student Life Communications</th>
<th>Communications</th>
<th>Community Development</th>
<th>Resource Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Teaching and Learning Center</td>
<td>University Center Addition</td>
<td>SSU Online</td>
<td>University Outreach Services</td>
<td>Poised for Tomorrow Capital Campaign</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>Expansion of Campus Apartments</td>
<td>President’s Convocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebration Scholarship</td>
<td>Student Programming Board</td>
<td>Faculty In-service Day</td>
<td>BASICS</td>
<td>Massie Hall Lecture Room</td>
</tr>
<tr>
<td>Shawnee Undergraduate Research Experience</td>
<td>All-purpose Recreational Field</td>
<td>Alumni Newsletter</td>
<td>Ohio Appalachian Center for Higher Education (OACHE)</td>
<td>All-purpose Recreational Field</td>
</tr>
<tr>
<td>Clark Memorial Library</td>
<td>Tennis Courts</td>
<td>Shawnee.edu and MYSSU</td>
<td>Americorps/Vista Volunteers</td>
<td>Renovation of Rhodes Athletic Center</td>
</tr>
<tr>
<td>Rose L. &amp; Augusta Jacobs Center for International Programs and Activities</td>
<td>Safety and Security Committee</td>
<td>SSU Development Foundation Annual Report</td>
<td>Upward Bound Math and Science</td>
<td>Expansion of Campus Apartments</td>
</tr>
<tr>
<td>Children’s Learning Center</td>
<td>Athletics and Intramurals</td>
<td>*Improvements to Student Advising</td>
<td>Vern Riffe Center for the Arts</td>
<td>President’s Gala</td>
</tr>
</tbody>
</table>

*AQIP Action Projects developed through information from Conversation Day 2005 along with campus surveys.

2C2 Aligning Other Objectives with Mission, Vision and Philosophy

The President of SSU with the assistance of the Budget, Finance, and Strategic Planning Committee, the President’s Advisory Council, and the oversight of the Board of Trustees ensures alignment of institutional objectives with the mission, vision, and philosophy.

The Budget, Finance, and Strategic Planning Committee is composed of six faculty, three administrators, one staff member, one student, Director of Institutional Planning (ex-officio), Vice President of Finance and Facilities (ex-officio), Provost (ex-officio), Director of University Information Systems (ex-officio), and the Assistant to the Provost (ex-officio). The committee’s charge is to:

- refine the process for developing and executing AQIP Action Projects;
- identify current continuous improvement activities within the University and evaluate their effectiveness;
- engage the campus and communicate information about AQIP;
• refine preliminary proposals emerging from the 20/20 Planning process to enhance student retention and improve university operations;
• take leadership of continuous improvement activities at the University by working with the Director of Institutional Planning and a consultant to develop a university-wide strategy for planning for continuous improvement (AQIP Category 7: Measuring Effectiveness) that is linked to the University mission;
• provide ongoing review of and recommendations concerning the content and implementation of the strategic plan;
• examine and comment upon the university budget as prepared by the Division of Business Affairs;
• provide regular and timely reports and recommendations directly to the President as requested;
• involve as many members as possible in AQIP training and evaluation activities.

The President’s Advisory Council (PAC) was established in 2004. The membership of the council consists of the president as the chair, provost, vice president for finance and administration, vice president for student affairs, general counsel, dean of College of Arts and Sciences, dean of College of Professional Studies, associate provost, director of institutional planning, director of human resources, executive director of development, director of university information services, registrar, AQIP coordinator, and director of admission. PAC has a university-wide perspective and participants are asked to represent their own positions and responsibilities within the University and take a university-wide leadership role.

2C3 Supporting and Complementing Student Learning Processes

Many of the organizations and activities that were developed through other objectives directly support the process of student learning.

• The Teaching and Learning Center is a 2006 AQIP Action Project and provides a forum and resource for faculty to learn new and innovative techniques or to gain experience with new classroom technologies.
• The Celebration of Scholarship, a faculty brainchild, is an annual event that focuses attention on student research and learning through a day-long series of student presentations given in professional conference format. During the past year, SSU students presented topics on middle school education, microbiology, geology, astronomy, social sciences, literary research, sociopolitical issues, literature, fine arts, international relations, community and organizational issues.
• A recent President’s Gala generated monies that now support the Shawnee Undergraduate Research Experience (SURE), a student research fund. The President’s Gala also helps to maintain strong community relationships.
• The Clark Memorial Library (charter member of OhioLINK) and its staff provide students with access to catalogs, research databases, online reference resources, e-journals, e-books, and online audio-visual resources.
• The Children’s Learning Center offers a diverse and fully integrated environment for pre-K education while providing an excellent learning environment for future teachers and pediatric social science/health professionals.
• The Safety and Security Committee is promoting a safe learning environment by developing infrastructure and procedures that will help to keep the campus safe. Recently, the committee oversaw the implementation of the Leader Alert system that allows the University to notify students of dangerous conditions on or near campus.
• Over the past year, AmeriCorps/Vista student volunteers logged over 5000 hours of unforgettable work experiences that provide personal and educational enrichment. Vista volunteers helped the U.S. Forest Service clear trails in South Carolina during winter break and completed an alternative spring break to Minnesota where they built a home for Habitat for Humanity.
• SSU’s website (www.shawnee.edu) and MySSU provide students with information about academic issues, campus activities, student services and a portal to register for classes.
• Student advising was identified as an opportunity area in recent student satisfaction surveys (Noel-Levitz) and staff surveys (Vital Focus). The overall goal of this project is increased student retention and improved persistence until graduation.
• University Outreach Services organizes a variety
of enrichment and training programs (e.g., computer, real estate, small business training; Tech Prep, District Science Day, Summer Honors Institute, among many others) that promote education in the community.

- Faculty In-service Day is a new initiative that began Fall Semester 2008. All faculty are required to attend this function on the day prior to the beginning of fall semester. Information concerning classes, student services, and other academic issues will be presented during this event.

2P1 Determining Other Distinctive Objectives

Shawnee State University’s objectives are determined through interpretation of its mission and a combination of the strategic plan and AQIP. The mission includes the following statements:

"Recognizing the importance of knowledge, values, and cultural enrichment ... To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts."

The 2000 strategic plan has three broad themes: Teaching and Learning, Growth and Development, and Community. Within these themes, other distinctive objectives are tied to the following goals and opportunities (part of the strategic plan):

- Promote the value of higher education to the community and region (research and scholarship)
- Increase enrollment (resource development)
- Improve institutional procedures through organizational change and continuous attention to student needs and human resource development (communications, resource development)
- Increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University (student life, community development)
- Build a more vital campus life (student life, research and scholarship)
- Develop partnerships that involve the University in collaborative activities with other groups and institution (community development)

The President of SSU is ultimately accountable for the development and execution of objectives; however, the strategy for setting objectives is clearly both “top down” as well as “bottom up” and many SSU individuals and groups contribute to the process. For example, the most recent strategic plan (April 2000) was generated by an ad hoc committee of the University Faculty Assembly. The committee developed the plan through small focus groups of faculty, students, staff, and community members.

More recently, employee on-line surveys (Constellation Survey) and meetings (Conversation Day) led to further development of objectives and a series of four AQIP Action Projects (Student Advising, Scheduling Revisions, Student Life, and the Teaching and Learning Center). The Budget, Finance, and Strategic Planning Committee and the President’s Advisory Council play a role in developing and considering new initiatives.

Shawnee 20/20, SSU’s new strategic planning process, was introduced by the President in 200. This strategic plan is based on assumptions that objectives will be based on mission/vision/goals, the plan will focus at least one decade into the future, ideas, proposals, and concerns from all constituent groups will be considered, and strategies will be integrated into future budget planning. Shawnee 20/20 was suspended due to impending state-wide changes in the University System of Ohio but has begun again now that the Strategic Plan of the USO has been released. This will allow SSU’s 20/20 planning process to be aligned with the strategic plan at the system level.

The higher education strategic plan issued by the Chancellor calls for a coordinated University System of Ohio with a single set of statewide goals. Clearly it is essential for SSU to align its objectives to those endorsed by the state’s strategic plan.

2P2 Communicating Expectations

The President meets with the University annually and gives the State of the University address during which objectives and action projects are outlined. Information on objectives (strategic plan, AQIP Action Projects) is available at SSU’s website and new initiatives are commonly presented via SSU Online. The President communicates expectations through the President’s Advisory Council and additional meetings with Vice Presidents, Deans, Directors, Department Chairs/Heads and campus and community leaders. The Budget, Finance, and Strategic Planning
Committee issues a year-end report that is available on the University’s website.

**2P3 Determining Faculty and Staff Needs**

Faculty and staff needs (e.g. additions, changes in duties) may be determined by the President, Vice Presidents, and Directors or by the institutional unit in which a specific activity takes place. All full-time faculty and staff additions must be approved by the President and Board of Trustees.

(Examples: The Director of Outreach Services, which is under the Office of the Provost, assigns an employee to coordinate a District Science Day event. The coordinator is responsible for organization of the event and solicits appropriate faculty and staff assistance. In another example, the Poised for Tomorrow capital campaign was organized by the Executive Director of the Development Foundation and her staff. They hired a consultant and solicited volunteers from the faculty, staff, and community to assist with the campaign. The Celebration of Scholarship is coordinated by a faculty member who receives release time and is responsible for determining the faculty and staff needs for the event.)

**2P4 Assessing and Reviewing Objectives**

The President; the Budget, Finance, and Strategic Planning Committee; and the President’s Cabinet are responsible for continuous assessment and review of objectives; however, involvement in the review process takes place at all levels within the institution’s structure. The Director of Institutional Research as well as individual instructional and service units provide data for assessment.

In the past, Shawnee State has received accreditation through the North Central Association of Colleges and Schools and consequently has gone through periodic assessments and review. The last accreditation visit took place in 2001. SSU was accepted into the Academic Quality Improvement Program in December 2004 and has been involved with the process of continuous assessment and review of its other objectives.
**2P5 Measuring Accomplishments**

Organizations and activities (not all inclusive) connected with SSU’s other distinctive objectives are measured through data summarized in the following table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Center</td>
<td>Number of learning communities and participants</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>Number of programs and participants</td>
</tr>
<tr>
<td>Celebration of Scholarship</td>
<td>Student participation</td>
</tr>
<tr>
<td>Shawnee Undergraduate Research Experience</td>
<td>Money disbursed, projects completed</td>
</tr>
<tr>
<td>Clark Memorial Library</td>
<td>Patron Satisfaction Survey</td>
</tr>
<tr>
<td>Center for International Programs and Activities</td>
<td>Development of new sister institutions, student travel, international students</td>
</tr>
<tr>
<td>Children’s Learning Center</td>
<td>Number of children served, number of SSU students involved</td>
</tr>
<tr>
<td>University Center Addition</td>
<td>Not completed</td>
</tr>
<tr>
<td>Expansion of Campus Apartments</td>
<td>Precent capacity</td>
</tr>
<tr>
<td>Student Programming Board</td>
<td>Programs, participation</td>
</tr>
<tr>
<td>All-purpose Recreational Field</td>
<td>Not completed</td>
</tr>
<tr>
<td>New Tennis Courts</td>
<td>Campus and community usage</td>
</tr>
<tr>
<td>Safety and Security Committee</td>
<td>Success of new safety instruments and systems (e.g. number of students, faculty, staff that receive Leader Alert messages)</td>
</tr>
<tr>
<td>Athletics and Intramurals</td>
<td>Number of programs, number of participants</td>
</tr>
<tr>
<td>SSU Online</td>
<td>Distribution</td>
</tr>
<tr>
<td>President’s State of the University Address</td>
<td>Attendance</td>
</tr>
<tr>
<td>Faculty In-service Day</td>
<td>Inaugural event in fall 2008</td>
</tr>
<tr>
<td>Alumni Newsletter</td>
<td>Distribution</td>
</tr>
<tr>
<td>Annual Report of the SSUDF</td>
<td>Endowment numbers and fund-raising data</td>
</tr>
<tr>
<td>Student Advising</td>
<td>Increased communication between students and their faculty advisors</td>
</tr>
<tr>
<td>University Outreach Services</td>
<td>Number of programs, participants</td>
</tr>
<tr>
<td>Literacy Council</td>
<td>Programs offered</td>
</tr>
<tr>
<td>BASICS</td>
<td>Number served</td>
</tr>
<tr>
<td>Ohio Appalachian Center for Higher Education (OACHE)</td>
<td>OACHE is housed on the campus of SSU but is a separate entity</td>
</tr>
<tr>
<td>Americorps/Vista Volunteers</td>
<td>Number of participants, volunteer hours</td>
</tr>
<tr>
<td>Upward Bound Math and Science</td>
<td>Number of participants</td>
</tr>
<tr>
<td>Vern Riffe Center for the Arts Programming</td>
<td>Number of programs, attendance</td>
</tr>
<tr>
<td>Poised for Tomorrow Capital Campaign</td>
<td>Donations ($)</td>
</tr>
<tr>
<td>President’s Gala</td>
<td>Attendance; Donations ($)</td>
</tr>
</tbody>
</table>
## 2R1 Accomplishing Distinctive Objectives
The following data were collected for the most recent time period.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Center</td>
<td>In 2007-08, sponsored 7 Faculty Learning Community Communities, 73 participants; 19 events/activities with over 200 participants</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>Sponsored or Co-sponsored over 15 events/activities during 2007-08</td>
</tr>
<tr>
<td>Celebration of Scholarship</td>
<td>70 projects were presented by students in 2008.</td>
</tr>
<tr>
<td>Shawnee Undergraduate Research Experience</td>
<td>Over $5,500 disbursed over the past two years</td>
</tr>
<tr>
<td>Clark Memorial Library</td>
<td>LibQUAL + Survey Results; In 2007: 4,987 active users in patron database.</td>
</tr>
<tr>
<td>Center for International Programs and Activities</td>
<td>13 SSU students traveled abroad (China, Spain, Morocco); 25 international students attended SSU (Argentina, Brazil, Bulgaria, Kenya, Greece, China, Tanzania, Russia, Japan, Syria, Indonesia, Taiwan,); 5 sister institutions (2 additional ones pending)</td>
</tr>
<tr>
<td>Children’s Learning Center</td>
<td>In 2007-08: 83 children served; 12 student assistants; 9 student teachers</td>
</tr>
<tr>
<td>Expansion of Campus Apartments</td>
<td>Fall 07 Occupancy 94.6%; Fall 08: 33% increase, new beds added</td>
</tr>
<tr>
<td>Safety and Security Committee</td>
<td>Spring 08: 2038 of 3,346 students registered for the Leader Alert System</td>
</tr>
<tr>
<td>Athletics and Intramurals</td>
<td>11 varsity intercollegiate sports, 176 student-athletes 4 intramural sports, 350 participants</td>
</tr>
<tr>
<td>SSU Online</td>
<td>All faculty, students, and staff receive SSU online when they connect with e-mail on campus</td>
</tr>
<tr>
<td>President’s Convocation (State of the University Address)</td>
<td>Approximately 40 in attendance in 2008</td>
</tr>
<tr>
<td>Alumni Newsletter</td>
<td>Over 900 mailings; 650 e-mails</td>
</tr>
<tr>
<td>Annual Report of the SSUDF</td>
<td>Endowment Numbers reported to NACUBOP; Fund-raising data to Voluntary Support for Education</td>
</tr>
<tr>
<td>University Outreach Services</td>
<td>In 2006-07, Outreach Services totaled 5,648 registrants for approximately 183 courses/programs/events</td>
</tr>
<tr>
<td>Literacy Council</td>
<td>Supported tutor training which generated 22 volunteer tutors to teach adults to read in Scioto County. Also sponsored a “Pep Rally for Literacy” for second graders in Scioto County.</td>
</tr>
<tr>
<td>BASICS</td>
<td>2007-08: 263 served; 2006-07: 296 served</td>
</tr>
<tr>
<td>Americorps/Vista Volunteers</td>
<td>Over 5,000 volunteer hours, 30 student volunteers</td>
</tr>
<tr>
<td>Upward Bound Math and Science</td>
<td>Summer 2007: 42 students</td>
</tr>
<tr>
<td>Vern Riffe Center for the Arts Programming</td>
<td>From July 07 to present: 28 events with approximately 20,000 in attendance</td>
</tr>
<tr>
<td>Poised for Tomorrow Capital Campaign</td>
<td>$16+ million to date</td>
</tr>
<tr>
<td>President’s Gala</td>
<td>Average 175 attendance and $25,000 per event</td>
</tr>
</tbody>
</table>
Some of the organizations and activities not described previously in this narrative are described in the following:

- The Women’s Center was created in the Spring of 2006 and is intended to increase awareness of gender-related issues; address, through focused initiatives, the specific concerns of women within the Appalachian culture; provide a forum for debate and discourse regarding issues affecting women; and encourage the establishment of academic programs that provide the opportunity for concentrated study of women’s issues (http://www.shawnee.edu/off/wc/index.html).

- The Center for International Programs and Activities (CIPA) seeks to attract a growing number of international students to study at the University; has sister-institution affiliations with universities in Germany, China, Spain, and Morocco; and offers on a regular basis many travel/study abroad courses to an ever increasing choice of destination such as Greece, Britain, Spain, and Ireland in order to increase global awareness among its students.

- The University Center is the University’s student center with a cafeteria, game room, and offices for the Registrar, Bursar, and Vice President of Student Services. The addition will more than double the Center’s current size and, with a cost of approximately $15 million, is the largest facilities investment in the University’s history.

- The University has nurtured an agreement with a private developer to build a series of student apartments near the northern edge of campus. With the newest building under current construction, student housing capacity will be increased to over 800 students.

- The Student Programming Board is responsible for initiating, planning, developing, and implementing an activities program which is sensitive to the needs of the students and campus community.

- An all-purpose recreational field in the northeastern part of campus is currently under development. The artificial turf surface will accommodate soccer and intramural sports.

- The William E. Daehler Tennis Center, a new outdoor tennis facility, was recently constructed from a donation of $250,000 to the Poised for Tomorrow campaign. The new facility has six courts and provides a place where SSU tennis teams can host tournaments at home and a place where students and the community can play.

- One of the efforts to improve student advising has led to a system requiring students who reach specific milestones (sophomore-, junior-, and senior-status) to meet with their advisors and have a “hold” removed from their registration before they can register for classes.

- The Literacy Council, a community partnership headquartered in the Clark Memorial Library, was created in response to a request from the groups in Scioto County providing literacy services who sought better coordination of their efforts, and the opportunity to pursue new sources of funding.

- BASICS (Basic Adult Skills in a College Setting) offers individual, small and large group, as well as computer-based learning experiences in order to prepare community members for GED testing or for a better job, college preparation, or to simply improve basic math and reading skills.

- The Upward Bound Math Science Program is designed to provide students in Appalachian Ohio, Kentucky, and West Virginia with a summer learning experience in the math and science fields. The program invites high school students to be part of a six-week, residential program at Shawnee State University.

2R2 Comparing Results to Peer Institutions

Some of the results given in the 2R1 table are from activities or organizations that are unique and, consequently, cannot be compared with other peer institutions. For activities for which data is available, SSU compares favorably. For instance, Outreach Services programs commonly meet or exceed participation levels for similar programs offered on other campuses, even those of much larger sister institutions in Ohio. The most recent capital campaign has generated over $16 million. Given the relative newness of Shawnee State, it has experienced a high level of success in building its endowment, when compared to a group of peer institutions.

For the Clark Memorial Library, the LibQUAL+ survey instrument was used to measure patron satisfaction both in 2002 and 2005. Library staff received high marks for helping students and faculty. The library was also praised for providing a quiet and
Table: Shawnee State University System's Portfolio

<table>
<thead>
<tr>
<th>Institution</th>
<th>Age</th>
<th>Endowment ($000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd</td>
<td>130</td>
<td>21,000</td>
</tr>
<tr>
<td>Ferris State</td>
<td>124</td>
<td>36,000</td>
</tr>
<tr>
<td>Fort Lewis</td>
<td>97</td>
<td>52,000</td>
</tr>
<tr>
<td>Dickinson</td>
<td>200+</td>
<td>287,000</td>
</tr>
<tr>
<td>Shawnee State</td>
<td>22</td>
<td>11,000</td>
</tr>
</tbody>
</table>

NACUBO Endowment Study 2007

comfortable place to study. The occupancy percentage of university-managed apartments and townhouses is at or above the levels at other institutions. Student volunteerism for Vista is similar to peer institutions like Lock Haven University and far below that of Ferris State (much larger institution) and Shepherd. The size of SSU’s intercollegiate sports and intramural programs is similar to that of smaller, peer institutions.

2R3 Strengthening and Enhancing the Institution

SSU’s mission is to be the regional university of southern Ohio. In order to accomplish this mission, the University must provide for educational needs of the community as well as the larger region. The activities connected with other objectives have helped to strengthen the institution by improving the educational experience (e.g. Teaching and Learning Center, Celebration Scholarship, service of Clark Memorial Library, Center for International Programs and Activities) and campus experience (e.g. more students on campus, more campus activities) for SSU students. Improved communications has also strengthened the institution by keeping the campus community updated on the many changes taking place at SSU and Ohio’s higher education system. The relationship with the community (town-gown) has been enhanced by the many programs provided through organizations like Outreach Services, BASICS, Upward Bound, Literacy Council, and the Vern Riffe Center for the Arts. The support for SSU by the community has been overwhelming.

2I1 Improving Other Distinctive Objectives’ Processes

SSU can improve its systems and processes by moving toward a more data-driven assessment system. To date, information concerning other distinctive objectives is collected in a disorganized fashion. In general, the directors/coordinates of each initiative keep their own records. It is not clear whether data is collected consistently or whether it is used for comparison with similar programs at other institutions. It is also not clear whether data for many other distinctive objectives play a key role in decision-making.

SSU would benefit by developing a more efficient means of data collection and establishing an office and central repository for information on all initiatives as well as those at peer institutions. The existing Office of Institutional Research is a logical place for this function to take place.

SSU should continue to work on defining (and communicating) the functions of its campus committees. For instance, the Shawnee 20/20 initiative is developing a new strategic plan for the institution; however, the role of the Budget, Finance, and Strategic Planning Committee in this process is not clear.

Participation or attendance for some of SSU’s events is low. Numbers for Celebration Scholarship, President’s State of the University Address, alumni events, and other campus events could be improved. Higher participation in these events would help improve the undergraduate experience, communications, and campus vitality.

The youth of SSU’s alumni has made the promotion of philanthropy difficult. A new initiative (Alumni Program Development Initiative) will encourage faculty and staff to engage alumni and will lead to a stronger donor base.

2I2 Setting Targets for Improvement

Areas in need of improvement are identified by the President through the work of the Budget, Finance, and Strategic Planning Committee; the President’s Advisory Council; Vice Presidents, and Directors. Most recently, Shawnee 20/20 is set to
review and redevelop the strategic plan. AQIP Action Projects are subject to continuous review by the aforementioned groups. Communication is achieved through campus-wide presentations (President’s State of the University address) and other normal campus channels. SSU has also provided a forum for state leaders to discuss changes leading to the University System of Ohio. For example, the Chancellor of the Board of Regents led a panel discussion on the state’s new Strategic Plan for Higher Education 2008 - 2017 at SSU in April 2008.
3C1 Key Groups

At SSU students are categorized demographically to help the university understand their level of preparedness, their goals and accomplishments, and any special needs, circumstances and interests that may affect their success on campus. These groups are listed below:

**Key Student Groups**
- Traditional
- Non-Traditional
- International
- Postsecondary (high school)
- Minority
- Transfer
- Graduate
- Degree seeking
- Non-Degree
- Commuter
- Residential
- Alumni

**Student Groups by Level**
- First Time Freshman
- Freshman
- Sophomores
- Juniors
- Seniors
- Graduate
- Transient
- PSEOP (high school)
- Prospective
- Masters
- Honors
- Academically Challenged
- Students with Disabilities

The University’s definition of other stakeholders includes several groups who have a defined interest or connection to the operation and success of Shawnee State. Those are:

**Other Stakeholders**
- Prospective Students
- Parents of Current Students and Prospective Students
- Board Members
- Employers
- Legislatures
- Taxpayers
- Local and Regional Community
- Friends of Shawnee State Golden Bears
- Residents — Appalachian Region
- Pre-College Programs
- K-12 School Systems
- Graduate and Professional Schools
- Community Colleges
- Northern Kentucky — Reciprocity Counties — Mason, Lewis, Boyd, Greenup, Carter, Elliott, Lawrence, Fleming, and Rowan
- Media Reps
- Leadership Portsmouth – Community Leaders
## 3C2 Requirements and Expectations of Students and Other Stakeholders

<table>
<thead>
<tr>
<th>Students</th>
<th>Short-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Collegiate experience; quality instruction and advisement; affordable; available courses; academic and career support</td>
<td>Quality education, good memories, improved quality of life, and job opportunities</td>
</tr>
<tr>
<td>Non-Traditional</td>
<td>Convenient flexible scheduling and academic support; balancing school and work is challenging</td>
<td>Job Placement, clinical studies, and internships. Reduce stop-out</td>
</tr>
<tr>
<td>International</td>
<td>Collegiate experience; cultural experience; language immersion, CIPA assistance, campus involvement</td>
<td>Good reputation; language proficiency; employment opportunities; good will toward country</td>
</tr>
<tr>
<td>Postsecondary</td>
<td>Good communication with their home schools; solid advising</td>
<td>Academic preparation and preparation to start college</td>
</tr>
<tr>
<td>Minority</td>
<td>Minority services; Cultural understanding and appreciation</td>
<td>Quality education, good memories, improved quality of life, and job opportunities</td>
</tr>
<tr>
<td>Transfer</td>
<td>Accurate advising and awarding of transfer credit; good communication; positive relationships with faculty</td>
<td>Ensure needs are met and credits transfer; solid education and job opportunities</td>
</tr>
<tr>
<td>Graduate</td>
<td>Accurate advising so students are qualified to be accepted. Solid clinical settings and financial aid packages</td>
<td>Passing of relevant board exams and preparation to enter the workforces</td>
</tr>
<tr>
<td>Degree-Seeking</td>
<td>A solid liberal arts education that follows the mission of Shawnee State University. Solid advising. Focused on retention and graduation</td>
<td>The students should have the necessary skills to graduate and obtain work. They should also be well rounded academically</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>Accurate advising and correct billing. Quality coursework and programming; good communication so services meet their needs</td>
<td>Needs and goals are met</td>
</tr>
<tr>
<td>Commuter</td>
<td>Timely communication and information. Event planning takes into consideration their needs as commuters</td>
<td>Retention and graduation. Meeting their goals whether it is degree seeking or personal development</td>
</tr>
<tr>
<td>Residential</td>
<td>Activity on campus outside of the classroom</td>
<td>A solid campus living experience</td>
</tr>
<tr>
<td>Alumni</td>
<td>Communication, updated contact information, planned activities</td>
<td>Strong alumni association, alumni involvement, and university support</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Communication and trust. Services to help the students overcome their disability</td>
<td>Overcoming of their disabilities</td>
</tr>
<tr>
<td>Academically Challenged</td>
<td>Testing and advising that helps the student overcome their challenges</td>
<td>They are integrated into the student population either by over-coming their challenges or by having the tools to help them</td>
</tr>
<tr>
<td>Honors</td>
<td>Increased academic offerings and a learning environment that consists of all high performing students</td>
<td>Graduation with honors</td>
</tr>
</tbody>
</table>
### Shawnee State University Systems Portfolio

#### Other Stakeholders

<table>
<thead>
<tr>
<th>Other Stakeholders</th>
<th>Short-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students</td>
<td>Academic Programs, Student Life on campus, Affordability</td>
<td>Quality education and preparation for employment or graduate school</td>
</tr>
<tr>
<td>Parents of Current Students and Prospective Students</td>
<td>Safety and support services, availability of information, value and affordability</td>
<td>Quality education and preparation for employment or graduate school</td>
</tr>
<tr>
<td>Board Members</td>
<td>Sound fiscal management, adherence to the mission</td>
<td>Academic excellence, respectability in the region and state, on going fiscal stability</td>
</tr>
<tr>
<td>Employers</td>
<td>Quality education, Internships, clinical cooperative relationships</td>
<td>Responding to changing workforce needs, well prepared employees, professional development opportunities</td>
</tr>
<tr>
<td>Legislators</td>
<td>Quality education, sound fiscal management, collaboration</td>
<td>On going fiscal management, enrollment growth, Regional economic development</td>
</tr>
<tr>
<td>Taxpayers</td>
<td>Responsible fiscal management, open records</td>
<td>Maintain the public trust, transparency of operations</td>
</tr>
<tr>
<td>Local and regional community</td>
<td>Educational, cultural, and entertainment opportunities</td>
<td>Maintain the public trust, Continuing Education, Community Service, Economic development</td>
</tr>
<tr>
<td>Friends of Shawnee State Golden Bears</td>
<td>Affordable educational, social opportunities</td>
<td>Sense of ownership, partnership</td>
</tr>
<tr>
<td>K-12 school systems</td>
<td>Postsecondary options and enrichment opportunities for students, professional development for staff</td>
<td>Quality education, articulation agreements, positive student outcomes</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>Collaboration, seamless transfers</td>
<td>Articulation agreements, ongoing collaborative agreements</td>
</tr>
<tr>
<td>Graduate and Professional schools</td>
<td>Well prepared students</td>
<td>Quality education</td>
</tr>
<tr>
<td>Appalachian region</td>
<td>Open access for regional students, affordability</td>
<td>GED Experience and Foundation for economic development</td>
</tr>
<tr>
<td>Northern Kentucky - reciprocity counties</td>
<td>Affordability for students</td>
<td>Quality education</td>
</tr>
</tbody>
</table>

### 3P1 Identifying and Analyzing Students’ Changing Needs

Below is a list of instruments and methods used to determine and analyze Shawnee State students’ needs and how they change:

- **Stamats Brand Image Project (underway)** - The University contracted with a national marketing firm, Stamats, in October, 2008 to conduct market research and to assist with branding and image-building strategies. The firm will begin research of current and potential students, parents, faculty, staff, alumni, and other key stakeholders November 2008. This information, combined with planned workshops, focus groups, and other activities, will help Shawnee State develop strategies to meet the changing needs of students and attract students from new markets.

- **Master Marketing Plan (2001)** - The master marketing plan recommendations were designed to orchestrate all available Shawnee State resources, in response to current market conditions, and to accomplish specific goals and objectives.
• Enrollment Opportunities Analysis by Noel-Levitz (2004) - intended to provide feedback on current enrollment-related strategies and practices and included a set of recommendations designed to assist Shawnee State in achieving short- and long-term enrollment goals. It is intended to aid Shawnee State’s efforts to develop a state-of-the-art enrollment management program.

• White Papers have been prepared on topics such as financial aid, enrollment management, e-learning, and preparedness. These 14 reports were shared with the Board of Trustees and are publically available on line at http://www.shawnee.edu/off/pres/index.html

• Campus Master Plan - Produced with the assistance of a professional consulting firm and after an extensive process of campus and community discussion and dialog, the campus master plan released in 2006 provides a design for physical growth and includes foot prints for building additions and new buildings; expansion of the campus to the east, north and west; addition of a number of recreation facilities for both intercollegiate athletics and student life; and increased parking for students and special events that bring the general public to campus.

• 20/20 Committees - A flexible vision that sets priorities for new academic and student life programming, as well as facilities and budget planning. These committees have been modified to reflect and integrate with the goals of the University System of Ohio Strategic Plan

• Vital Focus Survey - Vital Focus consists of both the Constellation survey and a moderated on-campus Conversation Day completed in February 2005. Conversation Day is a moderated series of strategic conversations that ask what matters most to the future of SSU.

• Constellation Survey - This survey contained 80 survey items that were tabulated to determine areas at SSU which need addressing. http://www.shawnee.edu/acad/Equip/pdf/ShawneeConstellRptRev.pdf

• Graduate Survey - online survey of graduating seniors that is important in helping SSU to assess academic programs and services provided for students.

• Counseling and Psychological Surveys - e-chug and e-toke are interactive web surveys designed to reduce student substance abuse.

• Senior Survey - an instrument used to assess students’ attitudes regarding the effectiveness of the University’s General Education Program.

• Honors Student Survey - purpose is to get feedback on the strengths and weaknesses of the Honors Program, and make modifications where necessary.

• Focus Groups - A series of interviews with different subsets of students to determine their level of satisfaction with SSU and let them express their ideas for change. These focus groups were digitally recorded with the audio made available to the executive leadership of the university.

• Admission “Your Opinion Counts” - Survey reflects on the caring and friendly atmosphere of SSU by requesting feedback on prospective student’s campus visit.

• Student Evaluations - At the end of the term, students anonymously evaluate each professor and course they have completed. Comments space is allotted to answer such questions as instructor strengths and weaknesses, and course improvements.

• Advisory Boards - The Provost’s office also identifies changing needs through the advice of several advisory boards.

3P2 Building and Maintaining Relationships with Students

Building trust with new and returning students begins at the very start of the academic year. Departments within the Division of Student Affairs are encouraged to use focus groups with current students and to meet to discuss needs and requests. The division also has weekly meetings with Student Government Association executive members and “on the fly” discussions with student athletes, Greeks, student employees, and students-at-large. The Department of Housing has weekly meetings with resident assistants who are an exceptionally important conduit of information to full-time staff about needs of student living on campus.

The Student Success Center uses survey instruments, focus groups, interaction with faculty and departments, staff meetings, and orientation sessions to identify the changing needs of students. Current higher education literature is also reviewed. The department builds relationships with students via new student orientation. Mentoring is also another tool utilized. Early alert systems, advising sessions, and academic improvement plans are also used to build relationships. The expansion of student employment
opportunities is also recognized as an important component in building lasting relationships with students. Courses such as UNIV 1101 (Study Skills) are designed to foster student/instructor interaction.

The Office of Disability Services (considering a name change to Academic Accommodations), stays current on issues that affect students with disabilities and what accommodations can effectively help them learn. A significant way SSU attempts to identify changing needs of students with disabilities is to meet with them each semester, and use this conversation to adjust accommodations. While national trends are tracked, one-on-one contact is vital to understanding how their experience at SSU is going.

3P3 Identifying and Analyzing Key Stakeholders’ Changing Needs

The changing needs of key stakeholder groups are identified in several ways. The University’s active governance process permits communication to decision makers and to the constituent groups. The President meets routinely with constituent leaders to seek direct feedback on critical issues. Terms of employment are addressed formally for two groups through collective bargaining. Although not unionized, the administrative group meets regularly and forwards information through written minutes and by direct interaction with appropriate University officials. Finally, an atmosphere of accessibility at SSU encourages open discussions.

Outstanding needs of a group, outside of those that require formal negotiations, are brought to the President’s Cabinet for review. The President’s Cabinet consists of the President, Vice President for Academic Affairs, Vice President for Finance and Administration, and Vice President for Student Affairs. A white paper or written description of the issue supported by relevant data is often presented. The information is examined and, when appropriate, decisions are reached and communicated according to established lines of communication.

University staff regularly attend professional development conferences to stay abreast of the changing needs of stakeholders. Departments and staff members also subscribe to several list-serves and higher education related publications to gauge the pulse of stakeholders and their needs.

Consistent review of pertinent regional data keeps the University up to date with regional stakeholders’ needs. This data includes:

- high school graduation rates and college enrollment,
- OACHE (Ohio Appalachian Center for Higher Education) funded schools data,
- information gathered by SSU representation at state and informational meetings
- personal contact with the regional stakeholders

One example of addressing the needs of stakeholders is the array of services the Clark Memorial Library offers to SSU alumni. In the past, once a student graduated, he or she no longer had access to services of the SSU Library. A means for providing access to the library collection and to statewide resources for research, part of SSU’s membership in the statewide library cooperative, OhioLINK, has been developed. Now, alumni who are pursuing advanced degrees may retain access to the library’s collection.

The University prepares a Six-Year Capital Plan semi-annually. Additionally, the 20-year Campus Master Plan is reviewed and updated regularly. These two plans allow SSU to continually make adjustments and communicate changes to all stakeholders. Facilities Surveys are sent annually and results are used to determine the allocation of physical plant resources.

3P4 Building and Maintaining Relationships with Key Stakeholders

Relationships with key stakeholders are built and maintained through direct contact and demonstrated desire for engagement with them in meaningful ways. Over and above regular public meetings, Board members are provided with considerable data and, through established committees, gain in-depth knowledge of issues. The University, through its Legislative Liaison, the President, and others, continuously strives to keep legislators and state officials informed of SSU’s mission, actions and plans. This is evidenced by the president’s involvement in the Chancellor’s USO strategic planning process. Her ideas and suggestions are sought and have helped SSU’s status in regard to this new system. There are numerous collaborative relationships occurring between SSU and others including K-12 school systems, community colleges and graduate and professional schools. Additionally, there are collaborations for efficiencies and cost containment efforts that involve numerous universities and the state-approved vendor system.
Admission staff visit high schools and participate in college day/night programs. The Director of Admission participates in a series of annual “Articulation Conferences” sponsored by Admissions and Student Affairs professional organizations. SSU representatives attend regularly scheduled “Scioto County counselor” meetings and respond to requests from local school counselors to conduct parent meetings and special classroom visitations. Regular telephone contact is maintained with high school counselors from across Ohio and Kentucky. Building and maintaining relationships with prospective students and their parents is the primary objective of Admissions. Nearly every action the Office of Admission takes is part of building and maintaining these relationships.

Relationships are built with stakeholders in the community by offering assistance and service when possible and by collaborating with other groups and institutions when possible including the Portsmouth Public Library, the Southern Ohio Museum, Southern Ohio Medical Center, SOPAA and area schools.

Communication occurs through meetings, social events, bid advertisements, seminars and many other forms to keep stakeholders engaged.

### 3P5 Addressing Needs through Educational Offerings and Services

The University uses a variety of approaches to respond to student and stakeholder needs.

**Formal Approaches:**

Internally, the University uses surveys for direct information from students, staff, and faculty. National, regional, and local market trends and needs that may be applicable to the student body and university employees are determined through the Bureau of Labor Statistics and the Employment Outlook Handbook, among other sources.

Externally, focus groups and advisory committees are established for specific stakeholder needs. For example, the Ohio South Tech Prep Consortium, which is housed on campus, uses an advisory board made up of representatives from education, labor, business, and community organizations.

**Informal Approaches:**

Shawnee State encourages its employees, as well as its students, to offer suggestions for improvement/expansion of educational offerings and services. Noncredit coursework offered through University Outreach Services may expand into a course or degree offering if student demand indicates a need for expansion.

Externally, outside groups may offer suggestions that will begin the process of determining feasibility of adding a new educational offering. New stakeholders may also approach the University with needs and suggestions that may ultimately benefit the University or the community.

### 3P6 Collecting, Analyzing, and Communicating Complaint Information

The Office of Student Affairs distributes to students each fall a booklet entitled *The Rules*, which explains expectations of students and specifies procedures for complaints to be submitted and procedures for processing complaints and concerns. The collective bargaining contracts provide detailed procedures for employees, and Board policies detail other procedures and appropriate remedies. In addition, SSU subscribes to a service called “Ethics Point” that is available through the Web site and allows complaints or concerns about ethical issues to be submitted, anonymously if desired.

Some details about complaints:

- Vice President for Student Affairs (VPSA) meets with the President and Vice President of Student Government Association monthly.
  - VPSA selects a course of action to rectify. This is reported to the student body.
- Formal complaints from students with private problems and from faculty and staff are submitted to the Vice President for Student Affairs.
  - Each formal complaint is individually investigated.
  - These complaints are handled by disciplinary hearings.
- Complaints from the community involving student behavior at a private property.
  - Investigated by the Vice President
- Human resources deal with staff and student complaints of harassment. This is protected by the privacy act.
Formal complaint procedures are in place through:

- The Office of Student Housing
- The Vice President for Student Affairs
- Affirmative Action and Human Resources
- The collective bargaining agreements.

- Appeals procedures, as well as notification procedures are included in all policies.
- Student ombuds are available.
- Most policies require written notification of case resolution.
- Informal resolution is encouraged and mediation procedures are available.

3P7 Determining and Measuring Student and Stakeholder Satisfaction

Shawnee State administered the National Survey of Student Engagement (NSSE) for the first time last spring. The results will be included in the student satisfaction section of the Voluntary System of Accountability and will be utilized to make changes on campus and provide comparisons with peer institutions. The results were received at the beginning of this semester and are still undergoing review and analysis.

Other measures of satisfaction include:

- Informal processes
- Satisfaction surveys
- Exit interviews
- Conference interviews
- Graduate surveys
- Faculty evaluation survey
- Annual surveys in individual faculty departments
- Housing survey
- Residence hall surveys
- Health Clinic survey
- Board of Trustees also provides feedback concerning stakeholder satisfaction.
- Stakeholders provide input through evaluation forms and personal contacts.
- These surveys are sorted and issues are addressed.
- At the course/program level, student satisfaction surveys, employer surveys, graduate surveys, and advisory board surveys are completed on a regular basis. The data received is used at the course/program level to refine the instructional design process and the content/competency development.

3R1 Student Satisfaction Results

Level of student satisfaction with University programs and services is assessed through many different instruments and processes; some developed in-house and some standardized to provide benchmarks for comparison with other institutions. Figure 1 below provides a sampling of the surveys completed to determine student satisfaction.

In general the students find the support services of the Career Placement Office, Financial Aid, Registrar, and Bursar helpful and adequate. Students give excellent ratings for services received from the Health Clinic and Student Support Services Program.

The library conducts periodic user surveys to obtain feedback from faculty, staff, and students about their satisfaction with library services. The recently

<table>
<thead>
<tr>
<th>Name</th>
<th>Schedule</th>
<th>Measure</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Reviews</td>
<td>Every 5 years</td>
<td>Program effectiveness</td>
<td>Accrediting Body</td>
</tr>
<tr>
<td>Noel-Levitz SSI*</td>
<td>Periodically</td>
<td>Student satisfaction</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>ADA Issues Student Survey</td>
<td>Annual</td>
<td>Faculty, staff and student satisfaction</td>
<td>ADA Compliance Committee</td>
</tr>
<tr>
<td>Student Success Center Survey</td>
<td>Every 2 Years</td>
<td>Student satisfaction/usage information</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>Orientation Survey</td>
<td>Every 2 Years</td>
<td>Student/parent satisfaction</td>
<td>Student Success Center</td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>Beginning 2008</td>
<td>Student engagement</td>
<td>Division of Student Affairs</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Periodic</td>
<td>Student satisfaction and needs</td>
<td>Enrollment Management</td>
</tr>
</tbody>
</table>
completed 2007 survey noted satisfaction with laptop loans, group study rooms, resources, and quiet study areas. Areas for improvement included requests for additional computers and concerns about noise.

3R2 Results of Building Relationships with Students

Relationships with students are an important focus for the University. A spirit of community is an indicator of successful relationships. Strengths revealed by student focus groups include: feeling of belonging, interested and caring faculty and staff, and knowledgeable advisors. Alumni Affairs cites the importance of the connection and positive feedback received through electronic, print, and verbal communication.

University faculty and staff rely on student help. In return, student workers receive support, work experience, and a sense of belonging. These relationships are often long-lasting as confirmed by the Director of Facilities, “We provide jobs for quite a few students in the Facilities Department. We stay in touch with many of these students and remain interested in their professional career.”

Nearly two-thirds of students surveyed felt the library services met their needs and provided a good place to study. Hours have been extended and students can also relax and study in the Jazzman Café, located in the lobby. Sodexo dining services expanded operations to include 4 separate locations on campus. The Health Clinic opened in 2003-2004, expanded hours of operation to better meet students’ needs.

Opportunities for growth, illuminated in focus group discussions and the AQIP Strategy Forum Participation project, still exist in the following areas:

• Schedule more day-time classes
• Decrease class conflicts
• Create a more welcoming climate in the Portsmouth community, i.e., welcome back signs, banners, 1st week activities
• Increase recreational and student life opportunities for students
• Provide a recreation center and additional space for student life activities
• Improve Student Advising
• Provide first-term orientation class for new students

The University is a leader in providing pre-college programming for area youth. OACHE and the U.S. Department of Education-sponsored Trio programs, through joint efforts with schools, provide college preparation, tutoring, financial aid instruction and scholarships. These programs provide the opportunity for youth to develop a sense of familiarity and a level of comfort with the University.

The University will realize better relationships through improved satisfaction, retention, graduation, matriculation of new students, higher rates of involvement and GPA for students who are satisfied.

3R3 Stakeholder Satisfaction Results

Evidence of stakeholder satisfaction is demonstrated in many ways. The Library serves as one aspect of the institution which is available to the community at large: alumni and school children. Events such as One Book - One Community, a community-wide literacy effort, and the annual Quilt Project promote involvement and community participation. The recent results of the capital campaign: Poised for Tomorrow, the third major and deferred gifts campaign, exceeded its goal by more than $3,000,000. The nearly $16,000,000 raised will fund a broad range of initiatives defined by President Morris after consultation with the University community, to move Shawnee State to the next level of excellence.

Satisfaction is expressed in more personal ways as well. For example, guidance counselors are very relieved to reach a live voice rather than a recording in the Office of Admissions when they call. Comments about admission processes and procedures are positive. Stakeholders are pleasantly surprised by the personal attention they receive.

3R4 Results for Building Relationships with Key Stakeholders

Relationships are built through efforts that meet the needs and interests of stakeholders. Several measures provide evidence of stakeholder relationship building. First and foremost — the University continues to grow. Figure 2 displays the rate of enrollment increases over the last five years.
Additional needs and interests are determined in various ways including the 20-year Campus Master Plan, AQIP Vital Focus Constellation, departmental evaluations, and University Strategic Planning.


Successful collaboration is an indicator of positive working relationships with stakeholders. Participation and giving from alumni, faculty, and staff who are satisfied with programs, events, and activities demonstrates relationship building. Giving by SSU faculty and staff, which reached 94 percent, launched the largest ever campaign in the region. The next goal is to invigorate participation by the University’s alumni, an emerging area for SSU as a young institution. The University has an opportunity to increase giving and visibility, especially from alumni who are now established in careers and have fond memories and a sense of loyalty to SSU.

Through the University System of Ohio Shawnee State University is collaborating with high schools in many new initiatives, e.g., Choose Ohio First Scholarships, Seniors to Sophomores. OACHE, which promotes and sponsors college access programs, experienced an increase in the number of new relationships to secure funding and support in the region.

The Facilities Office is responsive to stakeholders’ needs. Survey results and orders identify trends that enable staff to make decisions in equipment replacement based on documented repeated problems. Face to face follow-up enables them to seek input for future projects and events.

### 3R5 Comparing Our Results to Other Institutions

Shawnee State University compares student performance primarily with peer group institutions. The data used as benchmarks include: freshman-to-sophomore retention rate and the graduation rate. Shawnee State University, an open admission institution serving a population in which 48 percent of the student body is Pell-eligible, compares favorably with graduation rates among peer institutions (28.50 percent SSU versus 28.70 percent peer institutions). Retention rates are 2.3 percent below the average of peer group institutions (58.00 percent versus 60.30 percent). Figure 3 provides graduation and retention rates compared to averaged rates of the peer group (The Hanover Research Council, 2007).

**SSU Graduation and Retention Rates Compared to the Averaged Rates of the Peer Group**

![Image of SSU Graduation and Retention Rates Compared to the Averaged Rates of the Peer Group]

The University successfully initiates several major efforts. Shawnee State University is the only 4-year institution in Ohio participating in the Early Adopter Phase of the Seniors to Sophomores program. High school guidance counselors repeatedly praise SSU’s responsiveness to their needs. The University is also one of only three institutions in the state that received grants for five different TRIO programs. Only one other institution in Ohio has more TRIO program offerings than SSU. These awards are based on student needs, community collaborations, etc.
311 Improving Current Processes and Systems for Understanding the Needs of Students and Stakeholders

SSU engages in the following activities:
- Monitor outcomes from all the areas of the University
  - Analyze the outcome data
- Look for trends
- Compare the outcomes to national benchmarks
- Make appropriate actions and adjustments based on the analysis
- Continue to evaluate the assessment plans and revise as indicated
- Seek out new areas to assess to identify other indicators for improvement and advancement

312 Setting Targets and Improvement Priorities in Understanding Needs

The list below indicates some key areas that have been identified for improvement. Each of these areas has been identified through processes explained elsewhere in this document. A systematic process is not currently in place for identifying specific improvement targets. Rather, goals for improvement are established separately as appropriate for each improvement area.
- Enrollment Management
- Scheduling classes when the greatest demand exists and making the most efficient use of classroom availability
- Improved student advising
- New Alumni Program Development Initiative
- Raise graduation and retention rates
- Two Americorp VISTA positions on campus
- Volunteer work in the community and on campus. This includes recycling.

Communicating Results

Clear and frequent communications. Some standard and ongoing communications is important. Some standard and ongoing opportunities include:
- Board of Trustees meetings
- Weekly cabinet meetings
- Dean/provost meetings
- Program leader and chairs meetings
- Department meetings
- Department newsletters
- Department/program advisory meetings
- University's website
- Student Success Plans shared online
- SSU Online Bulletin Board
- Press releases
AQIP #4 - Valuing People

4C1 Organizing Work Environment, Activities and Job Classifications

Work groups consist of full-time as well as part-time (adjunct) faculty, graduate assistants, student employees, hourly support staff, administrative and technical support staff, and administrative leadership. In each of these work groups are full-time, part-time, limited term contract (athletic coaches), and temporary employees. Student employees are made up of workship, college work-study, and regular payroll positions.

The University promotes a “shared governance” model that encourages operational participation by all work groups. This model has a significant impact on the mission of the University. Some of the examples of structures enabling shared governance are the Student Government Association, Self-Directed Work Teams, the University Administrative Assembly, University Faculty Senate, University Staff Assembly, and the collective bargaining organizations — the Communications Workers of America, and the Shawnee Education Association (faculty). There are also multiple teams that recommend and advise on issues ranging from the American Disability Act to the University Insurance Committee. These teams are normally represented by a cross-section of the work force and student body.

The University develops hourly position specifications, job descriptions, and any tests required for a given position. As new classifications are established union leadership are officially notified in writing of the position title, pay grade, and position description. Pay treatment follows applicable policies or the collective bargaining agreement (CBA).

4C2 Institutional and Geographic Factors Affecting Work Environment and Job Classification

At Shawnee State University, the key institutional factors that address work environment and job classification involve union contracts, growing student enrollment, and being a state institution. Union contracts address job classification and work environment conditions for faculty (SEA) and staff (CWA). Over the past several years, student enrollment has steadily risen; placing increasing demands on all areas of the institution (see 3R4, Figure 2). With the implementation of the University System of Ohio, major changes are occurring in higher education in Ohio, which may potentially impact the work environment. A major geographic factor is Shawnee State’s location in southern Ohio, an Appalachian region, with a limited human resource pool.

Part-time employees are used in a variety of areas, including administrative, faculty, and staff positions. Adjunct faculty are used in all instructional areas, and have helped meet the growing demands related to increased enrollment. Adjuncts also bridge the gaps in faculty availability as well as offer expertise in areas that complement full-service faculty’s content areas.

SSU currently has 112 adjuncts teaching in the College of Arts and Sciences, and 61 in the College of Profession Studies. These numbers include several members of the University’s administrative staff who teach one or two courses within their areas of expertise.

Part-time employees in staff and administrative positions include retired employees as well as employees who have participated in special programs allowing gradual retirement. This strategy promotes continuity in services as well as applying the expertise of individuals familiar with university systems and issues, which is of particular importance in this Appalachian region, where staff availability is limited. Student employees are utilized across campus in areas such as the library, student services, financial aid, etc.

4C3 Workforce Needs, Demographic Trends, and Continuous Improvement

Demographic trends are monitored with respect to potential students to help focus recruiting and admissions efforts; area workforce needs to identify academic program needs and shifts in regional employment; and availability of Shawnee State employees at all levels. This is particularly important as high school enrollment begins a steady decline in the region and the University System of Ohio places more emphasis on workforce training in the state. The University is participating in the Ohio Skills Bank efforts with the Ohio Department of Development, Region VII. In addition, Shawnee State’s employee workforce will experience a higher turnover rate in the immediate future as a large number of employees approach retirement age.
4C4 Training Initiatives

The University offers a variety of training initiatives for its varied staff. All new employees are given a one-on-one orientation upon hire, and the University holds a once-a-year training and orientation meeting, covering a wide variety of pertinent topics. Adjunct faculty are given a notebook with policies, information and forms specific to their responsibilities. Beginning with the 2006-2009 CBA, full service faculty participate in an orientation day prior to the start of each academic year. The University has a faculty development policy which provides tuition reimbursement and/or leave for education, research, or creative activities. The CWA (hourly staff) has allocated funds for individual and group training. The University provides tuition waivers to all employees for associate and bachelor’s degrees, and further assistance for some groups. Specific training classes are held periodically for such things as safety, forklift certification, and CPR. The Teaching and Learning Center assists faculty with many instructional tools and training initiatives, and the Women’s Center provides many opportunities for learning.

4P2 Recruitment, Hiring, Retention, and Orientation of Employees

The University recruits by multiple media sources. Faculty advertising is primarily done through the Chronicle of Higher Education and through designated professional journals and organizations and directly on the University’s website. Staff and administrative positions are primarily advertised through local or regional newspapers and professional journals and the website. As described in 4P1, hiring is performed through a team approach and the utilization of current employees who will be having job interactions with the new hire. Turnover at SSU is very minimal which is believed to be a direct result of a positive work environment. Competitive benefits and salaries, good working conditions, shared governance, and strong leadership all contribute to this favorable work environment.

Fortunately, SSU’s relatively modest size permits one-on-one orientation for new hires with the Human Resources Department. Then once a year, for everyone hired the previous 12 months, SSU holds a university wide orientation. Faculty, per the 2006-2009 labor agreement, are required to attend a university wide orientation once a year.

Each year the University goes through a budgeting process which includes a consideration of staffing levels. During this budgetary review, the need for enhanced or reduced staffing levels is determined. During the year and based on workloads, department leadership may make a case for additional staff or vice versa.

4P3 Communicating, Cooperating, Learning, and Sharing by Employees

With SSU’s shared governance culture, the utilization of governance and university-wide committees promotes communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing. Following is a list of these committees:

- Student Government Association
- University Administrative Assembly
- University Faculty Senate
- University Staff Assembly

Additionally, 16 university-wide committees routinely meet and have the responsibility to advise
the leadership on such issues as ADA Compliance, Safety, Insurance, and Affirmative Action and Diversity. Most of the committees are made up of a cross-section of faculty, classified and non-classified personnel, and students.

The University distributes a *Summary of Ethics and Conflict of Interest Laws* to all new employees to ensure awareness of the University’s ethic requirements. Plus, SSU’s university-wide policy (5.32) defines the ethical requirements of all employees, and this is available on the University’s web-site.


**4P4 On-going Training and Development for Employees**

Administrators and support staff are encouraged to improve their skills and educational level by participating in education reimbursement programs offered by SSU. These policies not only extend reimbursement benefits to employees but also to dependents and retirees. Many of the University’s departments permit employees to work a “flex” schedule when taking classes that may conflict with their regularly scheduled hours.

Staff and faculty that are represented by a bargaining unit have negotiated similar education reimbursement policies that are offered to the University’s administrative staff and support staff. Additionally, the faculty may receive paid leaves of absence to pursue additional education that will benefit the University and its students. Also, in some cases hourly employees may cross train in another position as to be considered in the meeting of minimum requirements as listed on job postings.

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The results of the training should be reflected in the improvement of one’s performance on the job and identified as such in the performance review of each individual.

**4P5 Determining Training Needs, Aligning with Continuous Improvement Plans**

The creation of the Teaching and Learning Center (TLC) through an A QIP Action Project has provided a means to identify training needs for faculty and staff. The TLC has operated faculty learning communities to provide professional development for faculty in areas such as the use of technology, new faculty introduction to the procedures at Shawnee State, women’s issues, publishing in the academic environment, etc. The TLC has also provided training to all faculty and staff through workshops and online services such as Atomic Learning (a web-based tutorial system for computer use and productivity).

**4P6 Designing and Using the Personnel Evaluation System**

Faculty effectiveness is assessed according to CBA Article XI, Faculty Evaluation, and serves the purpose of both validating and improving effective teaching, scholarship, and service. Per CBA Article XI, student evaluation of instruction is required of all full-service faculty, and a process is in place to address complaints regarding teaching effectiveness. At the end of each semester, faculty are provided with the results of student evaluations. Additionally, faculty Self-Evaluation is required annually and becomes part of the faculty member’s official personnel file. Formative evaluation using this data is undertaken by faculty and Deans. In 2006 the Teaching and Learning Center was established to support faculty in enhancing and improving teaching effectiveness. The purpose of the University’s evaluation of faculty is twofold: (1) Validation of effective teaching, scholarship, and service and (2) Improvement of effective teaching, scholarship, and service.

The University’s support staff receives an annual performance evaluation. During this process, employees are evaluated against their job description’s principal duties and responsibilities. At this time, employees are permitted to provide feedback about their job performance and recommend any updates to their current duties. By utilizing this process, the University maintains an up-to-date workforce that continuously supports the needs of the University and its students.

Human Resources evaluate hourly support staff positions using a point value factoring system. Hourly employees are permitted a review of their position twice during the term of the CBA. A job analysis review board (JARB) participates in the re-evaluation process, making recommendations as deemed necessary and appropriate. Positions are eligible for re-evaluation if the University adds significant new responsibilities of a higher level; or the University removes significant duties from an existing position. An appeal process is established should the employee not agree with the results of the re-evaluation.
Human Resources evaluate administrative staff positions using a market based job evaluation method linked to the external marketplace. External data for each typical job is gathered from higher education surveys as well as general industry. Each position is placed within the grade closest in proximity to the job’s market median salary. For non-typical jobs, a factor comparison tool consisting of compensable factors is used to compare to internal positions. This enables unique jobs to be objectively evaluated for grade assignment. These methods result in better alignment with the market and continue to recognize internal equity. An appeal process is established for employees who believe the grade assignment has not been fully valued.

**4P7 Designing Recognition, Reward and Compensation Systems**

Professional Learning Communities, offered through the Teaching and Learning Center, offer year-long program of study for in-depth faculty and staff development targeted towards improving student learning and satisfaction. Generally, four to six LCs are offered each year. Recent learning communities, and their objectives, include the following examples:

Participation in professional learning communities has several benefits or rewards for faculty and staff: 1) A banquet at year’s end attended by top administrators at which LC scholars are presented certificates of completion; 2) Expense-paid attendance at the annual Lilly Conference on College Teaching; 3) Feelings of collegial good will among faculty and staff participants; 4) Opportunities to develop presentations based on implementation of new learning, frequently on teams with colleagues from other fields; 5) Achievement of a meaningful component of one’s file for promotion or advancement.

The Shawnee Education Association has partnered with the Office of the Provost to create a Faculty Enrichment Fund to increase support for faculty attendance at conferences, participation in workshops or mini-courses off campus, or other activities that enhance faculty knowledge and skills so that student learning can be continuously improved.

**4P8 Motivating Faculty, Staff and Administrators**

The Teaching and Learning Center engages in ongoing analysis of motivational needs in its development of programming. A survey to determine preferences in types of development (workshops or learning communities, for example) was constructed by a faculty team and administered to faculty. Informal communications between faculty and the Teaching and Learning Center provide even more alignment of motivation with activities; for example, a Professional Learning Community with a record-breaking membership of 28 faculty and staff is exploring Web 2.0 tools to enhance teaching and learning and professional efficiencies. An email thread regarding student performance in Senior Seminar has lead to a proposal to create a Faculty Learning Community to enhance teaching and learning in that course. The learning community approach to faculty development is generated either by the Teaching and Learning Center, based on campus, state, and national trends, or by faculty members’ identification of a need that they take to the Center. Additional feedback systems for gauging motivation of faculty include evaluation forms following workshops that include open-ended questions about participants’ further wishes for development.
4P9 Providing and Evaluating Employee Satisfaction

A Safety Committee meets regularly and is charged with identifying safety problems and recommending remedial actions. Various surveys are conducted and tallied by departments to improve service and satisfaction. There are also two help desk systems, with a brief evaluation survey requested upon completion of the service call. The University provides several health improvement events, such as health care fairs, Bear Run/Walk, ADA ergonomic assessments of work stations or other needs, Weight Watchers at Work program, health newsletters and holds on-site blood drives and other services. The University also offers employee counseling, and the health insurance committee meets regularly to evaluate the current health plan and review options. An HR employee assists staff with health insurance claim resolution. A call alert system for employee safety has just been instituted, and an Emergency Response Team reviews each incident and makes recommendations for improvements.

Employee satisfaction was measured most recently using the Vital Focus Survey.

4P10 Measures of Valuing People

The recent implementation of the Mercer compensation plan has a periodic review and realignment segment, comparing SSU’s salaries to the market. The two unions use comparative data when negotiating their contracts. Throughout the contract terms, meetings are held with the representatives to address and resolve issues. Various surveys are conducted and tallied by departments to improve service and satisfaction. There are also two help desk systems, with a brief evaluation survey requested upon completion of the service call. Through the AQIP process, surveys for improvement are being analyzed.

Employee satisfaction was measured in the Vital Focus Survey and are available at: http://www.shawnee.edu/acad/aqip/pdf/ShawneeConstellRptRev.pdf

4R2 Results in “Valuing People” Processes

The University periodically reviews policies, and makes modifications when warranted, including human resources upgrades. Administrative staff are similarly reviewed, and their governance also suggests appropriate changes. Faculty and hourly employees’ concerns are met through the contract negotiation process, as well as through the grievance procedure. The evaluation process has undergone several improvements over the years. The administrative compensation system was recently revamped to a market-driven pay plan, with updated corresponding policies, and acceptance by the administrative staff.

4R3 Evidence of Productivity and Effectiveness

Productivity of faculty is examined in several ways. The Contractual Bargaining Agreement (CBA) states expectations for workload in Article IX. Included in faculty workload are teaching assignments, office hours, academic advising, and committee service and University meetings. Calculations of workload for each term and academic year are also outlined in Article IX. Department chairs and program leaders submit faculty workload to appropriate college deans. This data may be used by chairs and program leaders to assess departmental needs and distribution of course assignments. Productivity is also addressed by faculty as part of CBA in the required annual Self-Evaluation that is also submitted to Deans/Program Chairs/leaders for review. Alternate methods of assessing productivity are developed within individual programs given their programmatic requirements and needs, i.e., accreditation requirements.

4R4 Comparing Results to Other Institutions

Currently no formal comparisons to other higher education institutions, such as benchmarking, have occurred to date at Shawnee State University. The Office of Institutional Research is addressing this issue.
4I1 Improving Our Current Processes and Systems for Valuing People

Shared governance processes on campus are a major contributor to improvements in the campus community processes and systems for valuing people. Governance groups at Shawnee State University include the University Administrative Assembly, University Faculty Senate, and University Staff Assembly. Collective bargaining agreements are held with Shawnee Education Association (faculty), and Communication Workers of America. The Student Government Association represents the interests and concerns for the student body, and student representatives participate in university-wide committees. The Board of Trustees is responsible for policy making that affects all stakeholders. Additionally, the President’s Advisory Council (PAC) meets regularly with the President and involves representatives from all constituent groups. The PAC has proven to be an effective communication channel to address process and system issues relevant to human resources at all levels of the University. The Strategic Planning Committee and its processes inform all of stakeholders’ work in achieving the Mission and Vision of the University.

Examples of improvements in processes for valuing people that have arisen from shared governance include implementation of “MySSU” and “SSU On-Line” to improve communications with and between all employees. A new emergency response system was implemented in fall 2007, and emergency response booklets were provided to all employees, and are now available in every classroom across campus.

4I2 Setting Targets for Improvement

Improvement priorities emerge from the shared governance processes on campus. Since the AQIP process has been undertaken, all groups have begun examination of current processes for improvements. Regular meetings of the President’s Advisory Council represent one mechanism to review results and develop improvement priorities. One recent improvement priority is illustrated in the process of moving to the paperless check stub, in which communication between all constituent groups occurred to ensure security in the processes for use of the electronic statement. In addition to proactive communication processes, the grievance processes embedded in collective bargaining agreements affords another source of information to identify targets for improvements.

Communication regarding improvement results and priorities include the annual State of the University address, use of Learning Communities exploring higher education in 2007 and 2008, yearly reports of University Wide committees, and university website to post information from all areas, particularly in governance and University Wide committees. Faculty and staff receive timely updates on a wide range of topics each time they open their campus e-mail accounts via “SSU On-Line.”
5C1. Leadership and Communication Systems

Shawnee State University is governed by a Board of Trustees that meets six times a year to review financial information, and conduct key action items pertaining to policy, personnel, and other agenda items. The Board of Trustees of Shawnee State University consists of nine voting members and two student members, appointed by the Governor with the advice and consent of the Senate. The trustees have the powers conferred upon them by the laws of the State of Ohio. The President of the University serves as an ex-officio (non-voting) member of the Board. Term of office, except for students, is nine years.

The Board of Trustees delegates the authority to the President to execute all policies established by the Board and manages the University. The President handles the internal leadership of the University and is assisted by the President’s cabinet. The cabinet is comprised of the three vice presidents of the University, the VP of Finance and Administration, VP of Student Affairs, and the VP of Academic Affairs/Provost.

The VP of Finance and Administration ensures the efficient, cost-effective management of the business and financial affairs of the University and regularly participates in the development of University plans, goals and objectives.

The VP of Student Affairs oversees all university student affairs matters along with participating in the development of university plans, goals, and objectives.

The VP of Academic Affairs/Provost in conjunction with the President, formulates and exhibits a vision for the future of Shawnee State University as a primarily undergraduate university (with emerging graduate programs), and molds the academic affairs division to meet the University’s vision.
The University is further supported in the decision-making process by a system of shared governance which includes the University Administrative Assembly (UAA), the University Faculty Senate (UFS), the University Staff Assembly (USA), and the Student Government Association (SGA). Each group is defined by its mission and by-laws.

The **University Faculty Senate** serves as the deliberative voice of the faculty in University governance. In consultation with ex-officio representatives of other constituency groups, both on its standing committees and in general meetings, the UFS develops and recommends academic-related policies to the University President, and through the President, to the Board of Trustees.

The **University Staff Assembly** (USA) is an official part of the University’s governance structure. This assembly gives support staff the opportunity to be involved in the development of policies by which the University operates and, as the mission states, assist in carrying out the University’s commitment to education. With the development of this governance body, the goal of improved communication among their own constituency and among the University community has been achieved.

The **University Administrative Assembly (UAA)** represents the concerns of administrative and administrative technical support staff (ATSS) regarding governance and working conditions at Shawnee State University. This assembly gives administrative and administrative technical support staff the opportunity to be involved in the development of policies by which the University operates.

The **Student Government Association**, which represents the students of Shawnee State University, recognizes the student’s role and accepts the responsibility of self-government within the organizational framework of the Shawnee State community. SGA seeks to promote the intellectual, social, and cultural opportunities available to this community by representing the interests and addressing the concerns of the student body and by promoting the diversity of and giving voice to the student body.
5C2. Ensuring Alignment of Leadership at All Levels

Shawnee State University has a formal mission statement and strategic plan. Communication and Planning are at the core of both documents and both are in the process of being updated to reflect new guidelines and policies established by the Chancellor of the newly formed University System of Ohio. The USO is redefining Ohio’s higher education system which impacts leadership and communication at SSU as well as all other state universities and colleges.

Shawnee State University’s leadership and communication systems are reflected in its organization structure and are implemented through the cross-organizational and cross functional meetings and committees. These regular communications help ensure the alignment of views across the institution.

As mentioned in 5C1, the Board of Trustees meets on a bimonthly basis. As per Ohio Revised code, these meetings are open and the public is invited to attend.

The President meets monthly with all constituency group leaders. In turn, each constituency group meets on a regular basis to update the membership.

The Cabinet meets on a weekly basis and each vice president holds weekly meetings with his/her departmental heads. Department heads are expected to disseminate the information to their staffs.

5C3 Ethical and Equity Values and Expectations

It is the policy of Shawnee State University to carry out its mission in accordance with ethical principles embodied in state law and in policy adopted by the SSU Board of Trustees. Employees are expected to conduct themselves in a manner that fosters public confidence in the integrity of the University, its processes, decisions, and its accomplishments. The University’s policy supplements the laws of Ohio governing the ethical conduct of public employees in carrying out their duties. The complete policy, 5.32 of Shawnee State University’s Policy Handbook is available through the following link: http://www.shawnee.edu/gov/bot/pol/pdf/532Rev.pdf

The University recognizes there may be instances when individuals will want to report anonymously activities that may involve fraud or are in violation of university policies or state of Ohio ethical laws.

The University has provided Ethics Point, a means for anonymous reporting, on its website.

5P1. Setting Directions within Our Mission, Vision, and Values

The senior leadership at Shawnee State works with a number of groups to set direction for the institution that is in alignment with the mission and vision. The President and Cabinet meet regularly with the President’s Advisory Committee that includes representation from constituency groups and other campus leaders. Agendas at these meetings regularly include issues of high performance, organizational change and innovation, and continuous improvement. Another critical group in addressing these issues is the Strategic Planning Committee that meets monthly to consider university plans and alignment with the mission of SSU. The Strategic Planning Committee oversees AQIP Action Projects, is the "keeper” of the Systems Portfolio, and provides individual members with professional development related to high performance and continuous improvement.

Another important group in aligning function with mission is the Teaching and Learning Center (TLC). Central to Shawnee State’s mission is student learning. The TLC keeps this focus on all of its activities as it provides professional development for faculty, staff and administrators through learning communities, short courses, workshops, guest speakers, Ohio Learning Network mini-grants, etc.

During the winter of 2008, in accordance with the Shawnee’s 20/20 plan, several focus groups were formed to evaluate the recruitment and retention processes from the viewpoint of current SSU students. After reviewing the data gathered by the aforementioned focus groups, the Director of Public Relations and the President’s Cabinet will make recommendations based upon perceived strengths and weaknesses of the university’s activities and policies and how they will affect the University’s goals and missions.
5P2. Seeking Future Opportunities, Building and Sustaining a Learning Environment

Many efforts are occurring within the institution to maintain a cohesive focus and direction for the University. The process used for the development of the University’s mission statement was one that was inclusive and collaborative. The move to AQIP for accreditation has generated multiple projects and engagement within the institution that drive major initiatives required to sustain and even broaden that mission.

The University utilizes data to assess its progress and engages experts in appropriate areas for advice and counsel. Additionally, the institution promotes participation of its employees and its leaders in state, national, and international operations in order to stay abreast of cutting edge issues. The University takes advantage of the research available through the Hanover studies and often develops internal white papers that coincide with the subject so as to integrate the issue for direct application at SSU. Numerous associations, memberships and activities are tied directly to ways to advance the future of the institution. As a whole, the University participates in a variety of surveys and considers the results in its own plans. University policies and strategies are compared to peer institutions, as well as to all state public institutions.

The institution promotes learning by financially supporting advanced degrees for its administrative staff and faculty. The creation of the Teaching and Learning Center was a step to encourage ongoing efforts to build skills, knowledge and expertise that are essential for a learning community. The University pursues many grants and provides matching funds that are required in order to sustain crucial opportunities for the benefit of students. Efforts to enhance and expand undergraduate research are encouraged and supported wherever possible. New technologies are actively sought and are becoming an essential component of the delivery of content as well as promotion of courses and majors relevant to advanced engineering technologies, business, and fine arts programs.

5P3. Using Teams, Task Forces, and Committees for Decision Making

Decisions are made at appropriate levels and with adequate input. Department Chairs, Program Leaders, Directors and Managers are encouraged to make decisions while keeping their supervisor informed. As the complexity and scope of decision making increases, the decisions tend to be made at higher levels. The President’s Cabinet (President and three vice-presidents) meets weekly to share information, discuss options, and make decisions. Each of the Cabinet members has a leadership team that meets regularly and makes decisions at the vice-presidential level.

The campus governance system is composed of constituency groups and a number of standing committees, each with a specific charge and representative membership. Curriculum and academic issues are addressed by the University Faculty Senate and its committee structure. The governance groups and standing committees make decisions when appropriate and share recommendations when appropriate.

Regular standing university wide committees include:

- ADA Compliance
- Affirmative Action & Diversity
- Assessment
- Athletic & Intramural
- Budget, Finance & Strategic Planning
- Campus Conduct
- Campus Security Act
- Enrollment Management
- Facilities
- Insurance
- Personnel Development
- Records Commission
- Safety
- Special Events
- Unlawful & Prohibited Discrimination & Harassment Advisory Panel
- UTAC

Ad hoc committees or action teams are regularly put in place to respond to short term needs or specific concerns. A recent example of this was a Semester Coordinating Council that guided the conversion from a quarter to semester calendar. The Semester
Coordinating Council included senior leadership and representatives from across the university. This group made numerous decisions as it was presented with problems, concerns and challenges related to the calendar conversion. In some cases, the Semester Coordinating Council passed recommendations or issues on to another appropriate group.

The President recently conducted a review and revision of the governance system and committee structure in an attempt to make it more manageable, functional, and streamlined. The decision making process at the university is dynamic and responding to changing conditions, especially with respect to the new University System of Ohio.

5P4. Using Information and Results in Decision Making

As a part of the university’s desire to create a “culture of planning,” leadership has placed an increased emphasis on data collection and data analysis as part of the decision making processes. Accurate data must be collected and then be accessible to decision makers around campus.

The University recently funded a new, full time Director of Institutional Research. Historically, the University Registrar served as the Director of IR with a staff of one research analyst to serve the needs of the entire campus community. The Office of Institutional Research is now fully staffed by a director, the research analyst and a clerical support position.

Recently a consortium of public universities across the country joined together to develop the Voluntary System of Accountability (VSA). The VSA allows participating schools to report relevant information about their costs and performance in a standardized format that enables valid comparisons to be made between schools.

Along with all the other universities within the University System of Ohio, Shawnee State has joined the Voluntary System of Accountability, which will make comparative data available online regarding price, financial aid, degree programs, retention and graduation rates, campus safety, student satisfaction, and student learning outcomes. The Ohio College Profile, which is dictated by the Chancellor’s Strategic Plan for Higher Education is available online: [http://www.voluntarysystem.org/index.cfm?page=templates#OH](http://www.voluntarysystem.org/index.cfm?page=templates#OH)

5P5. Communicating Within Institutional Levels

As outlined in 5C2, regular meetings occur between and among institutional levels.

Deans and directors receive information from the President’s Cabinet via weekly divisional meetings. While formal departmental meetings occur on a regular basis (either weekly or monthly), upward and downward communication is very fluid with significant communication occurring at what might be termed an informal level.

The President’s Advisory Council (PAC) which is comprised of a cross-section of departmental chairs and constituency group leadership meets on a monthly basis. University-wide committees meet on a regular basis. Members of such committees report to their constituency groups and the minutes of such committee meetings are posted on the web site.

The President offers an annual “State of the University” address which is open to the public. The text of the past several addresses are posted on the web site.

Ad-hoc “open forums” are scheduled when issues of significant interest to all campus community members, including students, arise.

5P6. Communicating Mission, Vision, and Values and Performance Expectations

Senior leaders at Shawnee State University communicate a shared vision, mission and values in a variety of ways. The University’s mission, vision, values and strategic plan appear in many university documents and publications as well as the university’s web site.

The Office of Communications produces several feature stories and news releases each year that reflect the mission, vision, values and high performance expectations of SSU. It sends these news releases to media outlets and posts them on the university’s web site.

The University’s mission, vision, values and goals usually provide the foundation for the President’s annual “State of the University” address and many other public statements that she makes.

A variety of media is used to communicate SSU’s mission and vision. University publications including the SSU website highlight the institution’s mission and strategic goals ([http://www.shawnee.edu/off/pres/about.html](http://www.shawnee.edu/off/pres/about.html)). The SSUOnline welcome to the email
system has links of interest, news bulletins, and issues in focus are also ways the campus community is updated on issues related to mission and vision. The President’s annual State of the University address focuses on institutional directions and opportunities; these are posted on the website as well (http://www.shawnee.edu/off/pres/index.html). The University also has a formal ethics policy and encourages the anonymous reporting of any concern via the Ethics Point website. All of these kinds of publications are supplemented by meetings with constituency groups at all levels, e-mails, memos, and one-on-one interactions.

5P7. Encouraging, Developing and Strengthening Leadership Abilities

The Board of Trustees at Shawnee State University values leadership and professional development among all employees at the University.

The primary purpose of the Board of Trustees Faculty Development Program is to advance the academic competence of faculty members while enhancing their contribution to the University as teachers and scholars. Eligible faculty members may take advantage of three options:

- Tuition or Fee Reimbursement Without Reduced Work Load
- Tuition or Fee Reimbursement With Reduced Work Load,
- Faculty Leave with Pay for Education, Research, or Creative Activities

Likewise, budget lines exist in the Office of the Provost and each Academic Dean’s Office for faculty travel and development. Faculty members encouraged to present at national and international conferences and workshops.

For new faculty and staff, New Faculty & Staff Orientation at the beginning of the fall semester, forms the basis for integrating faculty & staff into the culture of the University.

The administrative and support staff has broad access to University offered workshops and courses. All university employees may take SSU coursework at no cost. The University Outreach Office offers a plethora of continuing education opportunities which university employees may take at a discounted rate.

Administrative staff members are encouraged to pursue advanced degrees which are pertinent to their job duties. A Board approved and funded staff development tuition reimbursement plan exists for “off-campus” coursework. Staff members are routinely sent to off campus workshops and conferences.

The University has sponsored employees participating in local leadership development programs such as “Leadership Portsmouth” and “Leadership Tri-State.”

Currently few formal mechanisms are in place for developing leadership abilities at SSU; however, leadership abilities are encouraged, developed, and strengthened through a variety of informal ways. The new Teaching and Learning Center is designed to provide opportunities for leadership skill development and outreach services has offered some workshops on the topics in the past as well. The university has framed precise job descriptions for all administrative and staff positions that clearly identify knowledge and skill requirements. Moreover, staff and most administrators receive feedback from annual evaluations and subsequent meetings with supervisors in which feedback about performance and advice about methods of improvement are shared. Some meet more frequently (weekly, monthly) which allows for more in-depth mentoring and discussions of strategies. Faculty members are encouraged to pursue leadership opportunities in a variety of ways: faculty development initiatives, the professional leave (sabbatical) program, and required participation in faculty governance, institutional service and/or community service. Several faculty members receive reassigned time for major leadership responsibilities.

Additionally, the University supports attendance and leadership development through associations, workshops, and memberships in groups that will stretch the employee’s knowledge and skills in specialized areas.

Currently best practices, knowledge and skills are communicated throughout the University informally at the program and office level. Exchanges of such information happen in various meetings with constituency groups and through informal mentoring relationships. Some leadership information is shared through the governance structure. It is hoped that the TLC will help formalize and facilitate the sharing of leadership best practices, knowledge and skills throughout the institution as a whole.
5P8. Passing on Mission, Vision, and Values During Leadership Succession

According to the Ohio Revised Code, the Shawnee State University Board of Trustees “shall employ, fix the compensation of, and remove the President, professors, teachers, and other employees, as may be deemed necessary.”

The board is responsible for proper maintenance and successful operation of the University.

As senior level positions become open, university-wide search committees are formed. These committees conduct searches and make appropriate recommendations. The Board of Trustees appoints a “liaison” to each search committee functioning at this level. When the presidency is open, the Board of Trustees will often retain the services of a professional search firm to assist them with the process. After receiving considerable input from all University constituency groups, the Board of Trustees makes their selection.

Though a formal succession plan has not been developed, the University’s mission and vision are passed along by SSU’s leaders and board members through University publications, the job descriptions, and through group and one-on-one interaction. The leaders also have clear guidelines concerning succession of responsibility in the absence of an individual.

5P9. Measures of Leading and Communicating

The President is evaluated annually by the Board of Trustees based on her goals for the year. The Board sets the President’s salary each year and annually reviews the terms of her contract.

All other administrative personnel are evaluated on an annual basis by their supervisor. Every administrative employee develops, with input from the supervisor, goals and expectations for the upcoming year. According to Board of Trustees policy, “the evaluation process enables the employee and the supervisor to discuss working conditions, gain a better understanding of job expectations and organization goals, obtain feedback on performance, and improve efficiency and effectiveness while stimulating growth within a position.”

In 2000, the University used the consulting team of Marjie Heyman, Dianne Bouvier, and William Smith to conduct a cultural audit of SSU in order to assess the climate of the professional work environment for faculty, staff, and administrators. This audit was highly successful in identifying the strengths of the University and the unwritten “norms” and rules governing employee interactions. It also determined which issues may create possible barriers to effective work practices and made suggestions to address identified weaknesses. Yearly evaluations are conducted of all faculty and staff and most administrators to identify strengths and weaknesses of performances. The University also participated in Vital Focus in 2005 and plans are being made to gain a longitudinal view through Vital Focus again in 2009. Leadership and communication are elements in the performance appraisal of all administrative staff. Measures of student satisfaction have been gathered through participation in Noel-Levitz Student Satisfaction Inventory and the National Survey of Student Engagement. Moreover, the University is currently considering adopting the Voluntary System of Performance model that requires the creation of benchmarks and analyses that will produce leadership and communication measures.

5R1. Results for Leading and Communication

In March 2005, Shawnee State University began its AQIP journey with a “Campus Conversation Day.” Three hundred sixty SSU employees, representing all constituency groups within the University, completed the 84 item constellation survey. SSU employees responded with a “middle of the road” level of satisfaction with the leadership and communication processes in place. The mean of nearly every item related to leadership and communication fell into the range of 4.25 to 5.1 (9 = Currently Done Well and 1 = Currently Not Done Well)

In October 2003 and again in October 2005, over 700 students responded to the Noel Levitz Student Satisfaction Inventory (SSI). In both surveys, SSU students reported a much higher level of satisfaction with communication and leadership related topics than the employees.

Because SSU has recently joined the Voluntary System of Accountability, the University is in the process of administering the National Survey of Student Engagement (NSSE) for the first time. Those results are in the process of analysis at the time of this writing.
5R2. Comparing Our Results to Other Institutions

While Shawnee State student responses compare favorably with SSI national averages, employee responses pointed out that there is institutional work to be done. The University’s recent membership in the Voluntary System of Accountability will provide the opportunity to measure results, and compare, in a consistent manner, with those of many public universities around the country.

5I1. Improving Processes and Systems for Leading and Communicating

As a result of the constellation survey, the leadership at SSU began an aggressive campaign to improve communications with all of the constituency groups. “SSU On-Line” introduced in January 2006. This tool is a multi-faceted news/bulletin board which is the “default page” when an employee logs into his/her email account.

SSU On-Line consists of several different items of interest to University employees. The “Links of Interest” includes University events and calendars, bulletin boards and news items. “News Bulletins” are current news stories coming out of the University. “Issues in Focus” is a column that directs the employees to external news stories that impact the University.

Constituency leadership meets on a monthly basis with the President to discuss current issues. Constituency groups meet on a monthly basis for information sharing. Several constituency groups have developed monthly newsletters to inform their members of campus news.

In an effort to reduce the “clutter” of emails that our students receive, the Vice President of Student Affairs introduced a “once-a-week message” announcing Student Programming Board and Student Activity events and a second “once-a-week” message with faculty and administrative announcements. Our students seem to be satisfied with this method of communication.

Finally, SSU encourages improvement through training and professional development at all levels. Members of all constituency groups are encouraged to attend and present at professional conferences where the “best practices” in higher education can be examined for applicability at Shawnee State University.

5I2. Setting Targets for Improvement in Leading and Communicating

Targets are set through our overarching Strategic Planning Process. (http://www.shawnee.edu/off/pres/plan.html).

Targets for improvement in the areas of leadership and communication include:

- Create a “culture of planning” to guide decisions about possible changes in academic programs and services.
- Improve institutional procedures through organizational change and continuous attention to student needs and human resource development
- Enhance internal and external communication
- Enhance commitment to collective planning and decision making through effective shared governance.

The University began a focused 20/20 Planning process to enhance student retention and improve University operations in late 2006. However, that process was temporarily suspended due to the implementation of the University System of Ohio as mandated by Governor Strickland in March 2007. Chancellor Fingerhut recently released his Strategic Plan for Higher Education: http://universitysystem.ohio.gov/pdfs/strategicPlan/USOSTrategicPlan.pdf

The University has returned to the 20/20 Planning process as of August 2008.
## AQIP # 6 - Supporting Institutional Operations

### 6C1. Key Student and Administrative Support Service Processes

The following charts list key processes and supporting operations organized according to administrative structures.

<table>
<thead>
<tr>
<th>Division</th>
<th>Key Process</th>
<th>Supporting Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic and Student Affairs</strong></td>
<td>Enrollment Management</td>
<td>• Admissions: Marketing, Advertising, Recruiting, Publications and Printing&lt;br&gt;• Transfer Student Services&lt;br&gt;• Registrar&lt;br&gt;• University College/Student Success Center: Academic Advising, Academic Support, Disability Services, Student Academic Assessment, Placement Testing&lt;br&gt;• Financial Aid: Grants, Student Loans, Scholarships, Federal Work Study Program, Veterans Programs, Third Party Agencies</td>
</tr>
<tr>
<td></td>
<td>Retention</td>
<td>• University College/Student Success Center: Tutors&lt;br&gt;• Reading and Writing Center&lt;br&gt;• Math Lab&lt;br&gt;• Athletics: University teams, intramural sports, access to natatorium and exercise facilities.&lt;br&gt;• Career Services: Student Employment, Resume Help, Job Placement&lt;br&gt;• Student Activities: Housing, Leadership Development, Clubs and Organizations&lt;br&gt;• Counseling and Psychological Services&lt;br&gt;• Community Services (AmeriCorp/VISTA)&lt;br&gt;• Health Clinic&lt;br&gt;• Support Services: TRIO Center (Student Support Services, Upward Bound, Educational Talent Search, Educational Opportunity Center, &amp; Upward Bound Math/Science), BASICS&lt;br&gt;• Semester Conversion</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning</td>
<td>• Learning Resources: Clark Memorial Library, Office of Instructional Technologies, Blackboard, 20+ Campus Computer Labs&lt;br&gt;• Support Services: TRIO Center (Student Support Services, Upward Bound, Educational Talent Search, Educational Opportunity Center, &amp; Upward Bound Math/Science), BASICS&lt;br&gt;• Faculty Teaching &amp; Learning Center&lt;br&gt;• Success Center: Orientation, Tutoring, Placement Testing&lt;br&gt;• Center for International Programs and Activities&lt;br&gt;• Women’s Center&lt;br&gt;• Planetarium&lt;br&gt;• Honors Program&lt;br&gt;• General Education Program&lt;br&gt;• Educational Policy and Curriculum Committee&lt;br&gt;• Graduate Center&lt;br&gt;• Assessment Office&lt;br&gt;• Children’s Learning Center&lt;br&gt;• Outreach Services</td>
</tr>
</tbody>
</table>
Key student and administrative support service processes are planned and orchestrated in accordance with the strategic plan and mission statement of the university.

- Orientation sessions are designed to help students become successful at SSU and encourage them to become active participants in their education. Parents are also invited to experience the orientation process.
- New Hires Orientation is held yearly to familiarize new staff and faculty with university policies and procedures, operations, facilities, and to welcome them to the campus community.
- With the expansion of the University Center, various student support functions will come together in one location.
- On-line registration is in place and continues to develop for the convenience of students and faculty.
- New resident halls are available for students, and construction is currently underway for additional resident living facilities.
• The Center for Semester Transition continues to assist students and faculty as the university moved from quarters to semesters in the 2007-2008 academic year.
• While SSU is a very safe campus, the university recently hired a Director of Campus Security and Safety to assure it will be an even safer place in the future.

6C2. Reinforcing Category 1 and Category 2 Processes and Systems

Key student and administrative support services reinforce processes and systems described in Criterion 1 and Criterion 2 through a strong commitment to the University’s mission statement and strategic plan. This commitment is further demonstrated by the University’s action projects developed for the Academic Quality Improvement Program. The University’s mission statement and strategic plan demonstrate a commitment to Teaching and Learning, Growth and Development, and Community. All departments play a crucial role in this commitment and use the principles described to inform day-to-day operations. The Academic Quality Improvement Program is essential in the introduction of projects and analyzing how these projects support the primary mission of the University.

6P2: Identifying Administrative Support Services Needs

Groups responsible for identifying administrative support service needs of faculty, staff, and other key stakeholders:
• University Faculty Senate
• University Administrative Assembly
• University Staff Assembly
• Shared Governance
• Faculty Teaching and Learning Center
• Women’s Center
• SEA (Shawnee Education Association)
• CWA (Communication Workers of America)
• Human Resources
• Board of Trustees
• University System of Ohio
• President’s Cabinet and Executive Offices
• University Wide Committees: ADA Compliance, Affirmative Action & Diversity, Athletic & Intramural, Budget and Academic Quality Improvement Planning Committee (formerly Budget, Finance, and Strategic Planning), Campus Security Act, Conduct Committee, Personnel Development, Records Commission, Special Events, and UTAC

Avenues used to gather information concerning employee and stakeholder service needs include:
• Surveys
• Interviews
• Online suggestion box
• Presentations/Events in community

6P1: Identifying Student Support Services Needs

Groups/Areas responsible for identifying student service needs include:
• University College/Student Success Center
• Student Government Association
• UFS, Athletic and Intramural Committee
• UFS, Student Affairs Committee
• Registrar
• Faculty Advising
• Alumni Association
• President’s Cabinet and Executive Offices
• Orientation Programs
• Student Focus Groups
• Academic Departments

Avenues used to gather information concerning student service needs:
• Satisfaction surveys

• Informal interactions with students
• Department exit interviews
• University Chronicle (student newspaper)
• Focus groups (such as Semester Conversion Council)
• Retention studies
• Outreach programs and services
• Program reviews
• Program accreditations
• Online suggestion box
• Area Employer surveys
• Student representation on university committees
• Coffee and Conversation events with the President
• Program Review
• Departmental meetings
• Annual Performance Reviews

6P3: Managing Support Service Processes Day-to-Day

All divisions of the University (Academic Affairs, Finance and Administration, and Student Affairs) operate in accordance with the Mission Statement for the University. In the organizational structure, each division is led by a vice president who works with department leaders and directors to set goals, implement projects, review processes and respond to student and stakeholder needs as appropriate. Often times, work is shared among divisions, such as in student advising, as it is supported by both Student Affairs and Academic Affairs.

Annual reports, AQIP processes, and annual performance evaluations are used to document progress. Most reports are available at the University’s website.

All University employees (faculty, staff, and administrators) are expected to take an active part in responding to appropriate student and stakeholder needs. Representatives from all groups are encouraged to be involved with committees that address University operations, policies and procedures, and service.

Information is shared through shared governance, the President’s State of the University address, communications from the Office of the President, and through the AQIP process. Electronic notifications from the Office of Communications keep employees up-to-date with current campus events.

6P4: Improving Support Services Using Information and Results

Information and results are considered in all University decision-making. The various departments and offices described in 6P1 and 6P2 are responsible for collecting information, analyzing information, and implementing information into their respective decision-making processes. Examples of how information and results are used to improve services include:

• Student Support Services use Individualized Service Plan surveys to identify student needs. These surveys have helped Student Support Services in the decision to purchase several recorders to aid students in their studies.
• Student Activities use Resident Advisor Evaluations and interactions with students to gather information. Through information collected, Student Activities decided to employ two resident coordinators instead of one, as in the past. This allows the coordinators more time to meet with resident advisors and to address residence issues. Student Activities has also employed a graduate student to help meet various residence needs.
• The Teaching and Learning Center has used need assessment surveys to develop several new learning communities on campus.
6P5: Measuring Support Services Processes

Each division of the University is responsible for gathering program-specific feedback. Some of the measures collected include:

<table>
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<tbody>
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<td>Enrollment Management</td>
<td>• Admissions • Transfer Student Services • Registrar • University College/Student Success Center • Financial Aid</td>
<td>• User Satisfaction Surveys • Informal Communication • Track student inquiries</td>
</tr>
<tr>
<td>Retention</td>
<td></td>
<td>• University College/Student Success Center • Reading and Writing Center • Math Lab • Athletics • Career Services • Student Activities • Counseling and Psychological Services • Health Clinic</td>
<td>• Annual activities reports (Student Activities) • Resident Advisor self-evaluations • Campus dining surveys • Attendance sheets (Reading and Writing Center)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td></td>
<td>• Clark Memorial Library • Office of Instructional Technologies • Blackboard • 20+ Campus Computer Labs • Support Services • Faculty Teaching &amp; Learning Center • Success Center • Center for International Programs and Activities • Women’s Center • Planetarium • Honors Program • General Education Program • Educational Policy and Curriculum Committee • Graduate Center • Assessment Office • Children’s Learning Center • Outreach Services</td>
<td>• Retention rates in student support programs • GPA and grade reports • Needs Assessment Surveys • Evaluation forms of university events • Annual reports</td>
</tr>
</tbody>
</table>
6R1: Results for Student Support Services Processes

Results for current student support Action Projects (Projects 1-3) are summarized in the Appendix. Below are examples of other results coming from a recognition of unmet student support needs:

- **New graduate programs:** At the end of spring semester 2008, Shawnee State graduated its first cohort of students completing a Master’s Degree in Occupational Therapy. Currently the University is planning its second graduate degree; a Masters of Education.

- **New SSU Alert System:** The University has recently implemented an on-campus alert system to notify students and staff of emergencies immediately. The new siren and public address system enhances the voluntary electronic alert system that provides automated phone calls to submitted student and staff phone numbers. The system is used as an immediate notification plan in case of weather or other campus emergencies.

- **STEM and Foreign Language Academy:** The University completed its second summer in 2008 of the STEM and Foreign Language Academy, a grant funded program through the
Ohio Board of Regents that focuses on encouraging high school students to pursue majors and ultimately careers in the sciences or foreign languages, especially as educators. Students earn high school and college credit for the intensive program that includes both a summer component and an academic year portion.

**Development of the University College:**
Through the newly organized Enrollment Management unit, Shawnee State University has recently implemented its University College Program. UC serves as an advising conduit for some 1200 students who are currently enrolled in developmental courses, listed as undecided majors, or pre-health science majors.

**6R2: Results for Administrative Support Services Processes**

Results for current administrative Action Projects (Project 4) are summarized in the Appendix.

Shawnee State University charges tuition and fees in accordance with approved University policy. As a state-supported institution, SSU receives funding from the state of Ohio that is determined annually based upon a formula devised by the Ohio Board of Regents, adjusted to available State resources. Accounts receivable also include amounts due from the federal government, state and local governments or private sources, in connection with reimbursement of allowable expenditures pursuant to the University’s grants and contracts.

The University has historically provided the financial means required for sufficient and reliable academic and institutional support for its student body. Generally acceptable accounting practices govern the University’s fiscal operations resulting in the realization of unqualified independent audits over time that have attested to the effective internal management controls that exist.

**6R3: Comparing Results to Other Institutions**

Shawnee State University provides several programs and activities that serve to improve the education of the student body specific to the geographic area. For example, SSU is the primary leader among local colleges and universities in the Higher Education Consortium of Southern Ohio whose goal is to address the current unmet educational needs of students. Similarly, SSU is involved in a program called Educate the Tri-State (West Virginia, Kentucky, and Ohio) based on a 20-year needs assessment survey focused on developing a successful curriculum to meet the identified needs and to make higher education a reality for everyone in this region.

Shawnee State University also focuses on the needs of the local community. Several programs are supported to encourage community involvement. Such programs include a nursing simulation laboratory at Southern Ohio Medical Center directed at improving the quality of nursing care for SSU students as well as local nurses through highly technologically advanced training. Other programs of community interest include the newly developed Center for International Programs and Activities which provides awareness and appreciation of all cultures and their significance to the community as well as the Celebration of Scholarship in which SSU students and invited guests share scholarly ideas.

Most notably, SSU has been involved in a capital campaign entitled, “Poised for Tomorrow.” The goal of the campaign mimics the University mission through funding of undergraduate research, technology, faculty development, scholarships, and enhancement of the quality of life for the region. In this campaign, SSU received an overwhelming amount of University and community support. In fact the original monetary goal ($12,000,000) was well surpassed (over $16,000,000), providing insight into the value of SSU and higher education in the region.

**6I1: Improving Processes for Supporting Institutional Operations**

Each unit and division completes a continuous internal review of processes, policies and services that is used to provide feedback in order to adjust priorities and budgets. The strategic planning process is coordinated through the university-wide Strategic Planning Committee. This provides the opportunity to set priorities and goals, including AQIP Action Projects, from faculty, staff, students, and other stakeholders. Interaction with state and professional accreditation bodies provide additional information that can be used in the continuous improvement process.
612: Setting Targets for Improvements of Support Services Processes

Each department and division develops targets and goals based on the strategic plan of the University. Each department reports the challenges and successes for the previous year and determines priorities for the upcoming year. The Strategic Planning Committee coordinates university-wide priorities based on the mission of the University and the needs of the various stakeholders.

Improvement priorities include the defined action projects as well as the following:

- Enrollment management including recruitment and retention of students.
- Additional university housing
- Improve coordination of community services and individual faculty members and departments within the university structure.
- Improve communication between changes in BOT policy and the affected areas.
- Development of a university-wide reading and writing center.
- Identify needs of high school guidance counselors and their students to improve recruitment and retention.

Communication of these priorities, goals, and results is accomplished through the university website and department and university-wide meetings and discussions.
AQIP # 7 Measuring Effectiveness

7C1. Collecting and Storing Information

Institution Information that measures effectiveness is collected and stored in a number of ways at Shawnee State.

Data collected by departments and units include:
- Enrollment figures
- Retention rates
- On-campus resident use
- Student biographical information
- Licensure exam pass rates
- Portfolio system comparisons
- Student exit surveys
- Surveys of employers of graduates
- Student Success Center tutoring statistics
- Trio Center tutoring statistics
- Library Service use
- Career Service statistics
- University physical needs and use
- Security response figures
- Student Life Activities

Efforts are in process to complete a centralized technical architecture that affords the necessary logical and physical allocation of institutional electronic storage where documents of an institutional nature can be stored, shared and protected within and between campus departments, based on roles and responsibilities of those charged with the task of measuring effectiveness.

Additional efforts are underway to implement an enterprise reporting architecture that can report from multiple database platforms and repositories, based on roles and responsibilities of all campus constituents.

Shawnee State currently engages in a variety of efforts performed by functional departments and focused groups to measure the degree to which its programs and processes are effective. These include:
- Institutional Research and Advancement
- 20/20 Strategic Planning Steering Committee
- AQIP Strategic Planning Committee
- University Assessment Committee
- Academic and Administrative Departments

Each year the Office of Institutional Research and Advancement produces a Facts and Figures Report about the University, compiled from numerous sources such as the Integrated Postsecondary Educational Data System (IPEDS) and the National Center for Educational Statistics. Other data is submitted on schedule by administrative and academic functional areas on campus to the Ohio Board of Regents for approval, and can be accessed through the Ohio Board of Regents Higher Education Information (HEI) system: http://regents.ohio.gov/hei/index.php. Reports are generated using databases maintained by the Office of the Registrar for longitudinal analysis.

In 2007 Shawnee State launched the 20/20 Strategic Planning Initiative for the purpose of defining a framework for planning at Shawnee State University. Encapsulated in this framework are 3 different Futures Teams, i.e. Academic, University and Student Affairs focused on identifying measurable objectives for institutional improvement, that align with state-wide goals for higher education and SSU’s Strategic Plan.

The Strategic Planning Committee identifies Action Projects for quality improvement that directly correlate to the Commission’s Criteria for Accreditation, while the University Assessment Committee focuses on implementing and analyzing assessments of academic programs, students and external entities. The collective result of these ongoing efforts is a vast quantity of stored data and information that is made available and shared through several mediums including shared electronic folders, campus email and the University website http://www.shawnee.edu/acad/aqip/index.html.

Additionally, a number of departments that are directly charged with the continuous operations of the University have deployed technologies that provide functionality for collecting and analyzing data targeted to measure effectiveness of daily operations. Examples include the University Information Services and Facilities departments, which continuously monitors the efficiency and security of their systems, monitors their help desk requests through problem resolution, and collects survey data from the initiator to assess the department’s performance across established criteria.
7C2. Measures for Tracking Effectiveness

Shawnee State’s Strategic Plan communicates a strong desire to be recognized as an exemplary public university committed to student success as well as excellence in teaching and learning. It charges its academic and administrative constituents to assure the full development of the University through planned enrollment growth and wise investment in educational initiatives, and to provide increased opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University. This plan further communicates Strategic Opportunities organized by themes for the University, including Teaching and Learning, Growth and Development and Community:

Shawnee State also recognizes that it must meet and exceed measures established by the University System of Ohio and communicated in the Strategic Plan for Higher Education: [www.shawnee.edu/off/pres/PDF/USOStrategicPlan_bw.pdf](http://www.shawnee.edu/off/pres/PDF/USOStrategicPlan_bw.pdf). This ten-year plan communicates goals that include graduating more students, keeping more graduates in Ohio and attracting more degree holders from out of state. It extends these goals to a list of “20 measurements for success” that will allow the state to determine how well the University System of Ohio (USO) is implementing its Strategic Plan over the ten-year period. Shawnee State is engaged in efforts to align these two plans for the purpose identifying key benchmarks that will recharge 20/20 Planning Initiatives and AQIP Action Projects for the campus in the next academic year.

Shawnee State continues to strive to meet state-wide and University-specific goals previously outlined by President Morris in her annual State of the University Address to the campus: [www.shawnee.edu/off/pres/PDF/SOTU%20Garamond%20(2-28-08).pdf](http://www.shawnee.edu/off/pres/PDF/SOTU%20Garamond%20(2-28-08).pdf). These include:

### State-wide Measures

1. Increase retention of students by 10 percent
2. Grow Enrollment to serve the needs of Ohioans for higher education
3. Develop partnerships with P12 education to assure students are ready for college
4. Increase campus efficiencies by one percent in 2008 and three percent in 2009
5. Improve Educational Attainment
6. Improve Affordability
7. Improve Quality
8. Improve Economic Leadership

### SSU Measures

1. Target growth to 5300 Students
2. Improve Student Life
3. Significantly increase persistence to graduation
4. Work more closely with schools in the region
5. Continually improve the quality of programs and processes on campus
6. Meet Poised for Tomorrow capital campaign goal of raising $12,000,000 (over $16,000,000 raised)
7. Expand residential housing
8. Plan growth with flexibility to manage change

7P1. Selecting, Managing, and Using Information and Data

The overall measures are derived from the University’s Strategic Plan. The AQIP Strategic Planning committee serves to evaluate acceptable performance measures and baselines for continuous improvement. The majority of information and data used for the purpose of measurement is centralized in the Jenzabar CX system. This includes student, financial aid, admissions, registration, bursar, financials, human resources, foundation/alumni and outreach data. Relational data is stored and shared across all functions based on roles and responsibilities. Departmental-specific databases are centrally managed within University Information Services and the Division of the Business Affairs.

7P2. Determining Departmental Needs for Information Collection, Storage and Accessibility

Departments and units determine the data they wish to collect to measure effectiveness based on the general goals of the University and the specific goals of each department or unit. The needs of all campus academic and administrative departments to access centralized data, to identify specific departmental data storage and retrieval requirements are managed
through a campus-wide help desk and software technology with its own data repository for managing user requests. Users and departments can request access to data or identify the need for additional database management through a monitored help request system that tracks each request from initiation to resolution.

Additionally, functional areas meet on a regular basis as a steering committee, to identify the need for additional technologies, discuss progress on platform upgrades and resolve issues related to the creation, storage, reporting and electronic transmittal of institutional data, and to ensure that institutional data can be accessed and manipulated for the purpose of measurement, analysis and reporting.

7P3. Determining Needs and Priorities for Comparative Information and Data

The Office of Institutional Research and Advancement compiles the majority of data used for comparison purposes at Shawnee State, and uses such data as IPEDS for analysis. The University Assessment Committee identifies the need and priority for completing surveys, performing assessments and reporting annually to campus constituents and the Board of Trustees.

Shawnee State has been innovative in carrying out sophisticated and sustained assessment of student academic achievement. Standardized tests of general education outcomes have been administered to substantial samples of first year students and to graduating seniors. In the past the Academic Profile has been used, and the data from years of measurement have been mined and explored. Currently, the University is pilot testing two alternative instruments, the Collegiate Learning Assessment (CLA), and the MAAP. In addition to standardized measures of overall college-level learning, each academic department has developed an assessment plan to measure student learning in ways appropriate to the discipline. In most health-related fields and in teacher education, licensure depends upon achieving a satisfactory score in a nationally normed test.

One of the effective processes for encouraging assessment research and the continued improvement of assessment processes has been the availability, through the Assessment Committee, of assessment mini-grants focused on new approaches to academic assessment. In the seven-year period 2000-2007, the Assessment Committee funded 45 faculty assessment projects for a total of $124,953. In several cases the funded project resulted in one or more presentations at national or regional conferences. In virtually all cases the projects contributed directly to the improvement of departmental or institutional assessment (see Appendix for list of funded assessment projects).

7P4. Analyzing Overall Performance Information and Data

Institutional data is analyzed for overall performance by The Office of Institutional Research and Advancement and results are published annually in a Facts and Figures report that is issued to all campus departments and constituent groups. Also compiled annually by the Institutional Research Office is an Economic Performance Report providing detailed information about the financial status of academic programs and activities within the academic affairs area. The academic Annual Report is compiled and submitted to a state agency through the University Office of Communications. The President communicates key comparison and performance data annually to the campus during the State of the University Address.

7P5. Ensuring Alignment of Departmental Information Analysis with Institutional Goals

The Strategic Plan serves as the guide for overall institutional objectives, and establishes opportunities for departments to identify improvement goals across Strategic Themes. The University publishes and distributes a pamphlet that communicates the University Mission, along with the goals and strategic opportunities of the institution. This information affords the alignment of institutional objectives with constituent efforts to develop continuous improvement initiatives and processes to measure the results. Departments and units submit reports indicating how they address the goals of the University. These reports are then inspected by University officials.
7P6. Ensuring Effectiveness of Information Systems and Processes

The effectiveness of SSU systems are ensured through rigorous processes and procedures executed daily. Automated technologies that serve to provide such services as data backups of all institutional data for recovery in case of an emergency, access authentication using Directory services, and encryption of mission critical data support all functional efforts. Services are in place to monitor the performance of key systems based on data access and hardware utilization. The latest technologies are deployed on the campus network to ensure the protection of all institutional data residing behind SSU firewalls and access control policies. Data servers are continuously monitored using intrusion detection and continuous monitoring technology that allows for only authorized access. Audit trails of data access are maintained on a user basis, and there are strict campus policies and procedures for granting and terminating access to institutional data.

7P7. Collecting and Analyzing Measures of Effectiveness

System measures collected and analyzed on a regular basis include:

- Server performance
- Network traffic/packet management
- Network bandwidth utilization
- SPAM control efficiency
- Data inquiries
- Website usage statistics
- Network perimeter monitoring
- Intrusion detection
- Battery backup performance
- Utilization logs
- HEI submission lists
- Telecommunications traffic results
- Help Desk request statistics

The Assessment Committee along with accreditation processes periodically initiate the evaluation of effectiveness for our system of measuring effectiveness.

7R1. Evidence That “Measuring Effectiveness” Meets Institutional Needs and Goals

Evidence the system in process is effective in meeting institutional needs include:

- Results correlating successful resolution of request to acceptable response times
- Survey results depicting measurable effectiveness
- Historical tracking of successful completion of improvement goals aligned with University Mission Themes
- On-time submission of all institutional HEI reports to The Ohio Board of Regents
- Documented financial efficiencies that meet state-wide goals
- Financial reports documenting solvency and growth during fiscal year
- Surpassing established goals for campaign fund raising
- Successful completion of annual audit with no findings
- Statistics supporting enrollment growth
- Statistics supporting increase in candidate applications
- Statistics supporting increase in student housing applications
- Statistics supporting improved student registration
- Results of completed AQIP Action Projects
7R2. Comparing Our Results with Other Institutions

National licensure examinations offer an important basis for comparison. Current results for teacher licensure show SSU as performing extremely well in comparison to other, similar institutions. Likewise, results on exams in the health sciences, including Nursing and Allied Health disciplines, yield encouraging comparisons with programs elsewhere.

<table>
<thead>
<tr>
<th></th>
<th>EMT-Basic</th>
<th>EMT-Adv</th>
<th>PTA</th>
<th>OTA</th>
<th>DH</th>
<th>ARTT**</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSU</td>
<td>60%</td>
<td>93%</td>
<td>65%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Statewide</td>
<td>81%</td>
<td>66%</td>
<td>79%</td>
<td>98%</td>
<td>94%</td>
<td>91%</td>
</tr>
</tbody>
</table>

* Statewide Rates reflects all other publicly funded program data as available from the Ohio Board of Regents website.
** National data

7I1. Improving Processes and Systems for Measuring Effectiveness

Processes and systems for measuring effectiveness are improved via continuous evaluation, comparing identified benchmarks with measurable results for the specified period. The AQIP Strategic Planning committee meets on a regular basis to review progress on current Action Projects and identify new initiatives for improvement. Operational departments complete annual reviews of progress towards meeting institutional goals, documenting effectiveness during the period. New initiatives evolve from the larger campus strategic planning efforts, and projects are defined within the context of University Mission Themes and Opportunities. Individual employees are charged to identify personal goals for the academic year that align with departmental improvement projects, and are evaluated annually for performance recognition. New aligned initiatives are proposed to budget authorities during budget planning cycles for the purpose of funding improvement projects in the new fiscal year.

7I2. Setting Targets for Improvements in Measuring Effectiveness

The University System of Ohio challenges Shawnee State to meet state-wide goals concerning Educational Attainment, Affordability, Quality and Economic Leadership. Shawnee State must meet this challenge by establishing performance benchmarks and distinguishing itself as a Center of Excellence with mission-driven goals and measurements.

These goals must propagate to both the AQIP Strategic Planning and 20/20 Strategic Planning committees. This will ensure these state-wide measurements for effectiveness serve as the guide to completing Shawnee State’s Mission, and afford the institution a path to identify strategic opportunities for success and benchmarks for meeting goals unique to this University. The Chancellor of Ohio has communicated this charge to the campus and expanded on the role that Shawnee will play as a member of the USO. President Morris continues to meet with campus constituents to articulate the broader charge and to challenge the Strategic groups to revise plans based on this new model of efficiency.

The processes in place must be re-evaluated based on these changing initiatives, and campus constituents must be engaged in recurring efforts to discuss, identify, evaluate and measure their effectiveness. Benchmarks must be established that target measurable improvement for the new period of evaluation.
8C1 Our Vision of the Institution’s Future

Shawnee State’s Strategic plan, adapted and applied to the planning process of Shawnee 20/20, envisions an institution that will continue to grow both in enrollment and in the breadth and depth of its academic programs. Planning processes at the institutional level are also integrated into the long-term vision described by the new Chancellor of the University System of Ohio, and completed by the statehouse the spring of 2008. Taken together, and complemented by a recently completed campus facilities master plan, these planning efforts stress managed growth and an increasing focus on baccalaureate programs as well as significant emphasis on selected new graduate programming.

8C2 Aligning Short and Long Term Strategies with the Mission and Vision

Since the formation of the Ohio System of Higher Education, SSU has used keys from its mission statement to plan in areas that were anticipated to be part of the USO vision and strategic plan for higher education. These are:

- To continue to prepare students for the changing needs of business, industry, education, and society through diversified degree programs.
- To continue to recognize the importance of knowledge, values, and cultural enrichment and be committed to providing higher education that fosters competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.
- To continue to enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.

Under its current mission statement, the University’s strategic plan is expressed through the following themes:

- Teaching and Learning: To be widely recognized as an exemplary public university committed to student success and excellence in teaching and learning
- Growth and Development: To assure the full development of the University through planned enrollment growth and wise investment in educational initiatives.
- Community: To increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University.

Under each theme, given the rapidly changing landscape at the state level, SSU’s most recent planning has been short-term. Academic affairs short-term planning has involved developing an academic schedule and staffing the classes for each term to accommodate the projected enrollment and the major institutional transition from an academic calendar based on quarters to a semester calendar. This has been especially critical to meet the needs of the incoming freshman class in English and Mathematics. Fiscal and resource-based short-term planning has focused on planned revisions to the state’s subsidy supporting higher education and the actions needed to maintain a sound financial position in anticipation of the effect these changes will have on the University. The most sustained recent long-term planning effort has been the development of the Campus Master Plan that is already being implemented with several construction and renovation projects on campus.

8P1 Our Planning Process

In the fall 2006, the University implemented a strategic planning process, the 20/20 Planning Process, to institutionalize planning to the AQIP model. In the spring 2007, a new Chancellor of the Ohio Board of Regents was appointed. One of the Chancellor’s first tasks was to prepare a strategic plan for higher education in Ohio that included the USO. With this action, Shawnee’s 20/20 Planning Process was suspended. The strategic plan for higher education 2008-2017 was completed the spring 2008. The University has reactivated 20/20 Planning Process Phase II.

In the interim, pending the restart of the 20/20 Planning Process, the University’s planning concentrated on short-term and in-process activities that the University considered would be part of the Chancellor’s strategic plan. This activity was
coordinated by the Budget, Finance, and Strategic Planning Committee. The focus of the committee has been:

- To refine the university’s process for developing and executing AQIP Action Projects.
- Assist writing the AQIP Systems Portfolio by identifying current continuous improvement activities within the University and evaluating their effectiveness.
- Support campus-wide engagement and communication about AQIP.
- Work with the University’s director of planning to refine preliminary proposals emerging from the suspended 20/20 Planning Process that would enhance student retention and improve University operations in the short term.
- Take leadership of continuous improvement activities at the University by working with University staff and consultants to develop a university-wide strategy for planning for continuous improvement.
- Provide ongoing review of and recommendations concerning the content and implementation of the strategic plan once the University’s planning process is removed from suspension.
- Examine and comment upon the University budget as prepared by the Division of Business Affairs.
- Provide regular and timely reports and recommendations directly to the President as requested.
- Involve as many members as possible in AQIP training and evaluation activities.

Prior to the 20/20 Planning process, the University’s strategic planning was divided into three areas: academic planning, fiscal and resources planning, and campus and facilities planning. Through 2006, these three areas of planning have often operated independently. Division planning was focused as follows:

- Academic Affairs: proposing, developing, and implementing new programs.
- Business Affairs: annual budgeting and long-term financing of capital projects.
- Campus and Facilities: updating the campus master plan and the campus master planning process.
- Student Affairs: no planning other than the maintenance of students services as situations warranted, and in response to student needs as they were identified, or as mandated by government initiatives and policies.

Beginning 2006, two institution-wide committees were given charges to strengthen the integration and inculcation of strategic planning throughout the University. The Budget, Finance, and Strategic Planning Committee (Strategic Planning Committee) now oversees the University’s strategic plan and coordinates participation in the AQIP accreditation process of the Higher Learning Commission of the North Central Association, and reviews the annual budget. The Facilities Committee provides campus-wide input on facilities issues including master planning. The two committees have a close working relationship with the Facilities Planning Committee providing annual and as required updates of their plan to the Strategic Planning Committee.

Concurrent with the charges to these committees, the University established the 20/20 Planning Process to begin an integrated, systematic approach to long range planning of which short term planning would be a subset of the process. The input for the 20/20 Planning Process was from futures teams that examined and envisioned what the diverse areas, functions, and activities of the university could be like in calendar year 2020.

This process was suspended upon the announcement of the preparation of a strategic plan for higher education in Ohio that included the creation of the USO.

8P2 Selecting Short and Long Term Strategies

Short-term and long-term strategies are determined by the University as a function of the mission statement and Shawnee 20/20 strategic planning process. Since the last strategic plan update in 2001, the external factors impacting Shawnee State and its internal processes and goals have changed. Shawnee 20/20 began with a Foundation Conversation to identify elements from Shawnee State’s history and the external environment that are important in planning for the future. This planning process showed a completion in December of 2007 for a plan that looks to the year 2020. The planning process was placed on hold with the establishment of the University System of Ohio (USO) by the Governor in early 2007, and the charge to the Chancellor of the Ohio Board of Regents to develop a strategic plan for the USO. The strategic plan for higher education in Ohio has been
published. SSU is reactivating the Shawnee 20/20 strategic planning process during the fall’08 term with the objective of completing the draft document for university review and discussion by December 2008.

Shawnee 20/20 looks to the year 2020. SSU recognizes that continuous planning operates on a cycle of gathering information, planning, taking action, assessing results by gathering information and beginning the next iteration of planning. As circumstances change, new opportunities become evident and Shawnee State is faced with new challenges, the planning process will need to adjust and adapt.

The University recognizes that involvement of the entire Shawnee State community is essential to the creation and implementation of a successful strategic plan, and is committed to the importance and value of the participation of all divisions and constituent groups. This involvement in Shawnee 20/20 includes providing input to the Future’s Teams, reviewing and contributing suggestions to preliminary plans, and actively assisting in the implementation of Shawnee 20/20.

Once the strategic plan is in place, divisions, colleges, and departments engage in dialogue and consultation to:

- Establish broad goals with the president each year. These goals are communicated to the university to facilitate the development of divisional, college, and department objectives for the year.
- To plan for other university-wide priorities that are developed via feedback from the president’s cabinet and are derived from state mandated requirements (including Strategic Plan) and institutional priorities specific to the University’s mission for academic programming.
- University divisions, colleges, and departments assess the level of support each can contribute to each aspect of the plan.
- University divisions, colleges, and departments may also negotiate for a reprioritizing of strategies based on university/community need or because of financial constraints.

Short-term and long-term strategies are then determined by the focus of the master plan, mission, and vision. Standards and planning tools are recommended by various professional organizations, accreditation bodies, and ethical guidelines for various offices in this process. Strategic options are viewed from all sources, discussed with staff, modified as necessary, and then incorporated.

8P3 Developing Key Action Plans

At all levels of the institution, planning to support institutional strategies does happen. Some of this is a function of specific program accreditation issues; some is simply a function of having identified a need or opportunity under a strategy and addressing it. Other action plans bubble up from departments and divisions or trickle down from administrative functions. The major action plans are in academics and finances. In late spring, academic functions are requested to develop goals and objectives for the coming academic year; in late fall, all departments and divisions are requested to develop budgets and budget proposals for the coming fiscal year. The focus of the planning is largely left to the inputting functions as they interpret the themes, goals, and strategic opportunities of the university’s current strategic plan in terms of teaching and learning, growth and development, and community as derived from the University’s mission statement. There is little integration in this process. This approach to strategic planning is undergoing substantial revision through the 20/20 Planning Process. As a result, formalized and integrated strategic planning is still in its infancy at the university.

8P4 Coordinating and Aligning Planning Processes, Institutional Strategies and Action Plans

There is currently little, if any coordination and alignment of the institutions planning processes and overall institutional strategies with the action plans received from varying institutional levels and functions. This is the major reason for the establishment of the Strategic Planning Committee, to begin to provide this oversight, coordination, and integration essential to inculcate meaningful strategic planning process at the university.

In the absence of an integrated strategic planning process, long-term and short-term strategies have been determined by departments in consultation with their director, dean, or vice-president. The vice-president, dean, or director’s role in this process is as consultant and contributor of the following elements:

- Assessing the level of support the dean’s office can contribute to the strategy.
- Assessing and possibly negotiating for a reprioritizing of strategies based on university/community need or because of financial constraints.
8P5 Selecting Measures and Setting Performance Projections for Strategies and Action Plans

The university currently has processes in-place that report on certain key indicators such as retention, graduation rates, majors, student demographics, and economic performance, each of which reflects certain elements of a strategic planning process. Formal integrated, systematic cycles of setting measures and performance projections, and reporting measures are as a function of the 20/20 Planning Process.

8P6 Accounting for Appropriate Resource Needs

Resource needs have been accounted for on a historical basis with resources for activities and operations remaining constant from year-to-year except in the instance where a critical new initiative has been approved along with the resources needed to implement it. The 20/20 Planning Process and the USO strategic plan will drive a reallocation of resource needs as a function of institutional strategies and action plans.

8P7 Developing Employee Capabilities for Addressing Strategies and Action Plans Requirements

The University has appointed employees to Action Project Teams and provided support to those teams in terms of building capacity to participate in continuous improvement initiatives. More formalized training in this and other areas is being developed by the Teaching and Learning Center and the Office of Human Resources.

8P8 Measuring Effectiveness of Continuous Improvement Planning

As the planning model enters a more mature phase it will need to address how to measure the effectiveness of its planning systems. The recently established Office of Institutional Research and Assessment will be instrumental in bringing all of the planning related measurements to bear on the effectiveness of Shawnee State’s continuous planning processes.

8R1 Results of Strategies and Action Plans

Shawnee State began participation in AQIP with the initiation of four Action Projects. Two of those projects have been completed and are providing value to the campus. The first project completed was the formation of a Teaching and Learning Center that is mentioned throughout this document. The second completed Action Project focused on student affairs and the need to be more systematic in the planning and evaluation of student affairs activities. One recommendation from this Action Project, the development of a one-card system has been adopted as an Action Project that is currently proceeding.

A significant strategic initiative that has consumed the planning efforts at Shawnee State for the past three years has been the conversion from a quarter academic calendar to semesters. This enormous project involved everyone on campus and resulted in a successful transition that gives us a refreshed curriculum, refined procedures in all areas, and many benefits of being on a semester calendar. A semester conversion website gives information about the extent and complexity of the conversion:

http://www.shawnee.edu/acad/semcv/index.html

8R2 Projecting Strategic and Action Plan Performance

Two of the original four AQIP Action Projects have been completed and retired. Two others (Student Advising and Scheduling) are still active although they have transitioned from the original teams to a campus-wide committee for Student Retention and work by an administrative/faculty team on scheduling. A new AQIP Action Project to develop recommendations for a one-card system has recently started. AQIP-like action projects have occurred in many areas across campus. A good example of such a project was the request by the President to consider an administrative reorganization of Shawnee State’s enrollment management offices. An ad hoc committee of faculty, staff, and administrators examines best practices in enrollment management, investigated the organization at peer institutions, and made a recommendation to create an enrollment management unit that brought the Registrar’s Office, Admissions, Financial Aid and the Student Success Center under
one person in the Academic Affairs Division. These offices had been spread across all the Vice-Presidents previously.

**8R3 Comparing Strategies and Action Plans Projections to Other Institutions**

The University does not as yet have an effective way of making such comparisons, but the newly organized Ohio System is expected to provide a basis for future comparisons.

**8R4 Evidence of Effective Continuous Improvement Planning**

The newness of this process of planning for continuous improvement at the institution is such that there is currently no evidence to respond to this question.

**8I1 Improving Current Processes and Systems for Continuous Improvement**

The newness of this process of planning for continuous improvement at the institution is such that there is currently no evidence to respond to this question.

**8I2 Setting Targets and Priorities for Planning Continuous Improvement**

The newness of this process of planning for continuous improvement at the institution is such that there is currently no evidence to respond to this question.
In order to meet its mission, Shawnee State University, working collaboratively with active involvement of faculty, staff, students and community members, has developed a comprehensive strategic plan. The strategic plan includes three themes: Theme one is Teaching and Learning, Theme Two is Growth and Development, and Theme Three is Community. The theme of Community has as its goal: “To increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University.” In order to meet the goal of this theme, strategic opportunities were identified and included enhancement of internal and external communications, collective planning and decision-making, building campus life, and developing partnerships that involve collaborations with other groups and institutions. It is this theme of Community and its goals and strategic opportunities which guide the University’s efforts in “Building Collaborative Relationships.” To this end, Shawnee State University

### Figure 9C1

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participates in many varied collaborative relationships. These areas include education, government, medical, company, non-profit, suppliers, individuals, and others.

An initial, informal scan of campus involvements resulted in a list of partnerships across the educational, medical, governmental, corporate, non-profit, and other areas.

These partnering agencies and organizations are located within the surrounding tri-state region of Ohio, Kentucky, and West Virginia; but also include international partnerships in China, Germany, Morocco, Spain and Mexico.

9C2 Reinforcing the Mission through Collaborative Relationships

Shawnee State University prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. SSU is committed to providing higher education that fosters competence in communication, scientific and quantitative reasoning, and critical analysis/logical thinking. The University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.

The collaborative relationships allow the University to reinforce its mission and address the needs of the region through education. In support of the Community Theme of the Strategic plan, building existing relationships and generating new ones which mutually benefit the university the partners, helps to bring about positive change to the region. Figure 9C1 provides a list of existing partners and their type.

9P1: Creating, Prioritizing, and Building Relationships

- Educational institutions and other organizations from which we receive our students

The University is seen as a partner in the educational process as well as a resource to support it. Activities take place on SSU’s campus as well as in
school districts, community and technical colleges, and area worksites which provide avenues to showcase programs and faculty. Particularly important are a set of articulation agreements which assure incoming students that their prior coursework will apply directly to their degree requirements at SSU. Also of growing importance are efforts at the state level to regularize course transferability, including the “Course Applicability System” (CAS) and the approved “transfer module” assuring that introductory courses will apply toward general education requirements for transfer students.

These activities serve as recruitment initiatives and open channels of communication to gauge the needs of school districts, agencies, and industry. Relationships are built at all levels of the university by faculty, staff, and students. While all relationships may meet the needs of the department or program that started it, the relationships may exist only for the life of the project or may be continued if it is determined to meet the mission and strategic plan of the University and the program area. Prioritization of relationships occurs primarily at the department or program area level and is aligned with the institutional mission and strategic plan. Support is gathered from the administration to ensure that the alignment is appropriate for the direction of the institution.

- Educational institutions and employers that depend upon a supply of students and graduates who meet their requirements

Departments and programs develop partnerships to meet the needs of employers. Regular and ongoing communication occurs through advisory councils, graduate follow-up studies, workplace surveys, and personal communication with representatives from businesses, agencies, and organizations who receive our graduates. Clinical practice, internships, and cooperative arrangements provide an additional avenue for relationships to be built among faculty, students, staff, and the workplace professionals.

- Organizations that provide services to students

University representatives are actively involved with businesses, agencies, and organizations that provide services to our students. Membership on economic development councils and involvement with efforts to revitalize the downtown Portsmouth, southern Ohio, and northern Kentucky are ways in which the University is an active partner in this aspect of campus and community life. The community also provides services to our students on campus. Housing facilities, medical services to students, and athletic and entertainment event support are made possible through the active involvement of community partners on our campus.

- Education associations, external agencies, consortia partners, and the general community with which we interact

The University faculty, staff, and students serve on boards and committees representing educational associations, external agencies, consortia, and the community. Faculty and university representatives are actively involved in local chapters of the National Education Association and Communication Workers of America, Red Cross, United Way, local school boards, national service clubs, local libraries, and area community agencies. AmeriCorps, America Reads, service learning, and community service are opportunities that are actively promoted on campus among students and others.

9P2: Meeting the Needs of Partners and Collaborators

The most critical element in assuring that needs are being met is through two-way, ongoing communication. At the department and program levels, data are gathered through various methods including surveys, research, and other avenues. Analysis of these data is used to report progress and monitor the needs of those involved. SSU faculty, staff, administrators, and students serve on internal and external boards, maintain informal dialogue, and actively pursue opportunities for open communications.

9P3: Creating and Building Relationships Within the Institution

The University has established a campus governance system which includes all campus constituents – faculty, administration, staff, and students. Working committees have been established including representation of each group to address appropriate and relevant issues. Partnerships and relationships across campus are born out of these committees’ efforts as well as an ongoing attention to the needs of the community at the department and program levels.

Advancements in communications technologies provide for ongoing and efficient communication between and among faculty, administration, staff, students, and communities. These technologies help
to facilitate existing collaborative relationships among campus departments and programs as well as those with other institutions of higher education, elementary and secondary education, agencies, business and industry, and organizations.

Formal and informal opportunities for dialogue and communication exist on campus to help create a culture of open idea exchange. The president’s State of the University address, monthly “Coffee and Conversation” with the president, and a regular “Issues In Focus” section on the daily SSUOnline electronic newsletter are ways the leadership ensures that important issues to the community are shared. Listservs, distribution lists, and web presence for all campus groups help to share committee efforts with the campus and the community.

9P4: Measuring and Analyzing Collaborative Relationships

At the program and department levels, multiple measures are collected and reported through the annual report process.

9R1: Results in Building Collaborations

At this time, the university does not fully measure the impact of key collaborative relationships. At the department and program levels, this impact is more likely to be documented and reviewed.

9R2: Comparing Collaborative Relationship Results with Other Institutions

At this time, the university does not fully measure the impact of key collaborative relationships. At the department and program levels, this impact is more likely to be documented and reviewed.

9I1: Improving Current

Processes and Systems

At this time, the university does not fully measure the impact of key collaborative relationships. At the department and program levels, this impact is more likely to be documented and reviewed.

9I2: Setting Targets and Priorities for Improving Relationships

At this time, the university does not fully measure the impact of key collaborative relationships. At the department and program levels, this impact is more likely to be documented and reviewed.
Glossary

**Academic Affairs**: Division includes both the College of Arts & Sciences (CAS) and College of Professional Studies (CPS).

**Academic Improvement Plan (AIP)**: Working through the University College, students facing academic difficulty are required to work with an advisor to develop an AIP to help them identify obtainable goals and complete them successfully.

**Administrative/Technical Support Staff (ATSS)**: Non-union hourly support staff (see UAA).

**BASICS (Basic Adult Skills in a College Setting)**: Office that offers individual, small and large group, as well as computer-based learning experiences in order to prepare community members for GED testing or for a better job, college preparation, or to simply improve basic math and reading skills.

**Board of Trustees (BOT)**: The Shawnee State Board of Trustees is the controlling body for the University, with full responsibility for its financial health. As a public university, Shawnee follows mandates and guidelines established by the Chancellor of the University System of Ohio (USO) and the Ohio Board of Regents.

**Budget, Finance, and Strategic Planning Committee**: A University-wide committee providing leadership in university programmatic and financial planning and provides oversight for both the Shawnee 20/20 Planning Process and AQIP. Membership is responsible for gathering and communicating information, bringing focus to planning activities and making appropriate policies recommendations. (also referred to as AQIP Strategic Planning Committee)

**Celebration of Scholarship**: An annual campus event that focuses attention on student research and learning through a day-long series of student presentations given in professional conference format.

**Center for International Programs and Activities (CIPA)**: The Rose L. and August Jacobs Center for International Programs and Activities (CIPA) seeks to attract a growing number of international students to study at the University; has sister-institution affiliations with universities in Germany, China, Spain, and Morocco; and offers on a regular basis many travel/study abroad courses to an ever increasing choice of destination such as Greece, Britain, Spain, and Ireland in order to increase global awareness among its students.

**Centers of Excellence**: Mandated by Ohio’s Chancellor for the University System of Ohio, each USO member will choose exemplary programs to highlight as the campus’ Centers of Excellence.

**Children’s Learning Center (CLC)**: Offers a diverse environment for pre-K education and for future teachers and pediatric social science/health professionals.

**Choose Ohio First Scholarships**: Funded program of the Ohio Board of Regents designed to stimulate interest and enrollment in STEM fields and majors.

**Coffee and Conversation**: Monthly meetings the President holds with groups of staff in order to facilitate open communication.

**College of Arts and Sciences (CAS)**: Consists of the Departments of English/Humanities, Fine, Digital & Performing Arts, Mathematical Sciences, Natural Sciences, Social Sciences, and Teacher Education.

**College of Professional Studies (CPS)**: Consists of the Departments of Business Administration, Industrial & Engineering Technologies, and the Health Sciences.

**Communication Workers of America (CWA)**: Collective bargaining unit for hourly staff.
Educational Policies and Curriculum Committee (EPCC): Comprised of elected at-large faculty from both colleges (CAS & CPS) and from individual academic departments. It reviews changes to academic courses or programs and makes recommendations to the UFS for final approval.

Faculty Learning Community (FLC): See Learning Community

Futures Teams: The 3 groups established to set priorities for meeting Shawnee 20/20 objectives: Academic Futures, Student Affairs, and University Initiatives. The charges to these committees have recently been modified to reflect and integrate with the goals of the University System of Ohio Strategic Plan.

General Education Program (GEP): All baccalaureate students, regardless of major, must complete the requirements of the GEP prior to graduation. These requirements, closely aligned to the Mission Statement, assert the importance of knowledge, values, and cultural enrichment, and foster competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Graduate Center: Center that partners with other universities to host graduate level programs on the SSU campus.

Help Desk: System for technical support for campus information technology – hardware, software, and network.

Leader Alert or Call Alert: New system that allows the University to notify students of weather and other dangerous conditions on or near campus.

Learning Community: Often developed for faculty (FLC), these groups are established for staff as well and coordinated through the TLC and provide opportunities for leadership and skill development.

Literacy Council: A community partnership headquartered in the Clark Memorial Library, created in response to a request from the groups in Scioto County providing literacy services who sought better coordination of their efforts, and the opportunity to pursue new sources of funding.

MySSU: Part of the SSU website (shawnee.edu) that provides students with information and a portal for online registration.

Ohio Appalachian Center for Higher Education (OACHE): Office whose mission is to promote and sponsor college access programs in order to increase the college-enrollment rate throughout the high poverty Appalachian region.

“Poised for Tomorrow”: SSU’s recent capital campaign that received a record $16 million in pledges from the community. (SSU’s in-house participation reached 94%).

President’s Advisory Council (PAC): Senior leadership group with a University-wide perspective that consists of the President as chair, Provost, VP for Business Affairs, VP for Student Affairs, General Counsel, Deans of both colleges (CAS and CPS), Associate Provost, Director of Institutional Planning, Director of Human Resources, Executive Director of Development, Director of University Information Services, Registrar, and Director of Admissions.

President’s Cabinet: Consists of the President and the 3 Vice Presidents.

“President’s Gala”: Annual fund-raising event that averages $25,000 per year to fund campus initiatives.

“Seniors to Sophomores”: Part of the new University System of Ohio (USO) that allows academically qualified high school seniors to attend a state university full time during their senior year, earning both college and high school credit simultaneously.
Shawnee Education Association (SEA): Collective bargaining unit for full-service faculty. (Local association of the Ohio Education Association and the National Education Association).

Shawnee 20/20 (see also Futures Teams): Shawnee State’s strategic planning process that looks to the year 2020. It was put on hold due to the establishment of the USO and Ohio’s own Strategic Plan, but was reactivated in the fall of 2008.

SSUOnline: A multi-faceted news/bulletin board, introduced in January 2006, which is the “default page” when an employee logs into his/her e-mail account.

STEM and Foreign Language Academy or (STEM): A collaboration of SSU, the University of Rio Grande and Ohio University Southern, this unique program exposes high school juniors and seniors to the opportunities for careers, especially teaching, in the areas of Science, Technology, Engineering, Mathematics, and foreign language, while earning college credit.

Student Government Association (SGA): Student group providing self-government within the organizational framework of the Shawnee State community.

Student Programming Board: Student group responsible for initiating, planning, developing, and implementing an activities program which is sensitive to the needs of the students and campus community.

Student Success Center (SSC): Office on campus that provides tutoring, advising, developmental courses. Houses University College.

Shawnee Undergraduate Research Experience (SURE): Grants for student research that are funded by a recent “President’s Gala” event.

Teaching and Learning Center (TLC): A completed AQIP Action Project. It provides a forum and resource for faculty and staff to learn new and innovative techniques or to gain experience with new classroom technologies.

20/20 (see Shawnee 20/20)

Trio (TRIO) Center/Programs: US Dept. of Education funded programs for first generation college students. At SSU, Upward Bound, Upward Bound Math Science, Student Support Services, Educational Talent Search, and Educational Opportunities Center are all funded programs on campus.

University Administrative Assembly (UA)A: Group that represents the concerns of administrative and administrative/technical support staff (ATSS) regarding governance and working conditions at Shawnee State University.

University College: Established to expand the work of the Student Success Center to better meet the needs of undeclared major students and those seeking admission into health sciences or teacher ed. It offers assistance to underprepared students to help them succeed in college.

University Center (UC): The UC is the University’s student center, providing with a cafeteria, game room, and other offices. It is currently undergoing renovation, which will more than double its current size.

University Faculty Senate (UFS): Group that represents full-service faculty regarding governance and working conditions at Shawnee State University.

University Outreach Services: Provides variety of enrichment and training programs that promote education in our community.
**University Staff Assembly (USA):** Group that represents hourly support staff regarding governance and working conditions at Shawnee State University.

**University Technology Advisory Committee (UTAC):** A University-wide committee concerned with the role of technology within the University’s instruction and operations and related policies.

**University System of Ohio (USO):** Created by Ohio’s Chancellor for Education in August 2007. The (USO) brings the 14 state universities, 24 branch campuses, 23 community colleges and more than 200 adult workforce education centers and training programs in Ohio together to work on a strategic plan for higher education in the state. As a system, the goal is to recruit more students to Ohio universities, retain graduates in the state after graduation, and increase the number of degree holders in the state.

**Upward Bound Math Science Program:** A summer residential program designed to provide students in Appalachian Ohio, Kentucky, and West Virginia with a learning experience in the math and science fields.

**Voluntary System of Accountability (VSA):** A system formed through a consortium of public universities across the country that makes comparable data available to participating schools.

**Women’s Center:** Office created in the Spring of 2006 to increase awareness of gender-related issues; address concerns of women within the Appalachian culture; and encourage the establishment of academic programs for the study of women’s issues.

**Acronyms Only** (ones that are mentioned in the document)

- Collective Bargaining Agreement (CBA)
- JARB: Job Analysis Review Board
- Southern Ohio Performing Arts Association (SOPAA)
- Southern Ohio Museum and Cultural Center (SOMACC)
- Southern Ohio Medical Center (SOMC): (Nursing simulation lab is there)
- United States Enrichment Corporation (USEC)
APPENDIX A

6R1 and 6R2

Shawnee State University is involved in the beginning stages of identifying project changes, implementing these projects changes, and reporting the results of these project changes. Below is a summary of the projects that have been identified and the current status of each.

AQIP Project 1: Student Advising

Category 3: Understanding Students’ and Other Shareholders' Needs

Process: Address needs of “at-risk” SSU students through improved advising procedures.

Completion Date: June 1, 2008

AQIP Project 2: Scheduling Revisions for the Semester Calendar

Category 6: Supporting Institutional Operations

Process: In route to the semester changes, include improvements that encourage more efficient use of classrooms and days of the week and time slots for classes while at the same time decreasing course overlap.

Results: Successful completion of first year on semester schedule (2007-2008). In fact, other institutions view SSU as a model for the semester conversion process. Concerning scheduling, classes on the semester system have been scheduled to utilize the full week Monday through Friday which has consequently reduced competition for classroom space.

AQIP Project 3: Improving Student Life at SSU

Category 3: Understanding Students’ and Other Shareholders’ Needs

Process: Improve student life activity at SSU, in regard to the campus Master Plan.

Results:
- The ongoing renovation of University Center which will increase the space for campus dining and student organization meetings (in progress)
- New Dr. William E. Daehler Tennis Center (opened October, 2008)
- Athletic Center renovation (complete Fall Semester 2008)
- New on-campus dormitories that will house an additional 48 students
- Planning better assessment methods of student activities through newly created position: Director of Institutional Research (new director now on staff)

AQIP Project 4: Developing a Teaching and Learning Center for Faculty and Staff

Category 1: Helping Students Learn

Process: Increase opportunities for professional development for faculty and staff.

Results: Teaching and Learning Center has been operating since September 2006. Through this center multiple activities are offered each year including technology workshops, faculty learning communities (CYBER-TREK, SHAWNEESIANS, etc.) invited speakers, conferences, etc.

AQIP Project 5: Creation of a one-card system on Shawnee’s campus

Category 3: Understanding Students’ and Other Shareholders’ Needs

Process: Create a “card system” that would allow students to purchase meals, books, vending machine items, copies, campus laundry services, etc. through their student ID. In addition, attempt to partner with local businesses to allow students to use their ID’s in their establishments.
### Assessment Mini Grants

<table>
<thead>
<tr>
<th>Grant Originator(s)</th>
<th>Project</th>
<th>Project Completion Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xiaodan Huang</td>
<td>Development of a unit performance-based assessment plan for all (14) new licensure programs.</td>
<td>11/20/00</td>
<td>$5,000</td>
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<tr>
<td>Steven Bennett</td>
<td>Assessment of General Chemistry Program</td>
<td>8/25/00</td>
<td>$2,000</td>
</tr>
<tr>
<td>Steven Bennett</td>
<td>Developing an Assessment Plan of an Introductory Chemistry Course</td>
<td>9/15/00</td>
<td>$1,000</td>
</tr>
<tr>
<td>Paul Madden</td>
<td>Program Information System</td>
<td>10/01/00</td>
<td>$5,000</td>
</tr>
<tr>
<td>Cheryl A. Boyd</td>
<td>Development of an On-Line Evaluation Instrument</td>
<td>9/15/00</td>
<td>$1,600</td>
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<tr>
<td>Barbara Kunkle</td>
<td>Clarification of Program-Wide Goals In The General Education Program</td>
<td>10/01/00</td>
<td>$5,000</td>
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<tr>
<td>Ken Warfield</td>
<td>Closing The Loop With Inclusion of Learning Outcomes, Program Goals, and Course Performances in Course Syllabi</td>
<td>9/05/00</td>
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<tr>
<td>Dave Toldt</td>
<td>Title II Report Card - Preparing The Faculty</td>
<td>11/29/00</td>
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<tr>
<td>Stylianos Hadjiyannis</td>
<td>Develop Assessment Tools For The Major of International Relations In The Department of Social Sciences</td>
<td>8/23/00</td>
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<tr>
<td>Stylianos Hadjiyannis and Clifford Poiriot</td>
<td>Graduating Student Survey Outcome Assessment</td>
<td>11/30/00</td>
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<td>Ginnie Hamilton</td>
<td>Assessing Student Abilities in Writing, Critical Reasoning and Mathematics</td>
<td>10/1/00</td>
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<td>Mary Kathryn Linde</td>
<td>Develop Measurable Goals and Objectives of the GEP Program</td>
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<td>Drs. Beckett, Flavin, Kiser, Kunkle, and Harris-Fain</td>
<td>Best Practices: Articulating Composition Goals Into Lessons and Assignments</td>
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<td>Elyse Saperstein, Tom Stead, and Lane Raiser</td>
<td>Portfolio Project For the Arts Program</td>
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<td>Gene Burns</td>
<td>Evaluation of Goals and Assessment Methods in NTSC 110S</td>
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<td>Phil Blau</td>
<td>Using Checkpoint Exams to Help Implement and Assess SSU Developmental Math Standards</td>
<td>5/01/03</td>
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<td>Xiaodan Huang</td>
<td>Teacher Candidates’ Praxis II Test Scores Analysis</td>
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<td>Tim Scheurer/Roberta Milliken</td>
<td>Assessment of the English Composition Sequence at Shawnee State</td>
<td>5/01/03</td>
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<td>Carl Hilgarth</td>
<td>Use of SSU Office of Assessment Data to Comply With Technology Criteria 2000 (TC2K) for Accrediting Eng. Tech Programs</td>
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<td>Dale Taylor</td>
<td>Exploring COMPASS as a General Assessment Measure</td>
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<td>Analysis of Standardized Tests Given from 1996 - 2002 (Organic Chemistry)</td>
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<td>Xiaodan Huang</td>
<td>Teacher Ed Students - Online Assessment</td>
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<td>Tim Scheurer/Roberta Milliken</td>
<td>Assessment of the English Composition Sequence at Shawnee State</td>
<td>6/5/04</td>
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<td>Karen Crummie</td>
<td>Assessment Plan for Legal Assisting Program</td>
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<td>Assessment of Changes in Organic Chemistry Curriculum</td>
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<td>Assessment Plan for Legal Assisting Program</td>
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<td>Julia Coll</td>
<td>Input, Interaction, Feedback, Evaluation: The Acquisition of Spanish in Multimedia Environments</td>
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<td>George Trampe and Wendi Fleeman</td>
<td>Assessment of student performance in Chemistry 121</td>
<td>8/1/06</td>
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<td>George Trampe</td>
<td>Assessment of the use of POGIL experiences for improving student performance on a standardized test</td>
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<td>Darren Harris-Fain (Originally by Tim Scheurer)</td>
<td>Pilot Testing of the Revised English and Humanities Assessment Program</td>
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<td>Paul Madden Completed</td>
<td>Data Management System</td>
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<td>Debra Knutson</td>
<td>Identifying the Most Common Errors in SSU student writing</td>
<td>9/30/06</td>
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<td>Ginny Hamilton/Krista Taylor In Progress</td>
<td>Senior project assessment</td>
<td>6/30/07</td>
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<td>Krista Taylor/Ginny Hamilton</td>
<td>Assessment of student’s content knowledge in the AYA and middle childhood program</td>
<td>6/30/07</td>
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<td>Preston Nichols</td>
<td>Exam portfolios for assessment of the mathematics major and related programs</td>
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<td>Julia Coll</td>
<td>Interconnection assessment of the use of different languages in the Spanish</td>
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<th>Amount</th>
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<tr>
<td>George Trampe and Wendi Fleeman</td>
<td>Assessment of Chemistry 121 Using the ACS Standardized Test</td>
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<td>Xiaodan Huang</td>
<td>Assessing Teacher Candidates’ Perceptions About Cultural Diversity &amp; Multicultural Education</td>
<td>8/31/2008</td>
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<td>Eli Vestich</td>
<td>CADD Portfolio Project</td>
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<td>Darren Harris-Fain</td>
<td>Assessment of Student Work in English/ Humanities, 2006-07</td>
<td>8/31/2007</td>
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<td>Darrell Rudmann</td>
<td>Assessment of Existing Data on Social Science Majors</td>
<td>6/30/08</td>
<td>$5,000</td>
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<td>Michael Powell and Debra Knutson</td>
<td>Assessing Developmental English: Essays, Portfolios, and Exams</td>
<td>6/30/08</td>
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<td>Isabel Graziani</td>
<td>Art History Survey Assessment</td>
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<td>Allyson Klutenkamper</td>
<td>Junior/Senior Portfolio Review</td>
<td>6/30/08</td>
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<td><strong>Total</strong></td>
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<td></td>
<td><strong>$29,953</strong></td>
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</table>

**45 projects over 7 years** **Grand Total 2000-2007** **$124,953**
Appendix C

Index to the location of evidence relating to the Commission’s Criteria for Accreditation found in Shawnee State University’s Systems Portfolio

<table>
<thead>
<tr>
<th>AQIP Categories Check with HLC Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion One: Mission and Integrity</td>
</tr>
<tr>
<td>Criterion Two: Preparing for the Future</td>
</tr>
<tr>
<td>Criterion Three: Student Learning and Effective</td>
</tr>
<tr>
<td>Criterion Four: Acquisition, Discovery, and Teaching</td>
</tr>
<tr>
<td>Criterion Five: Engagement and Service Application of Knowledge</td>
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</tbody>
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Overview
- X
- X
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Category One
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Category Two
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Category Three
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Category Four
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Category Five
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Category Six
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Category Seven
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Category Eight
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- X
- X
- X

Category Nine
- X
- X
- X
- X
- X

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The University mission documents state goals for the learning to be achieved by students (Figure 1-1, 1C1).
- University has established process of systematic planning and review to insure that it regularly evaluates and, when appropriate, revises the mission documents (8C1, 8C2).

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Mission documents address diversity within the values and common purposes fundamental to its mission (Overview 01, 2C2).
- Mission documents present the University’s function in a multi-cultural society (Overview 01 5C3).
- Mission documents affirm University’s commitment to the dignity and worth of individuals (5P3).
- University’s values and codes of expected behavior are congruent with its mission (Overview 01, 5C3, 5P6).
• Mission documents provide a basis for the University’s basic strategies to address diversity (2C2, 5P3).

**Core Component 1c.** Understanding of and support for the mission pervade the organization.
• Board of Trustees, administration, faculty, staff, and students understand and support the University’s mission (5C1, 5C2).
• University’s strategic decisions are mission-driven (Overview 01, 5P1, 8C2, 8P2).
• University’s planning and budgeting priorities flow from and support the mission (8C2, 8P6, Figure 6-3).
• Goals of the administration and academic subunits of the organization are congruent with the organization’s mission (6C2).

**Core Component 1d.** The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
• Board policies and practices document focus on the University’s mission (5P8).
• Allocation of responsibilities as defined in governance structures, processes and activities is understood and implemented through delegated authority (5C1, 5P3, 5P6).
• Faculty and other academic leaders share responsibility for coherence of the curriculum and the integrity of academic processes (1C1, 1P1, 1P2).
• Effective communication facilitates governance processes and activities (5P3, 5P5).
• University periodically evaluates its structures and processes and strengthens them as needed (5P9, 5R1).

**Core Component 1c.** The organization upholds and protects its integrity.
• Activities of the University are congruent with its mission (Overview 01, 1C2, 2C2).
• University understands and abides by local, state, and federal laws and regulations applicable to it (Overview 06).
• University deals fairly with its external constituents (Overview 04, 2R1, 3P3, 3P4).
• University deals fairly and equitably with its internal constituencies (4P6, 4P7, 4P10).

• University has defined processes for timely resolution of complaints, particularly those of students (3P6).

**Criterion Two – Preparing for the Future.**
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

**Core Component 2a.** The organization realistically prepares for a future shaped by multiple societal and economic trends.
• University’s planning documents demonstrate attention to emerging factors such as technology, demographic shifts and globalization (Overview 01, 1C3, 1C4).
• University’s planning processes include effective environmental scanning (5P1, 8C2, 8P1, 8P2).
• University clearly identifies authority for decision making about organizational goals (8P1, 8P4, 8P6).

**Core Component 2b.** The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
• University’s resources are adequate for achievement of the educational quality it claims to provide (Overview 02, 03, 05, 6R1, 6R2).
• Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education the University provides (6C1, 2C1).
• University intentionally develops its human resources to meet future changes (8P2).
• University’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth (1P8).
• University has a history of achieving its planning goals (8R1).

**Core Component 2c.** The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
• The University has a history of achieving its planning goals (8R1).
• Evaluation processes provide evidence that performance meets stated expectations for institutional effectiveness (1P6, 1P11, 1R1, 1R2, 7P5, 7R1).
• University maintains effective systems for collecting, analyzing and using organizational information (7C1, 7C2, 7P1, 7P2).
• Appropriate data and feedback loops are available to support continuous improvement (7P1, 7P4, 7P6).

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
• Coordinated planning processes center on documents defining vision, values, goals and strategic priorities for the University (6C1, 8P1).
• Planning processes link with budgeting processes (6P4).
• Long-range strategic planning processes allow for reprioritization of goals in response to changing environments (Overview 01, 8P2, 8P3).
• Planning documents give evidence of the University’s awareness of the relationships among educational quality, student learning and the diverse, complex, global, and technological world in which the University and its students exist (1C2, 1C3, 1C4).
• Planning processes involve internal constituents and where appropriate, external constituents (8P1, 9C1, 9C2).

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
• Assessment of student learning provides evidence at multiple levels: course, program and institutional (1C1, 1C2, 1P11, 1P13).
• Assessment of student learning includes multiple direct and indirect measures of student learning (1C1, 1P11).
• Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves (1I2, 7C1).
• University integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, placement tests, transfer rates) (1P3, 1P11, 1R1, 1R2, 1P12, 7C1, 7C2).
• Assessment of student learning extends to all educational offerings (1P11, 7C1).
• Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved (1P1, 1P7, 1P8, 1P11).
• Faculty and administrators routinely review the effectiveness and uses of the program to assess student learning (1I1, 1I2, 7P1, 7P4, 7P5).

Core component 3b. The organization values and supports effective teaching.
• Qualified faculty determine curricular content and strategies for instruction (1C1, 1C3, 1P1, 1P2).
• University supports professional development designed to facilitate teaching suited to varied learning environments (1P6, 4C4, 4P2, 4P4).
• University evaluates teaching and recognizes effective teaching (1P6, 4P6, 4P7).
• University provides multiple services to support improved pedagogies (6C1).
• University demonstrates openness to innovative practices that enhance learning (1C3, 1P5, 4P4).
• University supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction (4P2, 4P3, 4R1, 4P4).

Core component 3c. The organization creates effective learning environments.
• Assessment results inform improvements in curriculum, pedagogy, instructional resource and student services (1P11, 7P1).
• University provides an environment that supports all learners and respects the diversity they bring (1C4, 2C1).
• Advising systems focus on student learning, including the mastery of skills required for academic success (1P4, 1P11, 1P5, 6C1).
• Student development programs support learning throughout the student’s experience regardless of the location of the student (1P7, 1P9).
• The University’s systems of quality assurance include regular review of whether its educational strategies, activities, processes and technologies enhance student learning (1P9, 3P7).

Core Component 3d. The organization’s learning resources support student learning and effective teaching.
• University evaluates the use of learning resources to enhance student learning and effective teaching (3P3, 3P4, 3R1).
• University regularly assesses the effectiveness of learning resources to support learning and teaching (3P7, 6P5, 6R1).
• The organization supports students, staff and faculty in using technology effectively (1C3, 4C4).
• University provides effective staffing and support for its learning resources (4C1, 6R3).
• Budgeting priorities reflect that improvement in teaching and learning is a core value of the University (6C1, 6C2).

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
• Board of Trustees has approved and disseminated statements supporting freedom of inquiry for the University’s students, faculty and staff and honors those statements in its practices (1C5, 5C3).
• University’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty and staff (4P7, 5P1, 5P2).
• University supports professional development opportunities and makes them available to all of its administrators, faculty and staff (4C4, 4P2, 4P4, 4R1).

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
• University integrates general education into all of its degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society (1C1, 1C4, 1P1, 1P10).
• University regularly reviews the relationship between its mission and values and the effectiveness of its general education (1C1, 1P1).
• University demonstrates linkages between curricular and co-curricular activities that support inquiry, practice, creativity and social responsibility (1C5, 1P10).
• Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry (1R1, 1R2).
• Learning outcomes demonstrate effective preparation for continued learning (1R1, 1R2).

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
• Regular academic program reviews include attention to currency and relevance of courses and programs (1P1, 1P2, 1P8).
• In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce (1C1, 1C2, 1C4, 1P12).
• Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national and global societies (1R1, 1R2).
• Curricular evaluation involves alumni, employers and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained (1P8, 1P11).
• Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice (1C1, 1C3).
University provides curricular and co-curricular opportunities that promote social responsibility (1P10).

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. Academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge (1P10, 1C1).

University encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility (1P10).

Criterion Five: Engagement and Service.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. Institutional commitments are shaped by the University’s mission and its capacity to support those commitments (Overview 01, 2C2, 9C2).

University practices periodic environmental scanning to understand the changing needs of its constituencies and their communities (3P1, 3P3, 8P1, 9P1, 9P2).

University demonstrates attention to the diversity of the constituencies it serves (1C4, 2C1, 2C2, 2C3, 2R1).

Outreach programs respond to identified community needs (2C2, 2R2, 3P4, 3P5).

In responding to external constituencies, the University is well-served by a variety of programs including customized training and extension services (2C1, 9C1, 9C2).

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities. University’s structures and processes enable effective connections with its communities (9C1, 9P1, 9P2).

Planning processes project ongoing engagement and service (2C1, 2C2, 7P1, 8P1).

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service. Collaborative ventures exist with other higher leaning organizations and education sectors (Overview 04, 2C2, 3P4, 9C1).

Core Component 5d. Internal and external constituencies value the services the organization provides. University’s evaluation of services involves the constituencies served (2P5, 2R1, 9P2).

Service programs and student, faculty and staff volunteer activities are well received by the communities served (9R1).

The institution’s economic and workforce development activities are sought after and valued by civic and business leaders (2R1, 3R3, 9R1).