AQIP
Systems Portfolio
Fall 2009

Kent State University
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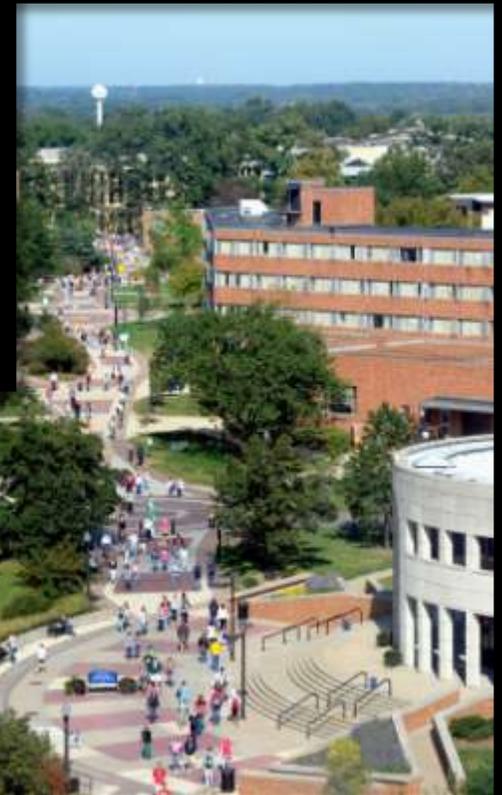
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Organizational Overview

Distinctive Features

History and Current Status. In the early 1900s, William S. Kent donated 50 acres of farmland on a hill overlooking the small town on the Cuyahoga River named for his father, Marvin Kent, as part of a campaign to bring a teacher education school to his community. This visionary gift led to the establishment in 1910 of Kent Normal School, founded by statutory act. Almost a century later, Kent State University (KSU) enrolls more than 38,000 students and provides access to higher education from associate to doctoral degrees at **eight campuses** covering a geographical area that stretches from Lake Erie to the Ohio River. At its centennial landmark, the

Kent Campus has 119 buildings on 866 acres, as well as a 291-acre airport and an 18-hole golf course; the Regional Campuses have 28 buildings on 1012 acres. According to the most recent classification effort by the Carnegie Foundation, the Kent Campus of KSU is one of 77 public research universities that maintain "high research activity."
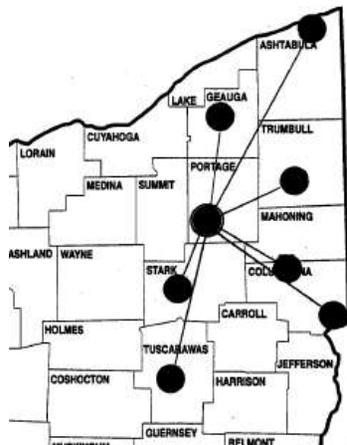
Support and Governance. Kent State University, one of 13 public-assisted state universities in Ohio, is supported financially through state legislative appropriations, student tuition and fees, research grants and contracts and private gifts. A board of nine voting trustees and two non-voting student trustees appointed by the Governor governs it.

Legacy. An international spotlight focused on KSU on May 4, 1970, when a student demonstration against the Vietnam War ended with 13 seconds of rifle fire by Ohio National Guardsmen: four students were killed, one permanently paralyzed, and eight others wounded. Through the concerted efforts of faculty, staff, and students, the university embraces its role in this watershed moment in twentieth-century history to foster understanding of this event. The May 4 Memorial constructed on the Kent Campus in 1990 urges us all to "Inquire, Learn and Reflect," and the establishment in 2000

of an annual Democracy Symposium provides scholarly discussion of the responsibilities and challenges as well as the rights and privileges of citizens in democratic societies. A visitors' center is in the planning phase.

O1.   Goals for Student Learning

The university community is committed to transforming the culture of the university from a teaching to a learning paradigm in order to prepare students to live and work in today's complex and global society. A new philosophy of undergraduate education statement was adopted in October 2008; the Liberal Education Requirements are under revision based on four core components. (See Appendix B). The curriculum in each major is being reviewed in relation to the new philosophy statement and its emphasis on learning outcomes and experiential learning. Through these learning experiences, it is expected that students will develop the intellectual flexibility they need to adapt to and lead in an ever-changing world.

Kent State University has an undergraduate diversity requirement (students choose two courses – one course in global diversity and one in domestic diversity) that is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences. The purpose of the Writing-Intensive Course Requirement is to assist undergraduates in becoming effective writers within their majors. Each academic program also has a set of student learning goals and objectives. (http://cms.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm). A list of common learning objectives to be achieved by graduate students is included in Appendix B.

KSU is committed to providing undergraduates with experiential opportunities that will provide them with a launch pad for graduate study or a career that places them "one rung ahead" of their peers and becomes the hallmark of a KSU education. This may be accomplished through course work, undergraduate research, internships, practicum, and/or service learning. A new Office for Experiential Education and Civic Engagement has been instituted to provide assistance with this initiative.

The Kent Campus provides certificates, baccalaureate, master's, educational specialist, and doctoral study opportunities, as well as continuing studies

and workforce development programs. The seven regional campuses serve specific community needs with associate degree programs in more than thirty technical and business fields, targeted certificate and workforce training programs, continuing education, and selected baccalaureate and master's programs.

Kent State University has 272 academic programs of undergraduate study in which students may work toward 9 different baccalaureate degrees in the Colleges of Architecture and Environmental Design, Arts, Arts and Sciences, Business Administration, Communication and Information, Education, Health and Human Services, Nursing, Public Health and Technology.

We also offer 15 degrees in 214 programs at the master's level, one degree for educational specialist in 8 areas, and 2 doctoral degrees in 59 programs. In addition, KSU features an array of research and scholarly institutes and centers that foster interdisciplinary pursuits (see Appendix C).

Distinctive Academic Programs. These are some of the many academic programs for which KSU is known:

Centers of Excellence
- Liquid Crystals/Bio-Science/Nanotechnology
- Information and Knowledge Management
- Fashion Design and Merchandising
- Public Health and Nursing: New Models of Care for Communities and Individuals
- Science Education: Training, Education in Sciences, Mathematics
- Environmental and Natural Resource Sustainability/Urban Design

Other noted programs include:
- Nationally-acclaimed Honors College
- One of 34 programs in financial engineering in the world, featuring the Olga A. Mural Trading Floor, the only derivatives-oriented trading floor in an academic institution with direct connections to the futures exchanges
- Nationally ranked Master's in Library Science program
- Only Air Traffic Control – College Training Initiative (CTI) program in the state and only one of 3 in the nation

- Consortial partner in six-year B.S./M.D. and B.S./D.PH Program in the Northeastern Ohio Universities College of Medicine and Pharmacy
- Internationally acclaimed Kent/Blossom Arts Festivals, professional development programs for outstanding students in music, theater, and art
- Undergraduate certificate in Radiation Polymer Engineering Technology and a Radiation Polymer concentration in the associate degree in Mechanical Engineering Technology
- Specialized foreign language translation program and only undergraduate major in American Sign Language east of Mississippi River
- Largest College of Nursing in the state, with graduates achieving at a consistently high level on the undergraduate licensure exam and graduate certification exams

Some of the key services provided for students and faculty to help enhance their learning experiences and build on the four core components include:
- Student Success unit, a cross-divisional unit designed to help students transition to the university and its myriad of experiences (e.g. residential living, classroom experiences, faculty expectations, connection to the campus)
- Supplementary instruction facilities located throughout campus with hours of operation that reflect a student's time cycle
- Residential learning communities designed around students' interests
- Student Recreation and Wellness Center, a world-class facility with a sports arena, natatorium, workout rooms, and climbing wall
- Moulton Hall Learning Technologies Center, a state-of-the art learning environment for faculty and students that includes multimedia classrooms, interactive conferencing, computer-aided instruction materials, and satellite uplink and downlink capabilities
- Information Commons and library tower learning spaces designed for collaborative and interactive learning experiences
- Strong international emphasis, with 80 international exchanges, students from 90 countries enrolled, and an Executive Director of International Affairs appointed in 2008 to coordinate and advance internationalization efforts

- Commitment to technological innovation evidenced by a completely linked fiber-optic network for all campuses and comprehensive plan for Information Services begun in 2005
- Faculty Professional Development Center, established in 1998, offering a full range of programs, learning communities, and professional development opportunities for faculty
- University Teaching Council supports pedagogical research through grants and annual conference
- Office of Research Planning and Institutional Effectiveness to coordinate and assist in data collection, reporting, data analysis, work processes, and planning

Technology is an intricate part of how courses are taught and delivered. A significant effort is being made to upgrade facilities and resources to allow faculty members the flexibility to respond through technology to the academic needs of our stakeholders. The following enhancements have helped in this endeavor.

- 175 classrooms were refurbished to provide electronic instructional resources
- 2 new 3-D classrooms were opened to provide for "hands on" experimentation
- 20 Distributed Learning (DL) classrooms are available for synchronous delivery of courses
- WebCT Vista to support faculty in their course delivery
- 30 computer labs (academic buildings, library, residence halls) serve students needs
- Wireless areas throughout campus
- Laptop classrooms
- Classroom response system available to all faculty (required for all first year students)

O2. Organizational Services Provided for Students and External Stakeholders

The professional staff of the Division of Enrollment Management and Student Affairs provides a full continuum of support services for students from their arrival at KSU through their graduation. These services are focused on supporting the academic mission of the university through the provision of quality programs and services that enhance the student learning and student success. Included among the programs/services are: residential living at the Kent Campus, career counseling, student employment, recreation and wellness, student organizations, social and educational programs, health and psychological services, accessibility services, food services, financial aid, and more.

Community and business relationships provide additional learning opportunities for students in the form of research projects, internships, co-ops, service learning, and career opportunities. These opportunities foster students' professional growth and networking. They lay the foundation for civic responsibility and community involvement. They also give students the opportunity to transfer and apply class learning to the workplace.

These objectives also help increase public awareness of the caliber of university programs. This awareness can help build a life-long network. Some of the other distinctive features, facilities, and organizational structures that provide key services and opportunities for our students and other stakeholders are:

- Values-driven Division I intercollegiate athletics program emphasizing the success of the student-athlete
- Kent State University Press, which publishes scholarly works, with a special emphasis on history, women's studies, and literary studies
- New vice presidential level office –Vice President for Diversity, Equity and Inclusion established in 2009 to coordinate and advance initiatives related to institutional diversity
- Commitment to outreach, with facilities such as the Stark Campus Professional Education and Conference Center, northeast Ohio's most technologically advanced conference facility, and the Tuscarawas Campus Reeves Foundation Center for Advanced Technology and Workforce Development, a state-of-the-industry facility where comprehensive services are provided to business, industry, and the community
- WKSU, award-winning National Public Radio News and Classical Music public radio station serving more than 20 Ohio counties and parts of Western Pennsylvania
- Urban Design Center of Northeast Ohio, a facility in downtown Cleveland committed to improving the quality of urban places
- Blossom Music Festival and Porthouse Theatre hosts professional entertainment in a beautiful outdoor setting

- Technology Transfer Center and the newly opened Centennial Research Park provide support and expertise for startup companies
- Centers provide services for regional and state-wide stakeholders (e.g. Small Business Center, Entrepreneurial Center, Center for Conflict Studies, Center for Public Policy)

Based on our legacy of May 4, 1970, KSU practices inquiry and reflection, through its annual Democracy Symposium begun in 2000. The history of May 4, 1970, is incorporated into presentations as an attempt to understand the challenges of citizenship in a democratic society. Each year a current topic (e.g., "Democracy and Religion: Free Exercise and Diverse Visions," "Boundaries of Freedom of Expression and Order in a Democratic Society") that has important lessons for the future of democracy is explored. Other conferences and symposia are held annually that bring visiting scholars to campus.

These activities, services and facilities also help increase public awareness of the caliber of university programs. This awareness can help build a life-long network of contacts. These relationships lead to private gifts that provide scholarships, endowed faculty positions and improved academic programming, equipment and physical facilities.

O3. Short- and Long-term Requirements

The many types of students who bring different needs and preferences increase complexity. Associate degree students tend to be cost conscious and place bound. Baccalaureate students may seek a residential experience or a commuting experience with either a vocational/professional or a liberal arts objective. Master's degree students seek to increase their specialization in a particular field, perhaps in preparation for further doctoral study. And doctoral students seek this country's highest degree to become research specialists or professionals in business, industry or education. The nature of our student body was expanded when legislation created the Post-Secondary Enrollment Option, in which colleges and universities are expected to provide college instruction for co-enrolled high school students on a space-available basis, but for a cost that is less than that paid by regular university students. Tuition discounting puts many private institutions into a price-competitive situation with public institutions, particularly for outstanding students.

While today's students seek an education, they are accustomed to having services provided at their convenience and with their preferences in mind. This impacts not only how we construct residence halls, deliver food services, and provide parking, but also how we provide instruction and academic support services.

Individually identified needs and expectations vary widely among students and other stakeholders. Certain basic needs and expectations include the following:

Needs/Expectations	Short* Term	Long** Term
State Budget		
Effective and relevant instruction	√	√
Safe and secure campus environment		√
Fair and respectful treatment		√
Donor development		√
Supportive campus environment that promotes student learning		
Opportunities of a diverse and contemporary nature	√	
Efficient, friendly, relevant and seamless student support services	√	√
Sufficient financial support		
Course availability	√	
Complete degree in timely manner	√	
"Good" job upon graduation	√	√
Access to "state of the art" technology		√
Ability to critically think, write and speak		√
Fiscal Integrity		√
Scholarships	√	
Collaborations/Partnerships	√	
Technology Transfer	√	√
Economic Development		√

*Short term = areas needing immediate attention
**Long term = areas receiving continuous attention

The state of Ohio has 13 four-year public universities, 54 four-year private colleges and universities, 23 two-year public university branch campuses, 24 two-year public community and technical colleges, one freestanding

medical school and 14 diploma schools of nursing. The close proximity of these higher education institutions can create an intensely competitive situation.

Institutions in Northeast Ohio, including KSU, are all responding to the changing landscape in higher education, one that has introduced competition from service providers that have not traditionally offered post-secondary credit courses. These include Internet distance education providers, for profit institutions (e.g. University of Phoenix), corporate universities and certificate programs, the armed services, trade schools and institutions providing credit work across state lines. Traditional institutions, too, have increased student recruitment efforts. We have expanded the regions from which we recruit both statewide and out-of-state.

Our major competitors in Ohio are: Bowling Green State University, Ohio University, and Miami University, historically seen as the state's four corner institutions. In areas of research our main competitors are Ohio State University, Case Western Reserve University and the University of Cincinnati.

O4.   Administration, Faculty and Staff

To promote learning and continuously provide a professionally enriching environment, KSU seeks to attract and retain an active, culturally and academically diverse faculty and staff base of the highest caliber. Over 5,000 faculty, administrative, professional, civil service, graduate assistant, student, and temporary employees are needed to address the many and varied work tasks associated with the institution.

Our workforce needs are dependent upon student enrollment. Data that we track to analyze trends include: number and types of students (residential, commuter, transfer, etc.), number of citizens in Ohio with associate, baccalaureate and graduate degrees, number of high school graduates, number of citizens potentially seeking completer degrees, and number of citizens between the ages of 25 and 44. Human Resources tracks the numbers and types of employees for all divisions with an emphasis on potential retirements. Census analysis and Cooperative Institutional Research Project (CIRP) data also provides useful trend information.

The determination of workload for tenured/tenure track faculty and non-tenure track (NTT) faculty are done on an individual basis at the department level. Parameters for workload determination can be found in the American Association of University Professors (AAUP) Collective Bargaining Agreements and department handbooks.

Part-time employees are used in varying capacities. Part-time (adjunct) faculty are used as an intermediate measure to address enrollment growth, temporary faculty absences and to bring the latest expertise to students in selected disciplinary areas. Other part-time employees are used on a continuing and seasonal basis or to complete special projects.

The university's strategic objectives also guide hiring initiatives. With an emphasis on recruitment and retention, more admissions counselors and professional advisors were added to the staff. With the emphasis on increasing external funding both through grants and private donations, additional development staff were hired and a Faculty Research Hiring Initiative is being implemented.

Program demand also is an indicator of future workforce needs. Market surveys and needs analyses are undertaken periodically. Partnerships with various communities (e.g., Ashtabula, East Liverpool, Middlefield) and other institutions (e.g., Lorain County Community College, University of Akron, Cleveland State University) also help the university define and supplement its workforce needs. Availability of faculty in certain areas such as Nursing is tracked. The implementation (July 2009) of Responsibility Center Management (RCM) as the budget model used by Kent State University (KSU) will allow college deans and department chairs/school directors to plan for faculty and staff hiring with more information.

The number of faculty has remained stable while enrollment has increased, resulting in shortages in some areas. The current employee base at KSU is presented in Tables O4a-d. A chart of the administrative organizational structure is presented on page 11.

Table O4a
Faculty Totals*
Eight-campus Network

Faculty	2005	2006	2007	2008
Tenured	564	570	583	589
Tenure Track	282	295	238	289
Non Tenure Track	277	291	301	359
Term Appointment	32	30	29	29
Full-Time Total	1155	1186	1,151	1,266
Part-Time Total	1099	1098	1,052	1,103
Grand Total	2254	2284	2,203	2,369

Table O4b
Permanent Full-Time Employees: Eight-campus Network
Classified/Unclassified Employees by Category – Fall Semester

Occupation	2005	2006	2007	2008
Executive/Professional	462	468	525	532
Primarily Research	110	113	--	--
Non-Faculty professional	567	586	639	793
Technician or Paraprofessional	102	104	94	99
Clerical/Secretarial Worker	582	578	555	710
Skilled Crafts Worker	75	74	75	76
Service/Maintenance Worker	491	479	442	483
Total	2,389	2,402	2,330	2,695

Table O4c
Part-time Employees: Eight-campus Network
Classified/Unclassified Employees by Category – Fall Semester

Occupation	2005	2006	2007	2008
Executive/Professional	12	12	13	12
Primarily Research	27	26	--	--
Non-Faculty Professional	48	49	109	120
Technician or Paraprofessional	16	14	13	14
Clerical/Secretarial Worker	92	49	140	158
Skilled Crafts Worker	1	0	0	0
Service/Maintenance Worker	108	36	50	44
Total	304	186	325	248

Table O4d(1)
Full-Time Instructional Faculty

Total number	2005	2006	2007	2008
Instructional Faculty	1,155	1,186	1,224	1,247
Members of minority groups	165	173	181	193
Women	558	580	597	618
Men	597	606	627	629
Non-resident aliens	55	56	--	39
Doctorate, first professional or other terminal degree	735	745	--	--
Master's but not a terminal degree	286	288	--	--
Bachelor's degree	38	42	--	--
Unknown or other	96	111	--	--

Table O4d(2)
Part-Time Instructional Faculty

Total number	2005	2006	2007	2008
Instructional Faculty	1,084	1,073	1,022	1,113
Members of minority groups	73	66	72	79
Women	576	580	543	588
Men	508	493	476	525
Non-resident aliens	26	27	--	18
Doctorate, first professional or other terminal degree	104	94	--	--
Master's but not a terminal degree	329	326	--	--
Bachelor's degree	121	116	--	--
Unknown or other	530	537	--	--

*Degree Information not converted to Banner in 2007

O5. Strategies Aligning Leadership, Decision-making, and Communication Processes with Mission and Values

The leadership system consists of the executive leadership team and the Board of Trustees, as well as the governance bodies for faculty, and undergraduate and graduate students. The executive leadership team links the Board of Trustees and President to the organization's administrative and functional structure, (see Organizational Chart in Overview). Each executive officer has a defined organization structure within his/her division that delineates the decision-making structure for that division. Primary decision-making responsibility lies with the president, as defined by the Board of Trustees.

One of the most significant challenges that KSU faced during the past four years is one of transition in senior leadership. Since 2006, the university has selected a new president and a senior vice president and provost. New vice presidents –Business and Finance, Enrollment, Management and Student

Affairs (EMSA), Institutional Advancement, Human Resources, and University Relations were selected and hired. Only the vice presidents for Information Systems (IS) and Research were hired prior to 2006. All college deans (8) and three (of six) regional campus deans are new to their positions since 2006. Strategies are evolving for aligning processes. Academic Affairs, as did other divisions, began a planning process in fall 2009 during which it is developing goals (based on the strategic principles of the university), methodology and metrics that can be tracked and assessed.

The university operates within a shared governance model. The primary faculty governance body is the Faculty Senate. Its responsibility is defined in its charter and by-laws. The Faculty Senate is advisory to the president and other executive officers. The Faculty Senate may act upon any matters laid before it by the president, bodies of the university, bodies of the Faculty Senate, or members of the faculty. "Its primary responsibilities include: academic standards and educational policies, general policies related to professional standards of the faculty, and defining the mechanisms of faculty participation in university governance." (Faculty Senate Bylaws). The students also participate in shared governance through the Undergraduate Student Senate and the Graduate Student Senate.

O6. Strategies Aligning Administrative Support Goals with Mission and Values

The Board of Trustees and Executive Officers, through consultation with broadly representative groups, ensure this alignment. Processes such as annual planning, RCM and continuous improvement, which are guided by strategic planning, act as a check and balance on this alignment. The strategic plan is a living document. The results of the year's activities are reviewed and priorities are updated regularly.

As noted in O5, the university's senior leadership has undergone significant change. With that change also came a restructuring of some divisions to align with the president's vision and the university's strategic principles. University Communications and Development was divided into separate divisions to better focus on building relationships with stakeholders. The Division of Institutional Advancement was created as was the Division of University Relations. The Division of Regional Development was dissolved and some of its responsibilities moved to University Relations and the Office of Distance and Continuing Education. The Office of

Diversity, headed by a vice provost, is now the Office of Diversity, Equity and Inclusion and is headed by a newly appointed (fall 2009) vice president. EMSA, IS and Business and Finance (a new name) reorganized internally. The College and Graduate School of Education, Health and Human Services reorganized from several disparate departments to four schools. A new college of Public Health has been established. The infrastructure of the Regional Campus system is being streamlined and the many functions served by the Regional Campus central office are now being folded into the provost's office.

As the university community transforms itself from a teaching- to learning-centered institution, spaces must be redesigned to better prepare students for the work in which they will engage upon leaving the university. Thus, more spaces are being renovated to move from the "sage-on-the-stage" format that represents passive learning, to spaces that support what Van Weigel calls "deep learning," through collaborative and other forms of active engagement. Because students have most success in an environment that supports active learning, they need to have access to specialized spaces. In the aging Music and Speech building, private funding is supporting the creation of a new theatre wing, the Roe Green Center. A conference room in the densely packed College of Business Building has become a real-time trading floor for the Master of Financial Engineering program. The Reinberger Children's Resource Library provides a video classroom to deliver the Master of Library and Information Science for youth and school library media librarianship. The SBS Ameritech Classroom supports faculty and student research into how teachers teach and students learn in a state-of-the-art facility in which local elementary classes spend one-half of their day for six-week sessions. The aging Franklin Hall was renovated into a state of the art facility for journalism and broadcast media students. Oscar Ritchie Hall, one of the buildings in most need, was totally renovated and now houses the Pan African Studies Department, African Community Theatre and Cultural Center. Several buildings at the regional campuses have been renovated or added to address student learning needs including a new science building at the Tuscarawas campus, a health sciences building at the Ashtabula campus and an arts complex at the Stark Campus. A science wing is under construction at the Salem Campus and a performing arts center is under construction at the Tuscarawas campus.

Other specialized spaces also provide opportunities for the public to access educational, business, sports, and cultural programs. These spaces include

the Student Wellness and Recreation Center, the Minority Business Center, the Ohio Employee Ownership Center, the University Auditorium, the Centennial Research Park, the Ice Arena, the Memorial Athletic and Convocation Center, the Planetarium, and the Women's Resource Center.

Specialized labs broaden the opportunity for students' integrative learning-practice in application of principle and synthesizing that will optimally prepare them as adaptive and productive citizens and employees. New areas of learning that today's students need are information literacy and information technology literacy. Both of these areas have specific space needs. To partially meet these needs and respond to learning outcomes that incorporate applied literacy, the Library remodeled its first floor to create the Information Commons. This area adds enhanced student multi-media services, along with in-Library tutoring services in math, writing, and English as a Second Language to traditional reference librarian services. Other space in the Library's tower has been converted to provide for more collaborative learning experience.

O7.   Determining Data and Information Collected and Distributed
One of the main challenges to good decision-making is having the appropriate data available. Kent State committed itself to becoming a data driven decision-making institution. To this end, a new Enterprise system was introduced three years ago. Initially the implementation of Banner was problematic as the university converted all of its separate data storage and collection units into one system. New workflows had to be created as well as new reporting mechanisms. However, this conversion has allowed more people access to appropriate data in a timely manner than ever before. Some problems are still being addressed and not all functions of the system are incorporated into the everyday life of the university, but significant progress has been made.

The office of Research, Planning and Institutional Effectiveness (RPIE) continues to meet with deans, and chairs/directors on a continuing basis to ascertain their data needs. This office was instrumental in developing the reports to provide administrative heads the information needed to convert to an RCM system. As KSU implements RCM, RPIE is monitoring the applicability of the data generated.

The key processes listed correspond to the university's strategic goals and thus delineate the data collected, distributed and acted upon. See Table 6R1.

O8.   Key Commitments, Constraints, Challenges, and Opportunities
The six principles that guide both the long- and short-term planning that were decided through the strategic planning process include:

- Ensuring student success
- Enhancing academic excellence and innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campuses
- Securing our financial future
- Developing and recognizing our people (new AY09-10)

KSU is committed to a set of practices that support faculty inquiry and reflection. These include: faculty professional development leaves, summer and academic year research grants, funding for the University Teaching Council (UTC) and the University Research Council (URC), workload equivalencies, supporting scholarship with start-up funds and travel funds. The university recognizes the diverse intellectual endeavors of faculty at the annual celebration of scholarship. An annual UTC Teaching Conference gives faculty an opportunity to discuss pedagogical ideas, showcase best practices and be recognized for their outstanding contribution to student learning.

KSU's vision is to be a dynamic leader that helps stimulate economic revitalization in the region. We envision building distinction not only for academic excellence through preparation for a career and life-long learning but also for our strong connections regionally, nationally and globally. Undergraduate and graduate students, faculty, staff, administrators, alumni, community members and collaborative partners will share a sense of pride in their connections to KSU. KSU is committed to demonstrating to those who invest their time, talents and resources in the university that they are valued and that their contributions are changing lives.

The university faces many challenges. Among those are:

1. Historically higher education has been under-valued in Ohio as reflected by comparatively low participation rates. While the short-term benefits of higher education (better jobs, better salaries) are understood, the long-term benefits of having a broadly

educated workforce and electorate are not as well accepted by the citizenry. Most citizens of Ohio value technical education and specific job-related fields of study; however, there is a major challenge in helping them understand the value of a liberal arts education.

2. Providing fewer resources to higher education is often accompanied by a greater expectation for accountability. This has occurred in Ohio as exemplified by the numerous reports mandated (e.g., Governor's "report card", productivity report, capacity survey, etc.). Generating these reports can take resources away from the main concern - student learning.

3. Substantial transition in senior leadership (see O5) provides challenges in trying to articulate and align key processes and strategies.

4. Organizational complexity and multi-layered processes sometimes prevent flexible, timely responses to external changes and agile coordination of internal processes. As a result, curriculum changes are slow, promotion/tenure contains many steps (particularly for regional campus faculty), and administrative decisions can require duplicative approvals.

5. Block obsolescence of an aging physical plant, combined with inadequate capital, renovation and operating dollars create challenges to maintaining an environment for excellent programs and optimal student learning.

6. Changing demographics in Ohio are dictating that KSU look elsewhere for enrollment growth. Recruiting efforts out-of-state and internationally have increased but are expensive to maintain.

Our key opportunities include:

1. AQIP participation helped change the culture of the university regarding student learning and its assessment, strategic planning initiatives, priority setting among multiple missions, intra-university communication processes, faculty and staff development, and institutional effectiveness. Participation

continues to present opportunities to align our vision, values, mission, planning, and budgeting processes in a manner that embraces positive change and continuous improvement.

2. The university's recruitment efforts have produced larger enrollments of better-prepared students and increased the emphasis on retention and successful program completion. Initiatives such as learning-centered environments, problem-based integrative learning, instructional technology, learning communities, freshman interest groups, undergraduate involvement in faculty research, advising and residence hall renewal are underway and must be evaluated to determine their impact on retention and recruitment.

3. Development of electronic processes enhances learning and increases operational effectiveness, allowing for reinvestment in academic affairs; however, appropriate assessment of learning tasks and operational procedures need to precede automation so that technology serves as a means to an end, not an end in itself.

4. Partnerships and collaborations generate valuable learning opportunities for students. The university links academic programs and research areas, such as biotechnology and nanotechnology, to clusters of economic development in Ohio. These linkages provide opportunities to reinforce interdisciplinary collaboration. Changing educational technology demands continued support for faculty professional development opportunities that address the pedagogical needs first and then the means that would best accomplish the objective.

5. Increasing the diversity of our students, faculty and staff and our instructional approaches (learning/teaching styles and technology) produces in students, faculty and staff a more robust and global outlook to deal with real issues. In a world that is shrinking due to significant and rapid advances in transportation and communication a global problem-based outlook is a key asset.

6. The university can build upon its array of 80 international exchanges to establish more international relationships, attract students, establish partnerships and promote transfer technology

innovations. The breadth and diversity of offerings can be used strategically to attract a broad base of students.

7. Kent State University will continue to improve the spaces that support the research and creative activity that helps students learn and benefits society at large. As today's learning and research activities continue to evolve in order to incorporate changes in technology and improved pedagogical approaches, such changes are having a very significant impact on the existing classroom and laboratory space.

O9.   Partnerships and Collaborations Contribute to Institution's Effectiveness

Our most vital internal partnership is among the eight campuses. This integrated system allows KSU to leverage the power of its resources to serve the varying needs of each campus's community partners. Technology brings Kent campus resources to the regional campuses, thus eliminating duplication of services in some areas.

Our partners in higher and public education are sources of potential students. They share common goals and assist with our learning outcomes. Government partnerships support KSU's commitment to regional economic development as does our partnering with businesses. The university instituted a Diversity Suppliers program as a natural extension of its core values, including the overall commitment to diversity in classrooms, the workplace and residential communities. Supplier diversity is designed to give opportunity to individual and minority-owned business in northeast Ohio. The university provides resources to the Minority Business Enterprises and Women-Owned Business Enterprises who wish to do business with the university as well as facilitating the university community's utilization of minority and women owned enterprises (see http://www1.kent.edu/procurement/welcomesupplierdiversity.cfm).

Partnerships within the communities and with non-profit agencies create goodwill and heighten visibility. Many of these partnerships allow KSU to provide workforce training while others provide avenues for students to engage in opportunities that provide them with experiences outside the classroom that are pertinent to their career path. These partnerships provide the university community with outreach and engagement opportunities.

Research engaged in at KSU benefits the communities it serves. Partnerships have resulted in innovative applications (Liquid Crystals technology used to develop a state-of-the art greenhouse (Cleveland Botanical Garden). In continuous efforts to be a catalyst for developing the economy and improving the quality of life of the broader community, KSU has actively strengthened external relationships. This outreach has been aimed at matching university expertise with innovative national and global partners, who contribute greatly to the vitality of northeast Ohio and beyond. A sampling of KSU's collaborations and partnerships is listed in Appendix C.

Kent State University Organizational Structure 2009-2010

Board of Trustees

Willis Walker — Chief University Counsel

Laing E. Kennedy — Athletic Director Intercollegiate Athletics

Lester A. Lefton — President

Charlene K. Reed — Secretary to the Board of Trustees & Chief of Staff to the President

Gregg Floyd — Vice President for Finance and Administration

- Business and Administration Services
- Facilities Planning and Operations
- Financial Reporting & Cash Management
- Internal Audit
- Public Safety
- University Budget & Financial Analysis

Iris E. Harvey — Vice President for University Relations

- University Communications and Marketing
- Federal and State Government Relations
- WKSU-FM
- Marketing Research, Segmentation and Engagement Services

Eugene J. Finn — Vice President for Institutional Advancement and Executive Director, KSU Foundation

- Alumni Relations
- Institutional Advancement
- KSU Foundation

Robert G. Frank — Sr. Vice President for Academic Affairs and Provost

- Regional Campuses
- Office of Continuing and Distance Education
- Graduate Studies
- International Affairs
- Faculty Affairs
- College of the Arts

Regional Campuses
- Kent State University at Ashtabula
- Kent State University at Geauga/Twinsburg
- Kent State University at Stark
- Kent State University at Tuscarawas
- Kent State University at East Liverpool
- Kent State University at Salem
- Kent State University at Trumbull

- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Communication and Information
- College of Business Administration
- College of Education, Health and Human Services
- College of Nursing
- College of Public Health
- College of Technology

Tim Chandler — Sr. Associate Provost
- Honors College
- University Registrar
- University Libraries
- ROTC

- Institutional Research and Student Success
- Quality Initiatives and Curriculum
- Undergraduate Studies

John West — Vice President for Research

Edward G. Mahon — Vice President for Information Services

- End User and Business Services
- Infrastructure and Operations
- Educational Technology
- Enterprise Support and Applications Services
- Planning, Security, & Disaster Recovery

Willis Walker — Vice President for Human Resources

- Talent Acquisition
- Training and Development
- Compensation
- Benefits
- Records
- Labor Relations
- Employee Relations
- Equal Opportunity and Affirmative Action

Gregory I. Jarvie — Interim Vice President for Enrollment Management and Student Affairs and Dean of Students

- Student Affairs
- Student Ombuds
- Career Services Center
- Center for Student Involvement
- Judicial Affairs
- Enrollment Data and System Support
- Recreational Services
- Residence Services
- Kent Student Center and Dining Services

- Enrollment Management
- Adult Student Center
- Student Financial Aid
- Admissions
- Administration
- Student Ombuds
- University Health Services
- Student Accessibility Services

Alfreda Brown — Vice President for Diversity, Equity and Inclusion

- Office of Diversity
- Student Multicultural Center
- Women's Resource Center
- Pre-college Programs

Source: Division of Human Resources
DRAFT As of October 26, 2009

**Category 1
Helping Students**

1P1.   Determining Common or Shared Objectives
Liberal Education Requirements (LER) – (newly proposed designation – Kent Core) – are at the heart of the university's mission to prepare undergraduate students to live in today's complex, global society. They broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers and lives. Through this learning experience, students develop the intellectual flexibility they need to adapt to and lead in an ever-changing world.

A major initiative focusing on undergraduate education began in December 2007. This initiative, led by the provost, but drawing on information obtained from faculty, students and the Tiger Team (internal group charged to review university processes on a prioritized basis) focused on shifting the culture of KSU from a teaching paradigm to a learning paradigm. These discussions are many faceted and are ongoing. The discussions began with a charge to the university community. A core group (faculty, administrators) was established to develop two or three philosophy statements of undergraduate education at KSU. A stakeholder group (faculty, administrators, and students) was also established to provide feedback to the core group throughout its work. The core and stakeholder groups worked throughout spring 2008 and presented three philosophy statements to the university community via a dedicated website and Town Hall meetings. Input from the Town Hall meetings was incorporated into one statement that was presented to the Educational Policies Council (EPC) and Faculty Senate for approval. The statement was approved in October 2008. (**See Appendix A).** At the same time another core group (faculty and administrators) and stakeholder group (students, faculty, administrators) were working to develop a First Year Experience that also aligned with the culture shift and the philosophy conversations. This group also held Town Hall meetings to receive feedback on their recommendations. Their final recommendations were then forwarded to the Institutional Research and Student Success Division (IRSS) who developed, with input from appropriate groups, an implementation plan for fall 2009.

The work to reconfigure the undergraduate curriculum continued during AY08-09 with the appointment of the LER core /stakeholder groups and the Curriculum core/stakeholder groups. These groups functioned in the same

way as the previous core/stakeholder groups. Each group submitted a report in May 2009. Town hall meetings were held to gather feedback. A new set of LER learning outcomes and requirements (proposed designation Kent Core) (See Appendix B) were developed and an implementation team, during summer 2009, developed criteria and approval process to recommend to the university community by which it will be determined how courses can become part of the new Kent Core. Assessment of these outcomes is also a dominant part of the discussion. During fall 2009, an implementation group to address the recommendations made by the Curriculum core group was established.

Kent State University has an undergraduate diversity requirement that is intended to help educate students to live in a world of diverse communities. The study of diversity is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences. A review of the diversity requirement (two courses- one global, one domestic) by the University Requirements Curriculum Committee (URCC – a body of representative faculty and administrators) was completed during spring 2009. The Educational Policies Council (EPC – a representative body of faculty and administrators) recommended that a task force be formed in fall 2009 to reconsider the definitions for local and global diversity and review the criteria for assigning such designations.

1P2.   Determining Specific Program Learning Objectives
Our inclusive and comprehensive curricular development and revision processes ensure that new and revised academic programs align with the university's mission, vision and philosophy. (See Curricular Guidelines http://www1.kent.edu/administration/provost/curriculum_svcs/index.cfm). These processes include faculty, who are closest to the academic needs of students, and administrative staff at all levels (department, college and university). The Faculty Senate, whose charge is to maintain this balance, is an active participant in these processes. Current and prospective programs are also scrutinized for alignment at deans' and Chairs and Directors Council meetings.

Each unit's committee of the whole, faculty advisory council, curriculum committee and/or instructors of individual courses determine specific learning outcomes, for academic programs. These are submitted to the Office of the Associate Provost for Quality Initiatives and Curriculum and the Advisory Committee on Academic Assessment for review.

Outcomes are crafted as a result of short and long-term goal setting. The determination of these outcomes is based on faculty expertise, input from local, regional and national industry and constituency groups including alumni, advisory councils, and peer institutions. Several programs' learning outcomes are aligned with national accreditation curriculum requirements, learned society recommendations, national certification requirements, and/or state licensure requirements. Student performance on standardized tests (e.g., PRAXIS) helps identify outcomes. Cooperative curricular planning at the K-12 level helps determine appropriate expectations for lower level courses. Surveys of current and past students, formative and summative course evaluations, informal conversations and questionnaires, also inform the determination of learning outcomes.

1P3. Designing Programs and Courses to Facilitate Student Learning

New academic programs are developed through the use of market analysis and/or needs assessment processes. Feedback is sought from program, campus or college advisory boards, as well as academic advisors, students, alumni, faculty and employers. The development of new programs and revision of courses may also depend on state licensure, national certification requirements, accrediting agencies, Ohio Board of Regents (OBOR) requirements, and information obtained from department/school reviews, and the direction set by state government. Cost modeling is done to determine the feasibility of new and revised programs. Facilities are also analyzed when determining curricular change or design.

Faculty design the curriculum for all new programs/certificates. It is then thoroughly vetted through the governance process and implemented after all internal and external (if needed) approvals are obtained. Curriculum is reviewed on an ongoing basis through the department review process as well as the assessment of student learning outcomes.

The new Office of Continuing Education and Distance Learning assists units that wish to develop online courses/degrees and/or certificates.

1P4. Designing Responsive Academic Programming

All new initiatives must align with the commitment of the university to respond to stakeholders' needs. New academic programs are developed through the use of market analysis and/or needs assessment processes. Feedback is sought from program, campus or college advisory boards, as well as academic advisors, students, alumni and faculty. Departments have recently responded to the state's directive (Ohio First STEM education grants) to bolster Science, Technology, Engineering, and Math (STEM) programs by working collaboratively to develop new programs (sustainability, public health) and opportunities for students and faculty through internships and grants. Cost modeling is done to determine the feasibility of new and revised programs. Facilities are also analyzed when determining curricular change or design.

Input from department/program advisory boards is sought. Employee and baccalaureate graduates' surveys are reviewed for potential program areas that need addressed. The university provided incentives for entrepreneurial program initiatives that responded to stakeholders' needs.

1P5. Determining Student Preparation

Scores on the COMPASS assessment help determine student placement as they enter the university. Other preparedness and placement indicators include: American College Testing (ACT) scores, Advanced Placement Programs (APP) or College Level Examination Program (CLEP) placement and advising through the Destination Kent State Advising and Scheduling program. Acceptance to certain majors may require enrollment as a pre-major, specific Grade Point Average (GPA), assessment of previous coursework (e.g., Postsecondary Option (PSEOP), Tech Prep), auditions, portfolio reviews, recommendations and faculty interviews. Prerequisites are also monitored.

Graduate students are required to score at a certain level, depending upon the program, on the Graduate Record Exam (GRE) or Graduate Management Assessment Test (GMAT).

Pre-college initiatives such as Upward Bound Classic, Upward Bound PREP Academy, Upward Bound Math/Science Center, Tech Prep, and Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) are available to eligible high school students. These initiatives

are designed to improve academic competency, self-confidence, self-discipline and cultural awareness.

The University System of Ohio was created in 2008. The Chancellor's office has put forward recommendations concerning college preparation that if implemented, will have an impact on college readiness for many students in Ohio. Transfer Articulation Guidelines (TAGS) are also in place that help ensure transparency for students who are transferring and academic quality among institutions. Faculty from institutions across the state set and monitor criteria.

1P6.   Communicating Required Preparation and Learning and Development Objectives to Students

Prospective students are made aware of requirements through university publications and websites (college and department level). The university catalog is available on-line. Programs are held for high school counselors updating them on changes in programs and processes. Admissions staff attend high school visits and college fairs. Faculty provides information at Academic Discovery Days held several times during the academic year. Financial Aid workshops are held for parents and students. Information and personnel from various divisions and academic units, including president, provost, and deans, are available at geographic receptions to answer questions. Strategic marketing is employed to highlight programs with growth potential. This year, the recruiting area was expanded to meet the challenges of a declining cohort of traditional students by attracting talented students to niche programs. Prospective out of state students in Connecticut, Indiana, Illinois, Maryland, Michigan, New Jersey, New York, Pennsylvania, Virginia and Washington DC were also targeted.

New first-year students are kept informed and introduced to the university's expectations through targeted e-mail, special events, summer reading program and Destination Kent State Welcome Weekend.

Current students are informed through:
- Formal personal advising at department, campus, and college levels
- Informal communication between students and faculty/staff individually or in group meetings

- Program requirement sheets, fliers, on-campus information booths, posters and brochures that detail program or accrediting requirements
- Undergraduate/graduate catalogs
- College/department/university websites
- Kent Academic Progress System (KAPS) reports
- Student representation on curriculum and other committees.
- Course syllabi
- First Year Experience course and core courses
- Learning communities
- Mailings (electronic and hard copy) directed toward particular majors
- Graduation planning system and its website (GPS)

1P7.   Helping Students Select Programs

Undergraduate students, who are undecided about a major when entering the university, are placed in Undergraduate Studies as Exploratory students. Exploratory is a transitional program for students who are deliberating programs and career options. The Exploratory student has opportunities to participate in specialized advising, workshops and other university programs in developing career goals and making informed decisions. (See Table 1P7).

The Student Advising Center is the advising home for Exploratory and first year students in the colleges of Technology, Nursing, Arts and Sciences, Communication and Information, and Architecture and Environmental Design (General). First year students in the colleges of Education, Business, Arts, and Architecture and Environmental Design are advised in their respective colleges. Each regional campus has its own advising office that coordinates with its Kent campus counterpart. (See1R5). To find out who their academic advisor is, students can logon to the Student Tools tab in their Flashline account.

The Destination Kent State First Year Experience course, required of all new first-year students, provides another opportunity to help students match their needs, interests, and abilities with programs of study offered by the university. Faculty and student instructors, academic advisors and professional staff help students understand KSU's expectations for learning, as well as the academic requirements of the university and of their college.

Students develop academic success strategies and learn about the services and programs that are available to help them be successful. Academic advising is also provided through each college's advising office, including the Honors College.

Table 1P7
Exploratory Students

Total Number of Exploratory Majors by Semester	#% of Exploratory students using academic advising services
Fall 2005 – 1,877	1,595 (85%)
Fall 2006 – 1,815	1,634 (90%)
Fall 2007 – 1,806	1,625 ((90%)
Fall 2008 – 1,871	1,777 (95%)

The Career Services Center implemented a new workshop that serves to address student concerns regarding selection of a major and career. They also developed a software package, Collage: A Kent State to Career Portfolio, to help students identify skills, values and goals.

1P8.   Dealing with Underprepared Students
The Academic Success Center is available to students who are under prepared or need help in adjusting to the rigors of college. The center consists of programs, (e.g., Academic skills courses, Student Support Services, University Tutoring and Supplemental Instruction, peer mentoring) designed to foster the academic success of college students. (See 1R5). Tutoring areas were also located outside the Academic Success Center into areas that were frequented by students (e.g. University Commons in the Library and Tri-Towers).

Developmental courses are available in reading, English, study strategies, and Mathematics for students lacking the needed skill level for college success. The English and Mathematics courses have been redesigned during the past two years to take into account the developmental level of the student along with the skill level. The English course is now a two semester "stretch" course that allows students more time to develop their writing skills and the math courses have been broken down into modules, giving students smaller amounts of information that need to be mastered before moving on to the next module.

1P9.   Detecting and Addressing Differences in Learning Styles
Detecting and addressing differences in students' learning styles is a faculty development issue. Workshops, brown bag discussions, and learning communities are offered on a continuing basis to help faculty recognize learning styles and address them in an appropriate pedagogical manner. The Faculty Professional Development Center (fpdc) hosted a series of workshops and speakers on Transforming Learning that addressed differing learning styles. (SeeTable1P9a).

The different types of teaching strategies and approaches listed in 1P9b help to accommodate a variety of student learning styles. Faculty are encouraged to experiment with innovative pedagogical techniques. Transformative Learning grants were awarded AY2008-09 to promote new learning strategies in introductory courses. Many courses integrate some combination of reasoning, reading, writing, visual and auditory components and involve collaborative learning. (SeeTable1P9b).

Undergraduate students are helped to identify their learning styles through First Year Experience activities, mentoring, and advising and the course of study best suited to their styles. They are also provided with the tools to identify teaching styles and adapt their learning styles. Graduate students participate in the Orienting New Teaching Assistants Program. This is a university-wide program required of all first appointment graduate assistants that offers sessions for non-appointed graduate students as well. The overall purpose is to prepare master's and doctoral students to effectively communicate within their disciplines as teachers and researchers.

Table 1P9a
fpdc Workshops

ANNUAL BROWN BAG SERIES
FACULTY SENATE SPRING / FALL FORUM
CAMPUS CONVERSATIONS SERIES
STUDIO DEMONSTRATIONS
TECH CHATS
MOULTON SCHOLAR FACILITATED WORKSHOP
LEARNING COMMUNITIES INSTITUTIONAL EVENTS
REAPPOINTMENT/TENURE/PROMOTION   WORKSHOP SERIES
CELEBRATION OF SCHOLARSHIP
NEW FACULTY INSTITUTE
MOULTON SCHOLAR PROGRAM
STUDIO SMART STARTS
QUICK STARTS

Table 1P9b
Pedagogical Methods and Approaches

Methods

Lectures	Simulations/role playing
Lecture/Discussions	Laboratory
Discussion	Studio
One-on-one instruction	Clinical practice
Peer editing	Professional contract work
Debates	
Professional observation	

Approaches

Seminar	Internships
Learning Communities	Off-campus study
Field/service learning (experiential)	Industrial partnerships
Individual investigation	Peer tutoring
Case Study	

Technology

Use of adaptive learning technologies	Video conferencing
Learning technologies	Synchronous
Distance education	Hybrid courses
Web assisted and web delivered courses	

1P10. Addressing Special Needs of Student Subgroups

Numerous entities exist to help various subgroups of students transition to and be successful at Kent State's eight campuses. Enrollment Management and Student Affairs house many of these services, which include:

1. Adult Student Center – serves as a resource for Commuters, Single Parents, Veterans
2. Student Multicultural Center – houses such programs as Academic STARS, Kupita/Transiciones Program, Mentoring Program
3. Student Accessibility Services – provides assistance with testing, access issues (physical and academic) and adaptive technology
4. Residential learning communities – instituted to help students feel connected to the university, faculty and peers through an interest either defined through a major or a more broad based interest

Other types of learning communities are available to students depending upon their interests as noted below:

- Living-Learning: A Community of Entrepreneurs (ACE)
- Education, Health and Human Services (EHHSLC)
- Literacy and Independence for Family Education
- Physical Education and Professional Community

- Science Learning Community
- Residential Colleges: Business Connection Commons
- College of Communication and Information Commons
- Exploratory Community Engaged in Learning
- Honors
- Theme Communities: Global Passport Community
- Pathways Wellness Community
- Fine Arts Community
- Service Leadership Academy
- Women: Living, Learning and Leading
- First Year Experience: First Year Experience

For students needing additional assistance, tutoring done by faculty, graduate students and peers is available. On-line courses allow for self-pacing and the use of technology allows for independent research and ongoing communication with faculty.

Additional on-line degree programs are offered for those who are place bound. These include: MBA, M.Ed. in Instructional Technology, MLIS, MA in Journalism Education-Specialization within the Reporting and Editing Concentration, MPA, Library Media, Career Based Intervention Certificate; Post Masters Nursing Education Certificate and Transition Specialist Endorsement.

Each regional campus provides services to reflect its particular population.

The Senior Guest Program allows Ohio residents age 60 years and older to take regular university classes on a space-available, non-credit, tuition-free basis. This program is open to seniors at all KSU campuses.

1P11. Defining, Documenting, and Communicating Effective Teaching and Learning

Conversations to shift the culture at Kent State from a teaching paradigm to a learning paradigm began under the auspices of the fpdc several years ago. However, the intensity and pervasiveness of the conversations increased over the past two years. Core committees were appointed to develop an undergraduate philosophy statement, a First Year Experience Program, an undergraduate "core" curriculum and to make recommendations concerning the overall undergraduate curriculum based on the new philosophy statement. Stakeholder groups provided feedback to the core groups. An

interactive website was developed to allow for university participation and Town Hall meetings were held (that provided for video interaction from the regional campuses) to gain additional information. Each of the core groups provided recommendations that are at various stages of implementation.

Expectations are communicated and documented through the Reappointment/Tenure/Promotion (R/T/P) procedures document, department handbooks, letters of appointment, review letters and annual reviews. Town Hall meetings hosted by the Provost address these issues as do the Provost's written and oral updates and articles in the "e-Inside". Approximately $170,000 was provided by the Provost's Office through grant initiatives (Transformative Learning Grant, DL Grants, Summer LER Grant) to help faculty transform courses to incorporate the new philosophy statement, learning outcomes and active pedagogies. The University Teaching Council's mini-grants also support these endeavors and the 2009 Annual Celebration of Teaching will highlight the work done by faculty who received grants.

1P12.   Building Effective and Efficient Course Delivery System
A review of course offerings provided data that showed that some students were unable to move through their program in a timely manner based on the inconsistent offering, or non-offering of courses. In order to address this problem, time to graduation, a Graduation Planning System (GPS) was developed. Each undergraduate program laid out a plan (road map) that would allow students to graduate in four years, if they so desired. In order to provide a conflict-free schedule for students following these plans it is necessary to implement an electronic timetabling process.

KSU is implementing timetabling software to help create an effective and efficient course delivery system that will better support student progress toward graduation and effective space usage. The implementation of the software is in mid stage. Data concerning space needs based on pedagogical issues, availability of students/faculty and flexibility concerns has been gathered. A committee of department/school chairs/directors is currently developing the policies and procedures to support this implementation.

Access to programs has been expanded through off-campus, weekend, and synchronous and asynchronous distance delivery. One accelerated program was initiated and online programs are available. An outside vendor has

been retained to market and provide platform support for some online programs (NURSING), with others planned. The Fashion School, and specifically the Fashion Merchandising faculty, has made significant progress in terms of building online course delivery systems. A majority of Fashion Merchandising courses now include a web component. Analysis of student performance and course evaluations reveals that these efforts are successful. Flexibly scheduled courses also help to address the needs of a growing non-traditional student population. (See Table 1P12 for List of DL offerings.)

Table 1P12
Eight-campus System
Distance Learning Courses by Type (Fall Semester)

	Vista (Course Management System & Classroom)	ILINK (Desktop Video Conferencing)	VTEL (Room Based Video Conferencing)	Web with Classroom Meetings	Web no Classroom Meetings	Total
Fall 08	2040	2	18	29	150	2239
Fall 07	1768	8	24	23	143	1966
Fall 06	1450	14	23	21	137	1645

A classroom audit was conducted during fall 2008 in order to update and standardize classroom attributes. Pedagogical needs were ascertained and appropriate technology noted. As funds permit, a standardized technology package will be installed in all academic spaces. Currently about 50% of the rooms have been fitted.

1P13.   Ensuring Up-to-date and Effective Programs and Courses
The currency and effectiveness of curricula are monitored at the department/school level. Academic program faculty and coordinators review programs for needed curricular changes or possible elimination based on feedback from stakeholders – students, faculty, advisory boards, alumni, accrediting agencies, professional organizations and state mandates. The changes/inactivations are approved through a formal mechanism moving from the department/school level through the university (college level, EPC, Faculty Senate) and to the OBOR if necessary. Between AY 2005 and 2009, two academic majors/minors were eliminated, 14 programs added, 26 certificates added and revisions were made to 274 curricular

programs. The University Orientation course (now Destination Kent State First Year Course) was redesigned twice based on student survey data and advisor/instructor input. Math and English first-year curricula were redesigned through department, and college- and division-wide review.

The Office of Quality Initiatives and Curriculum coordinates, in conjunction with Graduate Studies, reviews of all departments on a seven-year cycle. This review includes both undergraduate and graduate programs along with any other mission set forth by the department (e.g. Center for Conflict Management). Internal university teams (faculty from outside the department under review) conduct the initial review. External evaluators are also used for those departments that have doctoral programs. After the internal and external reports have been received, each department completes an action plan that is agreed to by the department, college and provost's office. A check-up report is submitted 18 months after completion of the review to ascertain whether the action plan is moving forward and still viable.

An internal review (mandated by the Ohio Board of Regents) of all doctoral programs was undertaken and completed during Spring 2009. This review resulted in the internal reinvestment of 15% of doctoral resources to doctoral programs in niche areas over the next six years.

Several colleges maintain advisory boards, as do some programs, whose primary responsibility is to provide feedback on currency of curriculum for today's workplace along with feedback on performance of KSU graduates. The Office of Career Services receives feedback from employers on an ongoing basis as to the preparedness of KSU graduates. An extensive employer survey is being planned for AY09-10. During departmental reviews alumni are solicited for their input on how programs prepared them for the next step in their careers and a survey of recent baccalaureate graduates is completed on an annual basis. Feedback received from these surveys is distributed to colleges and divisions for action.

1P14.   Changing or Discontinuing Programs and Courses
Program curricula are changed by faculty after consideration of current practice in the field, findings related to student learning outcomes, recommendations by external bodies (e.g. accreditation agencies, Ohio Board of Regents), advisory board recommendations and feedback from other stakeholders. This process is started in the curriculum committee at

the department/regional campus level and moves through the various university approval processes. The decision to discontinue a program is also made by the faculty usually based on low enrollments and an environmental scan.

1P15.   Determining and Addressing Learning Support Needs
Stakeholder input is essential in determining needs relative to learning support. The University Libraries provides access to a student multimedia studio, computer lab, group instruction lab, Student Success Services (tutoring), group study areas, quiet study areas, library workstations, multimedia express stations, GIS workstation, American Disabilities Act (ADA) workstations and the Reference Desk on one floor. User satisfaction surveys are conducted by each support unit, results analyzed and actions determined at least annually.

Librarians collaborated with learning community coordinators to offer library-related program opportunities. Librarians also worked with English faculty to integrate information literacy into the new English Composition program. They are currently working with faculty and administration to renovate floors in the library tower to provide for collaborative learning spaces.

Faculty through the new Faculty Referral, Early Alert System work in collaboration with Student Success programs, Academic Advisors, Academic Success Center, and Residence Services to identify students in need of additional support and assistance. Faculty referred 710 students during the 2008-09 AY to receive additional assistance from these various offices.

The Office of Student Success Programs through the Student Success Series coordinates a campus-wide effort to provide additional guidance to students through the offering of 200 workshops during each academic year. The workshops assist student in being successful by focusing on skill building and the attainment of knowledge.

Midterm intervention based on midterm grades or academic standing was recently introduced. This is a collaborative effort between a number of offices and organizations on campus including but not limited to Student Success Programs, Residence Services, Academic Success Center and Academic Affairs Advisory Committee (AAAC). Advising and tutoring

sessions are held in the residential halls and the Main Library. Each regional campus has an instructional center that provides students with academic services.

Kent Academic Support and Advising Association (KASADA) conducted its first university-wide survey on academic advising during AY07-08. A follow-up survey was done in spring 2009. The survey asked students and advisors (professional and faculty) about the need for advising, how they used advising appointments, the quality of advising, etc. Results are currently being discussed and acted upon. In response to the needs of transfer students, a new Transfer Center has been implemented.

Appropriate academic space is an integral part of supporting students' learning needs. As noted in 1P12, technology upgrades are ongoing in classrooms. A classroom enhancement project addressing the needs for different types of pedagogical space has been underway for the past three summers. Rooms, as funding allows, have been redesigned, refurbished and outfitted with more appropriate furniture for active learning activities.

1P16. Aligning Co-curricular Development with Curricular Learning Objectives
The university's strategic plan provides a framework by which to align co-curricular developmental goals with curricular learning objectives. The university is committed (and it is stated in the newly approved undergraduate philosophy statement) to developing ways for all students to be informed about the world, to develop capacity for applying their learning to solve problems, and to communicate across ethnic, racial, religious, cultural, class and national differences. The development of co-curricular experiences helps fulfill this commitment to experiential education and civic engagement, as can participation in a Service Learning course, internship, undergraduate research project, etc. Many students participate in an ongoing Alternative Winter and Spring Break program that has provided assistance to area residents affected by Hurricane Katrina.

The mission of the Division of Enrollment Management and Student Affairs "… is to support the teaching and learning process and the development of the whole student by providing quality programs and services that enhance student learning and student success. The division also supports the institution through a focus on student recruitment and retention initiatives designed to enrich the university community and the lives of students,

faculty, staff, families, and the larger community." The goals of each of the departments of the division flow from that mission. The departments' programs and services are focused on and exist to enhance the experiences of the students, provide for development and growth outside the classroom, and support the overall education and learning experience. Departments are expected to examine their goals/objectives, gauge the response to programs and services, and determine other needs of the students and community. These are recorded in WEAVEonline and StudentVoice.

Leadership opportunities are available to students through student organizations based on academic and vocational interests. There are 202 registered student organizations at the Kent campus. Faculty and staff advisors for organizations help students align goals. Student organizations throughout the eight-campus system provide a variety of programs that appeal to diverse interests and audiences. Examples include the Nooners (a series of weekly concerts on the Risman Plaza), Kent Student Center Ballroom/Auditorium events (lectures, movies, plays), and Rathskeller/Kiva events (Battle of the Bands, concerts from various genre, comedians, fashion shows, talent shows). Numerous cultural and extracurricular events that supplement classroom activities are readily available to the university community. Noted speakers, performers, workshops, and symposiums continually provide opportunities to engage in diverse learning experiences (e.g., Martin Luther King annual celebration, Democracy Symposium).

The number of students participating in volunteer projects and/or service learning projects continues to increase. (See below). An Office of Experiential Education and Civic Engagement was instituted in Spring 2009 to help coordinate the many activities in which student, faculty and staff are engaged (e.g. service learning, community projects, internships, study abroad and undergraduate research).

Kent Campus	AY07-08	AY08-09
Total Volunteers	1,165	2,555
Total Hours	24,634	29,104
Total Value of Service	$480,629	$589,372

Table 1P16
2008-2009
Kent Campus

Number of Volunteers by Project

■ Number of Volunteers

Project	Number of Volunteers
100 Hours of Service	290
Alumni Day of Service	62
Conversation Partners	190
Freshman Welcome Week	14
Gulf Coast Alternative Breaks	87
Hattie Larlham Game Nights	18
Immersion Trips	29
Learning to Lead	66
Martin Luther King Jr. Day	33
Miscellaneous	19
Mobile Meals	8
Residence Hall Programs	318
Super Service Saturdays	168
Tutoring	14
United Way-Canstruction	57
United Way-Dinner	17

Regional campus faculty and students serve community needs in their regions. Geauga campus students held a community health fair. Ashtabula campus hosts the region's wine festival. Stark campus hosts activities related to the Pro-Football Hall of Fame induction.

1P17. Determining Students have met Learning and Development Expectations

Student learning is assessed based on the outcomes set forth in the program assessment plans. (See WEAVEonline http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm). Each unit has various measures it employs to assess these outcomes. Programs use such measures as: capstone experiences, major field exams, portfolio reviews, juried presentations, and licensure exams to ensure that students have achieved an appropriate skill and knowledge level to be awarded a degree/certificate. The Collegiate Learning Assessment will be piloted during AY09-10.

1P18. Designing Processes for Assessing Student Learning

Each academic program implemented an assessment plan that focuses on student learning outcomes. The goals, objectives, measures, and results for each program are posted on WEAVEonline. Units are using a variety of methods to assess student learning, including capstone courses, portfolios, major field exams and theses. Subscales from the National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE) and the Student Satisfaction Inventory (SSI) provide pertinent information. Kent State University has a mandatory Student Survey of Instruction (SSI) that is administered in each class every semester. The completed surveys and quantitative analyses are first reviewed by administrators in the academic unit and are then returned to the instructor after the semester is completed. These data assist faculty to prepare for future teaching assignments and serve to document their teaching effectiveness during reappointment, tenure, and promotion (R/T/P) reviews. In addition to SSI data, faculty members' portfolios include peer reviews, course syllabi, copies of examinations, and student work products to document teaching effectiveness.

The Advisory Committee on Academic Assessment (ACAA) established, with Faculty Senate approval, a six-step process (see Figure 1P18) by which all academic programs develop a student learning assessment plan and an implementation timeline. The student learning outcomes, the measures and approaches by which to assess the outcomes were developed by the faculty

of the academic program. All new programs must submit an assessment planning during the initial approval process. "Findings" concerning the student learning outcomes are reported on an annual basis. Action plans are developed to address areas where achievement targets have not been met or to support needed improvements in the curriculum. (See WEAVEonline http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm). The findings are submitted to the Office of Quality Initiatives and Curriculum and reviewed by the ACAA. Once all units have reached a base line, determined by a metric developed by the ACAA, that indicates they have a sustainable plan, a cyclic review process will be instituted.

A variety of direct and indirect student learning measures are used including:

- Formal classroom assessment procedures
- Senior portfolios
- Skill evaluations
- COMPASS testing
- Juried performances and exhibits
- Capstone courses
- Standardized tests of general education skills
- Major field exams
- Graduation school entrance exams
- Exit surveys and interviews
- Placement of graduates in appropriate positions
- Annual survey of graduates two years out and their employers
- Alumni survey

Regular reviews of all graduate and undergraduate programs are carried out by the Office of Graduate Studies and the Office of Quality Initiatives and Curriculum on a seven-year cycle. Procedures for these reviews were developed by an ad hoc committee of the Educational Policies Council and passed by Faculty Senate.

The University Requirements Curriculum Committee undertakes a review of the university's general education requirements – LERs (proposed Kent Core), diversity, and writing intensive courses – every five years on a rotating basis. This review is done via a survey of faculty and students.

The review process is currently under revision in conjunction with the design and implementation of the newly proposed Kent Core.

**Figure 1P18
Six-Step Process**
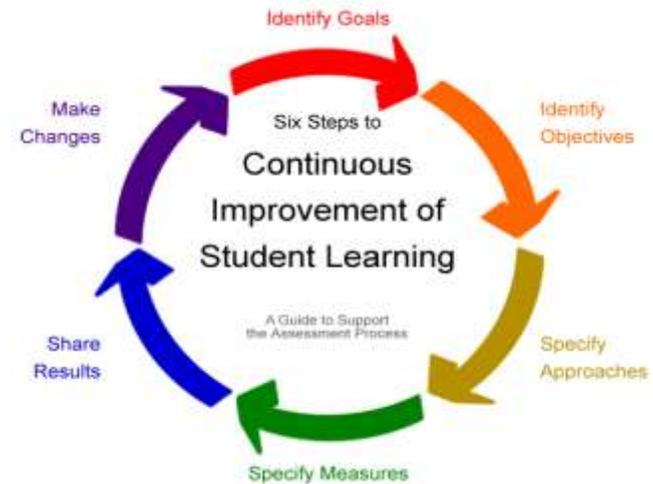
1R1.   Measuring Students' Learning and Development
Data indicated below are collected by RPIE and/or the Office of Quality Initiatives and Curriculum and distributed to appropriate groups for analysis (e.g., Executive Officers, college deans, department chairs/school directors, division heads and faculty).

Internal Indicators
- Assessments discussed in 1P18
- Midterm grades for freshmen
- Passage rates in lower-division math courses
- Academic standing (i.e., on probation or not)
- GPAs
- Proportion of declared majors completing their degrees
- Number of students receiving high academic honors
- Exit interviews
- Retention rates
- Time to graduation

- Number of students participating in undergraduate research
- Community service hours

External Indicators
- Placement of students into graduate and professional schools
- Job placement
- Professional accreditation of programs
- Student membership in, and awards from, honorary scholastic
  organizations
- National and state certification/licensure examinations passage rates
- Alumni contributions
- Major Field Exam results
- GRE, GMAT, Law School Admissions Test (LSAT), Medical College
  Admissions Test (MCAT) scores
- NSSE, BCSSE results

1R2. Performance Results for Student Learning and Development Objectives
A review of the Diversity Requirement was completed spring 2009. A task force will be appointed to address the recommendations made in the report.

All processes are instituted or revised with the expressed purpose of helping students. Examples of changes based on qualitative and quantitative measures include:
- Retention initiatives (residential college, midterm intervention, Destination Kent State, Advising Center)
- Course co-registration (Communication, Business, First Year Experience)
- New or revised academic programs (e.g. Public Health)
- Course scheduling software (course availability for degree progress)
- Office of Experiential Education and Civic Engagement (undergraduate research, internships, capstone courses, etc.)
- Technology enhancements
- New faculty hired
- Implementation of +/- grading
- Philosophy statement of a 21st century undergraduate education
- Proposed revision of LER student learning outcomes (proposed Kent Core) (see 1P1)

- Career Pathways
- Destination Kent State

Since AY2006-2007, KSU has emphasized the importance of experiential education and has encouraged departments and divisions to provide more opportunities for students to participate in service learning and undergraduate research. This increased emphasis has been supported through faculty professional development workshops, grants to undergraduates and to faculty for including undergraduates in their research, and grants to redesign courses. The number of students participating in experiential learning opportunities (service learning courses, undergraduate research, seminars, internships, capstone courses) continues to increase. (See Table1R2).

Table 1R2
Experiential Education Opportunities/Participation

Service Learning	AY06-07	AY07-08	AY08-09
#courses	40	46	30
#departments	15	13	13
Undergraduate Research			
#students*	1,213	2,569	4,747
#departments	12	17	15
#students research w/faculty	33	46	146
#faculty research w/undergraduates	27	44	35

*Students reported in internships, seminars, research designated courses.

1R3. Performance Results for Specific Program Learning Objectives
See results for each academic program in **WEAVEonline.**
(http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm)

Accreditations/reaccreditations by professional organizations attest to the quality of an academic program. (See Appendix C).

KSU passage rates on national licensure exams are an indicator of program quality.

Kent State University Passage Rates

		2005	2006	2007
Nursing		94.09%	92.9%	87%
Education Praxis II		91.0%	92.0%	95%
Education Praxis III		98.8%	99.4%	99.3%
Radiologic Technology		100%	100%	100%
Architecture		Above national average	Above national average	8 of 9 above national average
Physical Therapy Assisting Technology	Campus *Ashtabula* *East* *Liverpool*	87.5% 87%	80% 91%	78% 92%

A plan to assess the student learning outcomes related to the proposed Kent Core is in the process of development.

1R4 Evidence of Students Acquired Knowledge and Skills

The Six-Step Assessment of Student Learning plan developed for each program provides for internal benchmarking. The results are reviewed annually, making comparisons to previous outcomes. This allows units to set evidence based action plans to respond to student learning needs.

Statistics kept by the Ohio Board of Regents and reported through the State of Ohio's Higher Education Information System (HEI) allows for external benchmarking in such areas as number of students testing into developmental courses, retention rates, etc. (See HEI http://regents.ohio.gov/hei/index.php). Similar data is also being tracked in relation to the other "corner" institutions in the state (Bowling Green State University, Ohio University and Miami University).

Alumni provide us with substantive feedback regarding their preparation for employment or continuation in graduate/professional education. An annual survey is conducted with a graduating cohort 12-18 months after graduation. That information is shared with the appropriate units. (See Figure 1R4) Departmental surveys of alumni are also carried out in a less regularized manner. Over a period of time, alumni through their professions and engagement in lifelong learning, provide useful information to current students.

Successful placement of graduates in appropriate positions (including graduate/professional schools) is useful in determining how well prepared students are after completing programs. Employers of graduates are surveyed regarding the level and quality of preparation of KSU graduates.

Employer feedback is also sought from those who provided practica, internships or clinical experiences for students. Graduate school admittance and exam scores, licensure exam scores and honors, recognition and awards given to graduate students (e.g., national awards for distinguished dissertation) also provide data on graduate preparation.

Figure 1R4
Graduates' Perception of KSU Experience

Value of Education Related to Cost: 20%, 17%, 2%, 61%

Overall Kent State University Experience: 31%, 6%, 1%, 62%

Very Satisfied	Dissatisfied
Satisfied	Very Dissatisfied

Quality of Instruction: 42%, 8%, 2%, 48%

Availability of Faculty Instructors: 43%, 6%, 2%, 49%
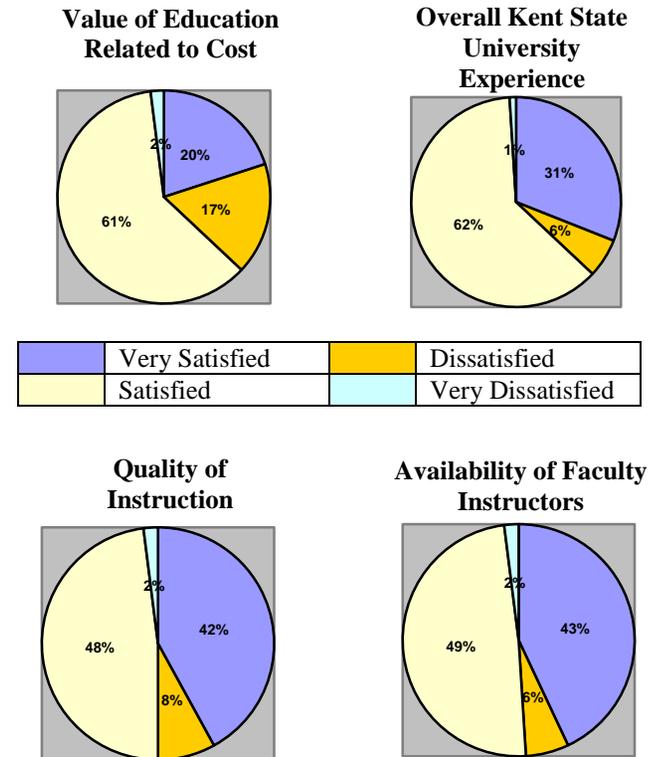
1R5. Performance Results for Learning Support Processes

Changes in the types of support services offered, where they are offered and the times offered have increased student usage. Satellite centers have been developed and late night hours instituted in many areas.

Student Multimedia Studio (2007-2008) - Kent Campus

Number of student visits to and use of the facility = 7,125
Number of courses/departments supported = 320/38
In-class instructional sessions = 84 sessions for 1,678 students
Sessions on MS Web page = 24, 496
Number of users supported through email = 828

Library Usage (2007-2008) – Kent Campus

Annually: 12,500 patrons/week
70,000 sessions on the Libraries' website/week or 3.6 million/year
Number of staffed library service points = 13
Number of weekly public service hours = 90
Number of library presentations to groups = 523
Number of total participants in group presentations = 24,683

Supplemental Instruction – Kent Campus

Writing Commons Usage

Academic Year	Writing Tutor Visits/Sessions
AY 2005-2006	2,880
AY 2006-2007	2,859
AY2007-2008	3,335

Math Tutoring Usage – Kent Campus

Academic Year	Math Tutor Visits/Sessions
AY2005-2006	15,095
AY2006-2007	11,668
AY2007-2008	13,991
AY2008-2009	19,785
Total	**60,539**

Open Computer Lab Usage (AY2008-2009) – Kent Campus

Site	Weekly Usage	Semester Usage
Library 150	3,500	59, 215
Student Center 222	500	7,248
Bowman 118	700	14,202
Bowman 218	400	8,552

WebScheduler was introduced to provide easier scheduling for students but more importantly it allows advisors throughout the university to track

students' progress and the information provided students as recorded by advisors after each visit. This helps particularly if students change majors and colleges during their academic career. Most units introduced web advising along with "walk-in" or the "10 minute question" and are also tracking phone contacts. Units began tracking advising contacts via WebScheduler in spring 2008.

Academic Advising				
College	AY 05-06	AY 06-07	AY 07-08	AY 08-09
CAED **	NA	3,833	4,438	2,486
ARTS**	-	-	-	-
CCI*	-	-	-	1,234
A&S	NA	4,431	5,357	5,526
COBA	-	4,288	5,377	5,777
EHHS	3,543	6,898	7,248	5,698
NURS	NA	2,116	2,407	2,426
TECH	NA	NA	NA	NA
Ashtabula	NA	NA	NA	NA
E. Liverpool	NA	NA	NA	NA
Geauga	NA	NA	NA	NA
Salem	NA	NA	NA	NA
Stark	NA	NA	NA	NA
Trumbull***	6,000	5,950	6,000	6,250
Tuscarawas	1,213	1,465	1,554	1,806

*CAED, CCI, ARTS – combined advising through AY07-08
**ARTS and CAED share advising services
***Includes potential new student/admissions, post-admissions inquiries, registration and advising

1R6.   Comparing Performance Results with Other Organizations
All public four-year institutions in the University System of Ohio became part of the Voluntary System of Accountability in 2008. Currently Kent State's College Portrait is posted showing our results in various areas. The findings posted in WEAVEonline, in relation to student learning outcomes, is included in the College Portrait as is the current NSSE results. In fall 2009 the Collegiate Learning Assessment will be administered for the first time.

Kent State also participates in the National Student Survey of Engagement (NSSE) and the Beginning College Student Survey of Engagement

(BCSSE). Those results are analyzed internally and compared on a national level and with peer institutions. (See Table 1R6a and 1R6b).

Table 1R6a
BCSSE 2007-NSSE 2008 Combined Report - Sample

	BCSSE – 2007		NSSE 2008	Carnegie
	High School	Expected First Year (FY)	First Year	First Year
	Often/Very Often			
Asked questions in class or contributed to class discussions.	73	79	55	59
Discussed grades or assignments with a teacher/instructor.	47	64	48	48
Discussed ideas from your readings or classes with others outside of class (students, etc.).	40	54	52	56
Work on a paper or project that requires integrating ideas or information from various sources.		91	67	75
Receive prompt feedback from faculty on your academic performance (written or oral).		61	52	54

Our NSSE and BCSSE results indicate that KSU's first year students engage in learning activities at about the same levels as their peers. However, the rates of students indicating that they "never" engaged in a particular learning activity or behavior was disturbing (See Table 1R6b) even though the rates reported were similar to peer institutions. These results helped spur the university-wide effort to develop a 21st learning philosophy statement that centered on student engagement and learning.

Table 1R6b
NSSE 2008 - Sample

	KSU Respondent "never"		Carnegie "never"	
	FY	SR	FY	SR
Made a class presentation	18%	8%	19%	6%
Worked with classmates prepare class assignments	22%	10%	13%	7%
Tutored or taught other students (paid or voluntary)	56%	45%	47%	41%
Participated in a community-based project (e.g. service learning) as part of a regular course	69%	59%	56%	53%
Used an electronic medium to discuss or complete an assignment	19%	12%	15%	11%
Discussed ideas from your readings or classes with faculty members outside of class.	44%	30%	41%	30%
Worked with faculty members on activities other than course-work (committees, orientation, student life activities, etc).	58%	51%	58%	48%

FY = First Year   SR = Seniors

Passage rates on national exams, such as PRAXIS II and III, indicate that Kent State is comparable to other institutions.

Table 1R6c
Comparison Praxis Passage Rates

AY 2005	PRAXIS II	PRAXIS III
BGSU	88%	99%
CSU	95%	100%
KSU	91%	99%
MU	96%	100%
OSU	96%	99%
OU	91%	99%
UA	93%	99%
UC	99%	97%
UT	93%	98%
WST	96%	99%
YSU	97%	100%

1I1.   Recent Improvements
Improvements include:
- Graduation Planning System (GPS)
- Timetabling
- Destination Kent State
- First Year Experience and FYE Course
- Curricular redesign of developmental courses
- Undergraduate philosophy statement
- New general education core with student learning outcomes (Kent Core)
- Advising Center
- Transfer Center
- Office of Experiential Education and Civic Engagement
- Online programs
- College of Public Health
- New international programs (China, Saudi Arabia)
- New majors
- Transfer Assurance Guidelines (statewide)
- Office of Continuing Education and Distance Learning

The AQIP process has helped us build the value of continuous improvement into our various levels of planning. The university's strategic plan incorporates criteria from AQIP that allows for systematic and comprehensive processes.

Individual Level:
- Student Survey of Instruction provides feedback for instructors to use in teaching development.
- Peer evaluation of tenured and non-tenured faculty
- Classroom assessment techniques
- Model continuous improvement strategies

Department/School/College/Campus/Division Level:
- Discussions within curriculum committees about program requirements
- Revision of department handbooks
- Review of various outcomes assessment results (NSSE, BCSSE, graduate survey, etc)
- Accreditation/re-accreditation processes

-Annual reporting on student learning outcomes/action plans
-Departmental Reviews

University Level:
- Periodic five-year review of university-wide curricular requirements
- Annual Celebration of Teaching Conference
- Funding for travel and projects designed to improve teaching and learning with required evaluation and dissemination of results (Transformative Learning Grants, DL Grants, Summer LER Grants)
- Continual upgrading of technology as tools to enhance teaching and learning (VISTA 8, Classroom Response System)
- Periodic upgrading of classrooms
- Space planning aligned with program review and planning

1I2   Selecting Processes and Targets for Improvement
Targets for improvement and priorities are set through the university's strategic planning process, which is guided by the underlying principle - Excellence in Action. Divisions/units then determine how they can best implement activities that will help the university reach its targets through internal annual planning processes.

The university's targets for improvement include:
- Ensuring student success
- Enhancing academic excellence and innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campuses
- Securing our financial future
- Developing and recognizing our people (new AY09-10)

Within these, all divisions in the university are paying particular attention to: increasing the quality of entering students, increasing the retention and timely graduation rates; and increasing external research dollars.

President's Strategic Initiatives go to:
(http://www.kent.edu/about/administration/president/si.cfm)

The ongoing use (since 2004) of the Six-Step Assessment Process (see Figure 1P18) helps academic units set targets in regards to student learning. Data gathered from this process, on an annual basis informs the direction of

the academic programs. (See
http://www1.kent.edu/aqip/LearningAssessment/sixsteps.cfm).

The Excellence in Action agenda has helped to promote a shift in the
culture at KSU from a teaching paradigm to a learning paradigm. This is
evidenced through the new undergraduate philosophy statement, proposed
Kent Core that focuses on student learning outcomes, a more cohesive and
comprehensive First Year Experience, and an emphasis on engagement and
experiential education by both faculty and students.

Category 2
Accomplishing Other Distinctive Objectives

2P1.   Designing and Operating Non-instructional Processes
Guided by the Strategic Plan and committed to the ideals of land-grant institutions, we identify service to the public good as the focus of our teaching and research. Our current strategic goals and principles include the following:
- Ensuring student success
- Enhancing academic excellence and innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campuses
- Securing our financial future
- Developing and recognizing our people (new AY09-10)

Three of our six strategic goals and principles define our focus on external stakeholders (2, 3, 4). In addition, among our Core Values are: collaborations and partnerships with communities; higher education as a force for social and global change; and a commitment to service.

To address these strategic goals and core values, the university's organizational structure provides upper administrative level connections for those units that specifically meet commitments to external stakeholders. These include: Marketing Research, Segmentation and Engagement Services (formerly the Division of Regional Development), Institutional Advancement, Intercollegiate Athletics, and Research.

2P2.   Determining Non-instructional Objectives
The objectives are guided by the university's mission statement, core values, and strategic goals. Within each unit, the implementation plans for these objectives are reviewed and revised annually to remain in line with the strategic goals established by the President and Executive Officers. Other influences on how objectives are determined include: community needs, accreditation standards, legislative expectations or mandates, interactions with other universities, professional organization agendas, advisory boards, and the state agenda.

We are currently experiencing internal and external influences that are guiding and driving changes in the processes for determining our objectives. The planning for and scheduled implementation of Responsibility Center

Management (RCM) re-focuses financial responsibilities at the unit level. Concurrently, the nationwide economic crisis has forced us to re-examine priorities and revise decision-making. With a decline in state funding, and our endowments, the central administration is actively involved in an ongoing monitoring/analysis/decision process that will result in a comprehensive plan to reduce expenses. The university's highest priority in this process is the protection of our commitment to students. The impact this will have on our external stakeholders will become evident in the next few months.

2P3.   Communicating Expectations of Objectives
The expectations concerning the strategic goals of the university are communicated through various means beginning with the President in his annual State of the University Address, which focuses on expectations for the coming year. University publications (e.g., *e-Inside*, *e-Management Update*, *Regionals Report*) and the university's website also provide information.

Goals and objectives established at the division and department levels reflect the strategic goals of the university. Expectations are expressed during annual personnel performance reviews at all levels for all employees. Internal grant programs and faculty workload allocations also reflect expectations in relation to these objectives. Regularly scheduled meetings for faculty, staff and administrators are another venue for disseminating this information. The RCM processes will further involve all units in ongoing planning for outcomes that are consistent with the defined objectives.

2P4.   Assessing and Reviewing Appropriateness and Value of Objectives
The primary means of assessment and review continues to be the discussions held with faculty and staff prior to and during campus, division, college/school, and department level planning and implementation. The ongoing assessment process provides data that is recorded in WEAVEonline (http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm) and can be used to inform future planning.

Groups such as the President's Administrative Council, Faculty Advisory Councils, College Advisory Councils, Provost's Advisory Council, and Foundation Boards also provide feedback.

2P5.   Determining Faculty and Staff Needs
As reflected in 2P4, faculty and staff have multiple avenues to provide input. This is currently reflected in the assessment process as recorded in WEAVEonline and will have further impact in the implementation of RCM. In working with external stakeholders, faculty and staff are sensitive to the reality that the success of programs, projects, ventures, etc. is dependent upon the attractiveness and merit of the effort in the eyes of the external stakeholders.

2P6.   Readjusting Objectives and Processes that Support Faculty and Staff Needs
The university-wide assessment process is designed to utilize the information collected to guide continuous improvement. Objectives are readjusted as appropriate in this process. WEAVEonline is the online repository for maintaining this information.

These processes will be impacted and driven in future years by the implementation of the RCM budget model. Under the RCM model, decision-making will be linked to accountability based on information and planning. These planning and budget decision-making processes will be rooted at the unit level, providing the avenues for direct input by faculty and staff.

2R1.   Collected Measures of Non-instructional Objectives and Activities
Some measures include:

Activities	Measures	University Objective
Consultants/collaborators	Self annual reporting – curriculum vitae	1, 3, 4
Peer reviewers/editors	Self annual reporting – curriculum vitae	3, 4
Professional meetings	Self annual reporting – curriculum vitae	3, 4
Community boards	Self annual reporting – curriculum vitae	1, 4, 5

Activities	Measures	University Objective
Workforce education	List of programs, # of participants purpose	1, 3
Grants applied for and received	# of Grants applied/received, $ received	3, 4, 5
Collaborative programs	List of programs/ organization	1, 3, 4
Connections	# alumni gatherings, donations, # of active alumni	4, 5
Distance Learning offerings	# of courses and programs	1,3, 4

2R2.   Performance Results
Selected results in accomplishing the university's other distinctive objectives (goals referenced in parentheses) during the past four years throughout the eight-campus system include:

- Total money raised for FY 09 by the university is the most in any one year by that date (5)
- During FY 09, volunteers have been very active in our current campaign fundraising success (5)
- Private gifts (in millions): FY 07 = 28; FY 08 = 28; FY 09 = 37 (5)
- Active alumni: FY 07 = 177,320; FY 08 = 183,748; FY 09 = 186,000 (4)
- Donors: FY 07; 27,089; FY 08 = 24,238 (5)
- Current funding trends by individual donors show that while fewer individuals are giving, the amount given has increased (6)
- Numerous faculty, staff, and administrators lend their expertise to serve the surrounding communities through service on boards and committees (4)**
- Research projects (funded and unfunded) directly benefit external stakeholders (1, 3, 4)**
- Workshops, forums, conferences, and roundtables sponsored in whole or in part by departments and faculty provide opportunities for external stakeholders to network, learn, and interact (1, 3, 4)**

- Faculty, staff, administrators, and students aid community businesses and agencies through volunteer work and service learning (1, 2, 3, 4)**

** See examples listed among the Points of Pride (http://www.kent.edu/about/facts/Pride.cfm) and documented in WEAVEonline.

2R3. Comparing Performance Results with Other Organizations

On June 11, 2008, KSU joined with other Ohio higher education institutions in signing an agreement to join the Voluntary System of Accountability (VSA). The resulting Ohio College Portraits present information (including some information regarding *Other Distinctive Objectives*) on each institution for public review and in so doing provide for comparisons across the institutions. The KSU College Portrait and the full list of the Ohio College Portraits can be found at the following links: (http://www.kent.edu/rpie/upload/College%20Portrait%20Template%20KSU%20Final.pdf), (http://uso.edu/opportunities/ohiocollegeportrait/index.php)

With the development of the University System of Ohio, KSU has been identified as one of the "Four Corner" institutions. This designation, coupled with a state focus on the state universities of northeast Ohio, creates an important pool for comparisons going forward, as well as strategic planning and coordination.

We have experienced continuing success in our intercollegiate athletic program that is enjoyed by the surrounding community and attracts regional, state, and national attention. Eight team Mid-American Conference (MAC) championships and 16 individual MAC championships during the AY07-08 season shared the spotlight with 27 athletes who earned academic All-MAC honors. More recently, for the AY08-09 season, the men's athletic teams were awarded their fourth David Reese trophy and the women's teams came in second for the Fred Jacoby trophy. These awards represent the top men's and women's athletic programs in the Mid-American (MAC) Conference.

Reflecting the nationwide trends, the KSU Foundation endowments have realized a 25.6 percent overall decrease since July 1, 2008. With this decline KSU is implementing a comprehensive plan to reduce expenses and

acting prudently to protect and ultimately grow investments. These decisions are being shared with relevant stakeholders. Nevertheless, annual giving via direct mail and online fundraising are experiencing their highest percentages of growth in both donors and dollars. Donors are up 62% and dollars are up 66%. We continue to move forward with plans to implement a major fundraising campaign to lead up to our centennial celebrations.

In relation to its research status the research grant applications submitted by faculty and funding received continues to increase:

Funding Source	FY05	FY06	FY07	FY08	FY09
External Funding	25.4M	26.6M	32.6M	32.4M	46.1M
Proposals for External Funding	457	424	473	514	578

Research, technology and commercialization and economic development are important to businesses and to society. Kent State University is an active participant and has a multitude of research programs, scores of patents and a variety of technology licenses that advance business and industry. KSU has also facilitated four start-up companies between 2005-2009, and has assisted many businesses with improved products and processes.

We are integrally linked with the surrounding community and region through our vendors and suppliers. With over 300 vendors identified as part of our Supplier Diversity initiative, the spending has grown each year since the inception of the program.

2005	$ 2,854,787
2006	$ 4,684,352
2007	$ 6,117,997
2008	$ 9,281,518
2009 (6 months)	$ 6,318,421

While comparative quantitative data is not available, we do know that no other Ohio university matches the high focus of our Supplier Diversity initiative.

2R4.   Performance Results Strengthen Organization

The university, with its eight-campus system, is strengthened through its relationships with the communities it serves in northeast Ohio (see Appendix C). The ability to partner with other institutions, community groups and business and industry provide for greater involvement in the community by our students, faculty and staff. These interchanges provide for the exchange of ideas, and projects, which have resulted in helping to address the economic issues and needs of the region(s) and community(s) we serve.

In keeping with our Excellence agenda, we have sought to strengthen our presence with external stakeholders and the communities we serve. Increases in research grants, supplier diversity, and development donations are evidence of the emphasis placed on those areas in response to the opportunities for growth and the identified needs, both internal and external. Recognizing that the needs of the community can be multi-faceted (economic, social, material, entrepreneurial, etc.), we have taken advantage of opportunities to embark on those endeavors that enhance our educational and research agendas and serve our external stakeholders.

Examples of two such endeavors are Centennial Research Park and Cleveland Botanical Garden. Centennial Research Park was launched in mid-2007 and is a 41,000 square-foot research park that houses two high-tech start-up companies that have their roots in liquid crystal research activities launched at KSU. Development of the research park is a critical component of the university's FLEXMatters initiative, which has the mission to build an industrial cluster in Northeast Ohio for the research, development and production of flexible liquid crystal displays, electronics and photovoltaics. To expand this commitment farther, the KSU Liquid Crystals Institute and the Cleveland Botanical Garden launched a pioneering research project in 2008 to explore the potential of liquid crystal technology for creating more sustainable, energy-efficient greenhouses. Through this research, the garden and the university aim to create a fully automated "smart" greenhouse that is easily programmed to provide the ideal growing environment for a variety of plants.

The Economic and Strategic Partnerships team identifies and responds to economic needs in northeast Ohio by aligning the university's expertise and resources with regional needs. The Office of Technology Transfer and Economic Development provides assistance to corporations seeking to collaborate with our investigators. Regional Corporate and Community Services provides training and consulting to assist organizations in the improvement of their operations and employee performance. In addition, we host 69 centers and institutes which support the institution's teaching, research and public service mission and extend our expertise beyond the campus. More detailed information can be found at the following link: (http://www.kent.edu/outreach/economicdevelopment.cfm)

Community and business relationships provide learning opportunities for students in the form of research projects, internships, service learning, and career opportunities. These opportunities foster students' professional growth and networking. They lay the foundation for civic responsibility and community involvement. They also provide opportunities for students to transfer and apply classroom learning in the workplace.

International relationships are also important to the university, for they offer enhanced opportunities for research, creative activity, exchanges, recruitment, grants and international development. (see Appendix C). Most importantly, these relationships promote the cross-cultural and global understanding that is central to the university experience. We currently have over 80 international memorandums of understanding (MOU's) and over 20 student-exchange relationships and continue to work to expand those numbers.

Difficult to quantify, but nevertheless critically important, the performance results help increase public awareness of the caliber of the university's programs. This awareness helps build long-lasting networks of contacts. The resulting relationships lead to: private gifts which provide scholarships, endowed faculty positions, and improved academic programming, equipment and physical facilities; corporate and civic collaborations; international relationships, and much more.

2I1.   Recent Improvements

We continue to be responsive to continuing and changing needs as well as the opportunities for improvement in serving our external stakeholders. The improvements and resources that have made this possible include:

- Improved online data through the RPIE web site
- Implementation of WEAVEonline, the online assessment data management system

- Development of and preparation for implementation of the RCM system
- Continuous growth of the Supplier Diversity initiative
- Recreation/fitness facilities available for use by the surrounding communities
- New and renovated athletic facilities
- System-wide community service initiatives documented in WEAVEonline and ServiceConnect
- Participation with the mentoring process of the Northern Ohio Minority Business Council (NOMBC). (The mentoring program, called Partners First, is a two-year interactive process in which we work with a specific company and assist them in becoming a viable vendor. We are starting our second two-year commitment.)
- $21M increase in external funding

2I2.   Selecting Processes and Targets for Improvement
In the first AY09-10 meeting of the President's Administrative Council, the president outlined his agenda for 2009 and beyond. This included his Strategy Map for the immediate future. (See Table 2I2).

The Strategy Map set forth by the president, the RCM financial system, the strategic plan, core values, and strategic goals and objectives create the structure that guides the decision-making processes for future endeavors. This will be further impacted by the economic status of the state and nation. Nevertheless, the commitment to our external stakeholders' remains rooted in our established outreach efforts. Going forward, new targets will result through the RCM process, adjustments to funding formulas, and the attainment of grants.

Table 2I2

Kent State University Strategy Map
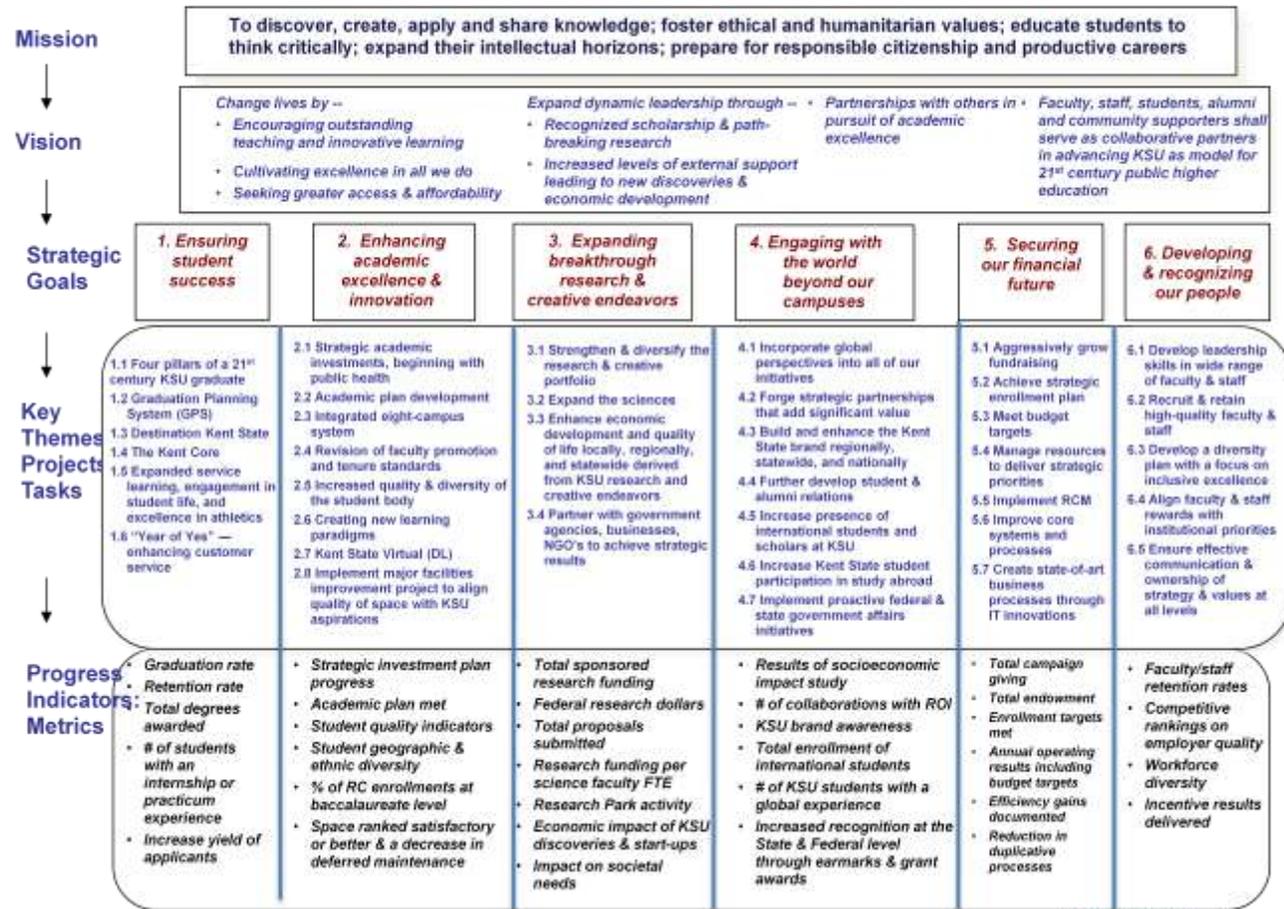
Category 3
Understanding Students' and Other Stakeholders' Needs

3P1.   Identifying Changing Needs of Student Groups
On an institutional level, student needs are assessed and expectations identified through the periodic administration of nationally recognized surveys. Collected data are reviewed and analyzed by appropriate research personnel and the findings are disseminated to appropriate university constituents. Instruments/feedback used in recent years include:

- National Survey of Student Engagement (NSSE)
- Beginning College Survey of Student Engagement (BCSSE)
- American College Testing (ACT) Student Data
- COMPASS Basic Skills Assessment
- Noel-Levitz Retention Survey
- HEI statewide data warehouse
- SAT/ACT data
- Collegiate Learning Assessment (CLA) – initial administration fall 2009

At the local level, students' needs and expectations are determined through use of one or more of the following:
- Destination Kent State Committee
- Freshman Advisory Council
- Student surveys
- Advisory committees (e.g. Advisory Committee on Academic Assessment)
- Focus groups
- StudentVoice surveys
- Demographic and Trend Analyses
- Employer surveys
- Open student forums
- Individual feedback
- Learning communities
- Five-year review of LER, Writing Intensive Courses and Diversity Courses
- Residence hall student needs assessment
- Survey of Baccalaureate graduates
- Accreditation reviews conducted by professional associations

- Results from academic assessments (e.g., student learning outcomes, departmental review)
- Academic advising sessions
- Comparative analyses of similar programs at other institutions
- Financial Aid needs analysis
- Curriculum reviews
- Graduation Planning System (GPS)
- KAPS reports
- Professional literature (e.g. student characteristics, development, etc.)

Academic program review links to resource allocation such as space, capital planning and personnel. Strategic plan implementation identifies annually specific goals for meeting changing needs of students. Market analysis helps determine regional educational needs, with which an on- or off-campus or web delivery strategy is aligned.

3P2.   Building and Maintaining Relationships with Students
The university builds and maintains relationships with students through direct interpersonal interactions and the implementation of various technological advances that support communication. The scale of interactions ranges from individual to eight-campus network-wide, and beyond.

Direct Interpersonal Interaction
- Classroom, studio, laboratory (faculty)
- Office (advisers, faculty counselors, clinicians, technicians, clerical staff, administrators, etc.)
- On-campus residence hall staff
- Student recognition events
- Committee meetings
- Forums
- Student employment opportunities
- Individual/group counseling sessions
- Student organizations
- Joint faculty/staff/student community service projects

- College advisory groups
- Learning communities
- Residential college
- Reaching, Encouraging, Teaching, Advising Individuals (RETAIN) advisors
- Destination Kent State program
- Athletic coaches
- University/department campus events
- Internships
- Undergraduate Research

Technology-Based Interactions
- Flashline
- University/department websites
- E-mail
- Web for students
- Electronic newsletter
- Chat rooms and listserv (VISTA)
- Facebook
- On-line course management tools
- Twitter

Indirect/Other Interactions
- Daily Kent Stater
- Informational publications
- Individual correspondence
- Surveys
- Marketing and promotional materials
- Community-based learning opportunities.

3P3.   Analyzing Changing Needs of Stakeholder Groups
Stakeholder needs are determined by building on the relationships listed in 3P4 and using the tools identified in 3P1. Interviews, cultural and organizational assessment instruments, focus groups, other survey tools and service on state committees provide useful data. The Director of Government Affairs disseminates information concerning educational initiatives at the state level. Stakeholders also provide feedback through their service on advisory councils and boards and participation in external departmental accreditation processes. Information gathered through these

means allows the university to integrate the needs of stakeholders into services provided (e.g., consortia agreements, new and revised academic programs).

Stakeholder needs are also identified through relevant data such as:
Demographic trends
Academic Major selection
Hobson's Prospect Tracking
ACT Choice Analysis
State, industry and economic projections
Inter-University Council data
HEI database
State of Ohio Productivity Report
Commission on Higher Education and the Economy Report
Task Forces (e.g. Inclusion, Curriculum)
Parent workshops and receptions

Compliance with governmental mandates also influences the course of action taken in some areas. The deployment of resources is determined through several processes including doctoral program review, administrative review, priority funding and the state budget. The University System of Ohio's Ten Year Plan also provides direction for the type of collaborative initiatives that receive top priority (e.g. P-16 programs, collaborations with businesses in Ohio, STEM education and teacher preparation, internship programs). Data and feedback are shared with and received by administration and relevant areas. The information is used to guide planning and inform decisions. Resulting improvements are listed in sections 3I1 and 3I2.

3P4.   Building and Maintaining Relationships with Stakeholders
The university builds and maintains its relationships with its key stakeholders by:

- Sponsoring events that respond to or solicit information about stakeholder needs
- Attending public meetings and events within the community (town, region, state)
- Serving on advisory boards (corporations, non-profit organizations, foundations, professional organizations)
- Serving on or chairing government committees/commissions

- Sustaining one-on-one interactions
- Providing space and services for workforce development
  - 17,863 individuals served
  - 28,331 credit hours delivered
- Mandating external stakeholders serving on boards
- Communicating daily through WKSU and The *Daily Kent Stater*
- Participating in sponsored research, licensing agreements and collaborative projects
- Open student forums
- Publications (new Research Magazine, department/college newsletters)
- Athletics
- Trade missions
- Off-site locations (China, Florence, Geneva, etc.)
- Web site information (alumni, parents, etc.)
- Establishing College of Public Health

3P5.   Targeting New Student and Stakeholder Groups
Various inclusive means are used to determine whether new stakeholder and student groups should be addressed. The university's strategic plan sets the priorities that inform all decision-making processes. Retreats held by various divisions (e.g., Academic Affairs, EMSA, Human Resources) provide opportunities to discuss new opportunities reflective of the priorities set by the university. The Academic Affairs Priorities presentations annually identified priorities within colleges. The complete list of priorities was discussed and ranked by the deans based on the funding available and how closely college priorities were tied to the university's priorities. Studies completed by Noel-Levitz also provided information regarding new student groups to target. As the university moves into a RCM budgeting model, colleges will become more autonomous in that decision-making process but will also be more accountable in ensuring that their units are following the priorities set by the university community through its planning process.

Entrepreneurial initiatives are another way of responding to new demands. Market analyses are employed to determine if a proposed initiative is economically viable. If the market analysis is positive, the proposal is sent to the provost and the appropriate governance bodies for approval prior to development and implementation (e.g., College of Public Health). In order

to more fully develop and support relationships with stakeholders, the university refocused the work of the regional development staff. A new unit, Marketing Research, Segmentation and Engagement Services (MARS) was organized (March 1, 2009) under the Division of University Relations. MARS is responsible for:

- Partnering across the institution to develop marketing plans
- Collaborating with colleges and Regional Campuses to accelerate our efforts as a leader in regional/state workforce development
- Conducting marketing research to support data driven communications
- Providing consulting services and support to university clients on outreach initiatives
- Piloting and testing new marketing programs with the capacity to span the eight –campus system
- Promoting and encouraging the transfer and sharing of the best marketing practices

3P6.   Collecting and Analyzing Complaints
KSU is an institution that encourages direct accessibility. Any stakeholder has access to anyone in the university, including the Executive Officers. There is an expectation among the leadership that concerns will be shared with and acted upon by the appropriate individual. Formal complaint procedures are in place through academic policies, the Offices of Judicial Affairs, Affirmative Action and Human Resources and in the collective bargaining agreements. Appeals procedures, as well as notification procedures, are included in all policies. Student and employee ombuds are available. Most policies require written notification of case resolution. Informal resolution is encouraged and mediation procedures are available. Faculty Senate also provides a conduit for concerns to be addressed.
The collection of stakeholder complaint information is conducted across the university through various offices to best accommodate different stakeholder groups. For example, external constituents have avenues of input through the Alumni Office, via their membership on advisory boards, individual communication with advancement officers and university leadership. Students have the opportunity to voice their opinion in their Student Survey of Instruction, the *Daily Kent Stater* and meetings with the president. Both student and faculty concerns are incorporated in departmental review and planning processes; faculty concerns are incorporated into bargaining agreements.

Just as complaints are received across the institution so too are issues rectified. As an example of formal complaint management, the Equal Opportunity and Affirmative Action (EOAA) Office's process for gathering complaints is typical of complaint collection at the university. Anyone who believes that unlawful harassment or discrimination has occurred may contact, in addition to his/her immediate supervisor, one or more of the following university offices: the office of equal opportunity/affirmative action, employee relations, staff ombuds, dean of students, student ombuds, the student multicultural center, the office of diversity, equity, and inclusion, the women's resource center, or an appropriate university employee. This represents the kind of exhaustive complaint gathering process present throughout the university. While complaints are handled on an individual basis, the essence of these complaints is synthesized by the university leadership. In the case of EOAA this led to the creation of the Committee on Inclusion, Human Resource (HR) trainings in discrimination prevention, and communication statements on the university's expectation that all employees contribute to an inclusive, respectful environment on all eight of KSU's campuses.

Complaints of a more general nature are handled through an informal process if possible. In the case of staff and students, ombuds are appointed to serve each constituency. The staff ombuds is a member of the Employee Relations staff and he/she will pursue an informal process to settle complaints prior to activating the university's formal grievance process. This process may include mediation, meeting with involved parties, mentoring, referrals to the employee assistance program (counseling) or various types of training. The goal is to get issues resolved in a timely manner and currently the office is exploring alternative resolution processes to better serve the university community. The work of the student ombuds is similar in that it is tailored to the specific situation. Most often a student complaint will lead to a working process with a faculty member and/or a department chair or director. Similarly, communication with another university office, such as financial aid or student accessibility services may be required to reach resolution. As with staff complaints, the goal is to resolve student complaints through an informal, communicative process prior to requiring a formal complaint action. If however, formal action is warranted, specific procedures are spelled out in university policy and the ombuds provides assistance to the students in navigating the process.

Other informal processes are also utilized. Satisfaction surveys, exit interviews, listening posts, and focus groups are examples of means by which complaints and concerns can be gathered. Members of the university serve on the Town-Gown Committee and attend public meetings where issues of interest to the university are discussed. The complaints/concerns are analyzed and responded to by appropriate units and/or supervisors. If it is determined that the concern is one that needs more than an individual response, it can be addressed through program/unit priority planning and implementation. If it is a concern university-wide, goals are set by the executive officers with appropriate consultation, to address the issues.

Individuals who have presented concerns/complaints are contacted by the person handling the problem as to its resolution. Depending on the circumstances the follow-up is done in person, via telephone, email or mail. Actions taken in regard to groups' concerns are communicated in a more public way. For example, actions taken in regard to domestic partner benefits and holiday pay were disseminated through university newsletters and campus-wide emails. Stories detailing the actions are carried in *eInside*. In some instances, press releases are issued.

3R1.   Student and Stakeholder Satisfaction
Student and stakeholder satisfaction are determined through the measures that are collected and analyzed regularly. These include: Student Survey of Instruction completed for every course, student satisfaction surveys (residence halls, support services, library services, academic advising), senior exit interviews, exit interviews with students leaving the university, national assessments (SSI, NSSE, BCSSE), graduate/career placement surveys, and employer surveys. Indirect measures include: persistence, retention, and graduation rates, KSU donor giving, number of grant funded/sponsored programs and funding of state initiatives. KSU's Board of Trustees also provides feedback concerning stakeholder satisfaction. Faculty Senate provides a venue in which faculty can discuss concerns. Employers are surveyed on a continuing basis in regards to academic program viability. During 2008 and 2009, university personnel took part in the *Chronicle of Higher Education's* "Great Colleges to Work for" survey. Other stakeholders provide input through evaluation forms and personal contacts.

3R2.   Performance Results for Student Satisfaction

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered in 1999, 2002 and 2008. Overall student satisfaction remains high. In 2008, students expressed higher satisfaction than the national sample of four-year public institutions for 29 scales. Results were analyzed by staff and the information used in planning service improvements. Consultants from Noel-Levitz continue to work with staff and administrators in enrollment planning.

The results of the National Survey of Student Engagement (S2008) and the Beginning College Survey of Student Engagement (F2007) gives an indicator of student satisfaction as does the survey administered annually to KSU graduates twelve to eighteen months after graduation.

NSSE 2008 - Student Satisfaction

Most students are generally satisfied with their college experience. In fact, 78% of all students rate their college experience either "good" or "excellent." Only 5% say their experience is "poor." Seventy-eight percent (78%) *{85% Carnegie}* of First-Year (FY) students and 75% *{81% Carnegie}* of Seniors (SR) would "probably" or "definitely" attend KSU if they were starting college again.

NSSE items most strongly correlated with student satisfaction include:
The quality of academic advising you have received at your institution

- o   FY-KSU 72% (good, excellent)   SR-KSU 50%
- o   FY-Carnegie 71%   SR-Carnegie 64%

Relationships with faculty members (Ratings 5-7 on a scale of 1-7)

- o   FY-KSU 70% (5-7)   SR-KSU 67%
- o   FY-Carnegie 68%   SR-Carnegie 74%

Relationships with administrative personnel and offices (Ratings 5-7 on a scale of 1-7)

- o   FY-KSU 50% (5-7)   SR-KSU 39%
- o   FY-Carnegie 52%   SR-Carnegie 41%

Institution provides the support you need to help you succeed academically (quite a bit, very much)

- o   FY-KSU 70%   SR-KSU 56%
- o   FY-Carnegie 77%   SR-Carnegie 68%

Relationships with other students (Ratings 5-7 on a scale of 1-7)

- o   FY-KSU 72%   SR-KSU 77%
- o   FY-Carnegie 78%   SR-Carnegie 81%

Institution encourages contact among students from different economic, social and racial or ethnic backgrounds

- o   FY-KSU 50%   SR-KSU 34%
- o   FY-Carnegie 56%   SR-Carnegie 47%

Institution provides the support you need to thrive socially

- o   FY-KSU 41%   SR-KSU 27%
- o   FY- Carnegie 50%   SR-Carnegie 37%

Institution helps you cope with your non-academic responsibilities (work, family, etc)

- o   FY-KSU 34%   SR-KSU 16%
- o   FY-Carnegie 37%   SR-Carnegie 26%

Received prompt feedback from faculty on your academic performance (written or oral)

- o   FY-KSU 52%   SR-KSU 62%
     (dropped from 71%)
- o   FY-Carnegie 54%   SR-Carnegie 62%

An annual survey of baccalaureate graduates also provides us with information regarding student satisfaction. (See Table 3R2).

Table 3R2
Survey of Baccalaureate Graduates
Level of Satisfaction = Very Satisfied/Satisfied

	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Overall Kent State Experience	95%	95%	94%	96%
Overall Value of Kent State Education related to Cost	85%	84%	81%	84%
Overall Quality of Interaction with faculty	90%	91%	90%	92%
Overall Quality of interaction with staff	89%	91%	87%	90%
Overall quality of university services provided	90%	90%	90%	90%
Overall Value of extra-curricular activities on campus	65%*	73%*	68%*	64%
Quality of teaching in major	90%	91%	90%	91%
Critical Thinking problem solving skills developed	90%	92%	93%	93%
Overall experience in your major	91%	93%	90%	92%
Overall preparation for employment	69%	70%	68%	72%
	*24% not applicable	19% NA	24% NA	26% NA

During AY08-09, the Association of Research Libraries (ARL) LibQUAL+ survey was utilized by library users across all eight campuses to evaluate the library's services along four dimensions: access to information, affect of service, personal control, and the library as "place." Also included were general satisfaction questions, information literacy questions, and OhioLINK consortium-based questions designed to assess the impact of OhioLINK services. Data analysis is currently underway.

During Destination Kent State 2009, all first year students were asked to take the SAILS, an instrument developed at Kent State University. This tool enables librarians to clarify what role, if any, information literacy plays in student success and retention. SAILS has become a tool used nationally, by over 70 institutions, to assess information literacy.

Input from students, faculty and staff on previous instrument administrations resulted in the various student support services:
- Help Desk for computer support
- College and academic unit advising offices
- Web for Students
- Web for Faculty and Advisers
- Financial Aid On-Line Award Estimator
- Kent Academic Progress system (KAPS)
- Multipurpose FLASHcard
- On-line admission and financial aid systems
- Freshman Scholarship Guide and CD Rom
- Undergraduate Catalog – CD Rom
- Residence Hall card swipe security entrance system
- On-line pharmacy
- Multi-functional Career Services website (Collage)
- Enhanced University and department websites
- 24/7 access to library resources (KentLink, OhioLINK)

The figures below focused the university community's attention on developing strategies to increase retention rates.

Graduation rate – Bachelor (6 year completion)

1998 Cohort	48.9%
1999 Cohort	45.4%
2000 Cohort	45.7%
2001 Cohort	49.0%
2002 Cohort	48.7%

First-Year Retention rate

2004 – 2005	72.9%
2005 – 2006	72.4%
2006 – 2007	73.6%
2007 - 2008	72.5%
2008-2009	78.6%

These strategies include:
- Supportive campus environment that promotes student involvement opportunities of a diverse and contemporary nature.
- 200+ registered student organizations
- Aggressive slate of co-curricular programs and events that include concerts, recreational activities, athletic contests, featured speakers, etc.
- Destination Kent State program
- Learning Communities
- Intrusive advising
- Volunteer activities on campus and in community (Migrant camp, Hattie Larlham, American Cancer Society, Walk for the Cure, etc.)
- University-wide traditional programs (e.g., Homecoming, Black Squirrel Festival, Convocation, All University picnic, etc.)
- Late night programs to fit preferred activity times of students

The first year to second year retention rate increased to 78% in AY09-10.

3R3. Performance Results for Building Relationships with Students

Relationship building begins when students are still "prospective" students. Geographic receptions are held throughout four states (Buffalo, NY; Pittsburgh, PA; Chicago, IL; Columbus, Cincinnati, Toledo, Canton, Cleveland Central, Cleveland East, Cleveland West, Youngstown, and Akron, OH). The geographic recruiting area has been expanded in order to strengthen the pool of well-qualified students and admissions counselors have been hired to target identified states. Admission standards continue to increase, as does the percentage of first-time students with high school GPAs higher than 3.0. According to CIRP data, KSU is the first or second choice (95.1% - 2004 CIRP) of those students attending.

Connections with Kent campus students continue to be made during their participation on campus in the Destination Kent State Advising and Registration (formerly PASS - Placement, Advising and Scheduling System) program. Each regional campus has its own required orientation program.

PASS Participants

2006F	2007F	2008F
4,176	4,016	3,966

Enrollment – First-Year Students (Kent Campus)

2004F	2005F	2006F	2007F	2008F	2009F
3,920	3,757	3,664	3,800	3,764	4,030

Percentage of 1st Time Kent Campus Freshman by HS Entrance GPA

	LT 2.5	2.5 – 3.0	3.0 – 3.5	3.5+
2004F	7.9%	30.1%	34.5%	27.5%
2005F	8.8%	29.5%	36.1%	27.6%
2006F	9.8%	30.3%	34.0%	26.9%
2007F	8.8%	30.7%	33.8%	26.7%
2008F	7.4%	29.1%	35.5%	28.1%

For some students this relationship begins while still in high school. Some students who have enrolled as PSEOP students continue at KSU.

This relationship building continues throughout a student's time at KSU. Midterm interventions and the hiring of RETAIN advisers have been successful in helping to retain first-year students. Other activities have been geared towards the retention of targeted student groups.

Examples include:

Residence Halls	**New Freshman**
Online room reservations	Welcome Weekend
New and/or refurbished halls	Destination Kent State
Learning Communities	Learning Communities
Out-of-State	Summer Reading program
Tuition rebates	Special programs for at risk students
Commuter	Freshman Interest Groups
Added parking	

Applications continue to increase as do the number of transfer students.

New Freshmen & Transfer Admissions Statistics
Freshman Applications*
Kent Campus

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Freshmen Applied	11,412	10,720	12,053	13,277
Admitted	10,076	9,256	9,604	9,808
Enrolled	3,757	3,664	3,635	3,777
Transfers Applied	2,070	1,913	2,135	2,654
Admitted	1,649	1,484	1,472	1,657
Enrolled	982	848	850	964

New Freshmen & Transfer Admissions Statistics
Freshman Applications*
Regional Campuses

	F 2005	F 2006	F 2007	F 2008
Freshmen Applied	3,071	3,217	2,951	3,708
Admitted				2,939
Enrolled	2,182	2,290	1,981	2,137
Transfers Applied				1,922
Admitted	1,496	1,583	1,211	1,351
Enrolled	993	1,051	771	939

Note: These numbers include part-time students.

These figures are for fall semester only and will not match the first-time freshmen category in the University's Common Data Set.

The figures in the Common Data Set show summer and fall semesters combined.

Kent Campus
Fall Percentage Yields

	Percentage Admitted of Applied		Percentage Enrolled of Admitted	
	Freshmen	Transfers	Freshmen	Transfers
2005	88%	80%	37%	59%
2006	86%	76%	40%	57%
2007	80%	69%	38%	58%
2008	74%	62%		

New Freshman Admissions Statistics
Regional Campuses
Fall Percentage Yields by Campus

	Ashtabula	East Liverpool	Geauga	Salem	Stark	Trumbull	Tuscarawas
2005	78%	74%	68%	64%	74%	72%	63%
2006	74%	70%	73%	67%	73%	69%	69%
2007	76%	73%	61%	72%	57%	77%	71%
2008	77%	77%	75%	68%	70%	72%	73%

Fall Enrollment Kent Campus
Enrollment by College/School/Program

College			Fall 2006		Fall 2007		Fall 2008	
			Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Architecture			759	41	765	57	805	68
Arts			2,024	170	2,018	176	1,985	174
Arts and Sciences			4,247	1,120	4,090	1,096	4,056	1,091
Associate Degree*			130	N/A	127	N/A	141	N/A
Business			2,657	402	2,551	373	2,391	376
Communication			1,962	783	2,027	765	1,995	838
Education			2,908	1,767	3,086	1,943	3,156	1,895
Nursing			1,171	225	1,109	263	1,212	297
Technology			463	53	511	56	540	53
Undergrad Studies			1,815	N/A	1,806	N/A	1,871	N/A
Total			18,136	4,561	18,090	4,729	18,152	4,792
Total Enrollment			22,697		22,819		22,944	

The number of alumni contacts continues to increase and even though the number of donors has decreased the amount donated has continued to increase.

	Active Alumni		Donors
2005F	170,715	FY 2005	27,974
2006F	175,932	FY 2006	27,985
2007F	177,320	FY 2007	27,089
2008F	183,748	FY 2008	24,238

Ongoing relationship building provides students opportunities for input. There are over 200 registered student organizations. Students are able to participate in the Student Quality Advisory Committee, Open Student Forums and Talks with the President. Students may participate in service learning, undergraduate research and internships. As the university embraces experiential education, more opportunities are opening up for students (e.g., EXPR 30295: Serving to Learn, Learning to Serve – 3 credit hours; EXPR 10295/20295/30295/40295: Service Learning Contract – 1 credit hour).

3R4.   Performance Results for Stakeholder Satisfaction
Results include:
Joint degree programs with other universities in northeast Ohio
Collaborative undertakings (e.g., Cleveland Urban Design Collaborative)
Private donations (e.g., Roe Green Center for the School of Theatre and Dance)
Research partnerships (e.g., Cleveland Clinic Foundation, Alliance for Graduate Studies and Research, Center for the Treatment and Study of Traumatic Stress [Summa], Cleveland Botanical Garden)
Enrollment/participation in workforce development/continuing education

Workforce Development

	Total Persons Served	Organizations Served	Contact Hours Delivered
2005	16,577	1,301	--
2006	14,005	1,004	196,534
2007	14,853	784	244,456
2008	17,863	-	-

Partnership for the Minority Business Accelerator
Increase in public programming
Expansion of WKSU sites
Reeves Foundation Center for Advanced Technology and Workforce
    Development
Wm. H. Zucchero Memorial Guest Artist Series endowed
Institute for Library and Information Literacy - $2.4M
Endowment for the Professoriate established
Center for the Study and Development of Minority Businesses established
Entrepreneurial activities (e.g., accelerated Nursing Second Degree
    Program, Electronic Master's Degree in Instructional Technology)
Research collaboration with 40 companies
Company sponsored research
Increase in enrollments – (See Table 3R3) (other breakdowns can be found at (www.kent.edu/rpie/factbook.cfm)

3R5. Performance Results for Building Relationships with Stakeholders

Results include:

- Fostering dialogue through town-gown interactions
- Enhancing relationships between KSU and the Kent Chamber of Commerce (Bowman Breakfasts)
- Increasing interactions with local industry/businesses such as Alpha Micron, Inc., Kent Display (liquid crystals), Athersys (biotech), etc
- Urban Design Center - Cleveland.
- Providing incubator space for start-up companies (e.g., CoAdna Products; Rise, Sally Rise, Inc.)
- Encouraging visits to KSU by leaders from local, state and national level business, industry and government
- Initiating projects with economic development agencies (Tuscarawas Regional Technology Accelerator, GAP in Turkey)
- Responding to OBOR funding initiatives through selected enhancement of programs that meet established critical state priorities (e.g., nanotechnology, biotechnology, information tech.)
- Hosting professional/learned societies conferences
- Hosting alumni events
- Including stakeholders on boards, councils, and committees
- Ongoing planning for improved connection of Kent State University and the City of Kent (hotel/conference center)

3R6. Comparing Performance with Other Organizations

KSU's positive relationship with its stakeholders has been recognized by its being named the "most entrepreneurial public university in Ohio" by the state's governor. KSU is ranked fifth in the US and Canada in the number of start-up companies formed per million dollars in research expenditures according to the Milken Institute.

Kent State plays a very unique role in the state of Ohio. It is a regional university serving urban, suburban, and rural areas. The eight-campus system provides wide access. Forty-six percent of the students attending KSU are first generation college and 44% come from families whose incomes are $50,000 or less annually. As Table 3R6a through 3R6c illustrate, Kent State's relationships with its stakeholders is quite positive.

Table 3R6a
Enrollment *

University	2004	2005	2006	2007
University of Akron	22,314	21,049	22,476	23,439
Bowling Green	19,043	19,016	19,150	18,653
Cleveland State	15,881	15,754	15,119	15,370
Kent State University	24,494	23,250	22,869	22,978
Miami University	17,590	16,019	16,198	16,406
Ohio State University	51,723	50,504	52,512	53,408
University of Toledo	19,675	19,201	20,788	22,254
Ohio University	20,143	20,293	20,610	21,089

*Most current HEI data

Table 3R6b
First to Second Year Retention Rate*

Main Campus	2003	2004	2005	2006
Bowling Green State University	77%	79%	76%	76%
Cleveland State University	58%	59%	56%	60%
Kent State University	73%	73%	73%	74%
Miami University	91%	90%	90%	89%
Ohio State University	89%	90%	92%	93%
University of Akron	66%	64%	65%	67%
University of Toledo	65%	67%	67%	65%
Youngstown State University	69%	72%	69%	71%
Ohio University	82%	81%	80%	78%

*Most current HEI data

Table 3R6c
Graduation Rates Adjusted Cohort*

	1999	2000	2001
Miami University – Oxford	80%	80%	79%
Ohio State University – Main Campus	68%	71%	71%
Ohio University – Main Campus	70%	71%	70%
Bowling Green State University – Main Campus	60%	59%	57%
University of Toledo	42%	45%	42%
Cleveland State University	30%	30%	31%
Kent State University – Main Campus	46%	47%	50%
University of Akron – Main Campus	33%	34%	34%
Youngstown State University	36%	37%	37%

*Most current HEI data

Due to the unique make-up of KSU's eight-campus system and separate HEI reporting requirements, the numbers in the tables above reflect the Kent Campus only unless noted otherwise. The university is working on developing an information gathering system that will allow the benchmarking of an eight-campus system.

3I1.   Recent Improvements

We improve our procedures and systems through continuous improvement processes that include:

- Best practice analysis
- Participation in AQIP and professional accreditations
- Evaluations of credit and non-credit classes
- Programming feedback
- Periodic surveys of stakeholders
- Needs analyses
- Annual and strategic planning
- Track and respond to feedback
- Systematic program/department reviews
- Review by outside agencies
- StudentVoice used to solicit feedback on programs and service delivery beginning in 2008
- Noel-Levitz consultants (AY 08-09 through AY 10-11)
- Mid-term grade follow-up
- De-centralized advising beginning in 2009
- Graduation Planning System new in 2009
- Course Scheduling
- Expanded parking pass options
- Kent Core curriculum (in approval process)

3I2.   Selecting Processes and Targets for Improvement

Improvement priorities include:

- Identify new markets and potential collaborative relationships
- Develop systematic process to access stakeholders needs and provide feedback
- Continue/enhance proactive role by KSU faculty, staff, administrators, students and parents in influencing the state legislature – new capital campaign
- Develop new graduate/employer survey
- Develop internship opportunities
- NSSE, FSSE, Great Colleges to Work For, StudentVoice analysis of survey data

- Tiered committee/focus group approach used to develop new strategies and improve curriculum (Kent Core)

(See Table 2I2).

The priorities are communicated through internal and external mechanisms. (See 5C1, 5P5, and 5P6).

Category 4
Valuing People

4P1.   Identifying Credentials, Skills and Values

Identification of the required credentials and skills for faculty occur during the time the job posting is developed. Academic department faculty and administrators determine the curricula and research needs of the academic programs within the department and university and how a new position can address those needs. It is also expected that faculty hires will enhance the university's broader institutional values as defined in its strategic plan.

Specific credentials, skills and values required for administrative/professional staff performance are identified by the hiring unit in concert with the principles and values of the strategic plan, departmental needs, and workload distribution. The hiring department creates a Position Description Questionnaire (PDQ) that clearly identifies the tasks of the job, establishes base qualifications, additional preferred experience, institutional impact and any leadership and supervisory requirements. Some departments conduct environmental scans, review peer institutions and consider national surveys or information from professional organizations. Support staff credentials, skills and values are aligned in conjunction with the classified staff classifications and department needs.

4P2.   Hiring Processes

In addition to the information listed in 4P1, the hiring processes for faculty are a broad-based screening activity in which faculty, administrators and students participate. Previous teaching experience and research are examined. Interviews may contain demonstrations, seminars and/or teaching components. The reappointment, tenure and promotion (R/T/P) process serves as a periodic check on a faculty member's ability to sustain his/her credentials and skills.

Search committees are used for faculty and administrative positions. Applications/resumes are reviewed via the university's online applicant tracking system. Once a candidate pool is determined, interviews are held, references are checked and the search committee then makes its recommendations. The online tracking system is used for classified positions as well and skills assessment is used for certain classified positions.

For every job candidate offered employment at KSU, the Human Resources Talent Acquisition (TA) unit does a criminal background check (except for adjunct faculty), degree verification if appropriate and an employment background check. In addition, TA is becoming more involved in the job search probes, participating in job interviews and working more closely with the search committee.

4P3.   Recruiting, Hiring, and Retaining Employees

In addition to the recruitment and hiring information presented in 4P2 and in the 2005 Systems Portfolio (http://www1.kent.edu/aqip/Reporting/systemsportfolio.cfm), the university is increasing its efforts in the area of diversity recruitment. University hiring managers are being introduced to new resources aimed at attracting diverse talent to apply for job opportunities. This has resulted in an 8 percent increase in the amount of diverse job applicants (from AY 2006-07 to AY 2007-08). The university is also conducting targeted career fairs to reach out to qualified professionals for current and future needs in specific areas of the university.

KSU has also been named a NorthCoast 99 recipient for four years (2005, 2007, 2008, 2009), which recognizes the 99 best workplaces in northeast Ohio for top talent and was recognized by the *Chronicle of Higher Educations'* "Great Colleges to Work For" in 2008 and 2009 for employees' satisfaction with particular benefits.

Retention and development of employees is paramount to the success of our student centered environment. A summary of professional development opportunities is listed in Chart 4P3. There has been an increase in technology in this area, with the introduction of numerous online training courses in the areas of workplace ethics, preventing workplace violence and others. The university in 2008 introduced the Institute for Excellence in Leadership (IEL), an intensive leadership development program designed to provide a broad perspective in leadership and management strategies within the higher education setting. Approximately 85% of faculty and staff participate in some type of training/learning activity each year.

There have also been numerous enhancements to the health benefits offered to faculty and staff. This includes the addition of benefits for domestic partners and minimal increase in the employees' health care premiums over the last few years. The comprehensive benefit package provided by KSU helps to recruit and retain employees.

Chart 4P3
Opportunities for Professional Development

Offering	Audience		
	Faculty	**Administrative Staff**	**Classified Staff**
TOPICAL PROGRAMS			
Continuous Improvement	X	X	X
Diversity Training	X	X	X
Workplace Ethics	X	X	X
FMLA	X	X	X
Preventing Sexual Harassment	X	X	X
Principles of Conflict Management	X	X	X
Preventing Workplace Violence	X	X	X
Recruitment Skills	X	X	X
Bullying in the Workplace	X	X	X
Data Analysis Tools	X	X	X
Fitness and Health Programs	X	X	X
POLICIES			
Collective Bargaining Agreements	X	X	X
Reappointment/Tenure/ Promotion	X		
Faculty Professional Development Leaves	X		
Research/Travel Grants	X	X	
Conference Attendance	X	X	X
Moulton Scholars	X		
Faculty & Staff Assistance Programs	X	X	X
Tuition waivers	X	X	X
FACULTY PROFESSIONAL DEVELOPMENT CENTER PROGRAMS	X	X	
Learning Communities	X	X	
New Faculty Institute	X		
FACULTY SENATE FORUMS	X	X	
PROFESSIONAL CONSULTING FELLOWSHIPS	X		
NEW EMPLOYEE ORIENTATION -weekly	X	X	X

Offering	Audience		
	Faculty	**Administrative Staff**	**Classified Staff**
ANNUAL EVENTS			
UTC Conference on Teaching	X	X	
Academic Affairs Planning	X	X	X
Division Planning Retreats	X	X	X
ANNUAL EVENTS (cont'd)			
Institute for Excellence in Leadership	X	X	
Martin Luther King Day	X	X	X
Democracy Symposium	X	X	X
Externally Sponsored Conferences	X	X	X
Provost's Speakers Series	X	X	X
Celebration of Scholarship	X	X	

All of the above-mentioned programs help retain our quality faculty and staff. Table 4P3 shows the number of employees with multiple years of service.

Table 4P3
Number Employees/Multiple Years Service
May 2009

Employee Type	Years of Service	Total
Classified	0-5	438
	6-10	266
	11-15	161
	16-20	115
	21 +	276
Total Classified		1256
Unclassified	0-5	744
	6-10	249
	11-15	159
	16-20	113
	21 +	210
Total Unclassified		1,475
Grand Total		2,731

4P4.   Orienting New Employees
Employees are oriented to the organization in numerous ways. A broad based one-day university orientation is offered weekly and all new faculty and staff are encouraged to attend; the participation rate is more than 90%. This orientation is intended to help new hires understand the university's strategic goals, relevant policies and the overall culture of the organization. Participants also gain insight into the values of the university and what behaviors are expected of them as members of this community; new

employees also receive a cd-rom of the employee handbook, which is also online, and a detailed overview of the benefits elections. A New Faculty Institute, sponsored by the Office of the Provost and fpdc at the start of the academic year, provides a broad-based introduction to the university and its learning centered commitment. Many departments supplement these university sessions with their own orientation activities. Receptions are also held to welcome new employees.

4P5.   Planning for Personnel Changes
In planning for changes in personnel, Human Resources (HR) works with its Organizational Review teams to conduct rudimentary staffing forecasting to determine needs over specific periods of time, ranging from three and six months to a 24 month period of time. HR is also launching a new effort to conduct succession-planning training that will allow key hiring officials to evaluate their organizations for areas that are robust with talent or lacking talent.

Professional development programs offered to faculty and staff also help provide for personnel changes. The Institute for Excellence in Leadership (IEL) (see 4P3) provides selected participants with access to university leaders and external experts along with action learning projects to ensure the experience is directly applicable to the university workplace. The university also offers two additional programs for management development – The Management Development series and the Fundamentals of Supervision series. (See Table 4P5). Many of the regional campuses consult with their respective faculty councils in making recommendations for faculty positions and changes in personnel.

Table 4P5
Staff Development Participation

	Management Development	Fundamentals of Supervision
2005	48	50
2006	129	129
2007	126	176
2008*	74	149
2009 (Jan. – Aug.)	68	94

* Extensive Banner Training

4P6.   Designing Work Processes and Activities
In 2007 the university migrated to new software for its student, financial and personnel records. With the introduction of Banner, all four data systems (including alumni) were combined into one, increasing productivity and efficiency. Workflow processes were also introduced with the Banner project, which converted many student and employee "paper" processes to an electronic format. This has reduced the time it takes for a process to move from request to approval. There were also enhancements to the university's portal, which provides a self-service option for employees to view and update their personal and employment information, view pay stubs, leave balances, total compensation statements and W2s.

The annual performance evaluation process for classified and unclassified employees is constantly being refined to better meet the needs of employees. The process is now totally online, which improves efficiency and decreases costs associated with cumbersome paper processes. Users also have instant Web-based access to historical and current real time performance evaluations. Other changes were made to the performance appraisal process, based on employee and supervisor feedback.

4P7.   Ensuring Ethical Practices
The ethical practices of the university are ensured through several processes. The university's Policy Register defines its expectations in this area and is updated as needed; in particular, the register contains policies on harassment, discrimination, and conflict of interest. In 2009 a code of conduct was approved and an online employee handbook was introduced; both explain policies and procedures and spell out what is expected of each employee. Internal audits, the Patent Board, Faculty Ethics Committee, Office of Affirmative Action, Human Subjects Review Board, state audits and external accrediting bodies provide the university with the means to scrutinize its practices. A new online training module on workplace ethics is available to all employees, and supervisors and managers are required to complete the course. The university's legal office has conducted workshops on two ethical topics: Ohio's ethics laws and Ohio's Public Records Law.

4P8   Determining Training Needs
Professional development plans are devised for administrative and classified staff based on the goals of the unit's strategic plan implementation during the annual performance review process. Continuous improvement training is offered by HR on a unit needs basis. During the Institute for Excellence in Leadership, issues faced by leaders in implementing a strategic plan, including change and "buy-in" are addressed.

In addition, unit heads or administrative leaders can consult with HR to identify specific learning interventions for their areas.

Professional development is available to faculty through the Faculty Professional Development Center (fpdc), the University Teaching Council and the University Research Council. The Faculty Senate and fpdc provide professional development opportunities to help the university focus on the strategic issues set through the planning process.

The fpdc completed an impact study of those faculty who were Moulton Scholars and/or members of learning communities to determine what impact their work had on their professional development (number of publications, presentations, etc.) and in the classroom (student evaluations, feedback, peer reviews). Funding is provided for academic advisor training. Departments such as Residence Services, Financial Aid, Admissions and Business Administration Services provide internal programs for staff development.

4P9   Training and Development
Professional development is part of the culture at KSU. It is an expectation that all employees will participate in professional development activities. See Table 4P3 for a listing of selected professional development opportunities available to faculty, staff and administrators.

The Office of Diversity and Academic Initiatives developed training opportunities for new department chairpersons. The Corporate Center at the Stark Campus has a leadership academy for university and corporate community members. Several key administrators also participate in regional leadership opportunities.

The Office of the Provost instituted a Provost's Fellow Program beginning fall 2009. The program is designed to provide faculty with an opportunity (one semester), to work in the Provost's Office to become familiar with its operation and scope. This experience may also help faculty determine if they wish to pursue additional administrative opportunities.

As mentioned in 4P8, the fpdc provides professional development opportunities for faculty at all our campuses, with an emphasis on building and fostering a learning centered environment. Examples of programs offered include: teaching scholars, learning communities, workshop

consultations and resources for faculty going through reappointment, tenure or the promotion process; information and programming for new faculty, technology workshops, opportunities for graduate student development, and action read groups with brown bag luncheons.

Faculty and staff are also provided with opportunities to attend workshops, conferences and training external to the university. Professional development is an ongoing expectation for all employees.

Training is reinforced through evaluations that are given at the end of many of the training courses. Many HR courses contain a quiz and provide a certificate to those who successfully complete it. Performance evaluations for supervisors and managers now require that they complete specific training courses related to their leadership roles.

4P10.   Designing and Utilizing Personnel Evaluation System
The current staff performance assessment process for classified and unclassified employees has undergone more changes since those listed in the 2005 Systems Portfolio. The annual assessment still consists of three parts: Core Competencies, Position Specific Objectives, and Opportunity for Development. The employee and supervisor each complete the form independently, followed by a one-on-one interview to discuss the full range of employee performance. Goals and objectives for the next year are created, which relate to the University's strategic directions and/or division/department goals and initiatives. A Professional Development Plan can be developed that identifies goals for performance improvement and/or career development.

Since the 2005 Systems Portfolio, the process has been streamlined so that managers of unclassified employees now have the option to select from one of several online evaluation models as well as the traditional "paper" evaluation models; this resulted in a smaller number of evaluation models. Unclassified managers are now required to complete four new online training programs as part of their annual evaluation; the mandatory training section has been added to classified supervisors for 2009. For classified employees, a ranking of "usually meets expectations" was added to each question, changing the ranking scale for that group of employees.

The Reappointment/Tenure/Promotion (R/T/P) process is reviewed/revised by the Faculty Senate Professional Standards Committee periodically. New

guidelines that reflect the focus of the university are under discussion and will be moving through the governance structure during AY09-10.

4P11. Designing Recognition, Reward, Compensation, and Benefit System

The recognition, reward and compensation systems are aligned with the university's strategic goals. Both the staff and faculty evaluation systems are based on an individual's ability to complete objectives developed to support the needs of students and other stakeholders in an exemplary manner. A rewards system based on performance is in place. There are, however, challenges that the university faces in regard to its reward system. Due to the lack of state support and the current economic crisis, financial resources normally allotted to recognition may at some point need to be reallocated. It is a challenge to maintain morale under such conditions.

In 2007 the university implemented an online gift program for unclassified employees who reach milestone years of service; this was done to complement the existing monetary award classified employees receive at the same milestones. The Divisions of Enrollment Management and Student Affairs and Business and Finance recognizes annually, at their Quality Service Award celebrations, staff who have provided outstanding service to the university.

On the faculty side, a collective bargaining agreement for tenured/tenure-track AAUP members was ratified in 2008 and includes a new success bonus for faculty, based on retention, research and fundraising. The recently ratified (2009) collective bargaining agreement for non-tenure track faculty provides for a promotion process with requisite monetary increases. For staff, a performance evaluation must be on file before any pay increase is awarded, and unclassified salary increases are based on merit performance.

Benefits for faculty and staff include: health insurance, prescription drug program, dental and vision insurance, life and accidental death insurance, tuition waiver, retirement, disability, reimbursement accounts, vacation, personal and sick time, a tax deferred annuity program, and discounts on Recreation and Wellness Center memberships. Enhancements to the benefits package include the addition of domestic partner benefits and minimal increases to the monthly health care premium that employees pay. There is also a leave donation program available for faculty and staff. In

2007 the university implemented a holiday schedule, allowing staff additional paid time off during the December holiday period. Unclassified personnel can now participate in a conversion, sick to vacation leave policy (formerly only classified employees could participate).

4P12. Determining Issues Related to Employee Motivation

Creating opportunities for dialogue and feedback are two avenues KSU uses to help determine key issues in this area. Various opportunities for listening to faculty and staff are provided through forums, listening posts, university town hall meetings and regularly scheduled Faculty Advisory Council (FAC), College Advisory Council (CAC) Provost's Advisory Council (PAC), and FaSBAC meetings. The issues are discussed by the Executive Officers during regularly scheduled meetings including Cabinet and the President's Administrative Council. A plan of action is created through planning retreats, strategic forums, joint-study committees with the AAUP and the labor-management council.

For Regional Campuses, the Regional Campus Faculty Advisory Council (RCFAC) brings together the elected academic chairs from each campus to discuss individual and shared concerns from the respective campus. These concerns are shared with the Regional Campus Executive Dean who keeps the Provost apprised of issues that need to be addressed on a larger scale.

For staff, HR sponsors listening posts periodically to get informal feedback from staff. This is shared with the director of Employee Relations and the Vice President for HR. Individual concerns raised at the meetings are forwarded to the appropriate department for a response to the employee. The university has also conducted several employee surveys requesting feedback on the communication channels by which employees prefer to receive information, and on whether or not to continue a holiday leave schedule in December. Survey results were analyzed and used in the redesign of the internal faculty/staff publication and in making the decision to continue the holiday schedule. Deans and executive officers discussed the results of the "Great Colleges to Work for" survey to determine what areas, in relation to employee satisfaction, needed to be addressed.

4P13. Determining Issues Related to Employee Satisfaction

The University uses various avenues to provide for and evaluate employee satisfaction, health and safety and well-being. (See Table 4P13). In addition to those listed in the 2005 Systems Portfolio, the university has

enhanced its Emergency Management Plan (www.kent.edu/publicsafety/emergencymanagementplan/index.cfm) and Emergency Guide (www.kent.edu/publicsafety/emergencyresphandbook.cfm), in response to incidents of violence at campuses across the country. Some of the enhancements include additional PA speakers in outdoor areas of the university so emergency information can be broadcast, alert notification systems in all buildings that can broadcast information, and creation of a text emergency notification system for faculty, staff and students. The Emergency Guide also includes information on what to do should there be an active shooter on campus or in a classroom, and what action to take in the event of a biological, chemical or bomb threat. Numerous informational sessions were offered to faculty and staff to make them aware of the plan; one session was recorded and made available online for those who could not attend. The university policy department recently began offering Alert, Lockdown, Inform, Counter, Evacuate (ALICE) training sessions, which prepare faculty, staff and students for what to do in an active shooter situation. University Police Services was one of the first nationally accredited law enforcement agencies in Ohio and the second university police department in the country to be accredited by the Commission for the Accreditation of Law Enforcement Agencies, Inc. (CALEA).

University Health Services opened a Faculty/Staff clinic where employees can go during the day to be treated for minor ailments; the university's two insurance carriers are accepted at the clinic. Smoking cessation programs are also offered. The university established a committee to develop and execute a crisis plan in the event of a pandemic, such as the H1N1 virus. OneWellU, the university's wellness program, offers free flu shots for employees covered under a university benefits plan, and also offers Weight Watchers at Work sessions, a Walking Club, and mammogram screenings on campus. The university's health care providers also offer an online system to evaluate an individual's wellness, health risks, etc. and then provide tips on how to reduce those risks. There is also a voluntary group, organized by employees, that provides support for employees who are caregivers of older adults. The Care Team, a cross divisional group, meets on a weekly basis to discuss current and/or potential problems on campus.

Table 4P13
Employee Well-Being

Health & Safety	Well Being	Satisfaction	Evaluation Methods
OSHA policies	IMPACT (Faculty/ Staff Assistance Program)	Internal promotion	Analyze complaints and respond
Training programs (e.g., laboratory safety)	Recreation Center and Wellness	Grievance/ Appeal Process	Analyze accident reports and respond
Dept of Public Safety	Human Subjects Review Board		Analyze crime statistics
Workplace Safety Manual	Women's Resource Center		Great Colleges to Work For
Emergency Mgmt Plan	Benefits Plan		Analyze training evaluation
Emergency Response Handbook	Harassment/ Discrimination policies		
Campus Police Department accreditation			
ThreatLine			
Pandemic Plan			
Care Team			

4R1.   Measures Collected and Analyzed
Performance evaluations (see 4P10) provide one mechanism to collect and analyze employee value on an annual basis. The president's emphasis on diversity and inclusion has led to this being added to the performance objectives for department heads. The NorthCoast 99 designation KSU received (see 4R4) includes an employee survey that is completed by a certain number of employees and used as part of the selection criteria for the award.

Attendees at the New Hire Orientation are asked to complete a feedback survey, so HR can make continuous improvements to the process. One improvement, based on feedback, was the addition of information about the university's annual Faculty/Staff Campaign. Since that change the university has seen an increase in pledge cards from employees, which means more monetary donations that can be used to fund scholarships and other student programs. Surveys are also given to employees who participate in an HR training program. At a minimum there is a "satisfaction" evaluation for all programs, to gauge if people felt they

learned anything and if they can apply it to their work setting. For the online workshops, participants also have taken a knowledge assessment at the end to demonstrate mastery. For certain courses, the results are linked back to specific metrics for the topic. For example, if supervisor training for FMLA is effective, the university should see a reduction in improper claims and problems with claims.

When the staff ombuds hears of an issue from an employee that needs to be addressed, it is sent to the appropriate division head for consideration. A recent change in policy to give part-time unclassified employees vacation time came to fruition because of an issue brought to the staff ombuds. We recognize that other measures need to be developed in order to know how efforts in this area are progressing.

4R2.   Performance Results

Kent State values the contributions of its employees and this is demonstrated through a variety of programs at the departmental, division, campus and university level. Because of the wide scope of programs it is difficult to measure the performance results. A sample of some of the recognition programs are listed below:

Business and Finance Quality	Kent State Stark Teaching Awards
Service Award	Development and Faculty Awards
Distinguished Honors	Office Support Staff Luncheon
Professional Development	Veterans Day Program
Awards	Outstanding Teaching Awards
Distinguished Professors	Faculty Excellence Awards
Distinguished Scholar Awards	20 Year Club
NTT Bonuses	Distinguished Teaching Awards
Enrollment Management and	University Medallion
Student Affairs Quality	University Professors
Service Awards	Bravo Program
Excellence in Undergraduate	Years of Service Achievement
Advising Award	Awards for classified and
Grant Recipients	unclassified (every 5 years)

Several processes were developed or revised to enhance and emphasize the importance of each employee. University policies regarding harassment, complaints of discrimination, internal promotion and grievances for unclassified/classified staff were revised. A new on-line application and

tracking system was instituted, as well as a revised employee evaluation process that incorporates feedback from both employer and employee and provides a professional development plan based on continuous improvement concepts. The new employee orientation sessions are continuously reviewed and updated. Review of the orientation programs by planners and participants provides an opportunity to respond to employees' needs.

One indicator of employee satisfaction, thereby an indirect reflection of the value placed on people in the organization, is longevity. KSU has a large percentage of employees who have been with the University for 15 years or more. (See 4P2).

The university leadership realizes the value of employee recognition, and that providing such recognition can be difficult when there are financial challenges. With this in mind, the university continues to sponsor two of its most popular recognition programs (Office Support Staff lunch and Twenty Year Club), despite the current economic situation. Managers and supervisors are also encouraged to engage in smaller forms of recognition with their staff for professional accomplishments, achieving years of service milestone, and marking the employee's first-year anniversary with the university. The university also expanded its Milestone Years of Service awards to include unclassified employees, who can select a gift at every five years of service. Informal feedback to this program has been positive. On a regional level, the university is a four-time recipient of the NorthCoast 99 award, as one of the 99 best places to work in northeast Ohio (see 4R4) and was recognized by the *Chronicle of Higher Education's* "Great Colleges to Work For" program in 2008 and 2009 for the benefits offered employees. In 2009, Kent State was noted for its extensive tuition waiver program that covers dependants through age 28.

4R3.   Productivity and Effectiveness

The results of the Strategic Plan and the progress on the units' annual AQIP action projects (http://www1.kent.edu/aqip/Reporting/annualreport.cfm) attests to the productivity and effectiveness of KSU's employees.

A few highlights of these accomplishments include:

Focus on those we serve, especially our students

- **Retention/Recruitment**
  - Increased enrollment (graduate and undergraduate); retention
  - Redesign and implementation of Destination Kent State First Year Experience
  - Highest applications with increased qualifications
  - Increased international student applications and registration

Advance innovation and excellence in teaching to support student success

- **Undergraduate Education**
  - Curricular redesign based on new philosophy of an undergraduate education statement
  - Cultural shift from a teaching paradigm to a learning paradigm
  - Transformative grants, LER Summer Grants, DL grants
  - Expanded online offerings across all campuses

Promote excellence in research and creative endeavors

- **Research**
  - Grant funding /applications increased
  - Open Centennial Research Park
  - Patents

Engage with the world beyond our campuses

- **Local Communities**
  - United Way participation increase – See Table 4R3
  - New Office for Experiential Education and Civic Engagement
  - Start-up companies
  - Increase in number of service hours provided in the communities we serve

- **Global Community**
  - Increase international collaborations – China, India, Saudia Arabia

Build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio

- Start-up companies
- Collaborative relationships – research/economic development
- Advisory Boards

Secure our financial future through efficient management, increased levels of external funding and building a strong endowment

- **Efficient Management**
- **External funding and endowment**
  - Increased external grant dollars
  - Increased number of donors

Data Gathering and Utilization

- Enterprise Resource Planning (ERP) (Banner) implemented
- Assessment management system implemented (WEAVEonline)
- Survey tools added (StudentVoice, Student Response System)

Efficiency and Effectiveness

- Responsibility Center Management introduced
- Administrative restructuring (executive and college levels)
- Efficiency savings:
  - By individual units FY09 - $10.1M
  - Collaborations with other universities FY09 - $4.7M
- Employee online training at record levels
- Emergency Management Plan updated
- Number of diversity suppliers increased

Increased levels of external funding

- Grant applications
- External grant funding

Building a strong endowment

- Fundraising increased during economic downturn
- Annual campaign participation by employees increased
- New theatre/dance complex donated

Table 4R3
United Way Employee Participation History

Employees	Giving	% change	Giving
2008	$137,858.98	30.0%	542
2007	$106,001.75	2.1%	394
2006	$103,787.55	-17.5%	473
2005	$125,945.53	4.0%	513

4R4.   Comparing Performance Results with Other Organizations

Kent State compares favorably with organizations outside of higher education. The application process for NorthCoast 99, the annual list of top workplaces in northeast Ohio, is very comprehensive. Each organization must submit detailed information on resources, training, compensation, benefits and other things they offer to employees; the fact that the university has been chosen as a recipient four times in the last five years is an excellent benchmark of KSU's ability to attract, retain and motivate faculty and staff. In 2008 Kent State was the only public university chosen and in looking at comparisons with the other applicants, KSU is typically above the average score in most categories.

The results from KSU's participation in the *Chronicle of Higher Education's* "Great Colleges to Work For" survey, which benchmarks against like size and Carnegie institutions, indicate that employees respond positively when asked about their satisfaction with benefits and support for performing one's job.

We recognize that this is an opportunity for the university to develop ways that information can be shared for benchmarking purposes among those institutions with which we have built collaborative relationships.

4I1   Recent Improvements

KSU has made several improvements in this category since the 2005 Systems Portfolio, many of which have already been mentioned in this section. The enhancements include:

The addition of domestic partner benefits for all faculty and staff; minimal increases in the health care premiums that employees pay for health insurance.

The restructuring of the HR training and professional development programs to better meet the needs of today's employee; addition of Institute

for Excellence in Leadership to enhance the skills of emerging university leaders.

The implementation of Banner, which migrated the university's employee, student and financial data into one program; increasing efficiency, productivity and accessibility to data.

Implementation of a holiday schedule for staff during the December holiday period; giving employees the opportunity to spend more time with family and friends during a time of year when the campuses are not as busy.

University Health Services started a faculty/staff clinic for Kent Campus employees to treat minor ailments; the cost of the visit is covered for employees who have a Kent State medical plan.

Salary increases and staffing maintained during economic downturn.

4I2.   Selecting Processes and Targets for Improvement

Shared governance is an overarching value that defines how people approach moving the institution forward. The governance structure provides for regular communication across divisions and groups of employees to ensure alignment of views and practices. An open door policy allowing employees to express their ideas, thoughts and opinions is valued at all levels within the institution.

Annual evaluations provide a forum for feedback as do meetings with various stakeholders (Think Tanks, Tiger Team, Town Hall meetings, Faculty Forums, Core and Stakeholders groups, etc). This information is provided to supervisors, managers and eventually to the Executive Officers to prioritize and determine appropriate implementation processes.

Category 5
Leading and Communicating

5P1.   Defining and Reviewing Institutions Mission and Values
In November 2007, the Board of Trustees unanimously endorsed a strategic plan to guide Kent State's future that focuses on fostering student success and achieving new levels of excellence in research and all academic pursuits. Using the strategic plan approved in 2004, a University Strategic Planning Committee sought university-wide input about revisions to the plan and produced a revised document. Prior to its endorsement by the Board of Trustees, the updated plan was approved by the university's Faculty Senate and university president. The current strategic map (See Table 2I2) articulates the university's mission as one of Ohio's original four-corner universities; provides a clear statement of the university's vision and educational, research and public-service values; and identifies six strategic goals. (See 2P1).

Various leadership groups meet on a regular basis to review the mission and values and plan the organization's direction and monitor progress. These groups include the following:
Board of Trustees
Cabinet - the President and Executive Officers
President's Administrative Council – Cabinet and direct reports to the
        Cabinet, department chairs and school directors
Provost's Advisory Council

Based on the strategic plan and an assessment of the previous year's accomplishments, every department/division develops an annual plan to meet the university's objectives. Periodic communication processes, such as those listed below, provide on-going updates on progress and feedback.

- Employee weekly electronic newsletter emailed and available on the Web
- Monthly management electronic newsletter
- Mass emails to the entire university community or to segmented groups as needed
- "Profiles"- electronic newsletter emailed to targeted members of the general community
- Quarterly Regional campus newsletter
- Regional Report

5P2.   Aligning Mission, Vision, Values, and Commitment to High Performance
Specific projects and initiatives are identified by university leadership that directly support our mission, vision, values and commitment to high performance. Annual department/division planning retreats determine priorities and develop the strategy to meet the university objectives. Academic Affairs is in the process of developing a plan that reflects the new demands on the university that align with the university's strategic plan. (See Table 5P2 and http://www1.kent.edu/administration/provost/Initiatives-and-Announcements.cfm). Leadership embraces these challenges by providing the university community with the direction, resources and extensive communications demonstrating progress and highlighting results.

Table 5P2
Academic Affairs Strategic Priorities

Student Success	**Promotion and Tenure**	**International Programs**
Graduation Planning System	Electronic Submission	Increase enrollment at KSU
Experiential Education	Policy Revisions	Increase KSU student participation
Advising		
Kent Core		
Destination Kent State		
Kent State Virtual	**College of Public Health**	**Research**
Worldwide Access	Undergraduate/Graduate Programs	Increase funding to $47.5M
Profit Center		650 Proposal Submissions
		Research Council
		Relationship between Graduate school and RASP
		Expand RASP Staff
Expanding the Sciences	**Creating New Models**	**Regional Campus Organization**
Productivity	Within the University	Structure
Facilities	Business Process Reengineering	Curricular Responsibility Faculty Appointment

For example, Banner is the university's new ERP system—an integrated, data-management system that allows information (e.g., student information, financial data and human resources records) to be shared university-wide.

Banner implementation has led to many important improvements -- from the replacement of Social Security numbers with Banner I.D. numbers to the advent of numerous services that are available 24/7 via the Web. These improvements align with the university's commitment to high performance. Communications regarding Banner implementation included, but was not limited to university-wide meetings, training programs, newsletters, Web pages and articles in the employee newsletter to update the university community on the continued progress and encourage feedback at all levels.

5P3.   Needs and Expectations
At the planning retreats, the goal of the attendees is to increase the overall level of service being provided by a given department with the end goal being an increase in the satisfaction of the university experience – i.e. education, safety, extra-curricular activities, inclusiveness, etc. – for current and potential students, as well as key stakeholders such as research partners, donors and faculty and staff.

Division plans are aligned with the mission, vision, values and commitment to higher performance with the end goal of increasing the university's level of service. Goals are set based on needs of stakeholders and tracked to determine the success of each initiative. Feedback from stakeholders can come in the form of e-mails, phone calls and it is often requested in the form of surveys to determine initiative results.

5P4.   Seeking Future Opportunities
Kent State University leaders guide the institution by actively seeking external and internal opportunities to advance the excellence agenda. By focusing on regional, national and worldwide needs, the offices of the President and Provost and Senior Vice President for Academic Affairs have identified areas for university growth and enhanced student learning, while developing ways to meet societal needs. (See Table 2I2, Table 5P2). Academic leaders guide internal initiatives that seek to enhance student learning opportunities. A key example includes the formation of the Tiger Team. The Office of the Provost and Senior Vice President for Academic Affairs charged the Tiger Team with the responsibility of conducting an extensive audit of all communications received by freshmen — from recruitment to completion of their first year. The data analysis of the audit guided the conceptual and implementation strategy for three important programs — the overnight Destination Kent State Advising and Registration visit, the beginning of classes Welcome Weekend and the

yearlong First-year Experience seminar — all designed to strengthen the students' bond with the university, enhance their learning experience and improve retention.

A multidisciplinary committee of Kent State faculty, administrators and staff have recommended changes in the university's Liberal Education Requirements with the goal of making them less complex and more navigable for students and better articulated to a learning-centered perspective. And the university has designed a degree requirements roadmap for students — the Graduation Planning System (GPS) software — to gain more efficient use of space and class offerings for the university and shorter and more focused time-to-completion for the students. Complete implementation of GPS is targeted for 2010. Roadmaps for each major are now available. (www.kent.edu/gps/index.cfm).

A significant number of people were involved in the discussions around the adoption of RCM as the new budget model. A broad based budget Review Committee worked for two years to develop an appropriate process for KSU. Teams worked on implementation strategies, budget models and the development of assessment metrics for non-cost share units (e.g. Library, Provost's Office, EMSA, etc.). A website was developed to keep the university apprised of the process.

Offices and units throughout the university have been reorganized to better address the goals of the institution. The Office for Diversity, Equity and Inclusion is headed by a new vice president. The provost's office has added a Student Success Unit that now houses the Registrar's Office, First Year Experience, GPS, academic advising and class scheduling.

The university reorganized the College of Education, Health and Human Services (EHHS) as a result of the 2005 transfer of three schools from the former College of Fine and Professional Arts. Effective July 1, 2009, EHHS is comprised of four schools: health sciences; foundations, leadership and administration; lifespan development and educational sciences; and teaching, learning and curriculum studies.

Recognizing an urgent state and national need for highly trained public health professionals, the university has launched a College of Public Health, establishing a Bachelor of Science degree in public health, effective fall semester 2010. The degree program's curriculum will be provided by the

College of Arts and Sciences, the College and Graduate School of Education, Health and Human Services, and the newly formed College of Public Health, which will take advantage of nationally recognized Kent State strengths in areas such as nursing, biopreparedness, sociology and violence prevention, and will result in Ohio's second college of public health. Graduates of the new baccalaureate program will be prepared to join the workforce or to pursue graduate-level education in public health and related fields.

5P5.   Decision-making
Committees, teams, task forces and ad-hoc groups are formulated for specific tasks and are responsible for establishing a clear vision, providing consensual decision-making regarding the project (e.g. budget, organizational structure, project plan, policy recommendations, changes to core objectives, etc.), implementing strategies, effectively monitoring progress and facilitating the resolution of issues that impact the successful completion of the project. Changes resulting from the work of these groups are presented to the appropriate executive, administrative or academic bodies for approval. Dissemination of the results is by executive communications, stories in employee newsletters, listservs and Web site postings. In addition to the Tiger Team mentioned in section 5P4, examples of committees and councils include:

- 21st Century Task Forces
- Kent Core/Curriculum Implementation
- Assistant and Associate Deans
- Ad hoc accreditation committees
- Banner software implementation teams
- Business Administrative Services (BAS)
- Centennial Planning Committee
- Commission on Inclusion
- Educational Policies Council
- Faculty Senate
- Task Force on Sustainability
- University Council on Technology
- University Diversity Advisory Council
- Faculty Senate Budget Advisory Committee (FaSBAC)
- University Research Council (URC)
- University Staff Advisory Council

- University Teaching Council
- Wayfinding Committee

5P6.   Using Data, Information, and Performance Results
University leadership shares data, planning initiatives and performance results consistently and institution-wide with the aim of improving processes and outcomes. RPIE in particular, works to centralize data online to ensure consistency and accuracy in collection, interpretation and application of the information. Consistency allows for peer and other external comparisons, along with internal comparisons that can provide an historical perspective. The data warehouse is constantly monitored and updated as needed. This data, along with other pertinent information, drives decision-making concerning allocation of funds, capital planning, academic program reviews, etc.

The university's Enterprise Resource Planning application, Banner, also has helped streamline the sharing of data for decision-making, in the following manner:

- Expanding electronic workflow to facilitate information flow, processing and elimination of paper
- Sharing common data across all modules for heightened data integrity and less redundant processing
- Expanding Self-Service in all modules to enable Web processing of most University business from benefits, to registration, to fee payment and W2s, etc.
- Providing eProcurement on-line catalog searches and purchasing.
- Automating tracking of grant submissions and management of grants reporting
- Improving Web-based day to day reporting and expanded data warehouse capabilities
- Allowing access to information and services through a single-sign-on, highly secured portal
- Modernizing computing architecture to provide 24/7 secure access in a web environment from anywhere in the world
- Developing integrated information architecture

Reports generated from the Banner system drive decisions across the university by allowing greater ease in monitoring budgets, hiring new staff, assessing project status, and so on.

Data – from RPIE and other sources – is shared at regular meetings of the President's Administrative Council, as well as at deans' and departmental meetings, so that information can be applied as needed by various stakeholders. For example, recent research conducted with prospective students led to a communications audit, which resulted in a streamlining and redesign of recruitment communications – both in appearance and in message. The anticipated outcome is that the communications will be more effective in attracting high-achieving students to the university.

To aid in assessment processes, the university uses WEAVEonline, "a web-based assessment management system that helps manage accreditation, assessment, planning, and quality improvement processes for colleges and universities." The program allows for greater collaboration among academic and administrative units in supporting the university-wide commitment to continuous improvement. Other assessment and review tools also are available to members of the university community to aid in decision-making, including links to Web sites demonstrating other universities' best practices.

On an individual basis, the university communicates expectations through the mandatory annual evaluation process, which includes goal-setting and performance management standards.

5P7.   Communicating Between and Among Units
Various communication vehicles are used to share information among levels and units of the university.

Electronic: The president sends a weekly e-mail message to all faculty, staff and students. These messages update the community on initiatives, newsworthy items and reasons for celebration (awards, honors, etc.). Recipients often reply directly to the president's messages, and messages of a critical nature are addressed by him.
A weekly e-newsletter, produced by the office of University Communications and Marketing, goes to all faculty and staff to inform them of policy updates, program initiatives, and other news, including feature stories about student, faculty or staff success. Anyone is welcome to submit story ideas to the editor of the publication.

A monthly e-newsletter is sent to all managers and supervisors, informing them of top-level management issues, human resources programs, and other

items they need to know in order to fulfill their managerial duties (e.g. holiday pay, incentive program, annual evaluation).

The interest level in particular information and articles is analyzed on an ongoing basis. For example, the number of times a particular article or e-publication is opened can be followed.

	Unique Openings	Targeted Audience
Management Update		
October 2005	393	62%
Special Edition – e-Inside		
(open enrollment)	2,572	42%
e-Inside (weekly issue)	2,465	40%
Special Edition e-Inside		
(Prescription Drug		
Program Change)	2,042	44%

Announcements of a more timely nature can be sent via e-mail to all faculty, staff and students through the university's FlashLine "targeted announcement" system, and/or posted in the university's FlashLine portal, which requires password access. Listservs and e-newsletters also are used widely by departments as well as special interest groups at the university.

Face-to-face: Shared governance is a priority within the KSU culture. Meetings are another means of sharing information among units. From the President's Administrative Council and Cabinet meetings to the department level, individuals and groups are invited or may request an audience to discuss new projects, policy changes, and so on. Focus groups also are used on occasion by select areas. For example, University Communications and Marketing conducted focus groups with faculty and staff before redesigning the internal faculty/staff e-newsletter. Also, when the Student Success Unit was seeking input on a new initiative, a team from that unit presented ideas at various levels – from the President's Administrative Council to the Enrollment Management advisory group. The result was a program designed to convert admitted students to enrolled students – "Destination Kent State." This cross-divisional initiative involved the Student Success team, Admissions staff, University Communications and Marketing and Information Services. In an effort to maintain open communication between the administration and the students, the president meets regularly with student media staff and has been on the student radio station, Black Squirrel

Radio, responding openly to questions concerning budget, staffing, etc. He also meets with groups of students who request an opportunity to discuss a specific issue. Social media such as twitter and blogs are also used.

Print: On occasion, departments will issue a newsletter or flier to announce a new program or effort. Contact information is provided for anyone interested in obtaining more details or participating in the program.

5P8.   Communicating a Shared Mission, Vision, and Values
KSU employs the full spectrum of print, electronic, Web-based and face-to-face communication vehicles to communicate and reinforce the university's shared mission, vision and values, and to communicate and reinforce its strategic plan and related short- and long-term goals.

These include:
E-mail messages – The president's weekly "In A Flash" message, which is sent to all students, faculty and staff and posted on the president's Web page, addresses a variety of timely topics and themes, including many related to mission, values and vision. The president (and other executive officers) also send occasional, topic-specific "Flashline" e-mails to the university community, some of which pertain to university mission, vision and values (e.g., the president sent a message that emphasized the shared values of civility and respect after an incidence of graffiti containing racial slurs).

E-publications – A variety of e-newsletters refer to the university's shared mission, vision and values directly and indirectly. All academic and administrative managers receive a monthly e-mail update about current and potential human relations issues and initiatives, most of which are related to the shared vision of providing a supportive, inclusive work environment. The weekly e-Inside newsletter, which goes to all faculty and staff members, includes a "Perspectives" column in which the president, vice presidents, deans and other leaders address topics of university-wide importance. The monthly "Profiles of Excellence in Action" e-newsletter, which is distributed to more than 37,000 Northeast Ohio community and business leaders as well as the region's major donors and alumni, provides examples of the shared value and vision of academic excellence and student success.

Internal speeches – The president speaks before a wide variety of faculty, staff and student groups throughout the year and is well known for reinforcing mission, values and vision. The president's annual "State of the University" address reviews progress toward university-wide goals; outlines goals for the coming year; and always refers (directly and indirectly) to mission, vision and values. The speech can be seen as a live Webcast on all campuses; is broadcast on WKSU-FM; and is available on the president's Web page (along with other key speeches).

Web sites – Many university Web sites include standing and regularly updated messages that speak to mission, vision and values. For example, the provost posts a regular update on his Web page that addresses the university's academic mission and vision as it reports on related goals and initiatives.

Print publications (almost always made available via the Web) – A variety of university, college and departmental publications build awareness about and reinforce the university's shared mission, vision and values. For example, the President's Report, which serves as the university's annual report, uses mission-, vision- and values-based themes as a framework for reporting faculty, staff and student accomplishments. Kent State magazine, a quarterly publication sent to all alumni plus key donors and news media, presents news and feature articles, as well as a message from the president, that often reference the university's shared mission, vision and values.

Meetings – Twice per semester, the president holds meetings of the Administrative Council, a body comprising academic and administrative leaders from every campus. The meetings are a forum for discussing a range of issues and initiatives, with the intent that information and discussions will be shared with each member's faculty/staff. The meetings frequently use university mission, vision and values as the basis of discussions. Mission, vision and values also are discussed at annual (or more frequent) meetings and retreats held by most divisions. The university holds weekly orientation sessions for all new hires (faculty and staff). The orientation includes a section on mission, values and vision as part of a review of the University Strategic Plan, which includes the university's official mission statement, vision statement and statement of core values. A three-day New Faculty Institute is held annually to help acquaint and acclimate newcomers to the campus and its expectations. All Executive

Officers and /or representatives from various offices throughout the university participate.

5P9. Encouraging, Developing and Strengthening Leadership Abilities

Numerous opportunities for leadership development are offered throughout the university. (See 4P3)

Human Resources also has launched a revamped year-long leadership program – the Institute for Excellence in Leadership (IEL) – to replace the previous Leadership Academy. Participants in the program include faculty and administrative staff. The goal of this new, university-wide initiative is to enhance the creative leadership skills of established and emerging university leaders. Building on the strengths of the Leadership Academy, which helped future leaders develop leadership skills and learn more about higher education, the IEL focuses on several new elements, including financial skills and succession planning, to better prepare participants to lead change now, and with positive results.

For skilled trade employees, Kent State offers a Job Enrichment and Trades Training Program to provide personal and professional growth opportunities. The specific goal of the program is to provide training and development avenues to enhance employees' knowledge, skills, and ability to perform their jobs in a more effective and efficient manner. In addition, it is anticipated that the program will improve the employee's interpersonal relationships and overall delivery of services. The job enrichment component consists of eight modules: Communication, Teamwork, Positive Attitudes, Dealing with Conflict, Customer Service, Computer Literacy, Basic Mathematics and Basic Writing. The trades training program includes both classroom instruction and on-the-job training that will lead to certification by the Department of Labor. Successful participants in the Trades Training program are expected to obtain licensure or certification in their area of expertise.

For academic areas in particular, the former Office of Diversity and Academic Initiatives developed training opportunities for new department chairs. The Faculty Professional Development Center (fpdc) serves faculty, as well as administrative staff and graduate students, through workshops and learning opportunities in numerous areas that enhance leadership in learning and teaching. (See 1P9, 4P3)

Within divisions and departments, leadership can be encouraged through the performance appraisal and goal-setting process, and by offering professional development opportunities on and off campus. Opportunities for faculty to experience the roles of an administrator in order to determine if that is a career path in which they are interested are supported through participation in the ACE Fellows program, the Ohio Fellows program and a new initiative at Kent State, the Provost's Fellows program.

5P10. Leadership Succession Plan

The Presidency - KSU's most recent presidential transition occurred in July 2006. The board of trustees followed a thorough and intentional process to ensure commitment to the university's mission, vision, values and continued high performance. First, the board committed to its own educational process, beginning at least six months prior to the public retirement announcement of President Carol Cartwright. This included learning about presidential searches and all other aspects of institutional functioning that were needed to carry out this important search. Key institutional issues were identified and discussed by the board. At the outset of the presidential search, about six weeks were set aside to gather input from university constituencies. Some 14 public forums were held across the university's eight campuses and an electronic survey was conducted. More than 500 individuals participated in that phase of the process. Both the board and the search committee took this feedback very seriously, using it to develop a presidential position description. The position description reiterated a commitment to the university's mission, vision and values, and described key challenges for the coming period. The university-wide input also helped shape the first-year goals and priorities of the new president. At the end of the president's first year, the board's presidential review committee sought informal feedback from faculty leaders, the board of the Kent State University Foundation and other constituencies to assess the institution's progress under the new president's leadership. This assessment was tied to institutional mission, vision, values, priorities and goals.

The Board of Trustees - The board takes thorough and intentional actions to ensure a smooth and productive succession of board leadership. A well-developed process is in place for identifying and cultivating the board's leadership, with a three-step process to become chair. The first step is being named secretary, which means the trustee will join the board officers group and participate in leadership. The second step is being named vice chair, a position typically held for two years. Again, this service allows the

individual to participate at the board office level and work closely with the board chair and university president. Finally, the trustee moves to the position of chair. Although elected annually, the chair must agree to serve a two-year term. This process is orderly and intentional, ensuring smooth successions of board leadership. A comprehensive orientation process exists for new trustees. New trustees have individual appointments with every member of the senior team, with extensive information provided during this stage. Participation in organizations promoting high performance of boards and trustees, such as the Association of Governing Boards, is encouraged. The board chair and board secretary make committee assignments annually to ensure continuity as well as an infusion of new members. Trustees have the opportunity to serve across all board committees during their terms. In addition, the board chair annually assesses the structure of the board committees and realigns them from time to time in keeping with institutional priorities and the board's work during the coming year. For example, in keeping with the integrated nature of student recruitment and retention, previously separate committees on academic and student affairs were merged to become one Academic Excellence and Student Success Committee. A need to restructure institutional advancement and continue the groundwork for a major capital campaign led to the empanelment of a separate Development Committee, but this year it was remerged with the External Relations Committee. In short, board committees are reviewed annually to ensure they reflect the priorities and work of the board during the coming year.

The Administration – Both the president and the Board of Trustees have insisted on the development of internal succession planning to ensure continuity in the event of an unexpected, quick departure of senior leadership. The president's goals for the vice presidents —particularly for the provost and chief financial officer — have included the identification and cultivation of "strong seconds" who are capable of stepping into the vice presidential position if necessary. There has been greater attention to this issue at the senior administration level and within the academic side. In some units, it appears that there has not been enough attention to this issue over time, resulting in an absence of an individual well prepared to step in when a vacancy occurs, even temporarily.

5R1.   Performance Measures Collected and Analyzed
Annual performance evaluations which reflect on strengths and opportunities in these areas are gathered for all employees. The Board of

Trustees completes an annual review of the president and issues its findings publicly. Periodic formal reviews are done for all leadership team members. The provost, deans and department/school chairs/directors undergo an extensive review every five years seeking input from various stakeholders. This is a very public process that is communicated across divisions and defined within the Policy Register.

Satisfaction surveys on various topics are conducted on an ongoing basis. During 2008 and 2009, the university participated in the *Chronicle of Higher Education's* "Great Colleges to Work For" program that provides extensive information about employee satisfaction. The detailed data for 2009 has just been received and will be reviewed by the Executive Officers for appropriate action. The university plans to continue its participation in order to gain useful information to which it can respond.

5R2.   Results for Leading and Communicating
In 2007, the Strategic Planning Committee sought university-wide input about revisions to the strategic plan, which had originally been approved in 2004, and produced a revised document. Prior to its endorsement by the board, the updated plan was approved by the university's Faculty Senate and president. Updating the University Strategic Plan was an excellent way for the president to engage the faculty and senior academic leadership in helping set the university's future direction.

The Human Resources Division underwent a review of the classified job structure called Jobs for the 21st Century. The project was designed to review and identify the duties being performed now, and to anticipate the changes that will occur on KSU's campuses regarding the 21st century workplace. Based on feedback from employees and a reevaluation by the new administration, the university did not implement the proposed new titles and pay grades. Instead it moved forward with a focus on skill building and professional development for classified employees.

A holiday leave (between Christmas and New Year's Day) procedure was introduced in 2007. After its initial implementation, a committee was formed to assess its effectiveness. More than 560 staff employees responded to the university's survey on the December holiday schedule, with the majority saying they would like to see it continue. Respondents represented classified represented, classified unrepresented and unclassified employees.

Highlights of the survey results include:
- 58 percent of the respondents want to see the holiday schedule repeated
- 55 percent of employees responding were in a unit that was not open during the holiday schedule
- Staff would like more advance notice of the holiday schedule: 50 percent of employees said the best time to announce the schedule would be before the end of the current spring semester

Based on the feedback, university officials decided to continue the holiday schedule in 2008 and 2009 and paid leave is now given.

The ERP process represented a much-needed substantial upgrade to the current core administrative systems at Kent State University. The project represented the University's unwavering commitment to provide the most services and value available in higher education institutions today. The university developed a communication plan and focused on encouraging open two-way communication between those involved in the ERP implementation and those affected by it. Attention was given to promoting better awareness of each stage of the implementation process and what those changes meant to the entire university community.

Excellence in Action is more than a new tagline or slogan to accompany the university logo in its branding efforts. It informs all what we do every day at KSU.

University Communications and Marketing (UCM) conducted an electronic survey of faculty and staff to gauge their usage and satisfaction with the content of current internal communications vehicles, as well as their perceptions of the Excellence in Action promise. UCM also created cross-divisional staff and faculty focus groups to solicit feedback regarding communications. These advisory committees helped to brainstorm ideas and provide feedback about current internal communications practices and to evaluate a draft communications plan prior to its implementation.

A new *e-Inside,* which launched on Feb. 4, 2008, utilized feedback from the communications survey and was built around several enhancements:
- More stories about strategic initiatives and decisions that affect the university community

- More features that celebrate individuals, programs and services that exemplify the Excellence in Action philosophy
- More emphasis on departmental and administrative news including reports on individual division initiatives
- A streamlined design that categorizes stories by topic and incorporates more photographs and other visual elements
- Multimedia stories that are more fully integrated into various sections

A redesign of the university Web site is in process to improve the experience of visitors to the Web site and freshen up the look of the site. The experience of Web site visitors becomes increasingly important in communicating to various audiences. Although the Web site is just one piece of the marketing effort, the Web site is the first point of contact for prospective students. Research was conducted including reviewing other university Web sites to evaluate accessibility, language and labels, designs, trends and more. Focus groups were conducted with faculty and staff, as well as prospective students from local high schools. (See Figure 5R2 and Table 5R2). To collect information from an expanded audience, an online survey was launched where questions were asked of current www.kent.edu Web visitors about likes and dislikes of the current Web site. Additionally, usability tests were conducted on the current Web site. The university's content management system (CommonSpot) is currently being updated and the databases are being consolidated for more efficient user experience. The main goal of this web-based application is to allow staff to maintain web pages without any knowledge of HTML or other scripting languages.

Table 5R2
Top Considerations for Students
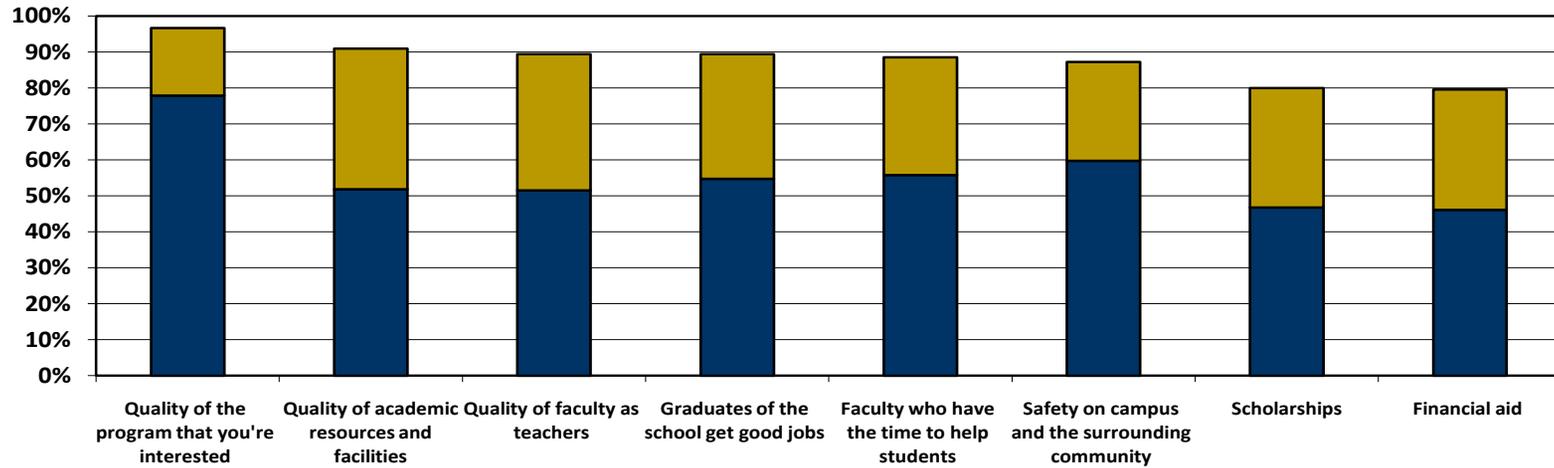
Top Considerations for Parents
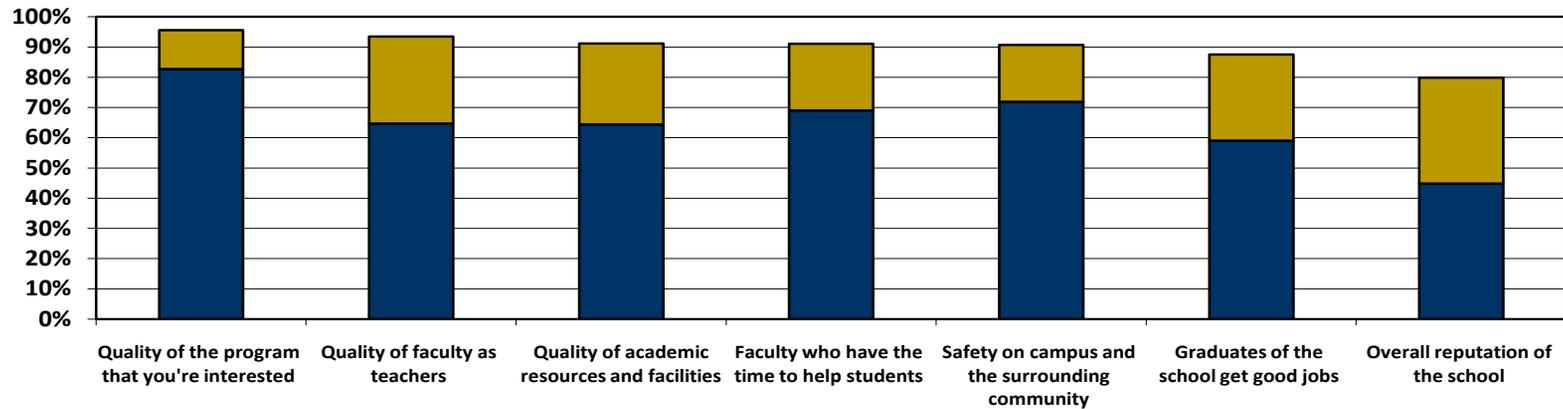
Figure 5R2
Research Findings

	All	Web is Key Resource	Parents uninvolved	Female	Male
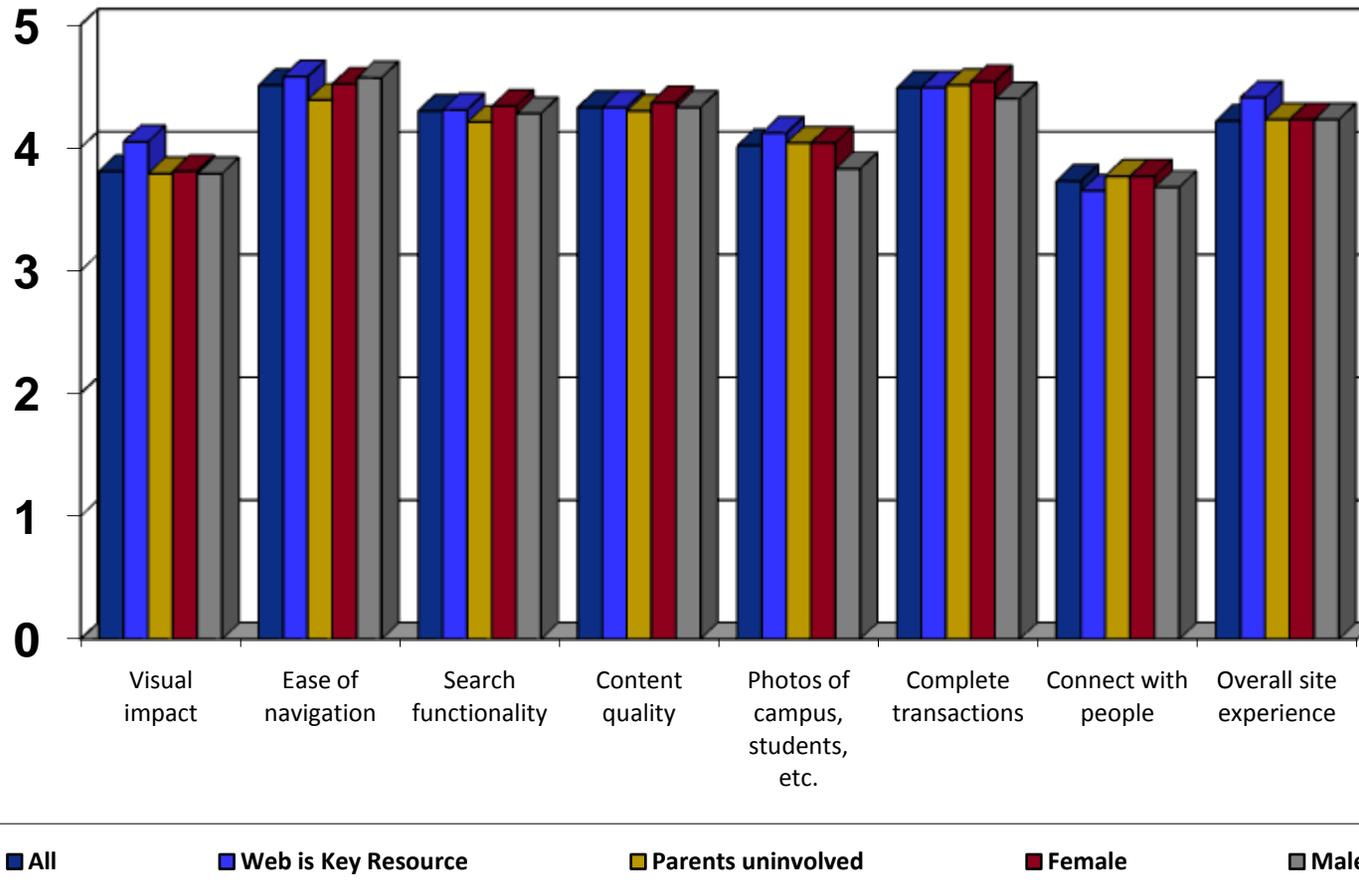
5R3.   Comparing Performance Results with Other Institutions

KSU compares favorably with organizations outside of higher education. The application process for NorthCoast 99, an annual list of top workplaces in northeast Ohio ranked by the Employers Resource Council, is very comprehensive. Each organization must submit detailed information on resources, training, compensation, benefits and other things it offers to employees. The fact that Kent State has been chosen four times (three years in a row – 2007-2009) is a good benchmark of our ability to attract, retain and motivate faculty and staff. In 2008, KSU was the only public university chosen and in looking at comparisons with the other applicants, KSU scored above average in seven of eight categories.

KSU has won several awards for various forms of communication such as:

2006   CASE Gold (1); Silver (1); Bronze (2)
        Apex Award of Excellence (1); Grand Award (1)
        21st Annual Admissions Marketing Report Bronze Award
        ONPA 2005 Awards (3)
        Painko Bronze Award (2)
        Communicator Awards – Award of Distinction (3); Award of
                Excellence (1)
        Magnum Opus Awards – Silver
        MarCom Creative Awards – Gold (2); Platinum (1)
        Ben Franklin – Gold, Silver, Bronze
        Ohio Public Broadcasting Awards – First (2); Best in Show
        Cleveland ADDY Awards - Silver
        Ohio Professional Writers – First (6); Second (2); Third (2)
        OAPB Awards – Best in Show; Second (2)
        Ohio Excellence in Journalism Awards – First (4); Second (4)
        National Federation of Press Women – First (2); Second (1);
                Third (1)
        SPJ Awards – Best in Show (2); First (3); Second (1)
2007   CASE – Gold (5); Silver (1); Bronze (1)
        IABC 2007 Vision Awards – Award of Merit (2); Award of
                Excellence (1)
        Ben Franklin – Silver
        Ohio Public Broadcasting – First
        Cleveland ADDY Awards – Gold (2); Silver (1)
        Ohio Professional Writers – First (7); Second (7); Third (1)
        Horizon Interactive – Best in Category
        OAPB Awards – First (2); Second (3)

        Ohio Excellence in Journalism Awards – First (5); Second (1)
        PRINDI Awards – First
        National Federation of Press Women – First (5); Second (1)
        SBJ Awards – First (5); Second (1)
2008   ADDY Awards (Akron) – Student Silver
        UCEA Marketing and Publications Award – Bronze
        Ben Franklin – Bronze
        Ohio Public Broadcasting Awards – First (4)
        Regional Murrow Awards – First (3)
        ADDY Awards (Cleveland) – Silver (1); Bronze (2)
        Horizon Interactive – Silver
        Ohio Associated Press – First (2); Second (3)
        Ohio Excellence in Journalism Awards – First (3); Second (5)
        Ohio Professional Writers – First (7); Second (3); Third (2)
        National Federation of Press Women – First (3); Second (3)
        SPJ Awards – Best of show (2); First (4); Third (2)
2009   ADDY Awards (Cleveland) – Silver (2)
        Ohio Associated Press – Second (5)
        Ohio Professional Writers – First (8); Second (2); Third (1)
        Ohio Excellence in Journalism Awards – First (4); Second (3)
        PRNDI Awards – First (1)
        National Federation of Press Women – First (5); Second (1)
        SPJ Awards – Best of Show (4); First (6); Second (1)
        LACP Vision Awards – Silver (1)

Indirect measures, such as enrollment growth, increase in retention and persistence rates, and low employee turnover suggest that the KSU message is being heard. However, results from the *Chronicle of Higher Education's* "Great Colleges to Work For" survey show that we have areas that need to be addressed. This will be a focus of senior leadership during the upcoming year.

Positive Response Percentage

	KSU 2008/2009	Best in Size 2008/2009	Carnegie Research 2008/2009
Internal Communications	47/49	61/69	55/61
Confidence in Senior Leadership	35/35	68/71	51/61

5I1   Recent Improvements

Many processes have been instituted university-wide to provide data that informs decision-making. These processes are meant to be transparent and serve as a major form of communication by leadership. Results are discussed in 5R2.

The governance structure provides for regular communication across divisions and groups of employees to ensure alignment of views and practices. The new ERP system and other electronic management systems (WEAVEonline, Faculty Information System, WebScheduler, GPS, etc.) will provide more people with up-to-date information in real time. These systems and the processes associated with them have been implemented across the entire system in order to reach employees at all eight campuses.

Developing performance measures for the processes that assess results in "leading and communicating" is an opportunity that needs to be addressed.

5I2   Selecting Processes and Targets for Improvement

Shared governance is a value held throughout the university. In order for this type of governance to be effective, the lines of two-way communication must always be open. Current processes are monitored regularly and adjustments made as needed by the appropriate division(s). Engaging in annual planning, based on the strategic plan, and continuous improvement processes allows the university to assess its progress on these goals and make adjustments accordingly. As evidenced in 5R2, feedback is obtained from a wide range of stakeholders and is utilized appropriately.

The institution encourages improvement through training and professional development at all levels. Members of the leadership team attend and present at regional, national and international conferences where the "best practices" in higher education can be examined for applicability at Kent State University

The university's motto, "Excellence in Action" has guided the types of changes and development processes that the university has undertaken. It has become a data driven institution that can respond in a timely and appropriate manner to the needs of its stakeholders.

Category 6
Supporting Institutional Operations

6P1.   Identifying Support Service Needs
The university uses a variety of processes to identify student and stakeholder needs. A primary process used to identify student needs is from obtaining direct individual student feedback. Examples include: admissions intake process, COMPASS assessment process, academic advising, new student orientation, early academic alert system, and faculty and staff interactions.

Groups responsible for identifying student needs include:
> Student Quality Advisory Council
> Undergraduate Student Senate
> Graduate Student Senate
> Enrollment Management and Student Affairs
>   (division of university)
> Registrar's Office
> Department/School/College/Campus advising programs
> Judicial Affairs
> Alumni Association-receptions
> Executive Officers
> First-Year Experience Committee
> Student Success Unit
> KASADA

Avenues used to systematically gather information concerning student service needs include annual data gathering through the university's RPIE division, ad-hoc types of committees/groups related to specific university concerns/issues or new initiatives (Tiger Team, 21st Century Core/Stakeholder groups, etc.), and data collected by individual units. The data collected from these processes are reflected in the annual WEAVEonline reporting process which all units must complete at the end of each academic year. Each unit's planning process includes developing short and long-term goals, establishing priorities based on data and resources, implementing action plans, and assessing outcomes and results. The cycle is then repeated.

Although much of the data gathered is still generated at the department or unit level, the university has been moving toward a more holistic approach that cuts across traditional departmental and unit lines. This involves establishing university goals and creating benchmarks to show the on-going progress. All units share responsibility in assisting the university in achieving its goals. Reports are made to the President's Administrative Council throughout the academic year highlighting departments that have made significant contributions to achieving the goals. These results are also routinely shared at the Board of Trustees meetings.

6P2.   Identifying Administrative Support Service Needs
Administrative support service needs of university employees and other key stakeholder groups are identified through a variety of means. Annual performance evaluations determine individual needs and can identify common needs among various groups. The president holds regular administrative council meetings to inform administrators as to the current climate in higher education and to provide an overview of the state of the university. These meetings provide an opportunity to raise questions or concerns and to identify service needs. The following are examples of the various ways and channels through which faculty, staff, and administrators may communicate service needs and/ or provide information:

Faculty Senate	R/T/P process
Collective bargaining agreement (AAUP)	Annual performance reviews
	Town Hall meetings, forums
Research and Graduate Studies	Academic program review
Faculty Professional Development Center	AQIP reporting
American Federation of State, County, and Municipal Employees (AFSCME)	Organizational restructuring reviews
	Surveys
University Staff Advisory Council	Relationship with immediate supervisor
Human Resources (division)	Shared governance
Board of Trustees	Regional Campus Faculty Advisory Council
Ohio Board of Regents	
Accrediting/licensing bodies	Provost's Deans meetings
Executive Officers	Think Tank I, II
Faculty Advisory Committees	Tiger Team
President's Commission on Inclusion	
Chairs and Directors Council	

Once again processes are documented through annual unit reports in WEAVEonline and annual performance reviews as described in 6P1.

Since the 2005 Systems Portfolio the university has undergone a major change through its adoption of the Banner ERP system of information management. This system is providing an integrated approach to data gathering and enables easier access to data by each unit of the organization.

6P3. **Designing, Maintaining, and Communicating Support Processes**

The university and each campus has developed an emergency plan consistent with university policies, procedures and with guidance from the KSU Police department. The development of these plans included campus personnel from academic affairs, student services, and security. Public Safety and health care staff also participated in state-wide and national meetings to insure common standards of practice throughout the state. Employee and student input have created an escort service, a Care Team, and procedures in the event of a pandemic flu. (http://www1.kent.edu/publicsafety/eguide_flu.cfm). Emergency plans are distributed to all employees and students via email and e-Inside (electronic newsletter). Campus meetings are held to highlight elements of the plan and to answer questions. Plans are located on each campus website. (www.kent.edu/publicsafety/emergencymanagementplan/index.cfm). In addition communication is enhanced through Flash Alerts, (text message on cell phones), email alerts, emergency system alerts, and phones in parking lots. A new ThreatLine has been established. (www.kent.edu/publicsafety/threatline.cfm). Research and Graduate Studies provides safety training for researchers and staff who may handle hazardous materials. A faculty member, who is a biosensor expert, and the university's Office of Technology Transfer and Economic Development were invited to showcase their innovative anti-terrorism technologies and public health preparedness materials for members of Congress at a homeland security fair in April 2008. Emergency plans are reviewed annually with reminders to all employees at the beginning of each academic year.

6P4. **Managing Student, Administrative, and Organizational Support Service**

Key support services are managed by the eight executive officers/vice presidents of the university. They meet bi-weekly as a group with the president to effectively and efficiently manage and coordinate the service needs of the organization. Each vice president supervises specific areas/units of the university. They also have regular formal and informal meetings with their staff of deans, directors, and department chairs to identify work flow processes. These varying levels of management are accountable to each executive officer and are positioned to ensure that day-to-day service needs are being met.

Since 2006, the president and all executive officers, except the vice presidents for Information Systems and Research, are new. All academic college deans are also new along with three regional campus deans. With these changes there has been a focus on providing greater flexibility in decisions related to day-to-day operations without the necessity for approval from higher administrative authorities provided it is consistent with institutional policies and procedures.

Each support area uses data in making decisions. The information gathered through the various avenues described in 6P1 and 6P2 is used to develop solutions to concerns, responses to needs, and for reporting purposes. Additionally, the implementation of the Banner system has greatly enhanced our ability to obtain integrated data and provide an analysis that can be used for both immediate action(s) and long term changes. Every unit can export data from Banner and utilize the information to establish goals, action items, etc.

As Banner was implemented, the university deans, with input from faculty and staff, identified a common set of annual reports that provide data and information for the establishment of short-term and long-term goals and action items. These reports are important tools as the university implements the RCM budget model.

The Operational Data Store (ODS) enables units to extract information from Banner, reorganize the information into a simplified format, and then store the information where end users can create and deploy operational and ad hoc reports. The implementation of customized data extracts and reports on an as needed basis has led to ongoing systematic analyses that support continuous quality improvement. Progress is reported in the AQIP annual reports (WEAVEonline).

6P5.   Documenting Support Processes

Support processes are coordinated through and shared by the executive officers. Each utilizes various approaches to document and disseminate information. In addition to the traditional reliance of written procedures and manuals, reliance on technology has become one of the most used approaches. (See 5P7 and 5P8).

6R1.   Measures Collected and Analyzed

The university, through RPIE and individual units, utilizes a wide range of support service measures. Administrative units use a variety of national and unit survey instruments, comparisons with national benchmark data and best practices. This information is often used to predict staffing needs, improve processes and to determine trends.

In preparation for the RCM budget model, considerable comparative data was generated to establish benchmarks of operation for all units in the university. This has resulted in many units utilizing additional measures to implement unit changes resulting in efficiencies and cost reductions. Needless to say that the current economic constraints facing every university has furthered the identification of measures that can provide additional economies.

Table 6R1 lists some of the common measures that are collected and analyzed regularly. Since its last Systems Appraisal, the institution is now using Banner which improves the ability to routinely collect data and conduct analyses. We believe over time this will result in more systematic collection of data and routine analysis.

Table 6R1
Measures collected and analyzed regularly

Key Process	Service Area	Measure
Recruitment/Enrollment	Admissions	- # of students enrolled by categories, yield rates
	Financial Aid	- Total dollars distributed Loans per student
	Enrollment Management and Student Affairs	- # of Applications Market Data Comparison to prior years
Retention	Student Success	- Retention rates by Subgroup, # of students advised/registered Participation numbers – Residential College, FIGs, Learning Communities., DKS
	Research and Graduate Studies	- # of students - # of RAs, TAs Fellowships
	Residence Services	- Residence hall Occupancy rates
Teaching/Learning	Libraries & Media Services Undergraduate Studies	- Users - # of participants in Destination Kent State - Placement rates
	Student Disability Services	- Testing learning accommodations
	Academic Affairs Quality Initiatives	- Curriculum changes - Program/Department Review
.	Faculty Professional Development Ctr.	- Program attendees, studio use
	Information Services	- Help Desk usage
	Judicial Affairs	- #/type of violation
	Regional Campuses	Community needs
Communication and Information Management	Information Services	- Network use - Network downtime - Web use - Security Concerns
	Academic Affairs	- #/type – Distance Learning Courses/Programs.
	Research Planning and Institutional Effectiveness	- Use of data warehouse - Results from student satisfaction surveys

Key Process	Service Area	Measure
Business Operations	Campus Environment and Operations VP for Administration University Police KSU Foundation Human Resources Affirmative Action	- Space utilization - Fiscal operations - Crime Statistics - Philanthropic donations - Staff hiring/retention - #/type complaints
Regional Development	Marketing Research, Segmentation and Engagement Services (MARS) All units	- Participants – Credit/non-credit Workshops - #/type of customized Training - Economic development Monies - #/type community Activities - Marketing needs
Research	Research and Sponsored Programs (RASP)	External funding Grants (applied and received) Patents Safety training Publications Start-up companies Start-up funding

Most support units conduct satisfaction surveys and compile customer comments, applying results obtained to refine operational processes. The university participates in BCSSE, NSSE and FSSE enabling it to evaluate the responses of its students at the Kent campus. Admission and registration data is reported weekly and in some campuses reported daily to enable colleges and campuses to chart progress toward enrollment goals and to work collaboratively with support services to refine processes as needed.

6R2.   Performance Results for Student Support Services
Excellence as a student services provider is a goal of KSU. The implementation of the Banner system has created a unified digital campus and resulted in many changes in the student support processes. Some examples are support services that are now available 24/7, 365 days a year by logging into the website. The FlashLine portal now offers a one-stop shop of services, with a single sign-on for applications; Information is now stored in one central database, so that, when individuals need to make changes to personal information, those changes are reflected across their

entire record; Social Security Numbers have been replaced with Banner Identification. Other processes results are listed in 6R4.

StudentVoice is used at point of service to obtain immediate feedback from students/stakeholders on services, programming, etc. Information obtained through this source has been used to:
- Re-develop an online advisor manual
- Develop an orientation/training sessions for new advisors
- Develop marketing plan for student leadership program
- Plan for future programming
- Identify effective ways to encourage on-going volunteerism among students

6R3.   Performance Results for Administrative Services
As a result of the data collected university-wide, administrative services have been completely overhauled. Much of this has been the result of KSU selecting in 2006, Systems and Computer Technology (SCT) to provide the university's major upgrade to ERP structure. ERP links and integrates information and data bases for the entire university while also strengthening the security environment. Employees from across the university were reassigned to the project to assist in the conversion. As each module was completed numerous training workshops were held so faculty and staff could benefit from the upgraded capabilities. Examples of upgrades are online workflows which allow for faster expense reimbursements and leave requests, while FlashCart provides online ordering, purchase histories and catalogs.

The operation of every unit within the university has been impacted by the implementation of this integrated system. For some it has resulted in greater efficiencies while others complain of the loss of certain functions and services. To address the issues which have arisen, three committees were formed: Banner Module Users Groups, University Banner Committee, and Banner Data Standards and Governance Committee. Members of these committees represent senior level decision makers so any issues and concerns can be addressed quickly. All issues are charted as to their status and expected date of resolution. Status updates are reported at the monthly meetings.

6R4.   Using Information and Results to Improve Services

All key student, administrative and organizational support areas monitor the progress of the measurements attached to their operational processes. These measures reflect data routinely collected as part of the university's goals established in its strategic plan. For example data on student retention and graduation rates by college and department enable individual units to focus on strategies to improve retention and implement action plans that enable more students to graduate within six years. The data has led to changing the new student orientation at the Kent Campus, known as Destination Kent State, redesigning all the literature and marketing material associated with the program, new course repeat policy, changes in the approach to advisement of students with undeclared majors, and development of a Graduation Planning System (GPS). Currently, 49.8% of Kent State University students graduate in 6 years. KSU graduation data compared with other Ohio schools with similar average ACT scores for incoming students is mid-range (range 41.9% to 56.6%). The goal of the GPS is to help in retention and persistence, keeping everyone involved updated on a student's progress towards graduation.

The following is a list of some of the administrative and operational changes implemented as a result of the installation of Banner, which has been extensive and affected every area of the institution:

Banner Human Resources (implemented January 1, 2007)
- Manages data to recruit, hire, and retain the best talent
- Self service enrollment for employee benefits
- Channelized content of employee details that gives employees quick access to important information about their benefits and employment
- Enable employees to enter their time sheets, leave reports, and/or advance leave requests via self service
- Automate and easily track personnel actions including compensation changes, promotions, leaves and termination
- Integration with Banner Student, Financial Aid, Finance, and Advancement

Banner Student (admissions implemented July 30, 2007, registration implemented October 17, 2007; bursars implemented December, 2007)
- Consolidate each learner's record into one, from recruiting to alumnus
- Make the online application a unique signature of our institution
- Use e-mail to communicate quickly with prospects, applicants, and students
- Support our non-traditional learners and open learning courses with flexible scheduling, registration, teaching, and learning modes
- Create, track, and record multiple programs for today's learners who may seek unlimited majors, minors, and concentrations within a term or across academic periods
- Quickly access faculty classroom and office hours formatted in a weekly or daily calendar view with course title links for instant access to course details (class schedule, enrollment, roster, office hours and syllabi information)
- Provide advisors with dashboards for quick and easy searching tools to obtain pertinent information about advisees (name, class standing, major) and pertinent links to academic transactions (degree audit, academic transcript, test scores, e-mail address)

Banner Finance (implemented July 1, 2007)
- Configurable, rule-based budgetary controls to ensure expenditures remain within budgetary guidelines for all funding sources
- Central repository for all financial transactional processing with real-time query access and reporting
- Electronic approvals workflow to eliminate the paper chase.
- e-Procurement partnership with SciQuest to reduce and control maverick spending on supplies and equipment
- Full integration with Banner Student, Financial Aid, Human Resource and Advancement systems allowing us to focus our resources on improving operational efficiencies, not on maintaining interfaces to third-party software

Since implementing Banner continuous internal review of processes, services and policies have occurred at the unit and division level. Feedback is utilized to adjust processes, services, and policies. The Banner implementation has highlighted the different practices and policies among units and campuses. Meetings with impacted units were held to find

compromise solutions whenever possible. The results are more streamlined services and operations with greater consistency among units. Students find the institution less confusing and more aligned to their needs. Employee satisfaction is rising, although the transition was challenging for many.

6R5.   Comparing Performance Results with Other Organizations

For the university as a whole there is limited benchmarking information available for student and administrative services. NSSE, which is a valuable resource in academic affairs, provides several indirect measures related to assessing general institutional support for students.

6I1.   Recent Improvements

As an AQIP participant, KSU is moving toward a more systematic, holistic approach to process improvement. The installation of a Banner ERP system has significantly changed the way the university conducts business and impacted every operation within the university. A list of some of the changes can be found in 6R4.

KSU was named a 2009 technology innovator by Campus Technology magazine. The award recognizes university-wide faculty and staff efforts that resulted in the implementation of the Banner ERP system. KSU was selected as one of 11 campus technology innovators from a pool of more than 300 nominees in diverse categories. This award acknowledges the countless hours and hard work of all the units in the university. The Banner implementation at Kent State was a 30-month process initiated in January 2006. By June 2008, the system was fully operational across human resources, finance, student and financial aid modules. As a result, the university retired its aging mainframe computing system in January 2009, at a savings of more than $600,000 annually. The university also received two best practices awards for its implementation of Banner. In addition to the implementation of the core modules, Kent State added enhanced functionality of workflows, imaging, single sign-on authentication and the integration of numerous third-party applications to its model.

6I2.   Selecting Processes and Targets for Improvement

Shared governance has been a significant component of the university's culture. Although definitions may vary, the institution's leadership, policy register, and the collective bargaining agreements have established processes to insure input and whenever possible consensus building. Through state mandates, standing committees, Faculty Senate, collective

bargaining negotiations, ad hoc committees, departmental and unit meetings, listservs, and emails soliciting input, priorities and targets are set and widely distributed.

Unit action plans/goals are developed based on the university's priorities and benchmarks. Presentations of our progress are presented in a variety of forums including the President's Administrative Council meetings. At these meetings the updates on the status of these priorities are presented and action plans are discussed if benchmark measures are not met. Progress is reported in our AQIP updates using WEAVEonline.

Category 7
Measuring Effectiveness

7P1.   Selecting, Managing, Distributing Data and Performance
Information

As it relates to instructional programs, KUS's historic practices have
defined its basic operational needs. Instructional planning requires
assessment of the following operational data: course enrollment, daily
section counts, admission information, deans' lists, job placement rates, etc.
Operating information is accessible through Cognos (web-based reporting
tool), and includes daily snapshots of administrative information (extensive
training was delivered to all units). Operational information is available as
needed through a Cognos query. A listserv exists which allows
Cognos/Banner users to post just-in-time queries and discuss data retrieval
structure. A repository of common reports has been made accessible to
users.

As the university implemented Responsibility Center Management (RCM),
which sets the stage for budgeting and enrollment decisions, additional
analytical information became necessary. This includes, but is not limited
to: RCM analysis, enrollment analysis, retention analysis, grade
distribution, etc. The RCM analysis includes in-depth detail of the financial
performance for all programs. Analytical information is distributed at
critical times in the semester (e.g., after the 15th day census date, when the
information for the RCM model has been distributed, when the colleges
have loaded faculty workload information, etc.).

The Office of Quality Initiatives and Curriculum has clearly defined the
criteria for program assessment. A designated number of programs are
evaluated each year. The data are collected by the department from on-
campus sources including Research and Graduate Studies (RAGS), RPIE,
Admissions, and the University Registrar's office. Program assessment
information is gathered and distributed in the department review and
assessment process. Much of the operational data of the program review is
available to faculty online via the RPIE website.

Programs that are accredited also undergo a review process as guided by
their accreditation agency. Distribution of accreditation information is
handled through the colleges, reviewed by the Office of Quality Initiatives
and Curriculum and the appropriate accrediting agency.

Performance measures for non-instructional programs and services are
based upon the specific mission of the unit. The vice president of each
service and support division is responsible for ensuring that each unit is
performing optimally. Performance participation rates, service measures,
and financial measures are commonly used indicators. The units are
responsible for maintaining these and other critical performance statistics.
Non-instructional performance information is collected at least once per
year.

Non-instructional performance is also measured by comparing Integrated
Postsecondary Education Data System (IPEDS) administrative costs per
Full-time Equivalent (FTE). RPIE is responsible for tracking IPEDS
information and analyzing this information at least every two years against
identified peer groups. (See Table 7P1).

The RCM team, which consists of representatives from Academic Affairs,
University Budget Office, and Institutional Research and Student Support
(IRSS), also manages the data that reflects all the RCM costs. Non-
instructional program costs are tracked through the RCM model. Program
performance is shown by college, department and course. All colleges
receive an RCM database to conduct a detailed in-depth analysis of their
respective units.

Information Services provides a wide variety of basic operational reports
from the various campus applications, including Banner, SciQuest, Kronos,
and Blackboard Vista. In addition, the self-service facility of the Kent State
Portal provides access to a variety of financial, course and HR information.
The Operational Data Store (ODS) provides access to virtually all of the
information stored in the Banner System. There are basically two levels of
access to the ODS, each university division and each college have
individuals trained to create and modify ODS queries; in addition a larger
group has access to run predefined queries.

RPIE provides a variety of information, especially information requiring
longitudinal data and detailed analysis. The information provided includes:
15th Day Statistics, graduation rate, Common Data Sets, Fact Book, degrees
awarded, Faculty/Student Ratios, College Portrait, enrollment trends (both

concurrent and preponderant), Deans' Reports, and external growth projections. The data warehouse was redesigned in support of Banner implementation.

RPIE and Information Services (IS) have collaborated to develop the University Data Master Plan (See http://www.kent.edu/rpie/upload/DataMasterPlan.pdf). Conversations have been held with all colleges to ensure that a common framework has been identified.

The State of Ohio requires all institutions to submit data to its Higher Education Information (HEI) system. These data are compiled into an annual Governor's Performance Report where institutions can compare progress on a variety of variables. All HEI information is accessible through a searchable state data warehouse. However, it is usually two years behind in the posting of data. (http://regents.ohio.gov/perfrpt/index.php).

Several KSU websites exist to showcase critical data:
- President's Strategic Planning Website (http://www.kent.edu/about/administration/president/si.cfm)
- Research Planning and Institutional Effectiveness (http://www.kent.edu/rpie/)
- Academic Quality Improvement (http://www.kent.edu/aqip)

Table 7P1
Revenue/Expenditure Comparison
National Comparison Group*

Revenue Data- Fiscal Year 2006				
Percent Distribution of Core Revenues by Source	Kent Campus	FTE	*Comparison Group Median	FTE
Tuition and Fees	40%	$7,099	34%	5,689
State Appropriations	22%	$3,854	31%	5,135
Local appropriations	0%	$0	0	0
Government Grants and Contracts	17%	$3,040	16%	2,691
Other Core Revenues	21%	$3,793	16%	2,837

Expense Data – Fiscal Year 2006				
Percent Distribution of Core Expenses by Function	Kent Campus	FTE	*Comparison Group Median	FTE
Instruction	42%	$6,160	38%	6,493
Research	5%	$ 693	10%	1,435
Public Service	4%	$ 547	5%	664
Academic Support	10%	$1,521	11%	1,584
Institutional Support	10%	$1,414	8%	1,377
Student Services	6%	$ 924	5%	922
Other Core Expenses	24%	$3,488	22%	3,906

Comparison Group *
-Ball State University   -University of Oregon
-Northern Illinois University   -University of Wisconsin - Milwaukee
-Texas Tech University   -Western Michigan University
-The University of Texas at Arlington
-University of Memphis
-University of Mississippi Main Campus
-University of North Carolina at Greensboro
-University of North Texas
-University of Oklahoma Norman Campus

7P2. Distributing Data, and Performance Information to Support Planning and Improvement Efforts
Strategic indicators have been developed at the state level and shared with all the institutions. The president and the board of trustees have developed critical measures for KSU based on the strategic indicators. The university participates in the VSA. This initiative is designed to improve public understanding of how public colleges and universities operate. KSU's College Portrait can be viewed (http://www.collegeportraits.org/OH/KSU).

All vice presidents identify strategic imperatives for their divisions and initiate a planning process for their units. Each unit is expected to report to the vice president on improvement efforts. Divisional performance information is collected and reported once a year between May and July.

All employees are evaluated on their performance annually. Human Resources manages the performance evaluation process, which is conducted between May and July.

The Data Master Plan was developed, in coordination with the academic units, to help shape the reporting needs for implementation of the ERP and RCM. (See http://www.kent.edu/rpie/upload/DataMasterPlan.pdf). Focus groups were held with individuals from Academic Affairs—those most impacted by RCM—to learn the data needs related to:

- Recruitment
- Enrollment
- Retention
- Graduation
- Human Resources
- Finances and Fundraising
- Research
- Scheduling and Course Offering
- Curriculum Information
- Space/Facilities
- External Benchmarking
- Information
- Internal Trend Information

Most of the information produced by RPIE, and some of the information provided by the ODS, is used to support planning and improvement efforts. Implementation of Cognos now allows users to create and maintain unit-specific reports. Historical and trend information is accessible through the RPIE website.

7P3.   Determining Data Needs
RPIE and key IS representatives attend meetings of groups such as the President's Administrative Council, Deans, Associate and Assistant Deans, and Chairs and Directors. Information needs are often discussed during these meetings. A sub-committee of the RCM governance committee (FaSBAC) has been appointed to evaluate college performance measures. The RCM planning team meets regularly with the College Business Managers to review information and tools available for performance analysis. With the Data Master Plan, the following recommendations were identified:

- Create a central data/reports repository. IS and RPIE have different roles and responsibilities and these should not change; however, a University data repository will enable data coming from multiple sources to be obtained in one area, thereby reducing user confusion.
- Create standard "views" for users where appropriate. Structure the views in a manner that will enable the University to maintain the ability to create longitudinal reports using pre-Banner data.
- Realizing that not all reports can be implemented at one time, priority reports will be noted.
- Some reports will be special projects or workflow adjustments and these will be noted.
- As many of these reports will impact multiple offices, teams will have to be appointed to ensure correct implementation.

7P4.   Analyzing Data and Information Regarding Overall Performance
Information is gathered and analyzed based upon institutional strategic goals and principles.

Ensuring Student Success. Some representative data, which is available on the web include: enrollment, retention, major movement reports, graduation rates and numbers, grade analysis, and dropped courses statistics.

Enhancing Academic Excellence and Innovation. The departmental/program review process is directed by the Office of Quality Initiatives and Curriculum on a cyclic basis. Student feedback is solicited via the Student Survey of Instruction. Results of these evaluations are distributed to the instructor and to appropriate academic administration for review. National instruments such as, NSSE and BCSSE, are reported on and shared in governance meetings. Assessment and evaluation processes of new pedagogical (e.g. student response systems) and program initiatives (e.g. Destination Kent State) are built during the development stage. Data are collected throughout the initiative in order to respond to immediate concerns and to use for redesign purposes. A comprehensive evaluation of the portfolio of newly introduced retention strategies—dropped courses, workshops, save my semester programs – is coordinated by the university's Student Success unit.

Expanding Breakthrough Research and Creative Endeavors.
Extramural funding is tracked and distributed by Research and Graduate Studies to relevant stakeholders with suggestions on how to increase such funding and in some instances units have hired development and/or grant personnel based on information received. The Delaware Study is used by RPIE to provide colleges with information regarding productivity in relation to national comparisons.

Engaging with the World Beyond our Campuses. Strategic enrollment goals have been developed for international students and are being tracked through RPIE. Numbers and types of Memoranda of Understanding with international universities are tracked through the Office of International Affairs and the Office of Quality Initiatives and Curriculum. The number of students enrolled in study abroad programs, service learning and volunteer services are also tracked along with community based partnerships.

Securing our Financial Future. RCM analysis has provided in-depth financial performance information for each program and major to all colleges. Deans have shared this information with departments in order to plan for the introduction of RCM. Endowment information is also tracked and shared with all deans.

7P5.   Determining Needs and Priorities for Comparative Data
The university consulted with National Center for Higher Education Management Systems (NCHEMS) for the purpose of defining a peer group. Approximately 16 universities were selected for evaluation according to revenues and expenditures, budget, student performance, external funding, number of faculty, and programs (IPEDS information provides the foundation for comparison.). The university also compares itself against schools in the MAC conference (see Table 7P5) and the 'four corner' universities as defined in the Ohio Board of Regent's Strategic Plan for Higher Education 2008 – 2017 (by student population and degree offerings). Colleges have identified program benchmarks and collect data based upon specific program size and scope.

Institutional needs and priorities are determined by the strategic plan. Comparative data are collected for:

1.   Student: enrollment, retention, performance, graduation rates.

2.   Teaching: faculty/student ratio, number of faculty, Delaware Study.
3.   Research and creative activities: applications submitted and external funding received.
4.   International students: enrollment and performance.
5.   Economic Development: endowment, fundraising.
6.   Finance: revenues and expenses.

7P6.   Ensuring Analysis of Data
The analysis of departments and units includes the information identified in 7P2. This core set of data provides the ability to align departmental and unit goals with the institutional goals. The action plans developed by each unit, as well as the progress achieved in relation to each project, are tracked through WEAVEonline and are publicly accessible through the university's AQIP website. Key oversight committees (e.g., Advisory Committee on Academic Assessment, University Assessment Committee, Cabinet, Associate and Assistant Deans, and Chairs and Directors Council) are used to share AQIP related information, goals, and results.

The RCM analysis process has provided the institution with significant information for analyzing how unit/department data align with institutional goals for instructional and non-instructional services. RCM analysis brings together data from disparate sources (e.g., enrollment, financial, workload). RCM has also shown the amount of administrative expenses and an overhead analysis of the service and support areas is tracked annually.

Table 7P5

Ohio 4 Corner Institutions	
Bowling Green State University and regional campuses	
Kent State University and regional campuses	
Miami University	
Ohio University and regional campuses	
Mid-American Conference	
East	West
Bowling Green State University	Ball State University
Kent State University	Central Michigan University
Miami University	Eastern Michigan University
Ohio University	Northern Illinois University
Temple University	University of Toledo
University of Akron	Western Michigan University
University of Buffalo	

NCHEMS	
Ball State University	University of North Carolina at Greensboro
Bowling Green State University-Main Campus	University of Oklahoma- Norman Campus
Northern Illinois University	University of Southern Mississippi
SUNY at Albany	University of Wisconsin-Milwaukee
Texas Tech University	Western Michigan University
The University of Texas at Arlington	University of Oregon
University of Memphis	
University of North Texas	

7P7. Ensuring Timeliness, Accuracy, Reliability, and Security of Data

Key edits and processes for data integrity have been developed in conjunction with the operational data store and the data warehouse. Key processes and definitions have been documented to ensure consistency. The HEI file submission process serves as a consistency data check. The HEI processes are periodically audited by the state.

Key software tools (e.g., Cognos) are used to assist with accessing the data. Information Services has a function dedicated to information and systems security. All individuals with access to data must sign a confidentiality agreement. Sensitive information is password protected and cannot be manipulated except by authorized faculty and staff.

Information Services has systems alerts in place. Systems upgrades are routinely implemented and access passwords are changed in a systematic manner. A security officer is appointed to oversee the security provisions. Information services security has been audited by outside auditors in recent years and audit recommendations have been addressed.

RCM information is due to the colleges at specific times. The RCM analysis team ensures that these deadlines are met. RPIE has prescribed deadlines in which it must report key information. These deadlines include HEI, IPEDS, and 15th Day. There are also operational deadlines by which departments must submit data, (e.g., faculty workload, grades, etc.). RPIE's data warehouse is built directly from Banner production data ensuring its reliability.

7R1. Measures Collected and Analyzed

At the institutional level, the following data are collected for institutional planning as well as reporting to the state HEI system:

- Enrollment (various student cohorts, e.g., undergraduate/graduate, 1st generation, residence hall/commuter).
- Retention
- Fundraising
- Financial performance
- Degrees awarded
- Student/Faculty ratios
- Grants and contracts
- Financial aid
- Scholarships

At the college and department/school level, the above measures as well as the economic performance of each department under the RCM model is provided to all deans and business officers for planning and decision-making purposes. The completeness and usefulness of the data reflects directly on the effectiveness of the management system.

7R2. Evidence of Meeting Needs

From an institutional perspective, information was used to enhance first-year initiatives. The Destination Kent State program was developed, which revised the advising and registration program, the welcome weekend program and the first-year course. This program was implemented during summer/fall 2009.

Student enrollment/retention data informed a change in the institutional strategy. A portfolio of retention strategies was implemented during AY08-09. Early results show a 6% increase in first year retention for fall 2009.

Some examples of new strategies are:
- Transformational learning grants
- Student response systems
- Save My Semester Workshops
- Early Alert System
- Mid-term initiative
- Parent's Council/Newsletter

Bandwidth tracking allowed for in-depth examination of where the university could enhance recruitment. Over 20 undergraduate and graduate programs were identified, by analyzing enrollment and workload data, which led to an additional enrollment capacity of over 600 new students.

At the college level, RCM analysis provides information on a variety of measures. Colleges use this information to make the following decisions:
- o Combining sections
- o Combining units to reduce administrative costs
- o College-based enrollment and retention strategies (e.g., co-registration modules, learning communities)
- o Investment in institutional-supported scholarship

7R3.   Comparing Performance Results with Other Organizations
There is always a delay in gathering information from benchmark institutions, so actual results for initiatives implemented this past year are not known. A process for benchmark analysis primarily using IPEDS information is in place. We have been showing progress in all our key indicators. Specific examples of progress made in key indicator areas are:
- Increased enrollment in comparison to other Ohio public institutions.
- Retention rate has been steadily growing, while some of our key benchmark institutions have been showing a decline in retention.
- Amount of external research dollars has shown progress against our peer institutions—this benchmarking process also indicated that we were not fully reporting all our activity but new reporting mechanisms are now in place.

KSU has maintained its high quality services during a prolonged period of declining state subsidy and economic downturn through efficient and effective management of its resources. When compared with other four year public institutions in the State of Ohio we operate more efficiently and have been recognized by the state for our efforts. (See Table 7R3).

Table 7R3
Revenue/Expenditure Comparison
Ohio 4 Year Public Universities

FY07	Revenue/ FTE	Total	Expenditure/ FTE	
UA	9,963	84,747,712	13,881	
BGSU	10,049	75,714,017	14,912	
Central SU	9,868	66,593,395	15,947	
UC	11,544	150,091,819	23,181	
Cleveland SU	9,868	66,593,395	15,947	
KSU	8,642	91,235,301	13,801	
MU	13,722	58,703,975	17,526	

FY07	Revenue/ FTE	Total	Expenditure/ FTE	
OSU	9,875	325,477,151	21,066	
OU	9,401	104,389,319	15,810	
SSU	5,825	14,708,522	10,875	
UT	9,497	80,419,340	14,355	
WSU	9,140	77,095,022	15,491	
YSU	7,776	42,830,088	11,106	

FY07	Academic Support Expenses/ FTE	Institutional Support Expenses/ FTE	Instruction & Departmental Research Expenses/ FTE	Plant Operation & Maintenance Expenses/ FTE
UA	1,575	2,434	6,764	1,282
BGSU	1,663	1,512	6,155	838
Central SU	1,442	4,331	5,424	2,719
UC	2,458	2,989	8,808	1,950
Cleveland SU	1,864	2,057	7,512	1,532
KSU	1,759	1,872	6,636	1,125
MU	2,946	1,981	8,335	1,624
OSU	2,305	2,044	10,533	1,674
OU	2,332	1,344	7,701	1,596
SSU	897	2,086	4,975	1,376
UT	1,834	1,650	7,137	1,058
WSU	2,692	1,848	6,193	1,237
YSU	1,074	2,181	5,413	1,231

FY07	Public Service Expenses/FTE	Scholarship and Fellowship Expenses/FTE	Separated Budgeted Research Expenses/FTE	
UA	397	501	354	
BGSU	298	3,373	18	
Central SU	376	1,879	263	
UC	1,885	2,758	1,059	
Cleveland SU	283	734	351	
KSU	396	812	233	
MU	73	1,357	185	
OSU	438	1,992	725	
OU	368	921	576	
SSU	30	510	-	
UT	93	1,355	169	
WSU	353	1,325	752	
YSU	122	341	28	

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KSU subscribes to the Core Data Services provided through Educause. This allows us to compare the costs of developing and maintaining the IS systems to measure performance.

**7I1.	Recent Improvements**

Two major initiatives have helped refine/improve our ability to measure effectiveness. Implementation of the ERP/Cognos—an institution-wide effort—was launched to improve the reporting system. Individuals across all divisions were trained to be report writers, thereby enhancing the capacity and capability of individuals in all areas to access data. Workshops are held for individuals to improve their skills and seek help with specific issues.

The adoption of the RCM model helped refine institutional and college metrics. The RCM model provided a framework around which to organize, previously disparate data. Data analysis has also been enhanced and refined at the college/departmental level.

The systems that support measuring effectiveness have recently been upgraded. The Banner ERP implementation was completed in June 2008. Banner is the source for many standard reports to support operations. The Operational Data Store (ODS) was created as a part of the Banner implementation. The ODS provides the end user, ad-hoc access to a wide variety of operational data. The Banner data was integrated into the data warehouse.

**7I2	Selecting Processes and Targets for Improvement**

Two major areas targeted to enhance effectiveness university-wide are data gathering/analysis for informed decision-making purposes and a financial model that provides control at a local level. To accomplish this, a new ERP system (Banner) was implemented and RCM was introduced as the financial model. Information Services has set up various "user" groups which monitor the ERP reporting needs. Also, each division has a project manager and a business analyst that works with each division on particular needs.

RCM has a university-represented governance group (FaSBAC) that provides input. Currently, a sub-committee is dedicated to making recommendations on improving college productivity measures.

Category 8
Planning Continuous Improvement

8P1.   Planning Processes
The ongoing strategic and operational planning processes undertaken at KSU have culminated in the development of both a guiding vision and mission, and long and short-term strategies.

All pertinent stakeholders, including faculty, staff, administrators, students, alumni and friends of the University, remain continuously and actively engaged in unit-based conversations about the identity, philosophy, core values and priorities of KSU, and the university maintains a prolific record in its output of written communication submitted to these stakeholders.

Following the selection of a new president in 2006 and a new provost in 2007, a revised **Strategic Plan** (http://www.kent.edu/about/administration/president/strategic-plan.cfm) was rolled out and subsequent conversations pursuant to it have engaged pertinent stakeholders. These conversations are detailed in (5P1). A copy of the University's current strategic plan, examples of group process tools and a description of the process can be found at: (http://www.kent.edu/about/administration/president/si.cfm)

The University's strategic goals (See 2P1) guide both the long- and short-term planning and define the future direction of Kent State University. Each executive officer and his/her respective teams develop ways of implementing divisional planning processes and some hold retreats to further the inclusive nature of the process. The president held a retreat in May 2009, for all university advisory boards (college, campus, program, alumni, development, etc) specifically for collaborative planning purposes.

With the introduction of Responsibility Center Management [RCM], annual plans must now typically contain goals for the upcoming fiscal year by defined responsibility center. To address the resource issues related to planning, a Faculty Senate Budget Advisory Committee [FaSBAC], convened in April 2008 to advise the president on budgetary issues at the university and division levels. RCM is designed to improve KSU's continuous improvement efforts by focusing on profit centers and seeing each of them as a financially stand-alone unit. Each RCM unit is singularly

responsible for driving up revenue and keeping down costs but never to the detriment of the goals of the strategic plan. Further, RCM will distill those non-value adding processes from the system and efficiently and effectively eliminate the root causes of inexpediency.

Planning also occurs at each regional campus, unit and department level. Planning is organized around the strategic goals. It also addresses external constituencies related to each area, including licensing requirements, programmatic accreditation guidelines, and advisory board recommendations.

At the undergraduate level, a systematic cyclical review process of academic departments helps to ensure timely planning. The ongoing effect of declining local economies continues to apply pressure on capital planning, however, critical projects are still undertaken.

At the graduate level, the Innovation Incentive Program Steering Committee was convened to assess performance data collected for all doctoral programs to assist in a program review mandated by the state as part of its economic/innovation incentive program. The state program was designed to increase the amount of federal and industrial funded research at public universities and to more closely align doctoral programs with state STEM priorities and with the Third Frontier initiative. The internal review of the doctoral programs resulted in a $576,599 reallocation to those programs that best fit the metrics established.

Another initiative instituted to support the research goals of the university is the Coordinated Research Hiring Initiative. It is designed to enhance research and extramural funding at Kent State University through the investment of $300,000-$750,000 for multiple hires – between 4 and 6 - in a specific theme or academic area. Themes that were interdisciplinary and transcended programs, departments, and colleges were especially encouraged. While the focus of this initiative was on new faculty positions, the investment was not limited to tenure track faculty. Plans that were awarded are those that effectively leveraged existing expertise and infrastructure, and involved community, commercial, industrial, or

academic partners. Chosen plans will also open new venues for student training, internships and opportunities for employment.

Planning initiatives for the service and support departments are diverse in style and format. Planning occurs annually and goals are submitted and compiled at the university level based on the university's strategic goals.

8P2.   Selecting Short- and Long-term Strategies

Short and long-term strategies are determined by several mutually inclusive factors. Their underlying premise remains a relentless pursuit for both academic excellence and fiscal efficiency and effectiveness. Other factors include new and existing student needs, faculty/staff needs, state and local budgets, other stakeholder needs and expertise available. The planning process is described in 8P1, above.

Unfortunately, the key challenges that most affect our strategy selection and how we can respond to expectations of stakeholders remain a major constraint in furthering our strategies. We cannot ignore the country's and Ohio's continually declining economic situation (i.e., less state subsidy for higher education, declining industrial base, decreasing population, fewer industrial-era jobs, unhurried growth of information-era jobs), sustained and significant enrollment growth amid declining resources, declining traditional age student population, the emergent impact of the University System of Ohio Plan, ongoing attention to academic and fiscal continuous improvement, and transition in leadership and governance (a new president, many new vice presidents, interim and new deans on the Kent and Regional Campuses, radical restructuring of the executive team, and the impact of RCM on all structures).

Conflicting expectations continue to be resolved by making choices that are informed by data, stakeholders' input and the vision and mission of the university. Those decisions are made by focusing on the following:

- Student success from their entry into the Kent State University system.
- The Ohio Board of Regents University System of Ohio 10-Year Plan
- Creating new programs and delivery modes

- The prioritization of mission critical elements of the strategic plan to ensure that planned deadlines for short and long-term goals and objectives are reached
- More substantive communication mechanisms and increased use of student-centered technology, (i.e. Facebook, YouTube, etc.)
- New student populations (outside Ohio – both national and international, veterans, adult learners)

8P3.   Developing Action Plans to Support Strategies

Key action plans continue to be developed, revised, and reviewed annually through the process described in 8P1. Reports used to inform these action plans include:

Reports Submitted Annually	Venue for Sharing
WEAVE Online	Web
AQIP Action Projects	Web
Strategic Plan Update [per President, Board and New Cabinet]	Publication and Web
Priorities presentations	Web, public presentation
Division annual reports	Board of Trustees
Academic Assessment reviews	Web
President's State of the University Address	Web, publication, public presentation
University Annual Report	Web, publication
Mid year adjustment	Public presentation, publication
Committee(s) developed plans based on new problems being addressed – FYE, Retention, etc.	Web, publication, public presentation

Academic Affairs initiated a process in spring 2009 to develop its action plan based on the University's strategic principles. College and campus deans, along with provost's staff, developed division goals and metrics that will be provided to faculty in schools and departments who will then develop specific action plans for their units. (See Table 5P2).

8P4.   Coordinating and Aligning Planning Processes

The new Vision, Mission and revised Strategic Plan provide the implicit guidance to all colleges and campuses as they work to align their efforts with the overall direction of the university. Each division develops an implementation plan, which engages the efforts of existing ad hoc

committees and working groups. Both academic and administrative planning at the college level (strategic), and at the department/school/regional campus level (tactical and operational), is affected by multi-divisional teams that remain responsible for their implementation and successful follow-through. The restructuring of the Regional Campus Office will facilitate a smoother and swifter planning and implementation process in the near future.

Overarching coordination occurs at the university level as the strategic principles/priorities are discussed and evaluated by the executive officers who then present them to the board of trustees.

Select initiatives include:
- Annual Diversity Plan
- Student Retention plan
- Bandwidth plan (recruitment)
- Coordinated Research Hiring Initiative

8P5.   Defining Objectives, Selecting Measures, and Setting Performance Targets
The president annually identifies specific priorities in the State of the University Address by making use of implementation suggestions developed by each division and the executive officers. (See 2I2). Participation in AQIP and the utilization of the WEAVEonline system have made units aware of the necessity of setting performance targets by which to measure successes and identify opportunities. Division-level strategic plan implementation contains performance indicators. The strategic budgeting process includes targets based on peer and historical internal comparisons. All unit action projects include performance results.

8P6.   Linking Strategy and Action Plans
Planning at the executive level is key to the linkage between strategy selection and action plans. Key issues receiving priority in current planning discussions include:

- Student Retention, enrollment
- Research dollars
- Unit alignment with university priorities
- Data extraction and benchmark identification
- State of Ohio budget

- Doctoral program review
- Coordinated Research Hiring Initiative
- Capital plan
- RCM and its impact
- IS infrastructure

Judgments have been made by the president and executive officers to support particular new initiatives that they believed would enhance the mission of the university. Prior to the implementation of RCM (July 1, 2009), budgeting was largely an historical process, and academic units continued to be allocated the same pro-rate share of the Academic Affairs budget year after year. The one exception to this was entrepreneurial programs. Units that wanted to start new programs and could show that these programs would bring new revenues to the university were able to enter into special entrepreneurial arrangements with the university to keep a percentage of the revenues they generated, to transition the historical "grip" that operating budgets had on program development and growth. A number of units took advantage of this, in particular Library Science with its on-line master's degree program.

Now that KSU is utilizing a new budgeting model, resource allocation is very much more in line with that entrepreneurial model. RCM's biggest strength is that significant resources (minus overhead) go back to the units that generate them. In addition, it means that budget allocations are not historically pre-determined and become much more transparent.

Other resources and information used to identify and allocate resources include:
- Focus groups
- Operating expenses
- Satisfaction surveys
- Programmatic capacity
- Performance evaluations
- Student Enrollment/retention data
- Income generation analysis
- Academic program review
- Technology infrastructure needs
- Debt capacity
- Public need

- Doctoral program reviews
- Licensure requirements
- Department reviews
- Entrepreneurial initiatives
- Start-up funding
- Classroom enhancement requests
- House Bill instructional equipment requests
- Assessment defined at the departmental level

8P7.   Assessing and Addressing Risk

Institutionally, the KSU Department of Public Safety has primary responsibility for safety on the eight campuses. The Department works closely with local law enforcement agencies having concurrent jurisdiction at the seven regional campuses and serves the Kent Campus with a fully accredited police department.

May 2008 marked the completion and promulgation of separate and distinct emergency management plans for each of the eight campuses. During the construction of each plan, campus officials and local emergency responders actively participated through hazard identification (risk analysis), plan formulation and the development of measures to mitigate potential hazards. Benefits derived from this collaborative approach include improved relationships, enhanced awareness of emergency preparedness, and emergency response teams at each campus. Emergency guides serve as companion documents which provide information to assist individuals during major emergencies. Each plan and guide is reviewed and updated annually by the Department of Public Safety.

The identification of risks and the formulation of multi-faceted responses to them are critical concepts behind the long-standing (twenty-five years) Care Team as well as the Public Safety Advisory Committee.

Text messaging, public address notification and other means are used to alert the campus community to imminent risk. Redundancy has been built into the notification system to ensure that the greatest numbers of persons are apprised of a pending risk or threat.

Testing the plans and procedures in place is critically important to address risks and ensure appropriate response should they be realized. Toward this end, the university practices the response to potential emergencies. Fire

drills are conducted each semester in each residence hall on the Kent Campus and once each year at the regional campuses. Tabletop emergency exercises are utilized to test plans and to improve upon them. The Stark, Ashtabula and Geauga campuses recently participated in tabletop exercises with their respective local authorities and have been able to improve preparedness as a result. Planning is underway for tabletop exercises to be conducted at the Tuscarawas Campus and for the executive officers at the Kent Campus. A full-blown practical emergency exercise involving many regional fire and police departments and the county Emergency Management Agency (EMA) was conducted by the Ohio Department of Homeland Security and Federal Emergency Management Agency (FEMA) in September 2007. As a result, many changes and improvements were implemented.

With the emergence of the H1N1 flu pandemic, KSU instituted a pandemic planning committee comprised of key staff and faculty to address the imminent threat posed. Each member worked within their area of expertise to prepare and began meeting weekly in April 2009. Since July 2009, meetings were held semi-weekly. The Director of Health Services convened an Incident Command Team in compliance with the National Incident Management System guidelines.

The Departments of Public Safety and Human Resources are currently providing hands-on Active Shooter instruction to faculty and staff. Due to the demands of the flu pandemic, other emergency training initiatives slated for the current semester have been postponed.

KSU is consistently ranked among the safest university campuses in Ohio. A long history of cross-divisional initiatives and the development of trusted working relationships have contributed to a culture of cooperation, collaboration and teamwork and, thus, a high level of safety at KSU. Both unilateral and group decisions reflect an understanding and appreciation of various roles and responsibilities and serve as checks and balances to ensure the greatest utility in assessing and responding to risk. Although not always in agreement, KSU officials can be expected to subrogate personal preferences and divisional priorities to the safety and well-being of the university's greatest asset – its people.

8P8.   Developing and Nurturing Faculty, Staff, and Administrator Capabilities

The first step is to ensure that the strategic/quality improvement planning process itself is inclusive and transparent. In doing this, every member of the university community can have a voice in establishing the strategies and action plans. Implementation plans, results and challenges are shared openly, discussed, evaluated and plans of action developed. Once these action plans are developed, there are various means used to ensure that members of the university community have the tools necessary to be successful in addressing change. (See 4P8 and 4P9).

Professional development plans are devised based on the goals of the units' strategic plan implementation. During the Institute for Excellence in Leadership, issues faced by leaders in implementing a strategic plan, including change and "buy-in" are addressed. Professional development is available to faculty through the fpdc, UTC, URC, and HR. Funding is provided for academic advisor training. (See Category 4). Divisions, such as IS, build development and/or training into their action plans as a key component.

8R1.   Measures Collected and Analyzed

Measures collected and analyzed regularly include:

- Student learning outcomes
- Divisional level strategic plan implementation data
- RPIE data (e.g., retention, graduation rates)
- Use of data (purpose and by whom)
- Budget performance
- Development and fundraising results
- Grant funding
- Space utilization
- Impact of course scheduling software
- Funding use (entrepreneurial, start-up, etc.)
- Type and number of classroom enhancements
- *Chronicle of Higher Education's* Great Colleges to Work for Survey results
- Number of participants involved in training
- Annual reviews of both classified and unclassified staff including a Professional Development Plan

- Leadership Effectiveness Institute participation and project results

8R2.   Performance Results for Accomplishing Organizational Strategies and Action Plans

- Key Indicators developed and tracked (see 8P1)
- The addition of Recruitment Measures
- Mandatory training for all parties involved in processes (e.g., Banner implementation, Infosilem)
- Annual reviews instituted of both classified and unclassified staff
- Increase in student retention (2008-72%; 2009 – 78%)
- Increase in external grant funding
- Increase in grant proposals submitted
- New Student Success Unit

8R3.   Projections or Targets for Performance

Performance measures are a necessary component of newly developed and/or revised implementation plans. Each unit's plan is reviewed annually and revised, if necessary, to meet any changing needs. All planning processes are integrated with the AQIP principles. Also, during year one, a strategic enrollment study and plan was completed. Annually, budget items are prioritized based on the priorities of the strategic plan. Priorities for FY 2009 included:

- Student Recruitment/Retention efforts
- Increase in grant submissions/external funding
- Strengthened focus on data utilization - specific data/statistics on productivity savings, academic program rationalization, "greening" of our campuses, etc
- Impact of ongoing conversations - Office of Student Success; 21st Century Philosophy, Curriculum, Kent Core, etc.
- Measuring performance before and after implementing Banner.
- Increase in grant proposals submission to 650
- Increase in external grant funding to $47.5M

8R4.   Comparing Performance Results with Other Organizations

Currently, no means of comparison among institutions regarding projections for strategies and action plans exists. However, our planning processes do include the use of peer data comparisons. The current academic affairs planning process is determining appropriate peer institutions and gathering

benchmark data from those institutions. Peer institutions are also used in the graduate and undergraduate academic program review process.

Kent State joins other northeast Ohio institutions in productive academic collaborations to combine strengths and stretch resources – including a joint Ph.D. in nursing with the University of Akron; a joint Ph.D. in biomedicine with Cleveland Clinic Foundation, a joint program at the Trumbull Campus with Mercy College of Nursing of Northwest Ohio. All northeast Ohio public universities, plus Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM), Cleveland Clinic and NASA Glenn, have formed "The Alliance" to stimulate the economic development of this region and expand education options for current and future students.

The Delaware Study provided benchmark data in relation to faculty productivity that was used during the university's review of its Ph.D. programs. Other appropriate external benchmarks need to be identified.

8R5.   Evidence of Effectiveness
The results listed in all categories are an indicator of how successful KSU's recent planning initiatives have been, as are the accomplishments listed on the WEAVEonline website, the Strategic Plan website, and division websites.

Along with participating in the strategic plan revision, many individuals participated in Town Hall meetings around curricular and faculty affairs issues.

The planning process has been much more focused on the needs of stakeholders and is data driven. The centralized nature of data gathering by RPIE has been instrumental in this effort. Assessment has become a focus within all planning and implementation processes. Assessment is a mandatory part of any initiative (e.g., academic programs, grants, action projects). The Office of Academic Quality Improvement (now the Office of Quality Initiatives and Curriculum) was established to coordinate these activities. This office's focus has expanded to include all "quality" initiatives on campus.

Structural reorganization (see 5P4 and 5P10) has also been a result of our planning processes.

The implementation of an ERP system introduced more opportunities for stakeholders to generate reports on demand through Cognos.

8I1   Recent Improvements
Improvements in this area include:
- Development and implementation of GPS
- Introduction of RCM
- Continued and further integrated use of WEAVEonline
- Participation in VSA
- Implementation of Banner and FlashLine
- Introduction and expansion of SchedulePRO (class scheduling tool)
- Increased identity and distribution of all forms of communication processes throughout the eight campus system

The university needs to clearly identify the continuous improvement link between the revised Strategic Plan and the AQIP categories.

KSU is regularly improving its processes and systems by providing for inclusive participation. Faculty, staff, administrators, students and friends of the university are given opportunities to provide feedback and participate in the planning and implementation processes. The concepts of continuous improvement are embedded in the strategic plan and expected to be part of units' implementation plans.

The current strategic planning and implementation process is more results oriented. Information gained during the development and implementation stages are used to continuously plan and improve. The Strategic Plan is forward looking and its reporting models are based on data. For example, the capital planning is now grounded in program review, the performance evaluation process was changed based on a working group's recommendation, and strategic budgeting has led to outsourcing that has provided for the reallocation of funds to Academic Affairs.

Communication plays an important role in improving processes. (See Category 5).

8I2   Selecting Processes and Targets for Improvement

Targets are set through the process described in 8P1, and are communicated by the means described in 5C1, 5P5, and 5P6. Factors within our culture and infrastructure that influence our selection of processes and target identification include but are not limited to:

- Shared governance at all levels
- Intermittently renegotiated collective bargaining agreements with faculty and represented staff
- University Policy
- Faculty Senate
- Collegial, participatory structure
- University System of Ohio mandates/expectations – innovation incentive program
- Culture of Student Success that is responsive to stakeholders (students)
- Excellence in Action mindset
- RCM
- Bandwidth discussions resulting in increased enrollment in targeted areas

Category 9
Building Collaborative Relationships

9P1.   Building Relationships with Educational and Other
**   Organizations**

KSU has engaged Noel Levitz to help it identify a consolidated plan to manage enrollment priorities. This plan has allowed KSU to choose where to hold geographic receptions throughout the country, attended by the president, executive officers, deans, chairs, faculty, students and alumni. Admissions personnel visit high schools, high school and community college admissions counselors and also keep in touch electronically. Each student receives a <kent.edu> e-mail address when admitted, allowing for contact by various KSU departments. Department graduate and undergraduate coordinators visit events (such as, joint meetings of the National Societies of Black and Hispanic Physicists) to present KSU's strengths and recruit students. Academic Discovery Days are held on the Kent campus and "information nights" on the regional campuses to acquaint prospective students with academic programs, services and facilities. Financial aid workshops are presented throughout the communities served by KSU. Developing personal relationships and contacts is an essential part of these processes. Admissions counselors are now assigned to the states of Virginia, New Jersey, New York, Connecticut, Pennsylvania and Illinois in recognition of the decline in traditional age high school students in Ohio.

KSU utilizes funded programs from the state (e.g., Choose Ohio First, Ohio Scholars Program, Third Frontier Project), foundations (e.g., Woodrow Wilson) and various federal agencies [e.g., Institutions Developing Excellence in Academic Leadership, or IDEAL (NSF)], to build a pipeline from regional high schools into the university.   Some of these programs are targeted to specific disciplines such as math and science, or to specific groups, such as the NSF funded upward bound programs. KSU participates in other state initiatives (e.g. P-16, Senior to Sophomore and Tech Prep) that facilitate access to higher education for high school students.

Transfer students from area community colleges are served through articulation agreements that provide for seamless transition to particular academic programs at KSU (e.g. Cuyahoga Community College – Journalism). A statewide effort has now made it easier for students to transfer between public institutions. The Transfer Module allows general education components completed at one institution to fulfill the

requirements at other institutions and similar agreements have been made regarding pre-major courses.

9P2.   Building Relationships with Educational Organizations and
**   Employers**

Partnerships with other institutions of higher education (See Appendix C) are usually initiated often with impetus from department chairs, college deans, and Research and Sponsored Programs (RASP), and developed by the faculty with the expressed purpose of providing an extended array of opportunities for students. Such partnerships or consortia arrangements require discussion and agreement among faculty and administrators from several institutions. Examples of such relationships are: MFA in Creative Writing, AuD in Audiology, Ph.D. in Nursing, History and Sociology.

Relationships are built and maintained through good communication, inclusive planning and community based activities. Stakeholders are kept apprised of activities through various media (see 5C1, 5P5, and 5P6). Appropriate stakeholders are involved in planning processes to ensure that needs are understood as well as the responses to those needs. Involvement by executive officers, faculty and staff in community events and on community and corporate boards helps establish and maintain good relationships.

Prospective and current employers, Career Services personnel and unit faculty and administrators maintain contacts in order to address reciprocal needs. One such need is internship/co-op opportunities. Both students and employers benefit from such an engaged learning experience. The university has recently opened an Office of Experiential Education and Civic Engagement (OEECE) whose primary function is to identify, develop and help sustain relationships with community partners who can provide substantive experiential opportunities for students while helping to address a community need. Surveys of employers' satisfaction with the academic preparedness of KSU students are undertaken by academic units and the university.

9P3.   Building Relationships with Organizations that Provide Services

In recent years, some of the services provided to students have been outsourced in order to reduce expenses. However, many of these services needed to be maintained as they are essential to students' daily lives. The bus system, previously owned by the university, is now part of the Portage Area Transit Authority. This change in ownership allowed the university to remove itself from the transportation business but still provide students convenient access to the Kent campus and surrounding communities. The bookstore and food service were also outsourced. As the pros and cons of these decisions were discussed, students were surveyed about their use of these services and were represented on the university committee that put forward recommendations. Students' feedback on quality of service is solicited on an ongoing basis.

The addition of other services has grown from a demonstrated need. A need for access to legal services prompted the opening of Student Legal Service. Computer purchase and repair was another identified need so an Apple store was added.   Health Services provided extended hours, expanded services and a twenty-four hour nurse line. More businesses in the local community allow students to purchase items using their Flashcard making it more convenient for students and attracting more students to local businesses. The Division of Enrollment Management and Student Affairs and the Business and Finance Division monitor both the needs and quality of services being provided.

9P4.   Relationships with Organizations that Supply Materials and Services

The university instituted a Diversity Suppliers program as a natural extension of its core values, including the overall commitment to diversity in classrooms, the workplace and residential communities. Supplier diversity is designed to give opportunity to individual and minority-owned business in northeast Ohio. The university provides resources to the Minority Business Enterprises and Women-Owned Business Enterprises who wish to do business with the university as well as facilitating the university community's utilization of minority and women owned enterprises. (See
http://www1.kent.edu/procurement/welcomesupplierdiversity.cfm).

Vendors and service suppliers take part in on-campus fairs that highlight their products and services (e.g. Food Fair, Benefits Fair, and Office Products Fair).

9P5.   Building Relationships with Education Associations, External Agencies, Consortia Partners, and General Community

Most of the key collaborative relationships listed in Appendix C were developed after extensive relationship building on the part of university faculty, staff and external stakeholders. Many of these relationships have existed for a very long period of time (e.g., AT&T – 7 years, NEOUCOM – more than 25 years) while others are of a short duration, ending after the goal of the collaboration has been met. Partnerships and consortia arrangements are pursued only if they align with the principles and priorities of the strategic plan. Previous arrangements are reviewed on a periodic basis to determine if the needs being addressed continue to be aligned with the university's mission. Priorities are then set based on impact, cost and availability of delivery.

Relationships are built and maintained through open communication and inclusive planning. Stakeholders are kept apprised of activities through direct communication (meetings, reports) and various media (see 5P5 and 5P6). Consortia partners are involved in planning processes to ensure that needs are understood as well as the responses to those needs. Involvement by administrators and faculty in professional associations (Association to Advance Collegiate Schools of Business, National Council for Accreditation of Teacher Education, etc.) helps establish and maintain good relationships with such groups (See 1R3). Such agencies as National Science Foundation, Department of Energy, and National Institutes of Health are invited to campus to learn about faculty's research interests/strengths and to provide researchers information regarding grant opportunities.

Partnerships within the communities we serve and with non-profit agencies create goodwill, heighten visibility and are mutually beneficial. Many of these partnerships allow us to provide workforce training while others provide avenues for students to engage in opportunities that provide them with experiences outside the classroom that are pertinent to their career path (internships, co-ops, practicum, clinical, student teaching, etc.). These partnerships provide the university community with outreach and

engagement opportunities. (See 1P16). Various offices and/or departments are charged with developing and maintaining positive community relationships (e.g. Technology Transfer, OEECE, and Alumni Relations). Some of these relationships are initiated at the Volunteer Fair and Job and Internships Fair held annually.

Community members serve on college, campus and program advisory boards. During the past two years a President's Task Force on Inclusion was charged to study diversity issues at the university and make recommendations. The task force was chaired by and its membership included community members. Another major joint community and university activity is the annual Aviation Heritage Fair sponsored by Kent State University's Aeronautics Program, the City of Stow (where the KSU airport is located) and the Stow-Munroe Falls Kiwanis Club. KSU's planetarium offers 30-35 free timely and educational shows, attended by approximately 3,000 community members and visiting school children each year. These events allow students, community members, faculty and staff to have the opportunity to join forces to provide a memorable experience for attendees.

9P6.   Ensuring Partnerships Meeting Needs
Ongoing communication and personal contact is necessary to ensure needs are being met. Market research, needs assessments, satisfaction surveys, assessment and evaluation of programs, and focus groups are used to obtain input from university partners. The university also receives feedback from advisory boards, alumni board, KSU Foundation Board, the Board of Trustees, internship providers and employers.

Articulation and reciprocity agreements address state expectations. These are reviewed periodically to ensure that the objectives of each are being met. RPIE and RAGS is able to provide the data that allows people to look at needs and benefits of the partnerships in which we are involved.

One particular community need addressed during the AY08-09 was the ability of adults who had lost jobs due to the economic downturn, to be able to afford to enroll in classes. The Kent State Trumbull campus opened its doors to laid off workers through its Fresh Start program. The program provided assistance to those who wanted to enroll in credit courses or workforce development. Fresh Start paid $176,430 in tuition for 114

students to enroll in credit classes. Seventy-five students (66%) successfully completed the spring term in good standing. Five (4%) did not fulfill provisional admission requirements and are not permitted to register for future terms until they do so. One has returned to work, is registered for both summer and fall and paid by employer vouchers. Thirty nine (34%) did not complete the spring term in good academic standing (11 withdrew and 28 earned less than a 2.00 term GPA. (Two of these students returned during the summer 2009 term as self-pay.) Thirty nine of the 69 students eligible to return registered for the summer. Fresh Start assisted 38 students in the amount of $47,436.20. Forty are eligible to register for fall 2009. Another component of the Fresh Start program was its workforce development program. Sixty nine students were admitted to the U.S. Department of Labor Earmark program in Advanced Manufacturing. All costs of the program were covered by the grant. Students completing the program will be credentialed as certified electrical and/or mechanical maintenance technicians.

9P7.   Building Relationships Between and Among Departments and Units
The strategic planning process sets the expectations for relationship building. The principles and priorities of the plan cannot be met unless people cooperate and work together. A strong tradition of shared governance also helps to build and maintain relationships. Multiple committees at all levels within the university address and review issues. A joint study committee, made up of members of the AAUP and KSU's administration, discuss and make recommendations on pertinent faculty concerns. The Faculty Senate Executive Committee meets on an ongoing basis with the university's administration.

Many professional development activities sponsored by the fpdc and Human Resources provide relationship building opportunities as do recognition activities. The Outstanding Teaching Award (OTA), Distinguished Teaching Award (DTA), Distinguished Scholarship Award, annual Inventor Recognition by the Office of Technology Transfer, and unit recognitions are such activities. Other activities such as open forums, Provost's town hall meetings, Faculty Club, new staff and faculty orientations and receptions provide university members with an opportunity to get together in informal settings. Many activities, including the Bowman

Breakfast and Founders' Scholars Ball, help to create and maintain relationships with the communities we serve.

Interdisciplinary programs and cross divisional activities are encouraged and recognized through grants and awards. Faculty are engaged in cooperative interdisciplinary course development, research, publications, public forums, etc. The twelve faculty/staff Learning Communities established over the last three years are another means of providing for cross-divisional cooperation. Most university committees are collaborative and cross-divisional/cross-campus in nature. Large scale projects, such as the Student Success initiatives, centennial celebration and Homecoming can only be successful if addressed from this perspective. Curricular activities between departments/units are coordinated by the relevant college dean while research and grant related activities are promoted and organized by RASP. Open communication is necessary to assure that those involved in cooperative ventures are kept informed. This occurs through the means discussed in 5P5, and 5P6.

"One example of our consideration of the relationship between departments and units is our response to the Research Incentive Program which required KSU to review the distribution of our state subsidy for doctoral programs within the university and reallocate funding to support programs aligned with the states STEM Initiatives. This reallocation is designed to increase the amount of federal and industrial funded research at public universities and to more closely align doctoral programs with state STEM priorities and with the Third Frontier initiative. The innovation incentive requires KSU to reallocate and increasing portion of its doctoral subsidy to STEM/Third Frontier programs. This year KSU reallocated over $500K in subsidy. The state is also changing the formula for allocating doctoral subsidy among the public universities. The subsidy will include an increasing factor based on the ability of each university to attract external (federal and industrial) research support. With this history and the state and university priorities in mind, KSU's plan to first use its reallocated doctoral subsidy to help meet the cost share requirements of the Choose Ohio First Scholarship and the complementary Research Scholars Program. Any remaining increase will be used as cost share on major proposals to federal agencies for external funding. Preference will be given in support of interdisciplinary proposals that involve several departments and numerous faculty in the STEM/ Third Frontier areas.

In another targeted program to increase inter-departmental collaboration KSU supported a Coordinated Hiring Initiative. This is a program to enhance research and scholarship at KSU by means of multiple – between four and six – faculty hires in a specific theme or academic area. The thematic vision came from the faculty and the successful plan was selected in a competitive process. Themes were interdisciplinary and transcended programs, departments, and colleges. The proposal theme chosen was Mental and Physical Health Consequences that joined faculty from our departments of biology and psychology."

9R1.   Measures Collected and Analyzed
Measures that are collected and analyzed regularly are listed in Table 9R.

9R2.   Performance Results
The university has a long history of public and private partnerships and of sharing the expertise of our faculty and staff far beyond campus boundaries. KSU hosts 67 centers and institutes – each supporting the institution's mission in its own unique way. Other results from the university's collaborative efforts are found in Table 9R.

The university has received increased positive visibility because of its many activities. Media coverage of KSU has expanded in the Cleveland area. (Northern Ohio Live). Other publications have carried stories highlighting KSU's accomplishments. (Ohio Business, Christian Science Monitor, USA Today, New York Times, San Francisco Chronicle, The Economist, Wall Street Journal, Science News, Washington Post, Chicago Tribune).

9R3.   Comparing Performance Results with Other Organizations
See Table 9R.

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Table 9R
Results of Building Collaborative Relationships

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9R1 Metric	9R2 Results	9R3 Comparison
External Funding	2005: $25.4M 2006: $26.6M 2007 $32.6M 2008 $32.4M 2009 $46.1M	NSF rankings: NSF 2006 Institutional survey ranks Kent State nationally at 115/405 in Doctorates Awarded, 231/1227 in Federal Support, and 268/630 in Research Expenditure. State Rankings: Judging by OBOR's cumulative Research Incentive distribution, Kent State ranks 7th among the 16 4-Yr Ohio public colleges. Four Corner Comparison: Per the 2006 NSF survey, Kent State ranks first in Doctorates Awarded and Federal Support, third in R&D Expenditure among the Four Corners universities. Based on the OBOR's Research Challenge funding (which reflects an institution's extramural funding) KSU ranks second. Ohio U: $12.1M, KSU: $8.6M; Miami U: $4.9M; Bowling Green U: $4.0M over the past 5 years.
Proposals for External Support	2005: 457 2006: 424 2007: 473 2008: 514 2009: 578	The number of proposals submitted by Kent faculty has been on a steady rise since 2006 with an annual increase from 8-12%.
Patents Issued	2005: 5 2006: 8 2007: 6 2008: 8 2009: 3	According to the latest (2006) "Mind to Market" survey (Milken Institute), Kent State ranks 9th in # of patents filed and 5th in patents issued per million $ research expenditure in the country.
Licensing Income	2005: $578,659 2006: $559,038 2007: $433,010 2008: $351,680 2009: $339,444	Licensing income, in terms of absolute dollars, has been low at the national level, as expected for a relatively small institution as Kent State. But the ratio of income to research expenditure is well above the national level of about 2%, per Association of University Technology Managers (AUTM) survey.
Start Ups	Four startup companies formed with Kent State Patents as their primary intellectual property during 2005-2009: Oringen LLC (2006); Pathogen Detection Systems/Pathogen Systems, Inc (2006); Standing Rock Imaging (2007); BioMao (2009).	"Mind to Market" survey places Kent State 5th in the country in startups per million $ research expenditure.
Foundation Support Centennial Campaign Support total commitments by FY	2004: $24 million 2005: $21 million 2006: $22.9 million 2007: $27.9 million 2008: $27.8 million 2009: $37 million	Trend in the success of the Foundation, even in economic hard times, is clearly upwards.

9I1.   Recent Improvements

KSU improves its current processes and systems by maintaining an awareness of trends and practices in business, education and non-profit organizations. RASP conducts a self-initiated evaluation of its performance to identify processes and steps for improvements, finding new and unconventional ways to build collaborations and be more effective in serving Kent researchers. KSU also stays aware of current trends through certification, licensure, credentialing and skill requirements of designated organizations and institutions.

For the past three years, KSU has renewed its emphasis on extramural research and scholarly activity. A proactive approach to build inter- and intra-institutional collaborations has been adopted. Towards this end, KSU regularly organizes Agency Days, proposal-writing workshops, and has an

effective mechanism to bring federal, state, and private organizations to campus. RASP now has an associate vice president for research to establish and coordinate collaborative relationships.

In an effective educational collaboration KSU leads a broad coalition of partners that secured support from the state for Choose Ohio First Scholarships. The "Ohio Integrated Science Training for Northeast Ohio's Future Biomedical and Biotechnology Workforce" brought $2M to the collaborations which in addition to the KSU lead, consists of Cuyahoga Community College, Lakeland Community College, Lorain County Community College, Stark State College of Technology, the Northeastern Ohio Universities Colleges of Medicine and Pharmacy, Summa Health System, Cleveland Clinic Foundation, Lake County Educational Service Center and the Akron Children's Hospital. The collaboration effectively engages high school students in the region to pursue an education and career in Biomedicine and Biotechnology.

KSU has collaborated with local companies and universities to effectively compete and succeed in the Ohio Third Frontier Program. The university has collaborated in five successful proposals that have brought over $20M in funding to participating universities and companies for the development and commercialization of flexible displays and related optoelectronic devices. Collaborators on these grants include the University of Akron and local companies including Kent Displays, AlphaMicron and Akron Polymer Systems.

Overall Kent State has been an active collaborator with companies and other academic institutions to secure external funding for its research, service and educational programs. For example in the last fiscal year Kent State participated in 119 collaborative awards on which it was a prime or sub contractor. This was over a quarter of all contracts. These awards secured a total of $29,102,202 in funding. These 119 contracts involved 111 different external collaborators.

KSU learns from others by participating in collaborative initiatives. The strategic planning/review and AQIP processes provide opportunities to reflect on strengths and concerns and to plan for improvements.

The university also highlights successes or "best practices" so that those who may not have an idea on how to move forward have some guidance. Various workshops on developing relationships (grants, donors) are held. The university also continues to cultivate internal and external relationships.

9I2.   Selecting Processes and Targets for Improvement
Historically, Kent State faculty and administration has shared excellence in research and scholarly activities as a goal. Collaborative relationships are actively inculcated via internal competition for initiatives such as Research Incentive, Coordinated Research Hiring, Third Frontier Projects, Choose Ohio First Scholarships, etc.

Improvement targets are set during the strategic planning process. They are reviewed annually and priorities set. The prioritizations take into account external demands (Third Frontier initiatives, Ohio First, etc), stakeholders' needs and legislative mandates. Targets include:

- Strengthen our influence through our relationships with external partners
- Continue advocacy activities with state and federal government
- Support and encourage faculty to build relationships with external partners that will facilitate the research and scholarship of the faculty and students
- Encourage and support real world experience for all students
- Be recognized in the communities we serve as a cultural and academic center for life-long learning.

Appendix A
Philosophy of a Kent State University Undergraduate Education
Approved 10/14/08

Kent State University, a public research university, brings scholarly and creative activity and innovation to undergraduate and graduate education. A community that joins diverse students and faculty together as discoverers, creators, and learners, Kent State University recognizes its responsibility to preserve and enhance its historic legacy through civil discourse, and a respect for diverse viewpoints. The University strives to serve and benefit the people of Ohio and to be a national leader in the creation, dissemination, and application of knowledge and in the formation of effective, responsible, and productive citizens in our increasingly complex, interconnected, and diverse global community.

Kent State University has built its philosophy of undergraduate education on the dynamic relationship of knowledge, insight, engagement, and responsibility. The University embraces the vision that **a liberal arts education is foundational for peaceful coexistence, unity, goodwill, respect, and justice between and among the citizens and institutions of this nation and other sovereign nations and peoples.** Kent State graduates have developed specialized and general knowledge and skills that they are prepared to apply responsibly in new and complex settings and thereby contribute substantially to the public good.

A Kent State University undergraduate education is:

Knowledge. Study in the arts, humanities, interdisciplinary studies, languages, mathematics, sciences, and social sciences provides our graduates with knowledge of human cultures and the physical and natural worlds. Our graduates develop the general knowledge that is the foundation of informed judgment, and life-long learning; they develop specialized understanding and appreciation for the key concepts and skills of their chosen fields.

Insight. Learning based in inquiry, evidence analysis, critical and creative thought, and collaborative problem-solving provides our graduates with the intellectual and practical skills fundamental to 21st-century literacies. Information literacy, quantitative literacy, digital literacy, interpersonal skills, and aural, oral, visual, and written communication skills enable our graduates to bring critical and creative insight to the construction, articulation and application of new knowledge.

Engagement. Kent State emphasizes civic, intercultural knowledge and competencies through students' direct involvement in research, creative activity, community outreach, and through progressively more challenging problems, projects, and standards of performance across the disciplines. Involved in scholarly and creative activity and in outreach, our students combine the intellectual and practical benefits of education for lifelong learning and engagement in our local and global communities.

Responsibility. The undergraduate education at Kent State University emphasizes critical thinking, ethical reasoning, and moral judgment in conjunction with the acquisition of expertise. Kent State graduates are involved astutely and practically in diverse communities and real-world challenges and grow to become reflective, responsible, and productive citizens.

Appendix B
Kent Core Learning Outcomes (DRAFT)
(currently moving through governance process)
Learning Outcomes

Engagement: To engage in learning that results in informed action and involvement in the human condition.

Engagement: Kent State emphasizes civic, intercultural knowledge and competencies through students' direct involvement in research, creative activity, community outreach, and through progressively more challenging problems, projects, and standards of performance across the disciplines. Involved in scholarly and creative activity and in outreach, our students combine the intellectual and practical benefits of education for lifelong learning and engagement in our local and global communities.

Students demonstrate the ability to:
- Act upon their moral and ethical obligation to others and demonstrate the impact of their actions within local, national, and global communities.
- Respect and value "difference" in all interpersonal interactions.
- Gather and evaluate knowledge to seek solutions for critical problems and shape positive change in society.
- Engage with and understand the diversity of cultures in the U.S. and around the world.
- Engage with others in a civil exchange of differing and even conflicting viewpoints to make decisions, take risks and become personally involved in the world around them.

Knowledge: To initiate and encourage the process of life-long learning

Knowledge: Study in the arts, humanities, interdisciplinary studies, languages, mathematics, sciences, and social sciences provides our graduates with knowledge of human cultures and the physical and natural worlds. Our graduates develop the general knowledge that is the foundation of informed judgment, and life-long learning; they develop specialized understanding and appreciation for the key concepts and skills of their chosen fields.

Students demonstrate the ability to:
- Understand the content and methodology of disciplines and areas of knowledge.
- Comprehend and apply knowledge acquired within and across disciplines and areas of knowledge.
- Analyze and adapt knowledge to solve a variety of problems and develop new ways of knowing about new and emerging fields.
- Create and synthesize various knowledge sets to offer new perspectives and formulate new ideas.
- Critically assess and direct their learning.

Insight: To explore and develop multiple ways of knowing and forms of understanding.

Insight: Learning based in inquiry, evidence analysis, critical and creative thought, and collaborative problem-solving provides our graduates with the intellectual and practical skills fundamental to 21st-century literacies. Information literacy, quantitative literacy, digital literacy, interpersonal skills, and aural, oral, visual, and written communication skills enable our graduates to bring critical and creative insight to the construction, articulation and application of new knowledge.

Critical thinking and analysis is embedded in academic disciplines and is fostered through the careful assessment of the logic, processes and outcomes of these disciplines. Both quantitative and qualitative reasoning are necessary in the development of critical thinking and creative insight.

Students demonstrate the ability to:

- Comprehend, analyze, and interpret facts and express ideas in various written, oral and technological formats.
- Apply appropriate 21st century literacies (information, financial, cultural, quantitative, digital, and visual) to create, examine, and critique knowledge relevant to real-world problems.

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- Apply appropriate 21st century communication skills (interpersonal, aural, oral, and written) to create, examine, and critique knowledge relevant to real-world problems.
- Analyze multiple perspectives and contexts to develop reasoned conclusions about complex issues such as diversity, sustainability, human rights, etc.

Responsibility: To analyze and understand diverse moral and ethical views.

Responsibility: The undergraduate education at Kent State University emphasizes critical thinking, ethical reasoning, and moral judgment in conjunction with the acquisition of expertise. Kent State graduates are involved astutely and practically in diverse communities and real-world challenges and grow to become reflective, responsible, and productive citizens.

Students demonstrate the ability to:
- Make informed and principled choices and decisions and comprehend the consequences of those choices and decisions.
- Use knowledge and information ethically and legally.
- Create solutions to public problems through civil discourse and personal actions.
- Learn in a variety of ways that represent historical and cultural understandings of the world as a global society, and exercise leadership in addressing issues of concern to the community.
- Understand the moral, ethical and social roles that an educated citizen plays in a democratic society.
- Apply moral and ethical reasoning skills and understanding for the advancement of a diverse society.
- Take responsibility for living an examined life relevant to real world problems.

Graduate Student Learning Outcomes

- Act as skilled consumers and producers of research and scholarship
- Engage in independent, critical and creative thinking skills
- Perform as skilled teachers and communicators in the areas of specialization
- Master advanced knowledge and skills in the content of their field
- Value diversity
- Utilize skills necessary for collaborative teamwork
- Acquire professional competence in the organization, evaluation, interpretation, and application of knowledge
- Cultivate and independent, intrinsically motivated learner and scholar
- Strengthen technology use effectively to support research instruction, and reporting
- Acquire the skills and attitudes needed to become reflective and ethical practitioners and scholars

Appendix C
Collaborative Relationships

Accrediting Agencies	Accrediting Agencies (cont'd.)	Accrediting Agencies (cont'd.)	Centers and Institutions (cont'd)
Higher Learning Commission	Council on Rehabilitation Counseling	National Association of Industrial Technology	Center for Health Promotion through Education
Council on Accred. of the Assoc. for Assess. & Accred. of Lab. Animal Care	Council for Exceptional Children	Council on Aviation Accreditation	Center for Information Systems
American Chemical Society	National Association of Schools of Art & Design	National Council for the Accreditation of Teacher Education	Center for International and Intercultural Education
Assoc. to Advance Collegiate Schools of Bus.	Commission on the Accreditation of Allied Health Education Programs	**Business Collaborations**	Center for Privacy and the First Amendment
American Library Assoc.	National Recreation and Park Association	J.C. Penney	Center for Sport, Recreation and Tourism Development
Accrediting Council on Educ. In Journ. and Mass Comm.	Commission for Programs in Hospitality Management	Sears	Center for the Study and Development of Minority Businesses
Ohio Board of Nursing	American Dietetics Assoc.	Continental Express Airline	
National League for Nursing Accrediting Commission	National Association of Schools of Music	Ritz Carlton Hotel Co.	Center for the Study of World Musics
Commission on Collegiate Nursing Education	American Speech – Language – Hearing Association	Gallup Organization	Child Development Center
Pediatric Nurses Credentialing Center	National Assoc. of Schools of Dance	Alpha Smart Co	Communication Research Center
American Psychological Assoc.	National Assoc of Schools of Theatre	Disney Company	Institute for Computational Mathematics
National Association of School Psychologists	University/Resident Theatre Association	Ajax TOCCO Magnethermic	Center for Conrad Studies
Council for Accreditation of Counseling and Related Educational Programs	American Physical Therapy Association	Ameritech	Counseling and Human Development Center
National Association for the Education of Young Children	Joint Review Committee on Education in Radiologic Technology	IBM	Institute for Cyber Information
National Association Middle School	Joint Review Committee on Education in Nuclear Medicine Program	Kodak	Center for Educational Leadership Services
National Council Teachers of Math	Accreditation Council for Occupational Therapy Education	Motorola Samsung	Entrepreneurial Academy
National Science Teachers Assoc.	Association of Collegiate Business Schools & Programs	Suko Epson	Ethnic Heritage Center
National Council Teachers for English		USA Instruments	Ethnic Heritage Program
National Council of Social Studies		**Centers and Institutions**	Family Child Learning Center
Council for Higher Education Accreditation		Institute for African American Affairs	Gerontology Center
		Center for Applied Conflict Management	Global Management Center
		Institute for Applied Linguistics	Center for Industry Training and Education
		Applied Psychology Center	Institute for Computational Mathematics
		Institute for Bibliography and Editing	
		Center for Nuclear Research	
		Center for Executive Education and Development	

Centers and Institutions (cont'd.)	Centers and Institutions (cont'd.)	Coordinating Boards	Higher Education Partners (cont'd.)
Instructional Resources Center Center for International and Comparative Programs Gerald H. Read Center for International and Intercultural Education Justice Volunteer Center Kent Regional Business Alliance (KRBA) Liquid Crystal Institute Center for Literature and Psychoanalysis Lyman L. Lemnitzer Center for NATO and European Union Studies New Media Center Center for Nursing Research Ohio Employee Ownership Center (OEOC) Ohio Literacy Resource Center Ohio Small Business Development Center Center of Pan African Culture Psychological Clinic Center for Public Administration And Public Policy Reading & Writing Center Center for Research and Workplace Literacy Research Center for Educational Technology Research in Justice Issues Bureau of Research Training and Services Small Business Administration Resource Center – Trumbull Campus	Small Business and Workforce Development-Salem Campus Student Development Center – Stark Campus Institute for the Study and Prevention of Violence Center for Study of Ethnic Publications and Institutions Center for the Study of Librarianship Office of Technology Transfer and Economic Development Center for Innovation in Transition and Development Institute for Library and Information Literacy Education Urban Design Center of Northeast Ohio Water Resources Research Institute Western Reserve Business Center for Women Wick Poetry Center Women's Resource Center Workforce Development and Continuing Studies Center-Trumbull Campus **Community Events** Aviation Day – Taste of Stow Wine and Food Festival - Ashtabula Football Hall of Fame-Balloon Launch - Stark Black Squirrel Festival Experience Kent Wall of Fame – East Liverpool Bowman Breakfast Porthouse Theatre Blossom School of Music	Ohio Board of Regents KSU Board of Trustees **Consortial Partners** Ohio Science Engineering Alliance Kent Regional Business Alliance North Shore Research Alliance NEO Beam Alliance, LTD NE Ohio Trade & Econ. Consortium Cleve. Urban Design Collabor. Ohio's Manufacturing Small Business Development Center Ohio's Project Safe Neighborhoods Northern District NE Ohio Consortium for Bio-Preparedness Ohio Link **Government Partners** **City of Kent** Police Neighborhood Link **State of Ohio** Ohio Dept. of Rehabilitation and Corrections Ohio Domestic Violence Network Ohio's One Stop System Ohio Literacy Resource Center Ohio Dept. of Natural Resources City of Cleveland **Empowerment Zone** Portage County Commission Portage County Regional Planning **Higher Education Partners** Central State University North Eastern Ohio Universities College of Medicine and Pharmacy Cuyahoga Community College	Lakeland Community College Lorain County Community College Stark State College of Technology University of Akron Youngstown State University Cleveland State University Case Western Reserve University College of the Bahamas Harran University Kenyatta University Turkish Ministry of Education Southern Anatolia Regional Development Administration Bahcesehir Ugur Educ. Institution Leceister University Nihon University Quang Ming Daily Rikkyo University – Japan Interntl Bacc. North America **Medical Partners** Mercy Medical Center – Canton Summa Health System of Akron Cleveland Clinic Foundation Heartland Behavioral Healthcare Over 30 clinical sites for medical programs University Hospital **Suppliers (outsourced services)** Follett's Bookstore Food Court providers PARTA (bus service) Diversity Supplier Initiative

Non-Profit Partners
Canton Museum of Art
United Way
Red Cross
Great Lakes Science Center
Ohio Special Olympics
National Super Kids Soap Box Derby
Black Theatre Network
WKSU
WNEO – TV
WVIZ – PBS
Cleveland Clinic Foundation

Public Education Partners
Akron Public Schools
Twinsburg Public Schools
Kent City Schools
Cleve. Municipal School District
Tallmadge Public Schools
Green Local Schools
Buckeye Career Center
Maplewood Career Center
Cuyahoga Valley Career Center
Taita Discovery Center – Kenya
Six District Educational Compact
Canton City Schools
Student Teaching sites

Research Grants & Agreements from Industrial Partners
Displaytech, Inc.
Anteon Corporation
Kent Displays Inc.
Cornerstone Research Group, Inc.
HANA Microdisplay Technologies, Inc.
Lockheed-Martin Corporation
DTI Associates, Inc
Michael Baker Jr., Inc.
Intel Corporation

Research Grants & Agreements from Industrial Partners (cont'd)
Science Applications International Corporation
SRI International
Photon-X, Inc
Sage Publications, Inc.
Samsung Electronics Co., Ltd.
Steridian Corporation
University of Minnesota Press

Start –Up Companies
Advantech
The Dow Chemical Company
Aerospace Display Systems
Alpha Micron
Avanex
Company C (anonymous)
CoAdna Products
Dow Corning Corporation
Display Plasique
Dupont company
Eastman Chemical Company
Global Source
Hana Microdisplay Technologies, Inc.
Holochip Corporation
Intel Corporation
Global Source
Kent Displays, Inc.
Kent Optronics
Kent Scientific
LC-Tec, Inc.
Lucent Technologies, Bell Labs
LXD, Inc.
MV3 Innovations
NASA Langley Research Center
Planar Systems, Inc.
Rise, Sally, Rise, Inc.
Rocketcalc
Rohm and Haas Company

Start –Up Companies (cont'd)
Scientific Solutions, Inc.
Sharp Labs of America
Sunnybrook and Women's College Health Sciences Centre
Web Tong

Targeted Industry Training Grants Sponsored by Ohio Board of Regents and Conducted at the Regional Campuses
A.R.E. Inc.
Advanced Technology Corporation
Aero-Instruments Co. LLC
Aerolite Extrusion Company
Alliance Community Hospital
Amweld Building Products, Inc.
Astro Companies Inc.
Aultman Hospital
Automation Services
Branard Rivet Company
Chardon Metal Plastics
Chemical Solvents Inc.
Columbiana Co Mental Health Ctr.
Custom Materials, Inc.
Detroit Diesel Corp Part Dist
Dover Chemical Corporation
Duramax Marine, LLC
Dybrook Products Inc.
E. Liverpool Convalescent Center
E. Liverpool City Hospital
EB Wire Display Company, Inc.
Electric Furnace Co.
EPCO/DATCO
EPG
ETNA Products
FedEx Custom Critical
Goodrich De-Icing & Specialty
Gregory Industries Inc.
Hilltop Energy Inc.

Targeted Industry Training Grants Sponsored by Ohio Board of Regents and Conducted at the Regional Campuses (cont'd)
Intier Seating Systems – Lordstown
Kevin Coleman Professional Svcs.
Kindt-Collins
Kundel Industries
Lange Grinding Inc.
Leather Resources of America dba Conneaut Lake Leather
Marlite, Inc.
Massillon Community Hospital
Matec Industries
Metal & Wire Products Co.
Mr. Gasket Inc.
New Life Academy
Nordic Air Inc.
O.S. Hill & Co., Inc.
Ohio Valley Home Health Care
Park Poultry, Inc.
Peerless-Winsmith, Inc.
Pomerene Hospital
Progressive Foam Technologies
Quaker City Castings, Inc.
Quaker MFG. Corp
Sajar Plastics, Inc.
Specialty Fab, Inc.
Stadium Chevrolet
Telecon, Inc.
Union Metal Corp.
VacuForm, Inc.
Venture Industries
Von Roll America, Inc.
W. T. Tool & Die, Inc.
Waterlox Coating Corp.
Zimmer Orthopaedic Surgical

APPENDIX D
ACRONYMS

A&S	Arts and Sciences, College of	KSU	Kent State University
AAAC	Academic Affairs Advisory Committee	LER	Liberal Education Requirements
AAUP	American Association of University Professors	MAC	Mid-American Conference
ACAA	Advisory Committee on Academic Assessment	MARS	Marketing Research, Segmentation and Engagement Sciences
ACT	American College Testing		
AQIP	Academic Quality Improvement	NCHEMS	National Center for Higher Education Management Systems
ARTS	Arts, College of the		
BCSSE	Beginning College Survey of Student Engagement	NEOUCOM	Northeastern Ohio Universities Colleges of Medicine and Pharmacy
CAED	College of Architecture and Environmental Design		
CCI	College of Communication and Information	NSSE	National Survey of Student Engagement
CIRP	Cooperative Institutional Research Project	NTT	Non-Tenure Track
COBA	College of Business Administration	NURS	Nursing, College of
COMPASS	Computerized Placement Assessment of Student Basic Skills	OBOR	Ohio Board of Regents
		OEECE	Office of Experiential Education and Civic Engagement
DL	Distance Learning	PASS	Placement Advising and Scheduling System
EMSA	Enrollment Management and Student Affairs	PSEOP	Postsecondary Option
EOAA	Equal Opportunity and Affirmative Action	R/T/P	Reappointment, Tenure, and Promotion
EPC	Educational Policies Council	RAGS	Research and Graduate Studies
ERP	Enterprise Resource Planning	RASP	Research and Sponsored Programs
FaSBAC	Faculty Senate Budget Advisory Committee	RCM	Responsibility Center Management
FSSE	Faculty Survey of Student Engagement	RETAIN	Reaching, Encouraging, Teaching, Advising Individuals
fpdc	Faculty Professional Development Center	RPIE	Research, Planning, and Institutional Effectiveness
FTE	Full-time Equivalent	SAILS	Standardized Assessment of Information Literacy Skills
FYE	First Year Experience	SSI	Student Satisfaction Inventory
GMAT	Graduate Management Assessment Test	STEM	Science, Technology, Engineering, and Math
GPA	Grade Point Average	TA	Talent Acquisition
GPS	Graduation Planning System	TECH	Technology, College of
GRE	Graduate Record Exam	UCM	University Communication and Marketing
HEI	Higher Education Information	URC	University Research Council
HR	Human Resources	UTC	University Teaching Council
IEL	Institute for Excellence in Leadership	VSA	Voluntary System of Accountability
IPEDS	Integrated Postsecondary Education Data System		
IRSS	Institutional Research and Student Success		
IS	Information Services		
KAPS	Kent Academic Progress System		
KASADA	Kent Academic Support and Advising Association		

Kent State University
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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.**

- Mission documents approved by the Board of Trustees http://www.kent.edu/about/administration/president/strategic-plan.cfm
- Board of Trustees approved current strategic plan that contains university's vision statement [8P1]
- Mission reflects commitment to a diverse student and employee population, the community, region, state and other external stakeholders [Overview]
- Learning goals, in accordance with the university's mission, are identified for all students [1P1, Appendix A, Appendix B]
- Mission documents are available to the public through a variety of sources [5P6, 5P8, 5R2; all campus websites]

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

- Within its mission and planning documents, the university addresses the value of diversity to all its constituencies [www.kent.edu/diversity/]
- The university's roles in a multicultural society are recognized in its mission documents [www.kent.edu/Administration/International.cfm]
- The mission documents affirm the university's commitment to honor the dignity and worth of individuals [Category 4, http://www.kent.edu/about/administration/president/strategic-plan.cfm]
- The university's values and codes of expected behavior are congruent with its mission [www.kent.edu/policyreg/]
- A basis for the university's basic strategies to address diversity is provided in its mission documents [http://www.kent.edu/diversity/]

Core Component – 1c: **Understanding of support for the mission pervade the organization.**

- The Board of Trustees, Executive Officers, administration, faculty, staff and students understand and support the university's vision [2P1, 5P1, 5P5; http://einside.kent.edu/?type=art&id=85715&]
- The university's planning and budgeting priorities flow from and support its mission [8P1, www.kent.edu/administration/business_finance/RCM/index.cfm;

www.kent.edu/Administration/business_finance/RCM/RCM-Resources.cfm
www.kent.edu/administration/business_finance/RCM/RCM-Governance.cfm]

- The goals of the administrative and academic units of the university are congruent with its mission [Table 2I2, http://www.kent.edu/about/administration/president/upload/Strategy-Map-10-2-09.pdf; http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- The university's internal constituencies articulate the mission in a consistent manner [1I2, 2P2, 7P6, Campuses' websites]

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.

- The Board of Trustees' policies and practices document that its focus is on the university's mission [http://www.kent.edu/Administration/board_of_trustee/index.cfm
- The model of shared governance as defined in governance structures, processes, and activities is understood and is implemented through appropriate channels [4I2, 5P7, 5I2]
- People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities [4P1-4P4]

- Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes [1P1, 1P2, 1P3, 1P4, 1P8, 1P13, 1P14, 5P5, 5P7]
- Effective communication facilitates governance processes and activities [5P4, 5P7, 5P8]
- The university evaluates its structures and processes regularly and strengthens them as needed [1I1, 1P15, 5P4, http://www.kent.edu/Administration/presdnts_office/index.cfm]

Core Component – 1e: The organization upholds and protects its integrity.

- The university's activities are congruent with its mission [1P1-1P18, 5P2, http://www1.kent.edu/Administration/provost/Initiatives-and-Announcements.cfm
- The Board of Trustees exercises its responsibility to the public to ensure that the university operates legally, responsibly, and with fiscal honesty [http://www.kent.edu/Administration/board_of_trustee/index.cfm]
- The university understands and abides by local, state, and federal laws and regulations applicable to it [www.kent.edu/policyreg/, www.kent.edu/universitycounsel/OfficeFunctions/Index.cfm]
- The university consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies [4P10, 4P13]

- The university's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities [4P9, 7R3 www.kent.edu/Administration/business_finance/index.cfm, www.kentstatesports.com]
- The university deals fairly with its external constituents [2P3, 2P4, www.kent.edu/universitycounsel/VCC.cfm www.kent.edu/hr/employeehandbook/conduct.cfm]
- The university presents itself accurately and honestly to the public [Category 5, www.kent.edu]
- The university documents timely response to complaints and grievances, particularly those of students [4P3, 3P6, www.kent.edu/emsa/JudicialAffairs.cfm]

CRITERION TWO: PREPARING FOR THE FUTURE
The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its 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.

- The university's planning documents reflect a sound understanding of its current capacity [7R2, 8I2]
- The university's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization [O1, 8P2, 6R1]

- The university's planning documents show careful attention to its functions in a multicultural society [O1, 6R1, www.kent.edu/smc/, www.kent.edu/Administration/International.cfm, www.kent.edu/diversity/]
- The university's planning processes include effective environmental scanning [8P6]
- The university environment is supportive of innovation and change [6P4, 6R2, 6R3, 8R3, 8R5, 9P5, 9P6]
- The university incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue [Overview]
- The university clearly identifies authority for decision making about organizational goals [Organizational Chart, 6P4, 8P1, 8P2]

Core Component – 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The university's resources are adequate for achievement of the educational quality it claims to provide [7R2, 7R3, 8R2]
- Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education provided [1P15, 7R2, 7I2, 8P6, www.kent.edu/administration/business_finance/RCM/upload/FASBAC-CHARTER-FINAL1.doc]
- The university uses its human resources effectively [Category 4, 7I2]

- The university intentionally develops its human resources to meet future changes [4P8-4P11, 4R2, 4R3, 8P8, 9P7]
- The university's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality) e.g. investments in faculty development, technology, learning support services, new or renovated facilities [O1, 1P12, 6I1, 7R3]
- The university's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth [1R5, 8P3, 8I1]
- The university has a history of achieving its planning goals [4R3, http://www.kent.edu/rpie/, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm

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 demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness [4R3, 8P7]
- The university maintains effective systems for collecting, analyzing, and using organizational information [7P1, 7P2, 7P3]
- Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement [7P4-7I2, Category 8]

- Periodic reviews of academic and administrative units contribute to improvement of the university [5P10, 7P6, 7P7, 8P3]
- The university provides adequate support for its evaluation and assessment processes [7P1-7P4, 7R1, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm, http://www.kent.edu/rpie/]

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 the mission documents that define vision, values, goals, and strategic priorities for the organization [8P1,8P4, 8I2]
- Planning processes link with budgeting processes [5P6, 7P4, 8P6]
- Implementation of the university's planning is evident in its operations [7P4, all R responses]
- Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments [8P3, 8P4, 8P5]
- 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 organization and its students exist http://www.kent.edu/about/administration/president/si.cfm
- Planning processes involve internal constituents and, where appropriate, external constituents [1P1, 8P1]

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.

- The university clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each [Appendix A, Appendix B, 1P1, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- Assessment of student learning provides evidence of multiple levels: course, program, and institutional [1P18]
- Assessment of student learning includes multiple direct and indirect measures of student learning [1P18, 1R1]
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- The university integrates into its processes for assessment of student learning and uses the data reported for purposes of external accountability (e.g. graduation rates, passage rates on licensing exams;

placement rates; transfer rates) [1R2, 1R3, 1R4, 1R5, 3P5, 3R5]
- The university's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs [1I1, 1P18]
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved [1P1-1P18]
- Faculty and administrators routinely review the effectiveness of the university's program to assess student learning [1P13, 1P14, 1P17, 1P18]

Core Component – 3b: The organization values and supports effective teaching.

- Qualified faculty determine curricular content and strategies for instruction [1P1, 4P1, 4P2]
- The university supports professional development designed to facilitate teaching suited to varied learning environments [1P9, 4P3, 5P9]
- The university evaluates teaching and recognizes effective teaching [Overview, 1P11, 4R3]
- The university provides services to support improved pedagogies [1P9, 4P8, 4P9, 5P9]
- The university demonstrates openness to innovative practices that enhance learning [1R2, 4P9, 4R2]
- The university supports faculty in keeping abreast of the research on teaching learning, and of technological advances that can positively affect student learning and the delivery of instruction [O1, 1P9]

- Faculty members actively participate in professional organizations relevant to the disciplines they teach [3P4, 3R5]

Core Component – 3c: The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services [1R2, 1R3, 1R5, 1P13, 1P14, 1P15]
- The university provides an environment that supports all learners and respects the diversity they bring [Overview]
- Advising systems focus on student learning, including the mastery of skills required for academic success [1P8]
- Student development programs support learning throughout the student's experience regardless of the location of the student [1P10, 1P12]
- The university employs, when appropriate, new technologies that enhance effective learning environments for students [1P7, 1P12]
- The university's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning [1P18, 3I1, 6P4, 7P4, 8R5]

Core Component – 3d: The organization's learning resources support student learning and effective teaching.

- The university ensures access to the resources (such as research laboratories, libraries, performance spaces,

clinical practice sites) necessary to support learning and teaching [http://www1.kent.edu/facilitiesplanning/ , http://www1.kent.edu/is/Facilities/Index.cfm , http://www.lci.kent.edu/ALCOM/resourcefacilities.html , http://www1.kent.edu/biomedical/research/]
- The university evaluates the use of its learning resources to enhance student learning and effective teaching [6R1]
- The university regularly assesses the effectiveness of its learning resources to support learning and teaching [6P4, 6R2, 6R3]
- The university supports students, staff, and faculty in using technology effectively [4P5, 4P8, 4P9]
- The university provides effective staffing and support for its learning resources [4P1-4P5]
- The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness [4R3, 9P1, 9P2, 9P3, 9P5, 9P7, 9R2, Appendix D]
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization [http://www.kent.edu/administration/business_finance/RCM/upload/RCM-Operating-Manual-3.doc; http://www1.kent.edu/media/2009NewsReleases/Summary-of-Board-of-Trustees-Actions-July-14-2009.cfm]

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.

- The university's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff [1P7, 1P8]
- The 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 practice [www.kent.edu/about/administration/president/strategic-plan.cfm]
- The university supports professional development opportunities and makes them available to all of its administrators, faculty, and staff [1I1, 4P9]
- The university publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge [1P6, 1P11, 4P11, 9R2]
- The faculty and students, in keeping with the university's mission, produce scholarship and create knowledge through basic and applied research [Table 9R]
- The university and its units use scholarship and research to stimulate organizational and educational improvements [1I1, 9R1-9R3, 9I1, Appendix D, http://www.kent.edu/about/administration/index.cfm]

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.

- The university integrates general education into all of its undergraduate 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 [1P1, Appendix A, Appendix B]
- The university regularly reviews the relationship between its mission and values and the effectiveness of its general education [1P18]
- The university assesses how effectively its graduate programs establish a knowledge based on which students develop depth of expertise [1P14, 1P17, 1P1, 1P2]
- The university demonstrates the linkages between curricular and co-curricular activities that support knowledge, engagement, insight and responsibility [1P9, 1P15, 1P16]
- Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry [1P1, 1P17, 1P18,1R1, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- Learning outcomes demonstrate effective preparation for continued learning [1P1, 1P18, 1R1, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]

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.**

- In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce [O1, 1P4, 1R4, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies [1P4, 1R4]
- Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained [1P4, 1P17, 1R1, 1R4, 3R2]
- The university supports creation and use of scholarship by students in keeping with its mission [3R3, 1R5, http://www1.kent.edu/undergraduateresearch/]
- Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice [1R4, http://www1.kent.edu/aqip/LearningAssessment/assessmentreporting.cfm]
- The university provides curricular and co-curricular opportunities that promote social responsibility [1P16, 1R2, 3R5, www.kent.edu/experiential]

Core Component – 4d: **The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- The university's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge [3R2, 3R5]
- The university follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities [4P7]
- The university encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility [1P16, 1R2, www.kent.edu/experiential]
- The university provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students [www.kent.edu/rags/Compliance/Index.cfm , www1.kent.edu/rags/]
- The university creates, disseminates, and enforces clear policies on practices involving intellectual property rights [http://www1.kent.edu/rags/Intellectual-Property-Rights-Resolution-Board.cfm http://www1.kent.edu/dl/StudentRights.cfm]

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.

- The university's commitments are shaped by its mission and its capacity to support those commitments [2P1, 2P2, 2P3]
- The university practices periodic environmental scanning to understand the changing needs of its constituencies and their communities [2P2]
- The university demonstrates attention to the diversity of the constituencies it serves [http://www.kent.edu/diversity/]
- The university's outreach programs respond to identified community needs [3R5, Appendix D]
- In responding to external constituencies, the university is well-served by programs such as continuing education, outreach, customized training, and extension services [2R1, www1.kent.edu/contstudies/ www.kent.edu/regional/Administration/workforce_dev_directors.cfm]

Core component – 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The university's structures and processes enable effective connections with its communities [2P2]
- The university's co-curricular activities engage students, staff, administrators, and faculty with external communities [2R2]
- The university's educational programs connect students with external communities [2R2, www.kent.edu/experiential/]
- The university's resources – physical, financial, and human – support effective programs of engagement and service [3R4, 4P11, 2R1, 2I2]
- Planning processes project ongoing engagement and service [2P1, 2I1, 3I2, 9I2]

Core Component – 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and education sectors (e.g. K-12 partnerships, articulation arrangements, 2+2 programs) [9P1, 9P2, Appendix D]
- The university's transfer policies and practices create an environment supportive of the mobility of learners [9P2, 9P6, 9R1, 9R2]
- Community leaders testify to the usefulness of the university's programs of engagement [2R4, 3P4, 5R2]
- The university's programs of engagement give evidence of building effective bridges among diverse communities [2R3, 2R4, 3R4]

- The university participates in partnerships focused on shared educational, economic, and social goals [2R3, 9P1, 9P5]
- The university's partnerships and contractual arrangements uphold the organization's integrity [2R3]

Core Component – 5d: Internal and external constituencies value the services the organization provides.

- The university's evaluation of services involves the constituencies served [9P2, 9P6, 9I1]
- Service programs and student, faculty, and staff volunteer activities are well-received by the communities served [1P16]
- The university's economic and workforce development activities are sought after and valued by civic and business leaders [9R2, 9R1, 3P4, 3R4]
- External constituents participate in the organization's activities and co-curricular programs open to the public [9P4, www.kent.edu/fpa/ www.theatre.kent.edu/Porthouse/, http://dept.kent.edu/blossom, http://www.recservices.kent.edu/Facility/Facility%20Home.asp]
- The university's facilities are available to and used by the community [4P4, http://www.kent.edu/policyreg/chap5/5-12-4.cfm, www.kent.edu/ucb/]
- The university provides programs to meet the continuing education needs of licensed professionals in its community [3R4, http://www1.kent.edu/contstudies/]

www.kent.edu/regional/Administration/workforce_dev _directors.cfm]