



AQIP SYSTEMS PORTFOLIO FALL 2013


KENT STATE
UNIVERSITY
Excellence in Action

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Overview

Kent Normal School was founded by statutory act in 1910. Over a century later, Kent State University (KSU) enrolls nearly 42,000 students and provides access to higher education from associate to doctoral degrees at eight campuses (Ashtabula, East Liverpool, Geauga, Kent, Salem, Stark, Trumbull and Tuscarawas). Courses and programs are also offered in Florence, Geneva and New York City, as well as at the Cleveland Urban Design Center, Regional Academic Center (Twinsburg, Ohio), Cleveland Clinic and College of Podiatric Medicine (Independence, Ohio). According to the most recent classification effort by the Carnegie Foundation, the university's Kent Campus is one of 74 public research universities that maintain "high research activity."

Our Mission

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

Our Vision

Kent State University will change lives by encouraging outstanding teaching and innovative learning opportunities, by cultivating excellence in all we do, and by seeking greater access and affordability for our students. Kent State shall expand its dynamic leadership through recognized scholarship and path-breaking research, through increased levels of external support leading to new discoveries and economic developments, through partnerships with other institutions and organizations in the pursuit of academic excellence. To further these common goals, faculty, staff and students, as well as our alumni and community supporters, shall

serve as collaborative partners in advancing Kent State's status as a model for 21st-century public higher education.

Our Core Values

Kent State is a supportive and inclusive learning community devoted to teaching excellence, first-tier scholarship and academic freedom. Together, these core values are at the center of all that we do across the eight campuses of Kent State University. To fulfill our mission, we value:

- Student success through diverse and stimulating learning environments that provide opportunities for every student to reach her or his potential;
- Access to instructional, intellectual and cultural resources for a broad constituency;
- Collaborations and partnerships with other institutions, organizations and communities to bring together diverse talents, experiences and resources;
- Discovery, creativity and innovation in scholarship and research that advance the frontiers of knowledge;
- Higher education as a powerful force for personal, social and global change;
- Academic freedom as the foundation necessary for critical inquiry in a democratic society;
- Integrity in all of our actions and communications;
- Our identity as a comprehensive, multicampus, public research university with a distinctive heritage and a commitment to service;
- Diverse backgrounds, cultures, lifestyles and ideas; and
- Fiscal responsibility in decision making to support access to an affordable college education.

Guided by the [University 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:

- 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; and
- Developing and recognizing our people.

| <u>All Faculty</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|--------------------|-------------|-------------|-------------|
| Tenured | 591 | 605 | 603 |
| Tenure Track | 250 | 220 | 213 |
| Non-Tenure Track | 412 | 413 | 463 |
| Part-Time | 1201 | 1283 | 1283 |

2012 Student Enrollment

| | |
|--------------------------------------|--------|
| KSU total, unduplicated..... | 42,513 |
| Kent Campus, unduplicated | 27,706 |
| Regional Campuses, unduplicated..... | 14,807 |

Concurrent Totals (11.7% Concurrency):

| | |
|----------------------|--------|
| Ashtabula | 2,516 |
| East Liverpool | 1,505 |
| Geauga..... | 2,535 |
| Kent | 28,602 |
| Salem..... | 1,879 |
| Stark | 4,864 |
| Trumbull..... | 3,107 |
| Tuscarawas..... | 2,717 |

2012 Staff Employment

| | |
|----------------------------------|-------|
| Executive/ administrator | 577 |
| Non-faculty professional..... | 1,111 |
| Technician/paraprofessional..... | 130 |
| Clerical/secretarial | 598 |
| Skilled crafts..... | 68 |
| Service/maintenance..... | 553 |

Programs and Degrees Offered

All degree programs offered at Kent State University are listed in the [university catalog](#). Currently the university offers: 37 associate degrees, 119 bachelor's degrees, 107 master's degrees, six educational specialist degrees, and 48 doctoral degrees. Two associate degree programs, three bachelor's programs, nine master's programs and one doctoral program are offered online. During the Spring 2013 Semester, 579 courses were offered online.

Key Campus Programs and Resources

Unique programs:

- College of Podiatric Medicine (one of nine in the country)
- Insurance Studies
- Air Traffic Control
- Liquid Crystals
- Construction Management

Centers of Excellence:

- Fashion School
- Biomedicine and Healthcare
- Urban Design Center of Northeast Ohio
- Liquid Crystal Institute
- May 4 Visitors Center

Key Resources:

- Math Emporium
- Student Success Programs
- Supplemental Instruction
- Living-Learning Communities
- Information Commons
- Student Recreation and Wellness Center
- Blossom Music Festival
- Porthouse Theatre

Quality Improvement

The current strategic plan was developed to converge with the Academic Quality Improvement Project (AQIP) process. Since the

last Systems Appraisal (AY 2009-10), the university has moved to a more aligned approach in its processes. During this period, all divisions have aligned their action projects to the University Strategic Plan, and each divisional leader has developed strategic maps with outcomes and metrics, establishing priorities based on results from the previous year. Currently, division results are recorded annually in the WEAVEonline system but overall university results are not recorded in a similar manner.

Decision-making, short- and long-term, is informed by data gathered through the processes discussed in the Systems Portfolio. The information gathered through various avenues is used to develop solutions to concerns and responses to needs, as well as for reporting purposes. With the help of Research, Planning, and Institutional Effectiveness (RPIE), each division of the university collects and analyzes measures appropriate to its mission. Efforts have also been made to centralize and make accessible information online to facilitate data-based decision-making at all levels. Priorities and targets are set through a data-driven consultative process. Unit action plans are developed based on the strategic plan and reviewed annually for results and new opportunities.

As the university was prioritizing retention efforts in the strategic plan, it became apparent that there were particular issues that lengthened the time to degree for some students. A universitywide committee was established to identify those roadblocks and provide recommendations to the provost. University action projects were developed to address several of the roadblocks identified (i.e., number of hours in academic programs, sequencing of courses, offering of courses, clear advising guidelines, etc.). Prior to this conversation, another universitywide committee developed a new philosophy statement for an undergraduate education at Kent State University. Another charge of the committee was to provide recommendations on how academic units might go about revising their curricula to incorporate the undergraduate philosophy statement.

In order to move the curriculum review process forward, an Innovative Curriculum Summit was held in February 2010. At the summit, attendees were challenged to think out of the box to reconsider appropriate curricula should look for 21st-century undergraduates. Attendees also generated questions for members of their respective departments to continue the conversation. The questions and ideas developed at the summit were posted [online](#) for universitywide access. A suggested review process and timeline were also distributed at the Summit. Departments began their work in March 2010 and concluded by July 2011, followed by a review of all course learning outcomes for relevance and consistency across sections, campuses and modalities.

Category 1 Helping Students Learn

Introduction

Continuous improvement is the cornerstone of the Excellence in Action agenda. Our university strategic plan prioritizes improvement in processes and systems that lead to student success as measured by retention, graduation rate and stakeholder satisfaction.

Recent measures to improve the learning process among students include:

- Establishment of an Experiential Learning Requirement (ELR) for undergraduates;
- Review of all Kent Core courses for adherence to stated learning outcomes and assessment plans;
- Revised department and program reviews to focus on continuous improvement;
- An increase in the number of programs offered completely online (e.g., Ph.D in Nursing, B.S. in Public Health);
- New degree programs based on stakeholder feedback (i.e., B.S., MPH, and Ph.D in Public Health; B.S. in Construction Management, B.S. in Applied Engineering, B.S. in Insurance Studies, Master of Fashion, Master of Landscape Architecture, Master of Health Care Design);
- Revised academic policies (e.g. students must declare a major once 45 credit hours have been completed);
- Mandatory advising during the first and sophomore years;
- Improved delivery of developmental education through the use of Assessment and Learning in Knowledge Spaces (ALEKS) in the newly constructed Math Emporium;
- Implementation of an employer survey to provide information regarding graduates of KSU compared to those of our peer institutions;
- Acquisition of Ohio College of Podiatric Medicine;

- Renaming of the College of Technology to the College of Applied Engineering, Sustainability and Technology, due to its new focus.

The Faculty Professional Development Center (FPDC) enhances the ability of faculty members to develop pedagogy conducive to student learning. Through curriculum-supportive consultation, the FPDC enables the faculty to design curricula and pedagogical techniques that foster the acquisition of designated learning outcomes. The results of such consultation are then vetted by governance and eventually implemented once all measures of internal and external approval are attained. Additionally, faculty have been encouraged to shift their paradigm of student learning to one that focuses on the outputs of students, rather than their own input (i.e., teaching style). This shift represents a trend in recent neuroscience literature, which emphasizes the importance of learner-centered pedagogy. The FPDC has developed workshops that reflect this ideology and collaborated with the Office of Quality Initiatives and Curriculum (QIC), which sponsored several grants for faculty members working to develop discipline-specific pedagogy to foster the new paradigm of student learning.

KSU has also actively sought opportunities to incorporate the expertise of external representatives across disciplines to determine learning outcomes. These individuals have been valuable in their ability to identify competencies relevant to their respective industries and evaluate the skills of students currently working with them in clinical and internship settings.

1P1. Determining Common or Shared Objectives (cc3B)

Learning in the 21st century is about the processes and abilities to contribute to self and society. To this end, the university community created the Philosophy Statement on Undergraduate Education. This

endeavor used a core working group, composed of faculty, administrators, students and community members to identify ideas and inspire and transform curriculum. University units use this as a guiding document for determining shared objectives. The [pillars](#) of Knowledge, Insight, Engagement and Responsibility provide connections for curriculum decisions from the college level to individual courses. The [Kent Core](#) (general education) embodies the Philosophy Statement and came to fruition in a similar process.

The heart of the university's mission to prepare undergraduate students to live in today's complex, global society is woven into a series of courses outside of a student's major. These courses broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers and lives. Through this set of learning experiences, students develop the intellectual flexibility needed to adapt to and lead in an ever-changing world. After initial approval, and to maintain relevance and quality, each designated Kent Core course receives tri-annual review after initial acceptance from the Educational Policies Council (EPC) and Faculty Senate. It is important to note that students choose from a variety of courses in five areas to meet their personal areas of inquiry.

A continual refinement of acquisition, application and integration of learning occurred in 2012 with the establishment of the Experiential Learning Requirement (ELR). With the support of Undergraduate Student Government and other university governing bodies, it was agreed that all students need a formal curricular opportunity to bring together the Kent Core and disciplinary programs in a manner that allows students to reflect, take action and then assess impact. Academic units maintain the integrity of the ELR, while course designations are handled through the EPC and University Requirements Curriculum Committee (URCC), a representative body of faculty members and administrators.

Similarly, KSU has an undergraduate Diversity Requirement that is

intended to help educate students to live in a multicultural community. The study of diversity is intended to promote awareness of local and global differences, identify shared values, improve understanding of one's own culture, and encourage people to explore and respect differences. A review of the diversity requirement (two courses: one global and domestic each) by the URCC was completed during spring 2009. The EPC recommended the formation of a task force to reconsider the definitions for local and global diversity and review the criteria for assigning such designations.

The determination of common objectives of a Kent State education involves students, faculty, administrators and community stakeholders. This engagement helps each group collect, analyze and communicate information within and among groups. Mastering modes of inquiry and skills adaptable to changing environments provides inspiration for university requirements like Writing Intensive Courses (WIC). The involvement of college and program advisory boards, made up of professionals in the field also help shape curriculum. Program review and program accreditation processes provide continual data and ideas for maintaining, amending or removing objectives.

The university is specifically looking at the process for determining undergraduate research activity as a strategic focus. Building on the Honors College experience, there are stakeholders across the university, including students, who seek to determine the objectives of and necessary resources to support undergraduate research. One key gain in this area is the current tracking and measurement of faculty member scholarship with undergraduates and grants.

1P2. Determining Specific Program Learning Objectives (cc3B)

Successful compliance with core criterion 3B is shown in 1P1. 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](#)). These processes include faculty, who are closest to the academic needs of students, and administrative staff at all levels (i.e., 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,' as well as chairs' and directors' council meetings.

Each unit's whole committee, 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 Quality Initiatives and Curriculum and Advisory Committee on Academic Assessment (ACAA) for review. Additionally, 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. KSU conducts quantitative and qualitative employer surveys to acquire information pertaining to employer satisfaction with KSU graduates as well as employer suggestions for how KSU can meet their employment and industry needs. That information is therefore compiled, analyzed, and communicated internally to all pertinent leaders for consideration in university changes, including but not limited to curriculum development.

Importantly, all professional and several other academic programs align with national accreditation curriculum requirements, recommendations from learned societies, national certification requirements and state licensure requirements. Online tracking of students began in fall 2013. Student achievement in their degree program along with intervention information is tracked to help students succeed (see 1R3, 1R6). Student performance on standardized tests (e.g., PRAXIS) helps measure outcomes. External advisory boards, clinical supervisors and other professionals who work with our students provide input regarding their strengths and needs. Cooperative curricular planning at the K-12 level helps

determine appropriate expectations for lower-division courses. Surveys of current and past students, formative and summative course evaluations, informal conversations and questionnaires and the university's participation in Complete College Ohio inform the determination of program-specific learning outcomes. **(cc4B)**

1P3. Designing Programs and Courses to Facilitate Student Learning

New academic programs are designed and developed through the use of market analysis and/or needs assessment processes. Feedback is collected from program, campus or college advisory boards, as well as academic advisors, students (Survey of Student Instruction [SSI]), accreditation reviewers, alumni, faculty and employers based on goals stated in the Basic Data Sheet for relevance and gaps. 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, information attained from department and 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 members design the curriculum for all new programs/certificates. The FPDC provides consultation on pedagogy to support the curriculum, and several other groups provide services for the design. These plans are 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 Office of Continuing Education and Distance Learning (DL) continues to grow through a strategic plan of developing fully online degrees and certificates. This process is impacted by market, pedagogical and financial conditions.

Throughout this process, an emphasis is placed on creating parallel

B.A. and B.S. degrees in each program to offer flexibility to students for career goal achievement. Also, pedagogy for new programs is informed by the Scholarship of Teaching and Learning happening at the university and disciplinary levels. Germane to this discussion is the systematic removal of programs that do not meet current needs.

1P4. Designing Responsive Academic Programming (cc1C, 3A, 4B)

Responsiveness happens in two ways: most directly, through real-time inputs of student activity through Graduation Planning System (GPS) tracking, and via proactive anticipation of the market and disciplinary directions. The two approaches involve different constituents. For students, providing tools and a pathway to meet personal goals demonstrates responsiveness by KSU to their needs. Examples include two “career construction” courses to help students define an academic career path, Career Services providing group and individual counseling based on career interests, and internships.

**Chart 1P4
Career Postings**

| Experience Position Postings | Internship Postings | Student/Non- Degreed Job Postings | Professional/Degreed Job Postings |
|------------------------------------|------------------------|---|--------------------------------------|
| 2009-2010 | 665 | 502 | 1213 |
| 2010-2011 | 792 | 601 | 1762 |
| 2011-2012 | 1065 | 902 | 2323 |

Exploratory students are organized into 15 interest areas to help identify their academic paths. Because students want experiential learning opportunities early and often within academic programs, the Office of Experiential Education and Civic Engagement (OEECE) provides such opportunities along with academic networking responsive to student interest and development. This is also tied to the [Experiential Learning Requirement](#) (ELR), which has several

student-driven avenues for completion.

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 (e.g., College of Public Health, Sustainability minor) and opportunities for students and faculty through internships and grants. The university was awarded \$737,000 in 2013, by the Ohio Means Internship Program to enhance its efforts. Cost modeling is done to determine the feasibility of new and revised programs. Facilities are also analyzed when determining curricular change or design (e.g., Roe Green theatre addition). Input from department and program advisory boards is sought. Employee and baccalaureate graduate surveys are reviewed for potential program areas that need to be addressed.

The university seeks to enhance student understanding of diversity and equity in various ways. We have a “Diversity Requirement” that involves students in examining differences and similarities internationally and domestically. Residence Services trains staff to provide cultural programs in our campus living communities, as well as our student-led programs and organizations. The First-Year Experience (FYE) includes a common reading each year that seeks alternative perspectives. The Office of Global Education enhances the university’s diversity by recruiting students from several regions of the world and supporting their participation in all university life. Additionally, such activities as the International Village cook-off and Cultural Café give students the opportunity to learn about and appreciate differences. We look to assess these efforts and others through our new Diversity Scorecard developed by the Division of Diversity, Equity and Inclusion (DDEI). (cc1C)

Student enrollment and feedback drives decisions on the continuation of individual courses, certificates and degrees, as well as the development and design of new programs. This data is managed in part through Research, Planning and Institutional

Effectiveness (RPIE) and the Office of the University Registrar. Basic Data Sheets provide common outcomes for all courses no matter the modality of delivery.

Program reviews by faculty members with administrators holistically incorporates graduated student surveys, accreditation standards, standardized test scores (e.g., MCAT, Praxis, Nursing Boards, GRE, CPA), information from outside agencies (i.e., Ohio Department of Family, Jobs and Services) looking at employment and compensation and advisory boards internal and external to the program. Every program is reviewed on a seven-year cycle. The process has recently been changed to reflect lessons learned. External evaluators are brought in for all graduate and undergraduate programs except associate degree programs. Action plans are developed based on external reviewers' recommendations, the strategic plan of the college/campus and university. (cc4A)

The university tracks and evaluates all credit through the Office of the University Registrar. The University Articulation Committee addresses transfer credit evaluations for consistency and quality. Degree programs appropriate to higher education are added based upon market need (e.g., B.P.H., M.P.M., B.A.T.S., D.P.N., D.P.M., etc.). All programs have student learning outcomes consistent with professional expectations at the appropriate level. These are determined by faculty and reviewed on a cyclic basis. Program learning outcomes are the same no matter the modality used or the location at which it is delivered. Program outcomes are published in the university catalog and in the [WEAVEonline system](#). Transfer policies are overseen by the Office of the University Registrar through the Transfer Center. Since fall 2012, transfer tables are reviewed by faculty and updated on a continuing basis and maintained in a state data base. Our transfer policy is in the [university catalog](#). (cc3A, cc4A)

1P5. Determining Student Preparation

The university utilizes various indicators of student preparedness at the undergraduate and graduate level. Indicators of undergraduate

preparedness and placement include: American College Testing (ACT) scores, Advanced Placement Programs (APP), 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, etc.), auditions, portfolio reviews, recommendations and faculty interviews. Prerequisites are also monitored through GPS. 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, created in 2008, forwarded recommendations concerning college preparation that, upon implementation, will have an impact on college readiness. Transfer Articulation Guidelines (TAGS), set by faculty from institutions across the state and who monitor criteria, help ensure transparency and academic quality for students who are transferring among institutions. Recommendations in the Complete College Ohio report also address preparation issues to which the university will need to respond (e.g., developmental education).

Programming and support for under-prepared students include computer assisted learning in the areas of mathematics, English, chemistry and Spanish. Midterm grades are systematically shared with FYE students, instructors, and advisors to provide feedback and encourage students to find resources (academic and non-academic) to help them meet their personal and professional goals. Course Signals, a complementary program to Early Alert, launched in 2013,

provides faculty a means to tailor support and encouragement to students who have missed certain markers during a course. Some programs also require mid-program portfolio reviews to assess readiness for advanced work and internships, including fashion design, music, theatre/dance and architecture. The College of Education, Health and Human Services uses PRAXIS I as an assessment for entering upper-division standing.

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

Students considering Kent State have online and in-person opportunities to learn about program requirements. Coordinated by the Admissions Office, Preview KSU! programs, high school counselor update programs, school visits and geographic receptions are just some of the in-person programs used to recruit students. Students interested in learning about Kent State can access the [GPS website](#), which provides a one-stop shop for students to learn about specific curricula, programs and courses. The Kent Campus has an admission requirement of a minimum cumulative high school GPA of 2.50 and a composite ACT score of 21 or better. Regional Campuses have open enrollment.

The three components of the GPS provide students with extensive information about their preparation and learning objectives. [GPS roadmaps](#) are organized according to a four-year graduation plan and detail the classes, minimum grades required for critical courses and other program requirements (e.g., CPR certification for nursing students). The roadmaps have convenient links to online resources, such as the academic catalog, campus and college descriptions, course searches and employment opportunities for each major. During the annual orientation program, Destination Kent State (DKS), advisors work with each student on developing a personalized GPS plan. Using the roadmap as a guide, the plan specifies courses each student takes and then validates the plan using graduation requirements. Effective fall 2013, the university will institute mandatory advising, enabling advisors to ensure that GPS

plans are continually revised, refined and followed and that intervention is provided when necessary. Colleges and campuses have the option of placing registration holds on students who fail to show up for their required appointment, to ensure compliance. The last component of the GPS system is tracking. Scheduled to go live December 2013, GPS Tracking is an electronic monitoring process that assesses student progress on major GPA, performance in critical courses and other milestone requirements (e.g., portfolio review). If a student is shown to be “off-track,” messages will be sent to the student and advisor so intervention can be given at the first sign of academic difficulty.

Many student support offices (e.g., Student Success Programs and College Advising Offices) have a series of programs aimed at ensuring students understand requirements and offer support to students who are having difficulty. Processes include an Early Alert program, which enables faculty to notify the Student Success Program Office about students who are not doing well in their classes. Intervention services are then offered to students who are having difficulty. Other initiatives include approximately 100 workshops and programs each semester sponsored by various support offices to address topics such as career exploration, time management, safety and success in the classroom. The Office of the University Registrar supports ensuring required preparation and learning by prohibiting students from registering for courses out of sequence. At the college and program level, students in select majors have periodic reviews to ensure that they are meeting the requirements of their programs. These reviews include portfolio evaluations, auditions, testing and demonstrations and primarily impact the professional degree programs.

The institution presents its program requirements to the public clearly and completely through the GPS system, which provides an easy way to access program requirements in a user-friendly format. Tuition and fees information along with university and program accreditation affiliations are easily accessible online.

The Dynamic Student Checklist is a new process that the university is undertaking this year. The process provides students with clear steps to fulfill all major obligations and responsibilities of the admissions process, including tuition payment, registration and GPS plans. [Direct links](#) to the relevant information are provided in the dynamic student checklist to improve communication and navigation. (cc2B)

IP7. Help Students Select Programs of Study that Match Their Needs, Interests and Abilities (cc3D)

The College of Undergraduate Studies has GPS roadmaps for exploratory students based upon interest areas (e.g., business, communication, etc.). Students are able to take introductory courses to help them decide on a degree program, and those who are undecided or have not yet met the GPA requirements for their desired program can enroll in two career courses—Career Construction and Career and Life Planning—to help them decide on a major. Both 1-credit-hour courses are seven weeks long, graded, and count towards graduation. All university advisors refer students needing career counseling to their faculty advisor or the Career Services Center, which provides individual career counseling and other outreach activities. Outreach activities also include making presentations in all required FYE courses.

To ensure that students identify a degree path in a timely manner, the university recently implemented a policy requiring that students declare a degree-granting major by the time they earn 45 credit hours at KSU. Advisors may grant exceptions to this policy, but students must submit a plan detailing the steps they are taking in order to select a major. The goal of this policy is to provide students with the support necessary to select and be successful in a major.

In spring 2012, more advisors were hired to prevent our advisor-student ratio from being higher than one to 340. This ratio facilitates required advising and enables advisors to provide more support to

students. In spring 2011, a university advising director was appointed to enhance the skills, capacity and professional growth of advisors across all colleges and campuses. Professional development programs dedicated to advising have increased to help advisors meet their demands. Additional information on our successful fulfillment of cc3D can be found in 1P15.

IP8. Dealing with Students who Are Underprepared for the Academic Programs and Courses Offered

The first process in dealing with underprepared students is to identify who they are. All first-time students (including Transfer Students without math and English credit) are required to take placement assessments for English and math. From these scores, the university places students into courses that match their skill level. Foreign language assessments are available to students but not required. For example, the Department of Chemistry administers a test for all students enrolled in CHEM 10060 to ensure they are prepared for the rigors of the course. Students not achieving 100 percent mastery are enrolled in another course to help them acquire preparedness.

By analyzing student retention data, the university has determined that math readiness is the predominant factor affecting overall preparedness. Sixty-four percent of our first-year students require developmental math. To address this issue, the university implemented a Math Emporium on all its campuses for its developmental courses. The Math Emporium uses Assessment and Learning in Knowledge Spaces (ALEKS), a Web-based, artificially intelligent system. Students are more accurately assessed on their math competency, placed into the appropriate course and provided with a tailored curriculum that addresses the areas needing remediation. Supporting the class is a team of instructors, graduate students and student peer tutors who provide students with one-on-one instruction.

The Academic Success Center provides underprepared students with many avenues for assistance, including Academic Skills Courses,

Student Support Services, Tutoring, Supplemental Instruction and peer mentoring. Tutoring is available in strategic places across campus, including University Commons, University Library and residence halls. Student success programs, as referenced in IP6, also provide many initiatives to students who need more academic support in their classes (see 1R5).

There are other more targeted ways in which the university addresses special populations of underprepared students. For example, there are a series of English as a Second Language (ESL) courses developed for international students to help them gain basic-level language competency, enabling them to be successful in their degree program. The FPDC sponsors learning institutes to help faculty understand how to identify and address gaps in student preparedness. Lastly, the university has many outreach initiatives to address academic preparedness. Three Regional Campuses have a HOPE grant to help students from impoverished areas prepare for careers in the healthcare industry. There are also curricular development grants partnering high school instructors with college instructors to inform them of competencies that students need to be successful in college. Science, Technology, Engineering and Mathematics (STEM) grants have been awarded to KSU faculty to work with urban students to foster preparedness and success in these fields.

1P9. Detecting and Addressing Differences in Learning Styles

Addressing student learning styles has traditionally been a faculty development issue. However, at KSU we have made the discussions more inclusive by encouraging faculty to, not only consider the modalities that students are using, but also focus on understanding the learning process that is occurring. This mindset, connected with recent literature in the neuroscience of learning and learner-centered pedagogy, encourages faculty to consider the outputs of students rather than the inputs of teaching methods. Overall, the university is attempting to create engaging learning environments that invite students to take ownership of their own learning. This idea has been supported and advanced in several significant ways.

First, the FPDC has been active in facilitating workshops and

support services to infuse this ideology throughout the system.

Second, the Office of Quality Initiatives and Curriculum (QIC), through two university-wide discussions, labeled Curriculum Summits, encouraged and supported a curriculum process that begins by identifying what students should know at the end of a program and then working backwards to build experiences that enable students to achieve these expectations. This work was supported by nine \$6,000 grants.

Third, the realignment of the Kent Core has started the final phase of implementation. At this step, each unit is required to have faculty collaboration across multiple sections of a single course to identify appropriate course learning outcomes that align with the overall objectives of the Kent Core. Additionally, each unit has identified assessment strategies that will allow for systematic monitoring of student learning. The review and approval of the Kent Core course proposals by the Undergraduate Curriculum Requirements Committee (URCC) was completed in spring 2013. All of these efforts signify an attempt to subtly shift the thinking about learning towards the actions of students, rather than of faculty.

1P10. Addressing Special Needs of Student Subgroups (cc1C)

Many entities exist to help a variety of subgroups of students transition to and be successful at Kent State's eight campuses. Enrollment Management and Student Affairs (EMSA) house many of these services, which include:

1. Student Accessibility Services (SAS): provides assistance with testing, access issues (physical and academic) and adaptive technology. Students with accessibility needs register at the SAS office for services, then each person receives documentation to facilitate with faculty their accommodation. SAS is documented on all syllabi, and advisors and faculty are trained to address relevant issues.
2. Adult and Veteran Student Center: serves as resource for commuters, single parents, veterans.
3. Residential Learning Communities: connect students to the university, curriculum, 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:

- A Community of Entrepreneurs (ACE)
- Army ROTC
- Business Connection Commons (BCC)
- Aeronautics (in the College of Architecture, Engineering, Sustainability and Technology)
- College of Arts and Sciences (CAS)
- College of Communication and Information (CCI) Commons
- EXCEL Living-Learning Community (Exploratory Majors)
- Education, Health and Human Services
- Fab Fourth
- Fine Arts Community (FAC)
- First-Year Experience (FYE)
- Honors College
- International Village Experience (IVE)
- Public Health Living-Learning Community (PHLLC)

DDEI, established in 2010, works to integrate across divisions the strengths and behaviors of different groups and individuals. The Student Multicultural Center houses such programs as Academic STARS, Kupita/Transiciones Program and Mentoring Program. The Women's Center provides students with gender-based resources and programs. A variety of student groups supports programming and social connections as well. The Department of Intercollegiate Athletics provides many student-athletes academic support services.

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

Additional online degree programs are offered for those who are

place bound. 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, noncredit, tuition-free basis, facilitated through the Office of Continuing and Distance Education. This program is open to senior citizens at all KSU campuses. Additional information regarding the successful fulfillment of **cc1C** is found in 1P4.

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

Expectations for effective teaching and learning are communicated to the faculty through the Reappointment/Tenure/Promotion procedures document, department and campus handbooks, letters of appointment, review letters and annual reviews. The University Teaching Council (UTC) continues to support effective teaching and learning through mini-grants and the annual Celebration of Teaching Conference every fall semester. The UTC sponsors the [Outstanding Teacher Awards](#) (OTA), which is awarded annually.

We also aim to include merit consideration with each new contract negotiation in which half of the merit pool traditionally has gone toward faculty who have demonstrated excellence in teaching (50%) and research (50%). Also, the Office of Quality Initiatives and Curriculum and ACAA provided funding for several projects to improve teaching and learning including Kent Core courses, ELR activities and Teaching and Learning in large classes, etc.

Through its collaborative relationship with the American Association of University Professors (AAUP) and its commitment to shared governance through Faculty Senate, college/unit level faculty advisory committees, and the EPC, Kent State has structured a commitment to freedom of expression and pursuit of truth in teaching and learning. Shared governance and dialogue is the cornerstone of these relationships and are designed to improve the communication between the faculty and administration. (**cc2D, 3A**) The Division of Research and Sponsored Programs (RASP) helps to

oversee the integrity and integration of scholarly practices. This division, with the Offices of Sponsored Programs, Research Safety and Compliance, and Corporate Engagement and Commercialization, oversees grant application and distribution, human and animal research protocols, corporate and university partnerships, as well as other significant research related activities. Coeus is Kent State's new research and compliance, grant acquisition and management system (created by MIT), which was designed to simplify and streamline, award acquisition and administration for all offices with the university. (cc2E)

Finally, students across all campuses are offered a variety of resources and support services to address the ethical use of information. Student plagiarism has surfaced as a key topic of discussion throughout the university in the past academic year. This discussion has led to a standardized curriculum approach to cheating and plagiarism in the FYE courses, the creation of "Plagiarism School" to help students better understand the issues associated with academic honesty, and a new and refined cheating and plagiarism policy, recently approved by Faculty Senate, designed to streamline and standardize the reporting procedures to increase consistency in dealing with this important issue. (cc2E)

We also have an initiative to help staff, faculty, and parents engage better and encourage successful learning behaviors of our students. The goal of the initiative is to communicate and work with parents, new and returning faculty and staff regarding targeted behaviors that research has shown to increase family support, student service support and faculty effectiveness in the classroom. A key focus of the initiative is aiding the student in successfully adjusting to the university and the college classroom.

1P12. Effective and Efficient Course Delivery Systems (cc3A)

In 2010, Kent State implemented a timetabling process, which allows a software system (Infosilem) to schedule courses on the Kent Campus according to student needs, space inventory, faculty

availability and specified course requirements. A committee of representatives across the university's colleges, schools and departments created guidelines and procedures for the implementation. Kent State is currently scheduling its fourth term via timetabling. Timetabling in previous terms has resulted in successful schedules within available space and with identified coursework scheduled conflict-free for students to progress in their academic program.

While courses are now being scheduled to take advantage of classroom availability, Kent State also recognizes deficiencies in instructional spaces and is working to correct them by retrofitting laboratories to be more interdisciplinary and undergoing a [construction initiative](#) that will see, over the course of the next five years, renovations and expansions to art and science facilities and two new academic buildings on the Kent Campus. These projects are in addition to a recently constructed science and nursing building at Kent State Stark, a performing arts center at Kent State Tuscarawas and an enlarged and a new facility for the Regional Academic Center (Twinsburg, Ohio), among other upgrades.

Kent State has expanded access to programs and courses through off-campus, flexibly scheduled, weekend, and synchronous and asynchronous distance delivery. In addition to its eight campuses in Northeast Ohio, Kent State offers courses at 11 locations throughout Ohio. The university currently offers 11 online degree programs (one associate, two bachelor's, seven master's and one doctorate) and 10 online certificate programs. In fall 2011, Kent State offered more than 1,000 distance-learning course sections with enrollment of more than 15,000. Kent State follows the same review process of academic quality, student learning outcomes and faculty credentialing of its courses offered at its Regional Campuses, online, off site and in high schools (through dual credit) as is done on the Kent Campus. A review of course learning outcomes across sections, campuses and modalities occurred in AY 12-13.

With a growing emphasis on distance learning, Kent State's College

of Continuing Studies was reorganized in 2008 and became the Office of Continuing and Distance Education overseen by an executive director. An Online Learning Team housed in the Office of Continuing and Distance Education is dedicated to expanding support for online pedagogy and faculty. The team comprises instructional designers and educational technologists who oversee quality course design and help faculty who wish to develop online courses. The nature of online courses require them to be upgraded frequently, and the Online Learning Team continually assists faculty teaching online courses, as well as conducts reviews of all fully online courses and helps faculty bring their courses into compliance with quality standards.

The Online Learning Team uses Quality Matters standards to guide the course design and development it supports. Recently, it received a grant from Quality Matters to research the usability of the Quality Matters rubric and standards from an online student's perspective. This usability research project was the first of its kind to look at online student user experience and the Quality Matters design standards. For the past three years, the office awarded instructional grants to faculty who were interested in teaching high-enrollment courses online during the summer session, as well as during the academic year. In a strategic effort to bring online more graduate degrees and undergraduate general education courses, participating faculty members receive a stipend and/or release time to develop the courses and receive training to teach online.

1P13. Ensuring Up-To-Date and Effective Programs and Courses (cc4A)

At the department level, the currency and effectiveness of curricula are monitored. Academic program faculty and coordinators evaluate programs for needed curricular changes or possible discontinuation based on feedback from stakeholders—students, faculty, advisory boards, alumni, accrediting agencies, professional organizations and state mandates. Review and approval of changes/discontinuation move through a prescribed mechanism, comprising administrators,

faculty and curriculum committees at the department, school, college and university level, as well as at the state level (OBR) when appropriate.

For academic years 2010, 2011 and 2012, Kent State established 10 degree programs, 35 undergraduate minors and 20 certificates; discontinued 30 degree programs, 10 undergraduate minors and 40 certificates; and made revisions to 340 academic programs and 3,000 courses. Through several ad hoc task force initiatives, the university's general education requirement was overhauled, as part of an AQIP action project, a new experiential learning requirement was established for all baccalaureate-seeking students; a directive was sent to departments to restructure bachelor's degree programs that were over the university's minimum 121 credit hours; and the university curriculum review process was revised to emphasize student learning outcomes and assessment of those outcomes, analysis of program need and demand, use of external and industry advisory committees, and faculty credentials and capacity.

Kent State has also taken a pro-active examination of its policies covering academic programs and courses. The university employs advisory and decision bodies and offices (e.g., EPC, the Associate and Assistant Deans Committee, the Academic Affairs Advisory Committee, the University Requirements Curriculum Committee, the Graduate Studies Administrative Advisory Committee, the Office of the University Registrar, and the Office of Curriculum Services) to regularly seek input from students, faculty, staff and various student services about the effectiveness, consistency, clarity and transparency of those policies. In academic years 2010, 2011 and 2012, 40 academic policies were revised, established or discontinued. Some of the more notable were a more detailed policy on the evaluation and acceptance of post-secondary credit transfer, a new policy outlining the process and procedures to offer dual credit courses at high schools, and revised policies for academic forgiveness, academic standing, dismissal and reinstatement that ensured contradictory language or procedures were not being

employed. A new ad hoc committee of the EPC was charged in January 2013 to continue the momentum and review how student success is affected by the university's academic policies.

The Office of Quality Initiatives and Curriculum, in conjunction with the Division of Graduate Studies, reviews all academic departments/programs 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). External evaluators are used for departments that have graduate and undergraduate degree programs (excluding associate degree programs). After the external report has been received, faculty members from the department complete an action plan that is approved by the department chair, college dean, dean of the graduate school and Associate Provost for Quality Initiatives and Curriculum. A check-up report is submitted 24 months after completion of the review to ascertain whether the action plan is moving forward and still viable.

Several Kent State colleges, schools and academic programs maintain external industry advisory boards, whose primary responsibility is to provide feedback on currency of curriculum for today's workplace along with feedback on performance of Kent State graduates. 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 for action (see IR2).

In addition, Kent State's Career Services Center receives feedback from employers on an ongoing basis as to the preparedness of its graduates. An extensive employer survey was completed in February 2011 of more than 2,500 Ohio employers who had recently recruited Kent State graduates through the Career Services Center. Of the 329 respondents, 98 percent agreed Kent State candidates are making a valuable contribution to their organization, 96 percent agreed they

were well prepared to meet the needs of the positions they fill, 97 percent felt they were good candidates for promotion, and 99 percent would recommend Kent State graduates to other organizations seeking candidates.

1P14. Changing or Discontinuing Programs and Courses

Academic programs and courses are revised or discontinued by faculty after consideration of current practice in the field, findings related to student learning outcomes, longitudinal enrollment assessment, credentialed faculty resources, graduate employment prospects, requirements for advanced study in the field, and recommendations by advisory boards and other external bodies (e.g., accreditation agencies, OBR). Every seven years, each academic department undergoes a review, which includes a review of its degree programs. University policy dictates that certificate programs are to be reviewed by their administering departments every five years and a recommendation be made to the department's college on the continued status of the program. Two years ago, this required review was extended to undergraduate minors that had not been revised in five or more years.

In 2011, Kent State implemented a course hold policy, whereby courses that had not been offered in five or more years were put "on hold," meaning they were removed from the course catalog, and the faculty are given three years to review, revise, offer or discontinue the on-hold courses for future viability. This is an annual process; in the first year, 21 percent of the total course inventory was placed on hold (1,767 courses out of 8,592), with 43 percent reviewed in the first year by the faculty and either officially discontinued or, by a small number, returned to being actively offered.

Faculty may temporarily suspend admission to programs deemed no longer viable. Faculty is then given three years to review, revise and begin readmitting or discontinue. Faculty who request temporary admission suspension must document to the respective college dean and university provost the reason for suspension; effect on current

students, faculty, staff and courses; fiscal and staffing impact, including library, facility and equipment; and plan of action for the three years on suspension.

The faculty starts the revision or discontinuation process in the curriculum committee at the departmental level, before it moves through the various university review and approval processes. Approximately 20 percent of the university's course inventory and 22 percent of its academic programs are revised or discontinued each year.

Several purposeful initiatives in the past five years have made faculty more cognizant of their current academic offerings and have led to wide-ranging changes. These initiatives include (a) creation of semester-by-semester listing of requirements for all associate and bachelor's degree programs (known as "roadmaps"); (b) development of three-year roadmaps as mandated by the OBR; (c) implementation of a timetabling course scheduling system that seeks to schedule courses conflict-free based on what is required in each semester on the program's roadmap; (d) a merger of the graduate and undergraduate catalogs into the online [University Catalog](#), which displays all programs with their admission and course requirements (previously, the two separate catalogs did not fully indicate all programs or all their requirements); (e) establishment of a new degree audit system aligned with the catalog and designated the official source to determine eligibility for undergraduate graduation; and (f) a more thorough and systematic university-level review of course substitutions and requirement exceptions to undergraduate programs.

1P15. Determining and Addressing Learning Support Needs (cc3D)

Stakeholder input is vital in identifying needs relative to learning support (see 1P7). The University Libraries provides access to a student multimedia studio, computer lab, group instruction lab, Student Success Services (SI 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. A new dean of the libraries was hired in 2010 and instituted monthly "Pizza for Your Thoughts" student focus groups, as well as annual question and answer sessions with the Undergraduate Student Government and Graduate Student Senate. A survey of peer institutions was completed regarding 24 hour services. With this input and by being observant, significant changes were made to the services provided by and layout of the library.

Faculty and staff 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 (see 1R2). Midterm intervention based on midterm grades or academic standing 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 residence halls and University Library. Each Regional Campus has an instructional center that provides students with academic services.

The Academic Success Center expanded its services to include tutoring in chemistry, biology, accounting and economics along with previous areas of mathematics, statistics and physics. Based on feedback from students, the Academic Success Center began offering appointment-style sessions for the general student population rather than just drop-in tutoring. The Supplemental Instruction program expanded and now includes the following academic subject areas: accounting, biology, chemistry, economics, geology, psychology, and particular courses: Art History I, Managerial Accounting, Elements of Genetics, Business Statistics, Oceanography and Introduction to Formal Logic.

Appropriate academic space is an important 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 several summers. Rooms, as funding allows, have been redesigned, refurbished and outfitted with more appropriate furniture for active learning activities. A \$150 million capital improvement plan ("Foundations of Excellence: Building the Future") was approved in September 2012. The capital projects (architecture building, science building, art complex, high-tech programs building) along with renovations of classrooms, laboratories and other improvements were chosen from a list of high-priority projects compiled with input from key Kent State stakeholders, including deans, faculty, staff members and students, as well as a board-administration Joint Projects Oversight Committee.

1P16. Aligning Co-curricular Development with Curricular Learning Objectives (cc3E)

The university's strategic plan provides a framework by which to align co-curricular developmental goals with curricular learning objectives.

The university is committed (as stated in the 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. Beginning fall 2012, all incoming students must complete the [ELR](#). 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. The ELR was endorsed by Undergraduate Student Government and passed by Faculty Senate.

The mission of EMSA "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 its 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 Campus Labs and then analyzed.

Leadership opportunities are available to students through student organizations based on academic and vocational interests. There are 290 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:

- SALSA Forum
- Wake-up Wednesdays
- Performing Arts Library Open Mic Lunch
- Oscar Ritchie Scholarship Guild Series

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., annual Martin Luther King Jr. Celebration, Democracy Symposium, Guest of Honors speaker series, Presidential Speaker Series).

Regional Campus faculty and students serve community needs in

their regions. Kent State Geauga students held a community health fair. Kent State Ashtabula hosts the region's wine festival. Kent State Stark hosts activities related to the Pro-Football Hall of Fame induction. Kent State Salem developed Flash Dash, a 5K obstacle race to help raise funds and awareness for the Rural Scholars program.

IP17. Determine that Students You Award Degrees and Certificates Have Met Your Learning and Development Expectations

Learning is assessed based upon the outcomes set forth in the unit's program assessment plans. These outcomes and measures are placed online in the WEAVE system. Units employ various measures to assess learning, such as capstone experiences, major field exams, portfolio reviews, juried presentations and licensure exams.

Effective fall 2012, all students are required to meet an experiential learning requirement before graduation (see 1P16). This requirement enables students to develop meaning and insight from engagement in direct experience. In addition to the colleges and campuses, five support offices (OEECE; Office of Community Service, Learning and Volunteerism; Career Services Center; Undergraduate Research and the Office Global Education) provide resources to help students meet this requirement.

To ensure that all requirements have been met before graduation, the new GPS audit function monitors student progress in a more effective way than the previous KAPS system. Students and advisors can instantly validate GPS plans against the audit to ensure that all degree requirements are met. Students constantly know their degree progress and can understand how the classes they are taking apply to their degree requirements. The audit also provides a system to log and track noncourse requirements (e.g., CPR requirement for nursing, experiential learning requirement as mentioned above). Alumni and employer surveys are also administered (see 1R2).

1P18. Designing Processes for Assessing Student Learning

(cc4B)

Each academic program has an assessment plan that focuses on student learning outcomes. The goals, objectives, measures and results for each program are posted on [WEAVEonline](#). Units use 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 SSI provide pertinent information. KSU 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.

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 are developed by the faculty of the academic program. All new programs must submit an assessment plan 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](#)). The annual assessment reports are submitted to the Office of Quality Initiatives and Curriculum and reviewed cyclically by the ACAA based on a rubric. Reviews are returned to departments for action.

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

- Formal classroom assessment procedures

- Senior portfolios
- Skill evaluations
- 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 Division of Graduate Studies and the Office of Quality Initiatives and Curriculum on a seven-year cycle. The first seven-year cycle was completed in AY2010-11, and the procedures for future reviews were revised based on suggestions made by participants.

The University Requirements Curriculum Committee (URCC) is developing a process to review the university's general education requirements—Kent Core, diversity and writing intensive courses—every five years on a rotating basis. This review was previously done via a survey of faculty and students. The review process is currently under revision in conjunction with the design and implementation of the Kent Core.

1R1. Measuring Students' Learning and Development

Traditional measures that have been historically, on an annual basis, semester basis, and/or quarter basis include:

- Placement Assessments
- Midterm grades for freshmen
- Academic Standing, including Probation and Dismissal statistics
- GPA

- Degree completion
- Number of students participating in undergraduate research
- Community service hours
- National and state certification/licensure examinations passage rates
- Academic honors
- Retention rates
- Time to Graduation
- Major Field Exam results
- NSSE, BCSSE results

These measures provide information on where we need to target further interventions. The focus of the university has been to concentrate on the first year because our institutional research results, supported by national results, inform us that success in the first year is a strong predictor to graduation. See Chart 1R2a for analysis and results.

1R2. Performance Results for Student Learning and Development Objectives

With the increased attention to student success at Kent State, many offices collect and share data to enable further improvements in student learning and development. Administrative offices include RPIE, Office of Student Success Programs and Office of Quality Initiatives and Curriculum. Furthermore college offices also keep success measures related to their programs. Institutional and college results are shared through a cross-divisional retention committee. The following results presented in Table 1R2 are critical to helping retain students in their first year. Specific results include:

**Table 1R2
Retention Results**

| Measure | Results | Analytical Process |
|----------------|--|-------------------------------------|
| Difficult | Identify classes, by major, where 30% or more of the | This information is provided to the |

| Measure | Results | Analytical Process |
|---------------------|---|---|
| Classes | students receive a D or below. SI added in chemistry. | departments. Departments consider supplemental instruction or teaching strategies to improve student performance. |
| Early Alert Program | Results are tracked every year. For academic year 2011-12, 1,244 academic and non-academic notifications were logged in comparison to 710 in AY08-09. | Math, Foreign and Classical Languages and Chemistry are the high volume departments making the alerts. We are seeing a decrease in the number of alerts. This may be attributed to improved student performance in the math courses through the math emporium. We are in the process of implementing language emporiums for Spanish and will track performance there. |
| Math Emporium | In 2010-11, 49% of the students entering remediation successfully exited the same academic year and in 2011-12, this percentage increased to | Based upon our analysis of fall 2011 information, if students had spent an extra 5 hours during the half semester working in ALEKS, |

| Measure | Results | Analytical Process |
|---------------------------|--|---|
| | 61% (a 24% improvement) In spring 2012, students entering college level classes from the emporium did as well as students who placed directly. In the past they had done worse. | more than 80% would have earned a B- or better. This information is being used to discover how to increase more time on task in the emporium. |
| Student Success Workshops | A total of 132 success series presentations were offered in 2011-12 with 4,125 registrations. | There are some presentations that are required: Fire in the Heartland, ALICE Training, Majors and Minors Fair and Career Services Presentations |

| Measure | Results | Analytical Process |
|-------------------------------|--|---|
| Academic Success Center (ASC) | The ASC expanded its services and experienced a 26% increase in services from 2010-11 to 2011-12 with a total of 55,086 one-hour visits. This figure represents visits for their TRIO grant, math drop-in sessions, Core Math tutoring, and supplemental instruction (SI). | There is a strong correlation between the number of visits to the ASC and GPA. Students attending SI 6+ times had an average GPA of 3.13, whereas students who did not attend SI had an average GPA of 2.42 indicating that students in the tutoring program outperform their peers. The challenge for the University is to promote the ASC's services and fund it to meet the student demand. Our results clearly show that the investment in the program is successful. |

The new GPS degree audit functionality provides performance results for all courses in a clearer fashion than our previous audit. Students and advisors can readily track how well the student is doing in the courses dedicated to fulfilling the university requirements of FYE, diversity, writing and experiential learning. Students are not able to graduate without fulfilling these requirements. Because these courses are requirements for graduation, advisors are trained to continually monitor them. When the tracking component of GPS is fully functional, we will be able to send electronic notifications when

students' performance for all critical requirements does not meet minimum standards.

KSU emphasizes the importance of experiential education and has encouraged departments/schools/campuses to provide more opportunities for students to participate in service learning and undergraduate research. This increased emphasis has resulted in a mandatory experiential learning requirement for undergraduates beginning in fall 2013. The number of students participating in experiential learning opportunities (experiential learning courses, undergraduate research seminars, internships, capstone courses) continues to increase.

1R3. Performance Results for Specific Program Learning Objectives

The GPS roadmap clearly articulates which program courses are critical and shows the required minimum performance. This information is available to students upon entrance to the university. Currently, advisors must ensure that students are achieving the required results through required advising and the graduation audit processes. See student learning results for each academic program in WEAVEonline. Additionally, KSU students' passage rates on national licensure exams are also an indicator of students' attaining the learning outcomes of their programs.

Table 1R3

| Kent State University Passage Rates | | | | |
|--|-------------|-------------|-------------|-------------|
| | 2009 | 2010 | 2011 | 2012 |
| Nursing | 85.5% | 86.2% | 86.4% | 89.4% |
| Education- Praxis II | | | | 93% |
| Radiologic Technology | 100% | 96% | 100% | 100% |
| Architecture | | | | |
| <i>Site Planning & Design</i> | 79% | 71% | 74% | NR |
| <i>Programming Planning & Practice</i> | 50% | 67% | 76% | NR |
| <i>Building Design</i> | 74% | 65% | 69% | NR |
| <i>Schematic Design</i> | 75% | 77% | 76% | NR |
| <i>Structural Systems</i> | 73% | 64% | 79% | NR |

| Kent State University Passage Rates | | | | |
|--|-------------|-------------|-------------|-------------|
| | 2009 | 2010 | 2011 | 2012 |
| <i>Building Systems</i> | 77% | 72% | 74% | NR |
| <i>Construction Documents</i> | 76% | 69% | 67% | NR |
| Certified Technology Manager | 89% | 71% | 100% | |
| Flight Certification | | | | |
| <i>Private Pilot</i> | 100% | 100% | 100% | 100% |
| <i>Instrument Rating</i> | 100% | 100% | 100% | 100% |
| <i>Commercial Pilot</i> | 100% | 100% | 100% | 100% |
| <i>Flight Instructor</i> | 50% | 75% | 41% | 60% |
| <i>Multi-Engine</i> | 75% | 42% | 75% | 64% |
| Physical Therapy Assisting | | | | |
| <i>Ashtabula (PTST)</i> | 83% | 96% | 92% | 95% |
| <i>Ashtabula (PTST-ATT)</i> | n/a | 95% | 85% | 100% |
| <i>East Liverpool (PTST)</i> | 96% | 89% | 100% | 82% |
| CPM Board Score | | | | |
| <i>Part I</i> | 96% | 93% | 94% | 94% |
| <i>Part II</i> | 91% | 85% | 88% | 92% |

NR=Not Received

Accreditation and reaccreditations by professional organizations attest to the quality of an academic program (see [University Catalog](#)).

1R4. Evidence of Students Acquired Knowledge and Skills

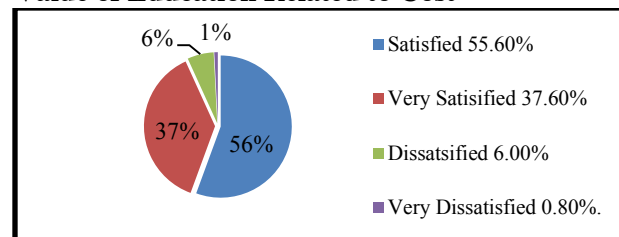
All program outcomes and measures are placed online in the WEAVE system. Various experiences are tracked, including capstone experiences, major field exams, portfolio reviews, juried presentations and licensure exams. The results are reviewed annually, making comparisons to previous outcomes. This allows units to set evidence based action plans to respond to student learning needs.

Alumni provide substantive feedback regarding students' 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

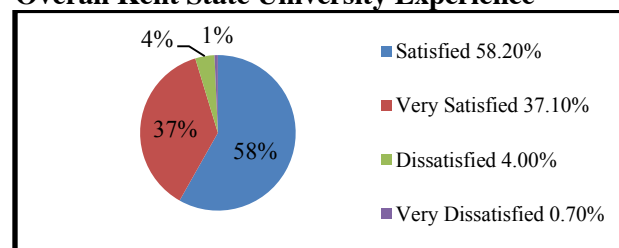
appropriate units (see [Assessment Instruments and Results](#)). Departmental surveys of alumni (both undergraduate and graduate) are also carried out during departmental reviews (every seven years).

Chart 1R4a

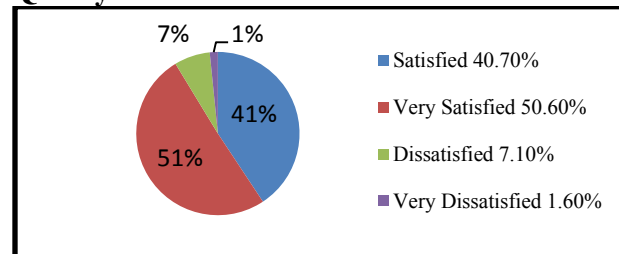
Graduates' Perception of KSU Experience Value of Education Related to Cost



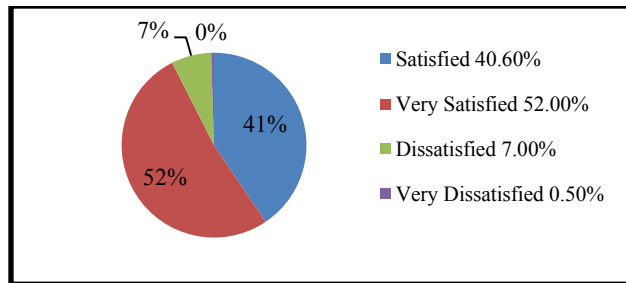
Overall Kent State University Experience



Quality of Instruction

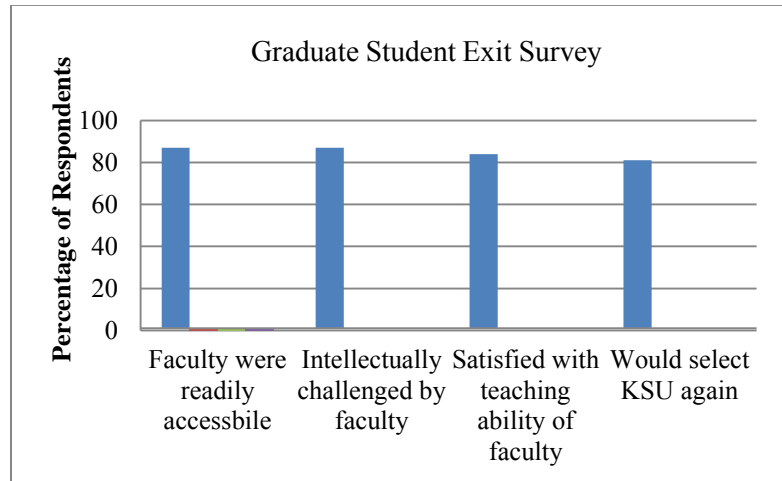


Availability of Faculty Instructors



Four out of five graduate degree recipients judge their graduate programs to be of high quality (see Chart 1R4a).

Chart 1R4b



1R5. Performance Results for Learning Support Processes

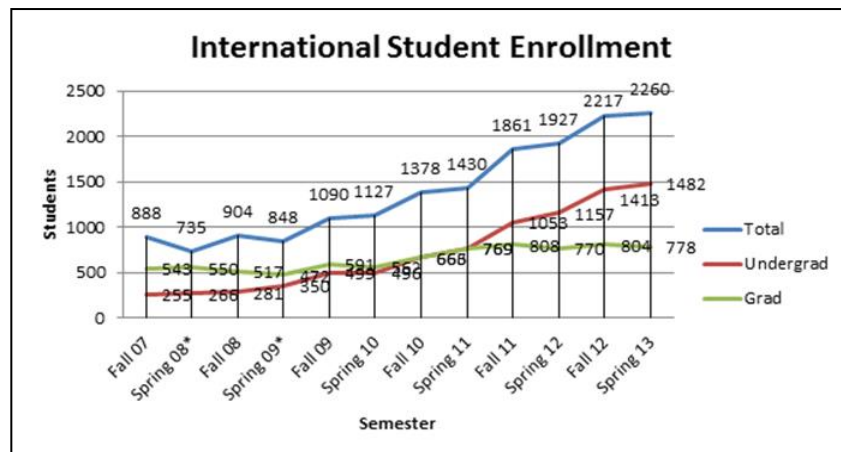
The university launched an intrusive advising requirement at all of its campuses beginning fall 2012. Colleges and campuses had the option of placing an advising hold on students so they would not be able to register until they saw an advisor. One college and one campus elected to do so. At the Kent Campus 88 percent of the targeted students had their required advising appointment with 59 percent at the Regional Campuses. The Regional Campuses are not

held to the same standard as the Kent Campus because of their two-year lock step programs and part-time population. Spring Semester 2013 advising holds were used on the Kent Campus in order to move this percentage to 100 percent. Regional Campuses have the option of using advising holds.

In May 2011, the university appointed a University Advising Director to improve advising capacity and competency and ensure consistency across colleges and campuses. During 2012-13 academic year, professional development sessions were held for advisors with over 500 individuals attending. Topics included mission/vision of advising, best practices in advising and policy/paperwork and procedures training. In addition, many sessions were held to train advisors in the GPS system. There were 21 sessions between January 2012 and December 2012.

The university tracks the number of “hits” the GPS website gets. During 2012, almost 300,000 unique users visited the site. Most of the visits were from the U.S., but we are noticing an increase in traffic coming from India, China, Saudi Arabia and Canada. The increased number of international users (approximately 9%) is consistent with our international recruiting efforts (see Chart 1R5).

Chart 1R5



In 2012, we implemented a new way to develop GPS plans through our DKS program. The results are that 75 percent of our students have an approved plan for graduation. Furthermore with the implementation of required advising, we are confident that the GPS plan will continue to be used and developed as a key tool for advisors and students. Through analysis of the data, it was determined that students who have declared a major early on in their university career succeed at a higher rate. A policy was developed that mandated students choose a major by the completion of 45 hours.

We have been tracking performance results of students declaring a degree-granting major by the time they achieve 45 KSU earned hours. From fall 2011, 15th-day census date through August 2012, 66 percent of the students who were in a generalist major declared a degree-granting major at the Kent Campus. The target population changes each semester as students are added once they've completed 45 hours. A monthly report is run for all advisors on the number of students who need to declare a major. Required advising should help increase results in this area as students will need to see an advisor before registering.

The GPS system was used to pilot graduation clearance in CCI. The results of this pilot program successfully showed that GPS reduced the time to process graduation audits to 5 minutes from 15 minutes as well as enabled advisors to provide consistent communication with students, correspond with graduation candidates in a timely manner, and prevent postponing graduation due to missed requirements.

To support the university's experiential learning requirement, OEECE, Office of Community Service, Learning and Volunteerism, the Career Services Center, Undergraduate Research, and the Office of Global Education each offer support services to help students. Below are the collective results of these offices:

Summary of Non-Course Based Community Based Learning/Service Hours for 2011-12

| Program | Number of Volunteers | Number of Hours |
|------------------------------------|----------------------|-----------------|
| Quality Initiatives and Curriculum | 4,500 | 27,264 |
| Greek Life | 1,200 | 8,752 |
| Summer: QIC and Upward Bound | 161 | 533 |
| Conversation Partners* | 485 | 1,940 |
| Student Organizations** | 1,362 | 18,892 |
| Alumni Day of Service | 150 | 570 |
| Intercollegiate Athletics*** | 250 | 1,250 |
| Totals | 8,108 | 57,201 |

*based on last available data from 2010-11 and EMSA. Program is currently being administered under the Office of Global Education.

** based on EMSA data of 2009-10 and additional 15% added for growth in last two years.

*** Department of Athletics Estimate

Changes in the types of support services offered (based on national research and work with George Kuh), where they are offered and the times offered, have increased student usage and retention.

**Academic Success Center (ASC) Tutoring Visits
Comparison by Academic Year**

| Program | AY2010-11 | AY2011-12 |
|-------------------------------|------------------|------------------|
| TRIO Grant | 12,961 | 13,591 |
| Math Drop-in | 6,393 | 6,636 |
| Core Math | 3,488 | 5,300 |
| University Tutoring | NA | 6,697 |
| Supplemental Instruction (SI) | | |
| <i>Hours Logged</i> | 20,958.75 | 27,631.75 |
| ASCs Total | 43,800.75 | 55,085.75 |

Supplemental Instruction (SI) Participation Rates

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--------------------------------|----------------|----------------|----------------|----------------|
| Number of Students Supported | 10,461 | 10,888 | 10,754 | 12,971 |
| Number of Student Participants | 2,847 | 3,766 | 3,511 | 4,277 |
| Participation Rate | 27.22% | 34.59% | 32.65% | 32.97% |
| Contact (visit) Hours Logged | 12,774 | 18,797.5 | 21,459 | 27,631.75 |
| Number of SI Sessions Offered | 1,760 | 2,151 | 2,119 | 2,969 |
| Number of SI Leaders | 44 | 53 | 56 | 71 |

Overall, SI-supported courses saw an average increase of 0.39 in the final course grade of students who attended SI sessions. SI also helped with the retention agenda by decreasing the rates of students who earned grades of D, F, or Withdraw (W) by 14.12 points. SI participants earned a D, F, and W final grade rate of 18.45%, whereas 32.57% of non-SI participants earned grades of D, F, and W. Survey results from SI participants revealed that they found the sessions to be helpful as they rated the sessions on average 3.59 on a scale of 1 (not helpful) to 5 (very helpful) (see Table 1R5).

**Table 1R5
2011-2012 Summary Table for SI Subjects**

| | Contact (visit) hours Logged* | Number of Students Attending SI | Average GPA of Participants | | Difference between D, F, or W rates of SI and Non-SI Participants |
|-----------------|--|--|--|-------------------|--|
| | | | SI | Non SI | |
| ACCT | 179.00 | 53 (4.35%) | 2.13 | 2.10 | 6.29 |
| ARTH | 285.75 | 83 (11.74%) | 3.06 | 2.46 | 19.05 |
| BSCI | 12,038.25 | 1,692 (47.39%) | 2.77 | 2.35 | 13.35 |
| CHEM | 10,594.25 | 1,334 (47.20%) | 2.73 | 1.97 | 28.38 |
| ECON | 2,147.75 | 498 (29.45%) | 2.80 | 2.64 | 12.03 |
| GEOL | 417.25 | 108 (15.54%) | 3.00 | 2.84 | 13.55 |
| M&IS | 267.75 | 87 (27.62%) | 3.48 | 3.33 | 8.83 |
| PHIL | 344.00 | 66 (21.43%) | 2.19 | 2.68 | 10.61 |
| PSYC | 1,357.75 | 356 (21.65%) | 3.21 | 2.63 | 13.97 |
| Combined | 27,631.75 | 4,277 (32.97%) | 2.81 | 2.42 | 14.12 |

***Excludes students with non-traditional grades**

1R6. Comparing Performance with Other Organizations

In fall 2009 the Collegiate Learning Assessment (CLA) was administered for the first time. The first-year students' results have posed an interesting phenomenon; while KSU is admitting students with better profiles (higher ACT scores and HS GPA), their CLA scores are decreasing.

Collegiate Learning Assessment (Percentile Rank)

| | F2009 | F2010 | F2011 | F2012 |
|---------------------|--------------|--------------|--------------|--------------|
| First Year Students | 57 | 50 | 39 | 47 |
| | S2010 | S2011 | S2012 | |
| Seniors | 49 | 32 | 43 | |

Passage rates on national exams indicate that Kent State students are performing at a comparable level, if not better, than students at other institutions.

NCLEX pass rates for first-time takers

| Year | National Average | Ohio Average | KSU Average |
|-------------|-------------------------|---------------------|--------------------|
| 2009 | 88.42% | 87.62% | 85.51% |
| 2010 | 87.42% | 85.52% | 86.16% |
| 2011 | 82.77% | 85.33% | 86.42% |
| 2012 | 90.34% | 85.83% | 89.45% |

Newly Graduated DPM Comparison (2009-2011) – 11 Variables

| | 2009 | | 2010 | | 2011 | |
|--------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| | KSUCPM | National | KSUCPM | National | KSUCPM | National |
| Perform Exam | 98.5% | 95.8% | 92.0% | 96.0% | 100% | 97.4% |
| Patient Care | 92.1% | 86.3% | 96.0% | 92.1% | 97.0% | 93.4% |
| Communicate | 95.7% | 94.5% | 96.0% | 96.0% | 97.0% | 95.5% |

Teacher Licensure Pass Rate 2012 PRAXIS II

| | |
|--------------------------------|------------|
| State of Ohio | 96% |
| Bowling Green State University | 96% |
| Cleveland State University | 91% |
| Kent State University | 93% |
| Miami University | 96% |
| Ohio State University | 94% |
| Ohio University | 94% |
| University of Akron | 93% |
| University of Cincinnati | 95% |
| University of Toledo | 100% |
| Wright State University | 95% |
| Youngstown State University | 100% |

Value Added Data for Individuals Completing Teacher Preparation Programs 2012

| | Above Expected | Met Expected | Below Expected |
|--------------------------------|---------------------------|-------------------------|---------------------------|
| State of Ohio | 20% | 68% | 12% |
| Bowling Green State University | 17.3% | 73.1% | 9.6% |
| Cleveland State University | 11.1% | 75.6% | 13.3% |

| | Above Expected | Met Expected | Below Expected |
|------------------------------|-------------------|-----------------|-------------------|
| Kent State University | 25% | 66.7% | 8.3% |
| Miami University | 17.1% | 70.7% | 12.2% |
| Ohio State University | 23.5% | 68.2% | 8.2% |
| Ohio University | 25.3% | 64.6% | 10.1% |
| University of Akron | 19.3% | 67.7% | 13% |
| University of Cincinnati | 21.4% | 62.0% | 16.7% |
| University of Toledo | 11.5% | 77% | 11.5% |
| Wright State University | 23.9% | 55.2% | 21% |
| Youngstown State University | 13.6% | 86.4% | 0% |

Table 1R6
NSSE 2011 Comparison Report

| NSSE 2011 – Sample | KSU Respondent “Never” | | Carnegie Respondent “Never” | |
|---|------------------------------|-----|-----------------------------------|-----|
| | FY | SR | FY | SR |
| Made a class presentation | 15% | 8% | 16% | 7% |
| Worked with classmates to prepare class assignment | 21% | 8% | 14% | 8% |
| Tutored or taught other students (paid or voluntary) | 63% | 48% | 52% | 45% |
| Participated in a community-based project (e.g. service learning) as part of a | 67% | 55% | 60% | 52% |

| NSSE 2011 – Sample | KSU Respondent “Never” | | Carnegie Respondent “Never” | |
|---|------------------------------|-----|-----------------------------------|-----|
| regular course. | | | | |
| Used an electronic medium to discuss or complete an assignment | 13% | 12% | 15% | 10% |
| Discussed ideas from your readings or classes with faculty members outside of class | 43% | 33% | 42% | 30% |
| Worked with faculty members on activities other than course-work (committees, orientation, student life activities, etc.). | 55% | 47% | 57% | 48% |

The 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 indicates that more work needs to be done in engaging students. These results continue to spur a universitywide effort to engage students in meaningful ways in and outside the classroom (see Table 1R6a and b).

1I1. Recent Improvements

Continuous improvement is the cornerstone of the Excellence in Action agenda. The strategic plan prioritizes improvement in processes and systems that lead to student success as measured by retention, graduation rate and stakeholder satisfaction.

Improvements include:

- Established an Experiential Learning Requirement (ELR) for undergraduates.
- Reviewed all Kent Core courses for adherence to stated learning outcomes and assessment plans.

- Revised department/program review to focus on continuous improvement.
- Increased number of totally online programs (e.g., Ph.D. in Nursing, B.S. in Public Health)
- Added new degree programs based on stakeholder feedback (e.g., B.S., M.P.H. and Ph.D. in Public Health, B.S. in Construction Management, Bachelor's in Applied Technology Studies, B.S. –Insurance Studies, Master of Fashion, Master of Landscape Architecture, and Master of Healthcare Design).
- Revised academic policies (e.g., students must declare a major by the time they complete 45 credit hours).
- Revamped advising process to include mandatory advising.
- Improved delivery of developmental education in the newly built Math Emporium through the use of Assessment and Learning in Knowledge Spaces (ALEKS).
- Implemented employer survey to provide comparative information about KSU graduates and graduates from other Ohio colleges and universities.
- Acquired Ohio College of Podiatric Medicine
- Renamed College of Technology to College of Applied Engineering, Sustainability and Technology based on its new focus.

Despite the above improvements, there remains a focus on student learning. Since the 2009 portfolio, the university has planned and implemented many improvements in the area of helping students learn. Two of our recent AQIP action projects focused on this area. Moving forward, we will continue to identify new opportunities to further enhance student learning.

112. Selecting Processes and Targets for Improvements

The Excellence in Action agenda has helped to promote a shift in the culture at KSU whereby all divisions are focused on supporting student success. This is evidenced through new academic policies, new degrees and majors, focused support services, comprehensive FYE, and an emphasis on engagement and experiential education.

This emphasis is part of the University's and divisions' strategic plans which focuses the priorities for improvement. Additionally, assessment data, program review data, AQIP action projects and data regularly collected by RPIE will also aid in determining specific processes and targets to improve. For example, as the university was prioritizing retention efforts in the strategic plan, it became apparent after reviewing institutional data, that there were particular issues that lengthened the time to degree for some students. A universitywide committee was established to identify those roadblocks and provide recommendations to the provost. University action projects were developed to address several of the roadblocks identified (i.e., number of hours in academic programs, sequencing of courses, offering of courses, clear advising guidelines, etc.).

Category 2 Accomplishing Other Distinctive Objectives

Introduction

KSU has made great strides in accomplishing other distinctive objectives that complement student learning. Specifically, the University Strategic Plan outlines six strategic goals. This category focuses on three of those goals, including academic excellence and innovation, research and creative endeavors and engaging the world beyond our campus.

During the past four years, KSU has made significant progress in several areas. Improvements in the town-gown relationship, engaging the world globally, and establishing some innovative student learning practices are at the heart of our progress. As the university worked with City of Kent officials to construct a new downtown reflective of some of the most popular college towns in America, officials also enhanced student learning with unique opportunities such as The Fashion School Store and The IdeaBase (see 2P5). With the addition of CPM in 2012 (see 2P4), KSU became one of only nine colleges in the nation with a podiatric medicine program. KSU recorded its impact in the local economy with the Economic Impact Report (see 2P2) and aligned operations with the City of Kent in a manner that connects the public safety services to the campus and community with an agreement of joint jurisdiction and shared dispatch centers. City and university leaders meet regularly on all levels addressing student behavior, redevelopment of the downtown area, joint bus service through campus using one bus service and joint community service programs. Further, KSU has engaged the world with new research endeavors across the globe (see 2R3).

Moving forward, KSU needs to coordinate the assessment processes for all the recent improvements in the past four years to establish an integrated, well-designed assessment plan. Currently, community members see the ‘big picture’ of these strategic goals, and there is

coordination; however, no one entity is responsible for managing the progress, oversight and assessment of these significant, multifaceted, recent accomplishments. No specific outcomes or measures have been established to use in assessment in the future to determine the criteria for success with the downtown revitalization project. Essentially, our efforts are aligned and coordinated, but some are not yet integrated and strategically assessed. As we seek to create a “culture of assessment,” university leaders have focused on developing means to align unit-level objectives with wider institutional goals. While each unit has its own strategy map, and many have strategic plans, each vice president has striven to ensure that internal goals are tied directly to the University Strategic Plan. Each map contains goals, objectives and metrics to be used for internal assessment over the course of a specified number of years. The use of such strategy maps ensures that the goals of units remain relevant over time and enable leaders to identify any potential opportunities for improvement. This guarantees that each unit, instructional or not, actualizes initiatives that foster the fruition of the overarching goals of the university.

To gauge the needs of faculty and staff, KSU holds open forums prior to senior administrative hires and potential changes in institutional policies. During fall 2012, all faculty, staff and students were invited to provide input regarding the impending Academic Affairs Strategic Plan, using Civic Commons, an online platform through which stakeholders could create or join discussions around topics each deemed relevant. The ModernThink Insight Survey also provides the university with information regarding the needs of KSU faculty and staff by providing confidential data regarding specific topics while also allowing responders to submit open-ended responses to various needs-related questions. University and unit-level leaders use this information to evaluate the need for new or amended employee-related policies.

2P1. Designing and Operating Non-instructional Processes

Guided by the [Strategic Plan](#) and goals we are committed to the ideals of land-grant institutions, we recognize service to the public good as the focus of our teaching and research. Three of our six strategic goals and principles define our focus on external stakeholders (2, 3, 4). Additionally, among our Core Values are: collaborations and partnerships with communities; higher education as a force for social and global change; 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 connections include: University Communications and Marketing, Institutional Advancement, EMSA, and Intercollegiate Athletics. As an example, Alumni Relations has added staff targeting specific alumni groups (such as new alumni) and expanded its use of social media to connect with all alumni. In addition, the senior vice president for business and administration facilitates bi-weekly meetings with representatives from the City of Kent, the downtown project developer, Portage Area Regional Transportation Authority (PARTA) and the foundation to discuss and monitor these critical external partnerships.

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. Most colleges have an advisory board and/or professionals involved in an advisory capacity to the college leadership. These advisory boards provide critical strategic direction bridging the gap between the University Strategic Plan and the needs and interests of external stakeholders. Additionally, advisory boards at the regional campuses aim to represent the interests of both the local community and Kent State University in the overall development of higher education programs for the campus' service area (e.g., [Kent State Stark Advisory Board](#)).

KSU and its alumni contribute approximately 1.5 percent of the total Northeast Ohio economy. The Northeast Ohio economy receives roughly \$292.4 million in added regional income each year due to the payroll of Kent State faculty and staff and the university's spending for supplies and services and its research efforts. This is a conservative figure adjusted to account for leakage and monies withdrawn from the local economy in support of the university. The KSU community is inextricably linked to the local community. A student survey was conducted in 2008 to gauge Kent's appeal to the next generation of business owners, homeowners and community leaders. Four major themes from this survey provided the foundation for the downtown development project: more downtown arts, entertainment, restaurants and shopping; more jobs; stronger sense of community; and better housing and facilities. Results from this survey catapulted ongoing discussions with university leaders, City of Kent leaders, local developers, the Kent State University Foundation's leaders, and the county's transit authority (PARTA) to come together with a common goal of unlocking the opportunities of downtown Kent in order to be part of the rebuilding process for sustainable economic growth. The partnership with the City of Kent is certainly a highlight of the partnership and collaboration to determine common goals that link the university's strategic plan with external stakeholders' needs and interests. The [revitalization of downtown Kent](#) is a public-private partnership between Ohio developers, the City of Kent, private investors and the KSU Foundation, with a total investment of nearly \$100 million that will create 1,600 jobs. Here is a summary of progress. The highlights of this partnership include:

1. PARTA Multimodal Center

\$20 million federal TIGER (Transportation Investment Generating Economic Recovery) grant was secured by Ohio's 17th district Representative Tim Ryan from the Department of Transportation for a multimodal facility in downtown Kent. The facility opened in June 2013 and will

serve as a transfer point for cars, buses, bikes and pedestrians.

2. University Hotel and Conference Center

This facility can host many types of events, bringing opportunities for visitors to the Kent community involved in both academic and local business activities.

3. Acorn Alley I and II

This includes a mix of retail, dining and entertainment establishments in the downtown area.

4. Corporate Headquarters

Both the Davey Tree Expert Company and AMETEK identified downtown Kent as the home for their business enterprises and now house part of their headquarters in downtown Kent as a result of the project.

Needless to say, KSU is proud of its partnership with the local community and linkage of the university's strategic plan with external stakeholders' interests and needs. One initial note is that membership in the Kent Area Chamber of Commerce grew from 176 in 2009 to 267 in 2012. The full impact this project will have on our local community has not yet been realized.

2P3. Communicating Expectations of Objectives

The expectations regarding the strategic goals of the university are communicated through several means beginning with the president's address, which focuses on expectations for the coming year, university publications (e.g., *e-Inside*, *e-Management Update*, *Kent State Magazine*) and the university's website. A key administrative meeting is the President's Administrative Council, comprised of senior administrators on campus; the president regularly communicates expectations regarding the university's objectives at this periodic meeting. Further the president also sends out a weekly email message, "In a Flash – Weekly Message" where he articulates key expectations and general updates to the university community.

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 and are also discussed at staff meetings. 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 Responsibility Center Management (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 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.

One primary way the university reviews and documents its impact is the economic impact report. As previously stated in 2P2, Kent State and its alumni contribute approximately 1.5 percent of the total Northeast Ohio economy. Moreover, a process to solicit feedback from broad stakeholder groups is development of a master plan for the KSU Airport. The local community is involved in the development of a new master plan for the airport. A [website](#) was developed to share information regarding the project and advertised in local media. In addition, a similar process began in 2011 with officials from the Ohio College of Podiatric Medicine. Many individuals met and discussed the possibility of a merger with KSU, and as of July 1, 2012, CPM officially became a unit of KSU. Likewise, the Cleveland Foot and Ankle Clinic shares its patient satisfaction information online and regularly evaluate this feedback

concerning the delivery of services at the clinic. In 3R1, more information gathering examples are listed as utilized by the Board of Trustees, Faculty Senate and Intercollegiate Athletics. Another method to obtain feedback from alumni is the Student Discovery Initiative. This initiative involves students meeting with alumni and asking for feedback on their collegiate experience, soliciting ideas for future alumni programming and asking for ways in which alumni can be more involved in the campus community. This feedback and input is used to review the appropriateness and value of these objectives.

2P5. Determining Faculty and Staff Needs

As reflected in 2P4, faculty and staff have several opportunities to provide input in accomplishing other distinct objectives. This is currently reflected in the assessment process as recorded in WEAVEonline and will have further impact in the use 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. Faculty and staff are involved in the previously mentioned examples of the Kent downtown development, airport master planning process, the merger with the Ohio College of Podiatric Medicine, and assessment of the Cleveland Foot and Ankle Clinic. Likewise, faculty in the College of Architecture and Environmental Design (CAED) are involved in the work of the Cleveland Urban Design Collaborative. They recently prepared the Re-imagining a More Sustainable Cleveland plan in collaboration with Neighborhood Progress, Inc. and the Cleveland City Planning Commission. In addition, focus groups were recently held with African American, Latino American, and Native American (AALANA) faculty and staff. Retention, campus climate and mentoring of staff were discussed in those groups. Lastly, faculty and staff routinely connect with the advisory boards of the respective colleges (and campuses) to collaboratively gather input and needs relative to these objectives.

Funded by the Blackstone Charitable Foundation and the Burton D.

Morgan Foundation, the Blackstone LaunchPad opened in May 2012 on the first floor of the Kent Student Center offering guidance, resources, and advice to entrepreneurs, innovators and inventors here at KSU. Blackstone LaunchPad is an innovative program that treats entrepreneurship as a viable career path. The program teaches students, faculty/staff and alumni how to transform their ideas into thriving businesses. The Launchpad's primary mission is to show Kent State students that starting a for-profit or nonprofit venture is not only a legitimate career path but also an attainable reality. The second goal is economic development in Northeast Ohio through the creation of businesses and jobs. The LaunchPad is a free and confidential service that works at the entrepreneur's own pace through regular consultative sessions, workshops and networking events.

2P6. Readjusting Objectives and Processes that Support Faculty and Staff Needs

The universitywide 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 are impacted by the integration of the RCM budget model. With this model, decision-making is linked to accountability based on information and planning. These planning and budget decision-making processes are rooted at the unit level, providing the avenues for direct input by faculty and staff.

Information noting faculty and staff needs is continuously used in the review and adjustment of other objectives. Faculty and staff in the School of Theatre and Dance were involved in the renovation process giving feedback to architects to ensure facilities changes met academic program needs. In fall 2012, faculty and staff were polled and included in focus groups during an assessment project reviewing the perceptions of the Kent Student Center; the information collected will be used to shape programmatic, facilities and operational changes in the future. Using previous examples, faculty and staff are

directly involved in the weekly meetings with the Downtown Kent partnership, continuously impacting adjustments of objectives as the expressed needs of all partners are shared and reviewed.

2R1. Collected Measures of Non-instructional Objectives and Activities

The following measures are collected and analyzed regularly:

- Foot and Ankle Clinic patient surveys (CPM).
- 2011 employer survey facilitated by Career Services (EMSA).
- Kent State Student Center assessment of facilities, program and operations for university and local communities (EMSA).
- 2010 Economic Impact Report (Office of the President).
- Blackstone LaunchPad client surveys showing 169 undergraduates, 39 graduates, 9 faculty/staff, and 44 alumni utilizing the services (Provost's Office).
- Centennial Campaign \$250M capital campaign ended on June 30, 2012 with total support of \$265,607,913 (approximately 6 percent over goal).
- Student Discovery Initiative conducting interviews with alumni (Division of Institutional Advancement).
- KSU Airport master planning process to be conducted in 2013 and will include public meetings while following Federal Aviation Administration guidelines for master planning (Division of Finance and Administration).
- 2012 Day at the Statehouse event, "Talent Meets Jobs: A Kent State Education Aligns with Employer Need" brought together major Ohio employers, 21 legislators and other state officials to share ideas and express their recognition of the important role Kent State plays in workforce development (University Communications and Marketing).
- Community usage of the Student Recreation and Wellness Center including more than 100,000 visits by community members in the past year (EMSA).
- Intercollegiate Athletics reported a fundraising total of more

than \$9 million, top in the Mid-American Conference (MAC).

2R2. Performance Results

Selected results in accomplishing the university's other distinctive objectives during the past four years throughout the eight-campus system include:

- 2013 Larry Abernathy Award for the top town-gown relations from the International Town-Gown Association.
- 2012 National Planning Excellence Award for Innovation in Best Practices for Sustaining Places to the Cleveland Urban Design Collaborative by the American Planning Association (APA).
- 2012 Ohio Economic Development Association Best Project 1st Place Winner – Downtown Kent Revitalization Project.
- May 4, 1970 Visitors Center Opens in Fall 2012.
- 2011 and 2012 Excellence in Operations award for The Campus Kitchen Project from the National Campus Kitchens Project.
- 2012 Military Friendly School designation by *G.I. Jobs* for third year in a row.
- *NewsNite*, weekly show to replace lost local commercial television news show, is produced from the state-of-the-art video studio at the School of Journalism and Mass Communication.
- 2011 Community Impact Award to the Performing Arts Center at Kent State Tuscarawas by Dominion East Ohio and *Inside Business Magazine*.
- 2012 *Times-Reporter* Readers' Choice Community Award for the "Best Live Venue" to the Performing Arts Center at Kent State Tuscarawas.
- Agreement with the National Park Service signed in 2013 for collaborative projects and joint research primarily focused on geology, biology, hydrology and educational programs.
- College of Public Health established a new Office of Public Health Practice and a Center for Public Policy and Health,

two externally focused college units that offer services to health departments, hospital systems, government agencies, and nongovernmental organizations.

- KSU student Olivia Sliman collects more than 1,000 pairs of shoes for children across the world and donates them through Soles4Souls.
- College of Architecture and Environmental Design received a gift of \$5 million, its largest donation ever.
- KSU's Fashion Museum received \$1.1 million, its largest cash gift ever.
- Early Childhood Education program first in the world to offer an undergraduate program authorized by the International Baccalaureate (IB) Organization – the IB Primary Years Program Certificate in Teaching and Learning.
- Kent State Tuscarawas received a Local Economic Assistance Program grant awarded by AEP Ohio. The \$7,500 grant will help the campus' new Atwood Small and Emerging Business Technical Assistance Center programming at Atwood Lake Resort and Golf Club in Carroll County.

2R3. Comparing Performance Results with Other Organizations

Some examples include:

- KSU School of Music is designated an All-Steinway school, a designation only given to a select group of global institutions of higher education that exclusively feature Steinway and Sons pianos.
- Acquisition of the Ohio College of Podiatric Medicine, now KSU's CPM (one of nine such colleges in the nation).
- 2012 Military Friendly School designation by *G.I. Jobs* for third year in a row.
- Through international competition, a partnership with KSU, the Ohio Academic Resource Network (OARnet) and

Ireland's National Research and Education Network (HEAnet) has been selected to provide advanced technical expertise in building the Bangladesh Research and Education Network (BdREN).

- The Ohio Third Frontier Commission has approved a \$3 million award to KSU. The award is part of the more than \$21 million in grants recommended by the commission through the Ohio Third Frontier Open Innovation Incentive and the Ohio Third Frontier Innovation Platform Program to support innovation activities in the state.
- "Pop Up City," a project of KSU's Cleveland Urban Design Collaborative, was exhibited at the 13th International Venice Architecture Biennale in 2012 in Venice, Italy, with the theme "Common Ground."
- The Blackstone Charitable Foundation and The Burton D. Morgan Foundation, committed to a \$3.2 million, three-year partnership with KSU and three other area colleges and universities to make the Blackstone LaunchPad program possible.
- KSU student Alexandria Rhodes raised nearly \$70,000 using social media tools for victims of the tsunami in 2011.
- TV2 was named the College Media Association Pinnacle Awards' 2012 "TV Station of the Year" at the College Media Advisers' annual fall convention.
- KSU earned a Gold SABRE Award for its "Experience for Life" television campaign at the Americas 2013 SABRE Awards.
- TV2, KSU's student-run television station was named the "Best TV Sportscast" at the College Media Advisers' annual fall convention.
- KSU student Ryan Reber won the top spot in the power-onlanding competition at the 2013 National Intercollegiate Flying Association's Safety and Flight Evaluation Conference.
- The 2010 Cartwright Award was presented by the MAC to

KSU for excellence in academics, athletics, and citizenship.

KSU was selected to receive \$724,553 of state funding to support workforce development strategies and enhance student success through internship and co-op programs linked to key industries targeted for growth in Ohio. The funding will support up to 200 student interns and improve the intern tracking system to discover new opportunities and to develop a strong feedback loop between the university and area companies. The university will create an advisory board to help improve internship experiences as well.

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. 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 regions and communities 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 (see 2R2 and 2R3 for specific examples).

2I1. Recent Improvements

We aim to remain responsive to continuing and changing needs, as well as the opportunities for improvement in serving our external stakeholders. Some examples of recent improvements include:

- KSU Airport master planning process to be conducted in 2013 and will include public meetings while following Federal Aviation Administration guidelines for master planning.
- Agreement with the National Park Service signed in 2013

for collaborative projects and joint research primarily focused on geology, biology, hydrology and educational programs.

- Acquisition of the Ohio College of Podiatric Medicine, now KSU's CPM (one of nine such colleges in the nation).
- Downtown Kent Revitalization Project.
- Blackstone LaunchPad offers guidance, resources, and advice to entrepreneurs and innovators at KSU. Since summer 2012, 261 individuals have sought the guidance of the Blackstone LaunchPad resources and expertise.
- \$250M capital campaign ended on June 30, 2012, with total support of \$265,607,913 (approximately 6 percent over goal).
- Sexual Assault Response Team (SART) Coordinator position created to enhance services provided to the community and campus.
- 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 our supplier diversity manager assists companies in becoming viable vendors.)

2I2. Selecting Processes and Targets for Improvement

The Strategy Map set forth by the president, the RCM financial system, the strategic plan, core values, and strategic goals and objectives produce the framework that guides the decision-making processes for future endeavors. This will be further impacted by the economic status of the state and nation. Nonetheless, 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. To support this strategy map, assessment protocols will continue to be developed and all areas held accountable for assessment of each area of the strategy map.

Category 3 Understanding Students' and Other Stakeholders' Needs

Introduction

University leaders continually seek to better understand the needs of students and stakeholders and have subsequently developed relevant systematic goals (see 3R1). KSU has integrated its university strategic plan with college/campus/division plans. These plans are aligned with each department's processes, to carry out department-wide and university-wide goals. KSU focuses on the needs of individuals at each of its campuses as well as the potential impact of new and relevant programs on Northeast Ohio (see 3P5 and 3R2).

Over the past few years, we have made strides in integrating new plans on making students' and stakeholders' satisfaction a main priority for the university as well as the City of Kent, Ohio. Through this process the university and city have started the renovations of the new Downtown Kent (see 3R4, 3R5). Along with the renovation project, KSU has had an increase in enrollment over the last few years, partially due to changes stemming from stakeholders' feedback (i.e., Library Hours 24/5, LGBTQ Center, mobile apps, DKS, etc.). DKS is one of our major improvements since our last review to help enhance the wellbeing of our students. With the major improvements around campus along with the success of KSU athletics (e.g., College World Series, Godaddy.com Bowl) positive attention is focused on KSU. In addition to increased enrollment, student retention and satisfaction upon graduation have also been enhanced.

As we continue to conduct several student assessments, ongoing conversation will focus on analyzing the data in a way that is meaningful and useful in providing a high-quality education. This conversation will include those within Academic Affairs as well as other units that play an important role in ensuring that students are well educated. We will also analyze currently used instruments, given the multitude of desired measures and outcomes of our student

assessments.

Currently being developed, the Academic Affairs Strategic Plan will incorporate outcomes of the Collegiate Learning Assessment (CLA) as a metric to gauge whether specific student learning goals are being met. We plan to similarly tie other assessments currently being administered at the university to our strategic planning processes. Additionally, we continue to dialogue around ways to communicate data from the various assessments to ensure that it is accessible to all university stakeholders. To gauge the needs of students even prior to their matriculation, university staff members build relationships with them through contact with admissions officials and subsequent participation in our orientation program, Destination Kent State (DKS), at the Kent Campus. Officials at the Regional Campuses also develop relationships with students prior to their enrollment and require them to participate in a similar orientation program. Moving forward, leaders of each unit will also continue to update the strategic maps based on the improvements of campus and departmental needs. The systematic approach is used yearly with the focus on the ever changing needs of our students and other stakeholders.

3P1. Identifying Changing Needs of Student Groups (cc4C)

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 and feedback used in recent years include:

- Graduating Student Exit Survey
- Student Quality of Life Survey
- Diversity focus groups for AALANA students, staff and faculty

- Institution Developing Excellence in Academic Leadership (IDEAL) Grant
- University Diversity Action Council (UDAC)
- ACT student data
- Noel-Levitz Retention Survey
- Faculty Survey of Student Engagement (FSSE)
- National Survey of Student Engagement (NSSE)
- CLA data

At the local level, students' needs and expectations are determined through use of one or more of the following:

- | | |
|------------------------------------|--|
| • Graduate Planning System (GPS) | • Learning communities |
| • ALEKS placement Assessment | • Residence hall student needs assessment |
| • Kent State Math Emporium | • Survey of baccalaureate graduates |
| • Destination Kent State Committee | • Accreditation reviews conducted by professional associations |
| • Freshman Advisory Council | • Results from academic assessments (e.g., student learning outcomes, departmental review) |
| • Student surveys | • Academic advising sessions |
| • Advisory committees (e.g., ACAA) | • Comparative analyses of similar programs at other institutions |
| • Student Voice surveys | • Financial aid needs analysis |
| • Demographic and trend analyses | |
| • Employer surveys | |
| • Open student forum | |
| • Individual feedback | |
| • Curriculum reviews | |

Academic program reviews, focus groups, and surveys link to

Category 3

Understanding Students' and Other Stakeholders' Needs

student success. Strategic plan implementation has helped identify specific annual goals for meeting the changing needs of students.

(cc4C)

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 system-wide and beyond.

Direct Interpersonal Interaction

- | | |
|--|---|
| • Classroom, studio, laboratory (faculty) | • Joint faculty, staff and student community service projects |
| • Office (advisers, faculty counselors, clinicians, technicians, clerical staff, administrators, etc.) | • Academic mentoring program |
| • On-campus residence hall staff | • College advisory groups |
| • Student recognition events | • Learning communities |
| • Committee meetings | • Residential college |
| • Forums | • Destination Kent State |
| • Student employment opportunities | • Athletic coaches, trainers and advisors |
| • Individual and group counseling sessions | • University and department campus events |
| • Student organization members and advisors | • Internships |
| | • Undergraduate research |
| | • LGBTQ Center |
| | • Women's Center |

Technology-Based Interactions

- FlashLine
- University/department websites
- Email
- Web for students
- Electronic newsletter (e-*Inside*)
- Blackboard
- GPS
- Facebook
- Online course management tools
- Twitter
- Mobile applications
- Electronic alerts (Flash ALERTS)
- Early Alert and retention data

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 (cc1D)

Kent State is committed to analyzing the changing needs of key stakeholder groups and selecting appropriate actions based on those needs. Stakeholder needs are determined by building on the relationships listed in 3P4 and using the tools identified in 3P1. We focus on gaining information to analyze through mentoring, market research and surveying. 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., building projects, corporate engagement and commercialization).

Stakeholder needs are also identified through relevant data such as:

Category 3

Understanding Students' and Other Stakeholders' Needs

- GPS and Early Alert program
- Campaign for Change: Students raising money from their peers
- Market research on corporate engagement and commercialization
- Economic developments of Northeast Ohio
- Demographic trends
- State, industry and economic projections
- Inter-University Council data
- Higher Education Information System (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
- Economic impact report
- Student Discovery Initiative
- Campus-City of Kent town meetings
- Alumni programming
- Admissions recruiting events

Subsequent 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:

- Blackstone Launchpad
- Mandating external stakeholders serving on boards
- Sponsoring events that respond to or solicit information about stakeholder needs
- Serving on advisory boards (corporations, nonprofit organizations, foundations, professional organizations)
- Serving on or chairing government committees/commissions
- Sustaining one-on-one interactions
- Communicating daily through WKSU and [*The Daily Kent Stater*](#)

- Sponsoring athletics tailgate, alumni reunions and award events
- Research symposia
- Utilizing faculty and staff blog, two way communication focusing on wellness issues
- Participating in sponsored research, licensing agreements and collaborative projects
- Issuing publications (new *Research Magazine*, department and college newsletters)
- Providing [off-site locations](#) for educational programs (e.g., China, Florence, Geneva, etc.)
- Developing focused webpages (i.e., alumni, parents, etc.)
- Attending public meetings and events within the community (i.e., town, region, and state)

3P5. Targeting New Student and Stakeholder Groups (cc1D)

Various methods 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 [HR]) provide opportunities to discuss new offerings reflective of the priorities set by the university. Studies have been done to help determine the validity of public need and the university's ability to respond based on its mission. Based on an analysis that showed a growing need for public health workers in Ohio and the nation, the determination to create a College of Public Health was made. Entrepreneurial initiatives are another way of responding to new demands. Market analysts 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).

Regional Campuses have also implemented many programs targeting new students and based on stakeholder needs such as viticulture and enology, agribusiness, and insurance studies. Kent State entered into

discussions with the Ohio College of Podiatric Medicine (OCPM) to determine if a merger would enhance its ability to educate prospective podiatrists. KSU's College of Podiatric Medicine (CPM) is one of nine accredited podiatry programs in the United States and is a four-year, graduate-level medical college, granting the degree of Doctor of Podiatric Medicine. CPM's mission is to educate students to be highly competent doctors of podiatric medicine who will excel in residency training. CPM has regional and national affiliations with more than 50 hospitals worldwide and 300 private practitioners nationwide that provide externship training to KSUCPM students. Currently, CPM maintains an average four-year school enrollment of 425 students and typically graduates 85 to 100 podiatrists per year. **(cc1D)**

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 Office of Student Conduct, Affirmative Action, HR and 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 Alumni Relations, via their membership on advisory boards, individual communication with advancement officers and university leadership. Students have the opportunity to voice their opinion through the Undergraduate Student Government, Graduate Student Senate, 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.

A number of units across the university may assist in rectifying employee and student complaints. 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 EOAA, employee relations, staff ombuds, dean of students, student ombuds, the Student Multicultural Center, the Women's Center, or an appropriate university administrator. This represents the kind of exhaustive complaint gathering process present throughout the university. While complaints are handled on an individual basis, an overview of these complaints is analyzed by the university leadership. In the case of EOAA this led to the creation of the Commission on Inclusion, Human Resources (HR) trainings in discrimination prevention, and communication statements on the university's expectation that all employees contribute to an inclusive, respectful environment on all 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, an ombuds is appointed to serve each constituency. The staff ombuds/employee relations manager in HR 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; the ombuds provides assistance to the students in navigating the process. Other informal processes are also utilized. Satisfaction surveys, exit interviews 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 universitywide, goals are set by the executive officers with appropriate consultation, to address the issues. Individuals who have presented concern or complaints are contacted by an appropriate contact regarding its resolution. Depending on the circumstances, the follow-up is completed in person, via telephone, email or mail. Actions taken in regard to groups' concerns are communicated in a more public way. Stories detailing the actions are carried in e-Inside. 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 (NSSE, BCSSE) and alumni surveys. The results of the NSSE give an indicator of student satisfaction, as do the alumni and employer

surveys. The Annual Graduated Student Survey was introduced in 2005. The survey is designed to obtain feedback from undergraduate students' perspective on the quality of their education experience. The recent graduates are also given an opportunity to identify a person or program that had a positive impact on their experience at Kent State. NSSE provides valuable and timely information that allows for changes that positively impact the first-year experiences of students. The Collegiate Learning Assessment is intended primarily to assist faculty, department chairs, school administrators and others interested in programmatic change to improve learning, particularly with respect to strengthening higher order skills. Indirect measures include: persistence, retention, and graduation rates, KSU donor giving, numbers of grant funded/sponsored programs and funding of state initiatives. KSU's Board of Trustees, Undergraduate Student Government and Graduate Student Senate also provide feedback concerning stakeholder satisfaction. Faculty Senate provides a venue in which faculty can discuss concerns. Employees are surveyed on a continuing basis in regards to workplace climate.

The Intercollegiate Athletic program runs an advisory board, National Athletic Development Council (NADC), with the purpose of providing advice and counsel to the President and Director of Athletics on the following: National and Conference issues facing Kent State Athletics; Strategic long-term capital planning for Intercollegiate Athletics; Annual goals for the Department of Intercollegiate Athletics; Development and maintenance of a comprehensive, private support program for Intercollegiate Athletics; and Leadership in the development and financing of an [athletics capital and new endowment plan](#).

3R2. Performance Results for Student Satisfaction

Kent State systematically collects relationship building and satisfaction data from all students. The Office of Quality Initiatives and Curriculum (QIC) collects data as a follow up after graduation. The survey is designed to obtain feedback from undergraduate students' perspective on the quality of their educational experience.

(See Table 3R2a) The recent graduates are also given an opportunity to identify a person or program that had a positive impact on their experience at Kent State. Student satisfaction is also measured by RPIE, based on student enrollment, retention and graduation rates (see Table 3R2b and c).

Table 3R2a
Student Satisfaction
Overall preparation for employment (2011)

| | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied | Total |
|-------------------|-----------------------|------------------|---------------------|--------------------------|--------------|
| Count | 250 | 531 | 224 | 98 | 1103 |
| % of all Colleges | 22.7% | 48.1% | 20.3% | 8.9% | 100.0% |

Would you recommend Kent State to others considering college? (2011)

| | Definitely | Probably | Depends on their course of study | No | Total |
|-------------------|-------------------|-----------------|---|-----------|--------------|
| Count | 573 | 194 | 304 | 33 | 1,104 |
| % of all Colleges | 51.9% | 17.6% | 27.5% | 3.0% | 100.0% |

Table 3R2b
Student Activity
What is the principal activity you have been engaged in since graduation? (2011)

| | Count | % of all Colleges |
|----------------------------|--------------|--------------------------|
| Employment, full-time paid | 584 | 52.9% |

What is the principal activity you have been engaged in since graduation? (2011)

| | Count | % of all Colleges |
|--|--------------|-------------------|
| Employment, part-time paid | 178 | 16.1% |
| Graduate or professional school, full-time | 129 | 11.7% |
| Graduate or professional school part-time | 9 | 0.8% |
| Additional undergraduate coursework | 10 | 0.9% |
| Military Service | 7 | 0.6% |
| Volunteer activity (e.g., peace corps) | 14 | 1.3% |
| Starting or raising a family | 16 | 1.4% |
| Other | 157 | 14.2% |
| Total | 1,104 | 100.0% |

Enrollment

KSU unduplicated total.....42,185
 Kent Campus unduplicated26,938
 Regional Campuses unduplicated15,247
Students Eight-Campus System
 Undergraduate.....36,521
 Graduate.....5,664

**Table 3R2c
Student Enrollment**

| | Year | Applied | Admitted | Enrolled |
|--|------|---------|----------|----------|
| First-Time, First Year Freshmen Admission | 2012 | 15,970 | 13,259 | 4,111 |
| | 2011 | 13,980 | 12,231 | 4,351 |
| | 2010 | 12,325 | 10,926 | 4,009 |
| | 2009 | 14,933 | 10,735 | 4,151 |
| Transfer Admission | 2012 | 2,530 | 2,316 | 1,286 |
| | 2011 | 2,414 | 2,225 | 1,253 |
| | 2010 | 3,795 | 2,186 | 1,285 |
| | 2009 | 3,370 | 2,160 | 1,343 |

**Table 3R2d
Retention**

| Institution | Number of first-year students | Number of first-time, full-time degree-seeking undergraduates | Percent Persisting at same institution |
|-------------------------|-------------------------------|---|--|
| Bowling Green | 2,655 | 2,632 | 75% |
| Kent State | 4,055 | 3,801 | 78% |
| Miami University | 3,115 | 3,095 | 88% |
| Ohio State | 6,558 | 6,509 | 93% |

| Institution | Number of first-year students | Number of first-time, full-time degree-seeking undergraduates | Percent Persisting at same institution |
|------------------------|--------------------------------------|--|---|
| Ohio University | 3,532 | 3,474 | 81% |

3R3. Performance Results for Building Relationships with Students

Relationship building begins when students are prospective students. 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.

Connections with Kent Campus students continue to be made during their participation on campus in the Destination Kent State orientation program. Each Regional Campus has its own required orientation program. This [video](#) explains the building of relationships with students from the first time they step foot on campus. This relationship building continues throughout a student's time at KSU. Many activities have been geared towards the retention of targeted student groups.

Examples include:

- Residence halls [updates](#)
- Improving DKS (overnight stays with other incoming freshmen, Night life in the dorms, events for incoming students to meet others before arriving on campus)
- Welcome Weekend activities
- Tuition rebates
- Commuter Freshman Interest Groups
- Lesbian, Gay, Bisexual, Transgender, Queer/Questioning

(LGBTQ) Center

- Student Multicultural Center

Based on student feedback, KSU has a plan that is in place to update the campus. This includes updating in some way every part of campus to make the educational experience more meaningful. Please see the "[Building the Future of Kent State](#)" video, for updates to Kent State.

In 2010 KSU opened the Lesbian, Gay, Bisexual, Transgender and Queer Student Center (LGBTQ). The LGBTQ Center serves as the academic and social hub for members of the LGBTQ community and its allies. The center also serves as a liaison between students and the administration and faculty. The center also maintains a calendar of activities and events related to the LGBTQ community and coordinates programs with LGBTQ centers at other universities. The center represents a unique collaboration between the College of Arts and Sciences, the divisions of DDEI and EMSA at Kent State.

Ongoing relationship building provides students opportunities for input. There are 290 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.

3R4. Performance Results for Stakeholder Satisfaction

Results include:

- Joint degree programs with other universities in Northeast Ohio
- Enrollment/participation in workforce development/continuing education technology
- Increase in enrollments – (See Tables in 3R2)

Kent State athletic success on and off the field has increased over the

last four years. These remarkable improvements in academics and athletics have led to a major increase in donations to the university.

Athletic Advancement results, 2011-2012:

- Total athletic fundraising surpassed the \$9 million mark in total cash and commitments (top in the MAC).
- Total increase of 10 percent in fundraising.
- \$8 million gift—largest individual major gift in university history.

The [Centennial Campaign](#) was a huge success as shown by the following:

- \$13.5 million in software for the College of Applied Engineering, Sustainability and Technology from Appropriate Technology
- \$6.5 million for the Roe Green Center for the School of Theatre and Dance
- \$6 million for the Robert S. Morrison Health and Science Building at Kent State Ashtabula
- \$3 million to the new School of Digital Sciences from the Enterprise Architecture Center of Excellence

Also the Student Discovery Initiative Program has students surveying alumni to find out what they need, and how KSU can help. The City of Kent has been working with the university to make downtown Kent a place for students and community members to go, meet and socialize. The new downtown has opened up a vast number of employment opportunities, including internships for current students and jobs for KSU alumni. This [downtown project](#) is a result of our stakeholder success.

3R5. Performance Results for Building Relationships with Stakeholders

Building relationships begins with prospective students and continues through the enrolled students, alumni and community. Kent State has focused on building an improved environment

through the new downtown. KSU officials, local politicians and business leaders have been successfully working to make the City of Kent a more attractive and inviting place for students, parents and local residents, on par with some of the country's greatest "college towns" like Ann Arbor, Mich., Berkeley, Calif. or Athens, Ga. Live music venues abound in Kent with local venues offering regularly scheduled music through the week and weekends. The historic Kent Stage brings a wide variety of big names to town from Glen Campbell to Men At Work's Colin Hay. The annual Kent State 'Round Town music festival attracts musicians and fans from all over the world. On campus, there are regular recitals by students and faculty, as well as musical productions and performances at the Roe Green Center for the School of Theatre and Dance. In recent years, the university's Division I football, men's basketball, men's and women's golf, baseball, and gymnastics teams have all delivered outstanding performances in conference and post-season play. In 2011-2012 the men's golf team finished fifth in the country, and baseball finished fifth in its first appearance at the College World Series. In 2012-2013 Kent State's football team made its first bowl appearance in 40 years at the GoDaddy.com Bowl game.

Downtown Kent is home to a number of local art galleries, in addition to the many galleries and public artworks and sculpture on the Kent Campus. The university offers a self-guided sculpture tour on campus. The annual Masterpieces on Main Art & Wine festival held on the streets of Kent is attended by artists from all over the country. The city hosts several other annual festivals celebrating art and music, such as the Kent Blues Fest and Kent Heritage Festival. The annual Black Squirrel Festival features free live music, food and black squirrel spirit and introduces students to everything the City of Kent has to offer. The deepening relationship between the city of Kent and the university has drawn considerable attention. The [New York Times](#) reported on this relationship, and the city and university were named the winner of the Larry Abernathy Award, in 2013 from the International Town & Gown Association (ITGA). The award honors the town-gown relationship that represents the spirit of ITGA.

3R6. Comparing Performance with Other Organizations

KSU was named the most entrepreneurial public university in Ohio by the state's governor, which recognizes KSU's positive relationship with its stakeholders. Kent State continues to play a very unique role in the state of Ohio. It is a regional university serving urban, suburban and rural areas. The Ohio Economic Development Association awarded the Downtown Kent Revitalization Project the Best Project Award with First Prize. The Best Project Award recognizes outstanding and innovative projects in economic and business development that retain or generate jobs and investments.

Table 3R6
First to Second Year Retention of First-Time, Full-Time, Degree-Seeking Freshmen by Campus University System of Ohio Institutions

| Institution | 1st Year Students | % at same Institution | % at any Ohio Public Institution |
|---------------------------------------|--------------------------|------------------------------|---|
| Fall 2004 to Fall 2009 Cohorts | | | |
| Bowling Green (Main) | 2,655 | 75% | 78% |
| Bowling Green (Firelands) | 447 | 50% | 57% |
| Kent State (Main) | 4,055 | 78% | 87% |
| Kent State (Ashtabula) | 425 | 59% | 63% |
| Kent State (East Liverpool) | 144 | 65% | 68% |
| Kent State (Geauga) | 240 | 67% | 77% |
| Kent State (Salem) | 282 | 57% | 64% |
| Kent State (Stark) | 736 | 66% | 73% |

| | | | |
|-------------------------------|-------|-----|-----|
| Kent State (Trumbull) | 421 | 63% | 65% |
| Kent State (Tuscarawas) | 459 | 67% | 71% |
| Miami University(Main) | 3,115 | 88% | 92% |
| Miami University (Hamilton) | 786 | 61% | 66% |
| Miami University (Middletown) | 434 | 61% | 67% |
| Ohio State (Main) | 6,558 | 93% | 95% |
| Ohio State (Lima) | 462 | 65% | 76% |
| Ohio State (Mansfield) | 476 | 72% | 83% |
| Ohio State (Marion) | 576 | 74% | 81% |
| Ohio State (Newark) | 1,077 | 63% | 77% |
| Ohio University (Main) | 3,532 | 81% | 91% |
| Ohio University (Chillicothe) | 463 | 56% | 62% |
| Ohio University (Eastern) | 163 | 56% | 70% |
| Ohio University (Lancaster) | 521 | 61% | 69% |
| Ohio University (Southern) | 371 | 48% | 49% |
| Ohio University (Southern) | 373 | 56% | 72% |

3I1. Recent Improvements

We improve our systems through continuous support and feedback from our students and other stakeholders. The list below highlights several of the improvements made between 2009 and 2013.

- Remodeled/restructured advising system - GPS
- Timetabling
- Transfer Student Unit
- Enhancement for veterans
- Student financial aid, admissions, bursars
- Women's Center
- SART—Sexual Assault Response Team
- Creation of [Student Success Center](#)
- Resource center for student-athletes; academic center
- LGBTQ Center (3R3)
- Diversity Scorecard
- [Math Emporium](#)
- Fab Fourth/all changes in the library
- Commuter Student Center
- New library hours: 24/5
- Periodic surveys of stakeholders
- Needs analyses
- Annual and strategic planning
- Track and respond to feedback
- Systematic program/department
- Use of Campus Labs to solicit feedback on programs
- Downtown Kent

3I2. Selecting Processes and Targets for Improvement

Priorities are based on feedback received which is integrated into the strategic plans.

Priorities include:

- Identifying new markets and potential collaborative relationships through the Downtown Kent Revitalization Project.
- Developing systematic process to access stakeholders' needs
- Continuing to enhance the proactive role of KSU faculty, staff, administrators, students and parents in influencing the state legislature ([new capital campaign](#)).
- University's and departments' strategic plans being visible and used to meet and retain goals for students and stakeholders (see plan in Category 2).

Category 4 Valuing People

Introduction

Valuing people continues to be a major part of Kent State's long-term vision, as demonstrated by a goal in the university's strategic plan that addresses "Developing and Recognizing Our People." The university continues many of the same practices detailed in the 2009 Systems Portfolio as it relates to recruiting, hiring and retaining quality and diverse faculty and staff, orienting new employees, identifying and offering relevant professional development programs and conducting annual performance evaluations. Since the 2009 report, Kent State has also made several improvements in this category, which are highlighted in this section.

The new DDEI has implemented several initiatives to increase minority recruitment, hiring and retention among faculty, using data-driven measures. This includes actively working to recruit potential AALANA faculty and developing strategies to improve faculty recruitment and retention from historically underrepresented groups. DDEI also introduced a universitywide Diversity Scorecard, which enables each division to measure activities and processes towards achieving the university's diversity goals. As further evidence of KSU's commitment to valuing people, the university was able to maintain salary increases and staffing during the economic downturn. Other improvements include: the restructuring of the Human Resources (HR) training programs to better meet the needs of today's employees, creation of an Enterprise Data Warehouse to help monitor faculty and staff recruitment and retention, the development of a strategic plan for wellness (a university AQIP initiative), and the placement of lactation rooms at all campuses for female employees.

Kent State has also created more opportunities within the university structure to obtain faculty and staff input. This has included surveys, town hall meetings and public forums. Some examples also include

focus groups with AALANA and Regional Campus faculty to aid in AALANA faculty recruitment and retention, employee surveys to help HR identify process changes to increase efficiency and provide better customer service, town hall meetings and design charrettes to help form the university's strategic plan for wellness.

Kent State has also made enhancements to its ethical practices, including creation of a Sexual Assault Response Team for students, and a universitywide campaign to increase awareness of the legal obligation to report any incidents of sexual harassment. In the area of recognition, the President's Excellence Award was established in 2009 to recognize staff that demonstrated one or more goals of the strategic plan, and the first Faculty Appreciation Week was held in the spring of 2013 to thank faculty for their impact on student success. In recognition of its commitment to valuing people, Kent State was named for three years to *the Chronicle of Higher Education's* Great Colleges to Work For list and has been designated a Military Friendly School by G.I. Jobs for four consecutive years.

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 and professional staff positions are identified by the hiring unit in concert with the goals of the university's 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.

Since its inception, the new DDEI has attended the Southern Regional Education Board Compact for Faculty Diversity Conference to recruit potential AALANA faculty. The conference represents the largest gathering of minority doctoral scholars who aspire to be faculty. Kent State deans and DDEI staff meet with participants and their information is added to a database that is used to match Kent State job openings with candidates' qualifications. DDEI also hired a consultant to assist with understanding the business implications for effectively recruiting and retaining diverse faculty. Strategies were developed that focused on improving recruitment and retention of faculty from historically underrepresented groups and clearly identifying lessons learned and best practice approaches. A new training program for faculty serving on search committees was developed.

4P2. Hiring Processes (cc3C)

In addition to the information listed in 4P1, the hiring process for faculty is 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.

A new initiative for faculty positions is the use of coordinated hires, where academic units collaborate to hire faculty members who have the expertise to teach and research in more than one department. The purpose of these hires is to build upon existing strengths in departments and across colleges to further develop each unit's

combined expertise and build centers of excellence. Search committees are used for faculty and administrative positions. Applications 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 also used for classified positions and includes skills assessment and/or testing to ensure the individual has the proper skills for the job. For every job candidate offered employment, the HR Talent Acquisition (TA) unit does a criminal background check, degree verification, if appropriate, and an employment verification/reference checks. TA is also becoming more actively involved in the job search, 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, the university has continued to increase its efforts in the area of diversity recruitment since 2009. University hiring managers continue to reach internal, local, regional and national affinity groups, diverse recruitment periodicals, online resources and networking. This has resulted in a projected increase in underrepresented job candidates of 40 percent from AY2011-12 to AY2012-13; and a projected 6 percent increase in underrepresented new staff hires during that same period. Additionally, one goal of the DDEI is to increase diversity recruitment and retention among faculty (see 4P1 and Tables 4P3a, b, c; and Chart 4P3).

Table 4P3a
AY 2012-2013 All FT Hires, Inclusive of CPM* (projected)

| Racial/Ethnic Category | Count | % of Total |
|--------------------------------|--------------|-------------------|
| African American | 111 | 14% |
| Asian | 26 | 3% |
| Native American/Alaskan Native | 0 | 0% |
| Hispanic/Latino | 11 | 1% |
| Other | 24 | 3% |
| Diverse Hire Sub-Total | 173 | 21% |

| | | |
|---|-----|-----|
| Caucasian | 596 | 73% |
| DNR/CTNR | 46 | 6% |
| Non-Diverse Sub-total | 643 | 79% |
| TOTAL | 815 | |
| *College of Podiatric Medicine, acquired on July 1, 2012 | | |

Table 4P3b
AY 2011-2012 All FT Hires, Inclusive of CPM

| Racial/Ethnic Category | Count | % of Total |
|--------------------------------|-------|------------|
| African American | 61 | 10% |
| Asian | 23 | 4% |
| Native American/Alaskan Native | 4 | 1% |
| Hispanic/Latino | 7 | 1% |
| Other | 6 | 1% |
| Diverse Hire Sub-Total | 101 | 17% |
| Caucasian | 453 | 76% |
| DNR/CTNR | 46 | 8% |
| Non-Diverse Sub-total | 499 | 84% |
| TOTAL | 600 | |

Table 4P3c

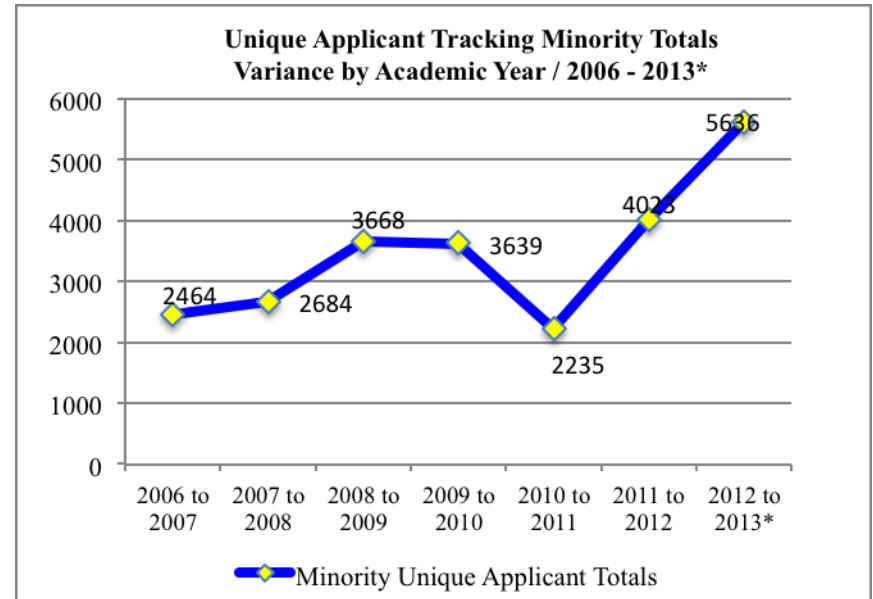
Minority Hire Activity Variance AY 11-12 to AY 12-13*

| Racial/Ethnic Category | Minority Hires as % of Total Hires (2011-12) | Minority Hires as % of Total Hires (2012-13)* | Variance AY 11/12 to AY 12/13* |
|-----------------------------------|--|---|--------------------------------|
| Minority Hire % of Total Hires | 17% | 21% | 23.5% |
| Non-Minority % of Total Hires | 83% | 79% | -4.8% |

***Projected based on data garnered from 7/2012 through 01/2013**

Category 4
Valuing People

Chart 4P3



New since 2009 is an Enterprise Data Warehouse, which allows the university to track numerous demographics on faculty and staff, so comparisons can be made towards progress on any recruitment and retention goal. Trends that can be tracked include age range, salary range, gender, ethnicity and aggregations for years of service, salary and employee counts.

To make the hiring process more efficient, TA set a goal to shorten the process for classified and unclassified positions. In 2009 the hiring process averaged 61 days; in 2013 that time frame had been reduced to 35 days.

In terms of recruitment, KSU boasts several achievements of being a good place to work. Kent State was recognized by the *Chronicle of Higher Education's* Great Colleges to Work For in 2009, 2010, 2011 and 2013 for employees' satisfaction with benefits. Kent State also

earned an “Above and Beyond Award” from the Ohio Employer Support of the Guard and Reserve, which recognizes employers whose efforts exceed the legal requirement for support of employees’ military duty. In 2012 *G.I. Jobs* designated the university as a Military Friendly School for the fourth consecutive year. Two Regional Campuses, Kent State Ashtabula and Kent State Tuscarawas, also received the designation.

Retention and development of employees is paramount to the success of our student-centered environment. The Training and Development unit in HR continues to offer a blend of in-person and online courses for personal and professional development. There are nearly 40 offerings that are available in an online [catalog](#), broken down by topic and job role. 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. Since 2009 the university has restructured its internal leadership program designed to provide a broad perspective in leadership and management strategies within the higher education setting. The mission of the Institute for Excellence (IE) is to promote a culture of excellence for faculty and staff, and the yearlong program now offers two tracks: for administrators and for individual contributors who want to develop leadership skills.

The university has continued to offer a comprehensive health benefits package to its faculty and staff, which aids in the recruitment and retention of employees. This includes benefits for domestic partners, retaining eligible adult children on the benefits plan up to age 28 and a tuition waiver for employees and their dependents. Related to this, one of the university’s AQIP goals centered on the development of a comprehensive, systemwide wellness plan.

4P4. Orienting New Employees

Employees are oriented to the organization in numerous ways. A broad-based half-day university orientation is offered biweekly and

all new faculty and staff are encouraged to attend; the participation rate is approaching 90 percent. 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 behaviors expected of them as members of this community, information about the online employee handbook, and a detailed overview of the benefits elections. The New Faculty Series, sponsored by the Office of the Provost, provides opportunities for new faculty to engage with university leadership around the mission of the university and the roles they serve to accomplish it. The Office of the Provost also hosts a lunch for new faculty at the beginning of the academic year, to introduce them to the resources available through its office. Many departments supplement these university sessions with their own orientation activities. Throughout the year the provost meets with new faculty to determine what needs they might have.

4P5. Planning for Personnel Changes

HR offers an analysis of employee performance history, career progression, cohort analysis and equity analysis to determine employees who could be a fit for advancement. HR has also created studies of retirement-aged staff that could be eligible for retirement, putting their department in a position of needing to hire new staff. HR also advocates for "365 recruitment," meaning it offers guidance to departments to continue to recruit talent, even absent of a position opening, so as to prepare the university for when staff exit. HR offers numerous training and development opportunities including "visioning and succession planning" workshops to prepare departments for staffing forecasting. This type of forecasting may prove to be beneficial in the next few years, with anticipated retirements pending because of changes being made to the state public retirement systems. As part of succession planning at the senior level, several divisions now have a senior associate vice president position, which allows that individual to work hand-in-hand with the vice president so that he/she is able to assume those duties if necessary.

Professional development programs offered to faculty and staff also help provide for personnel changes. IE (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 (see Table 4P5). The Office of the Provost also has a Provost's Fellow program (see 4P9) that provides faculty with an opportunity to spend a year in the Office of the Provost and see how it functions.

A new initiative through DDEI is the Provost's Faculty Associates, created to support recruitment and retention efforts focused on inclusion and the populations of underrepresented faculty, staff and students. DDEI Faculty Associates are expected to develop projects that span two academic years and work closely with the vice president of DDEI and other supporting offices.

Table 4P5
Faculty/Staff Development Participation

| Year | Facilitator Led Courses | On Line Courses | Total |
|-------|-------------------------|-----------------|--------|
| 2009 | 950 | 1,960 | 2,910 |
| 2010 | 1,693 | 1,615 | 3,308 |
| 2011 | 1,424 | 2,710 | 4,134 |
| 2012 | 1,879 | 1,129 | 3,008 |
| Total | 5,946 | 7,414 | 13,360 |

4P6. Designing Work Processes and Activities

Banner has been in use at Kent State since 2007, integrating student, financial, alumni and personnel records. This continues to increase productivity and efficiency. There are now 15 workflow processes in place, which converted many student and employee paper processes to an electronic format. Of that number, five have been implemented since the last AQIP report, including change of program for undergraduates, grade change and cell phone use authorization for employees. There continue to be 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. A new KSU mobile application allows employees to now view select employee information on their mobile device (e.g., leave balances, pay details, list of classes and class rosters for faculty). Many departments are also using digital imaging to retain necessary paper documents.

In 2010, each university division was asked by the Office of the President to conduct an external assessment of its operations. The HR assessment analyzed the services that the various HR units provide to faculty and staff and included a survey that was completed by nearly 1,000 employees. The results identified the division's current strengths and addressed several opportunities for improvement within the context of KSU's strategic plan. The annual performance evaluation process for classified and unclassified employees is constantly being refined to better meet the needs of employees. The process is online, which improves efficiency and decreases costs associated with cumbersome paper processes. Users also have 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, including an electronic process for grievances and pre-disciplinary hearing information and the ability for supervisors and employees to enter information into the system throughout the year.

4P7. Ensuring Ethical Practices (cc2A, 2E)

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. There is an employee code of conduct and an online employee handbook; both explain policies and procedures and spell out what is expected of each employee. Internal audits, the 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. Online training modules are available to all employees, and required of supervisors and managers; topics include workplace ethics, harassment and discrimination, bullying in the workplace and recognizing and reporting sexual harassment. The Board of Trustees also receives ethics training each year through an online course.

Because of new requirements to the federal Title IX legislation, the university has launched an awareness [campaign](#) for faculty, staff and students to make sure all are aware of their responsibility to report any incidents of sexual harassment, including sexual misconduct. On the student side, the [Sexual Assault Response Team](#) (SART) was created to educate students about personal safety and violence prevention. In fall 2012, the position of SART Coordinator was created to provide an advocate for victims of sexual abuse and/or relationship violence.

To ensure compliance with federal regulations, the university has enhanced its [conflict of interest policy](#) for sponsored programs to require each investigator of a sponsored activity to disclose a list of significant financial interests that could compromise the objectivity of the activity.

To help prevent fraud or abuse, the state Auditor's Office has a hotline for Ohioans to anonymously report potential fraud throughout government, including public universities. Kent State has a similar reporting line to communicate university fraud and fiscal abuse concerns; the reporting line is provided through an independent company and is available to all employees.

On the academic side, the university has a policy on [student cheating and plagiarism](#). Students found responsible are reported to the Office of Student Conduct. In addition, the instructor may refuse to accept the assignment and assign a failing grade for the assignment or the class. If the result of the offense compromises the validity of a degree, sanctions could include rejecting a thesis or dissertation or

revoking a certification or degree. Plagiarism School may be recommended for a first-time offense. A new initiative, this is a one-on-one session that serves as a means to reeducate and rehabilitate students who plagiarize; students can also mitigate the sanction applied by the instructor. Research ethics is a component of most graduate programs.

4P8 Determining Training Needs

Since 2009 HR has restructured its training programs into a catalog that is organized by an employee's job role and also aligns with the university's strategic plan (see 4P3). In addition, the Training and Development unit (T&D) continues to respond to departmental requests for customized training in areas they are trying to improve, such as high performing teams, emotional intelligence and effective workplace behaviors. T&D is also being more proactive in offering training for managers in areas where deficiencies have been identified (e.g. workplace climate, strategic vision). The T&D team has also received requests to offer several of its programs to employees of local municipalities, the Cleveland Clinic and other entities. The programs offered through the university's IE (4P3) align with the university's strategic plan and with the AQIP principles of high performing organizations. (See Table 4P8a,b)

Professional development is available to faculty through the FPDC, the University Teaching Council (UTC) and the University Research Council (URC). The FPDC provides units from all divisions' consultation on educational technologies and pedagogy for use in training and development of employees. Examples of this customized training include "PowerPoint versus Prezi," "CRS Implementation," and "AQIP Assessment Reviews." (See 4P3)

4P9 Training and Development

Professional development is part of the culture at Kent State; approximately 85 percent of faculty and staff participate in some type of training/learning activity each year (see 4P3). As part of the IE, additional programming has been added that helps participants

contribute more effectively and also reinforces the training. IE participants take a pre- and post-program 360°, which initially identifies areas for growth and then lets them see the progress they have made during the yearlong program. The IE now also includes feedback from the participant's supervisor during the program and after it has ended. All other training programs offered by HR are designed to ensure that each aligns with the university's strategic plan and the AQIP principles.

The Office of the Provost continues the Provost's Fellow Program that was started in the fall of 2009, but has extended it from one semester to a full academic year. The fellowship provides a faculty member with an opportunity to work in the Office of the Provost and become familiar with its operation and scope. This experience may also help faculty determine if they wish to pursue additional administrative opportunities. The change to a one-year position gives the faculty member the chance to experience a full academic year in the position.

As mentioned in 4P8, the FPDC provides professional development opportunities for faculty at all our campuses, with an emphasis on building and fostering learning centered environments for teaching and research. The center develops competencies through a variety of experiences, including effective grading strategies tailored to student learning outcomes, academic program assessment and universitywide learning institutes. The FPDC also provides individual consultations on a variety of topics around effective and efficient research and teaching, while also providing university leadership on faculty councils and committees.

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. Faculty competency development reinforcement occurs during

annual collegial and department reviews. Reward structures for creativity and leadership come in the forms of seed grants so ideas can be more fully developed and then shared professionally around the University and professional meetings (e.g., Program Assessment grants, Sustainability Course development grants).

4P10. Designing and Utilizing Personnel Evaluation System (cc3C)

The annual staff performance assessment process for classified and unclassified employees consists of three parts: Core Competencies, Position Specific Objectives, and Opportunity for Development. The employee and supervisor complete the online form independently, followed by a one-on-one interview to discuss the full range of employee performance. The evaluation includes performance and the status of the agreed upon goals from the previous year. Goals for the next year are created, which relate to the university's strategic plan and division/department goals and initiatives. A Professional Development Plan may be developed that identifies goals for performance improvement and/or career development.

The evaluation process is now completely electronic and several enhancements have been added (4P6). All new hires are now required to complete four new online training programs as part of their annual evaluation; the mandatory training is also required of supervisors and managers (see 4P2 for other core criteria regarding identifying credentials and skills of new hires).

The Reappointment/Tenure/Promotion (R/T/P) process is reviewed and revised by the Faculty Senate Professional Standards Committee periodically. Tenure and promotion policies were revised in 2010, moving from a Boyer-based evaluation to the more traditional three-pronged evaluation of research, teaching and service. The reappointment policy was revised and approved in June 2012.

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. Despite the continuance of the economic downturn during this reporting period, the university was able to give annual salary increases; through the implementation of a universitywide hiring restriction, Kent State did not experience any layoffs or furloughs.

Kent State's strategic plan now includes a goal of "Developing and Recognizing our People." Examples of recognition include the implementation of the President's Excellence Award in 2009. The annual program recognizes staff that demonstrates one or more goals of the university's strategic plan; each recipient receives \$1,000. In 2010, DDEI implemented a Diversity Trailblazer Award, which each year recognizes an individual who has displayed exemplary contributions in the area of diversity to the university community.

The university continues its online gift program for unclassified employees who reach milestone years of service; and the monetary award classified employees receive at the same milestones. A universitywide employee appreciation event was held in 2011; several divisions and Regional Campuses have their own programs to recognize staff that has provided outstanding service to the university. Further, the Office of the Provost initiated a Faculty Appreciation Week in 2013, to recognize faculty for their impact on student success. The Office of the Provost hosted a weeklong series of events including an appreciation breakfast, promotion and tenure dinner and faculty author reception. In the area of compensation, the current bargaining agreement for tenured/tenure-track faculty includes Faculty Excellence Awards (merit pool) for each year. In addition, tenured/tenure-track faculty members who are promoted to associate professor and professor receive a substantial promotion increment, which is added to their base salary.

The collective bargaining agreement with the full-time non-tenure track (NTT) faculty members includes a Faculty Professional Excellence Pool through which faculty members apply for monetary awards and/or release from teaching responsibilities to support their professional development. In addition, full-time NTT faculty members who are promoted to associate lecturer, senior lecturer, associate professor and professor receive a substantial promotion increment, which is added to their base salary. For staff, a satisfactory 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, domestic partner benefits and discounts on Student Recreation and Wellness Center memberships (see 4P3 for other enhancements). There is also a leave donation program for faculty and staff and an opportunity for eligible staff to annually convert up to 40 hours of sick time to vacation.

As part of the federal health care reform legislation, Kent State provides lactation rooms for employees who are new mothers at all its campuses. Nursing mothers are permitted to use lunch and break time to express breast milk for the first year following the birth of a child; additional reasonable breaks are permitted as needed. In 2012 Kent State began a marketing campaign to promote faculty/staff use of University Health Services (UHS) as a more convenient way for employees to receive primary care services. UHS accepts most major insurance plans and also has self-pay rates available.

4P12. Determining Issues Related to Employee Motivation

Creating opportunities for dialogue and feedback are two avenues Kent State uses to help determine key issues in this area. Various opportunities for listening to faculty and staff are provided through

forums, 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 staff, HR conducts informational sessions at each Kent State location to get informal feedback and address any questions or concerns employees may have. This is shared with the manager of Employee Relations and the vice president for HR and if appropriate, individual concerns are forwarded to the appropriate department. The results of the *Chronicle's* Great Colleges to Work For employee survey are shared with the president, provost and the vice president of HR to determine what areas related to employee satisfaction need to be addressed.

As part of the university AQIP initiative to establish a comprehensive wellness program, HR conducted an employee survey and town hall meetings in 2012 to determine what faculty and staff want in a wellness program and what they perceive as the barriers to participating. The results were used to help develop a five-year strategic plan for wellness.

The DDEI is scheduled to conduct a universitywide diversity climate study during academic year 2014-2015 to establish a baseline profile of the current climate. This study was delayed one year due to the upcoming retirement of our current president.

For Regional Campuses, the Regional Campus Faculty Advisory Council (RCFAC) meets monthly to bring together the elected academic chairs from each campus to discuss individual and shared concerns. These concerns are shared with the associate provost for KSU System Integration, who keeps the provost apprised of issues

that need to be addressed on a larger scale. The Regional Campus deans, who are the chief operating officers for their respective campuses, also meet monthly with the associate provost to discuss issues and courses of actions.

4P13. Determining Issues Related to Employee Satisfaction

The university continues to use the same avenues listed in the 2009 Systems Portfolio to provide for and evaluate employee satisfaction, health and safety and well-being. This includes the university's [Emergency Management Plan](#) and [Emergency Guide](#), in response to incidents of violence at campuses across the country. The university police department and HR have expanded the Alert, Lockdown, Inform, Counter, Evacuate (ALICE) training sessions, which give faculty, staff and students insight and response options when encountering an active shooter situation. As acts of violence have started occurring in more public places, Kent State now offers ALICE training to schools and other organizations outside the university (see Table 4P13). 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).

Table 4P13

| ALICE Training Since 2009 | |
|----------------------------------|--------------|
| Type of Group | Participants |
| KSU Students | 3097 |
| Faculty/Staff | 2757 |
| Customized Community Groups | 250 |
| Total | 6104 |

University Health Services continues to offer its services to faculty and staff and in 2012 implemented a marketing campaign to promote these services (4P11). Health Services is also a certified Workers' Comp facility for any job-related injuries. OneWellU, the university's wellness program, offers free flu shots for employees

covered under a university benefits plan, offers Weight Watchers at Work and monthly Lunch and Learn programs focusing on a variety of topics. Many other wellness options are available through both of the university's healthcare providers. The Care Team, a cross-divisional group, meets regularly to discuss current and/or potential problems on campus. As mentioned in 4P12, one of the university's AQIP initiatives is to develop a comprehensive wellness plan; an employee survey and town hall meetings at all Kent State locations were a part of the planning process.

4R1 Measures Collected and Analyzed

Since the 2009 Systems Portfolio, Kent State has developed additional measures of valuing people. The implementation of the diversity scorecard in 2010 represents a strategic method for recruiting and retaining AALANA faculty and staff. Indicators regarding faculty tenure and promotion were added and tracked by the scorecard beginning in the 2012-13 academic year.

The employee exit interview process has become more structured and consistent since 2009. There is now an electronic survey sent to each employee that voluntarily resigns. The survey is voluntary and information is shared with vice presidents on a quarterly basis. In addition, the university continues to collect and analyze information from the annual staff performance evaluations (see 4P6). There is also the pre- and post-360° assessments and supervisor feedback that are now part of the IE (4P9); information shared with university leaders that is gathered from employee listening posts and employee surveys (4P12); and the employee feedback on wellness that is being used to implement a comprehensive wellness plan (4P12).

As part of its AQIP goals, HR has implemented a methodology for tracking all new hires in order to compare hiring trends and a matrix comparing promotional activity for underrepresented employees throughout the university. Results show that the rate of underrepresented university staff within their affinity group are at or above the university rate average for promotions and has followed a

similar trend each year. Cumulatively, this activity rate represents a 12 percent figure, compared to the overall university average of 7 percent.

4R2. Performance Results

As mentioned in 4R1, the diversity scorecard measures access, retention and success for underrepresented students, faculty and staff. The data is then analyzed and used to develop goals to improve the outcomes of these populations. The data is also vital for on-going meetings with unit heads to identify and develop strategies to reverse declining trends for the populations examined.

Each of the three times that Kent State was named to the Chronicle's Great Colleges to Work For List (4P3, 4P12), it was for employee satisfaction with benefits. Even in 2012, when Kent State was not named to the list, nearly 87 percent of employees indicated overall satisfaction with their benefits; 94 percent indicated they were satisfied with tuition reimbursement for employees and for family members. Another indicator of employee satisfaction, thereby an indirect reflection of the value placed on people in the organization, is longevity. Kent State has a large percentage of employees who have been with the university for 15 years or more (see Table 4R2).

Table 4R2
Number Employees/Multiple Years Service
December 6, 2012

| Employee Type | Years of Service | Total |
|-------------------------|------------------|-------------|
| Classified | 0-5 | 491 |
| | 6-10 | 256 |
| | 11-15 | 214 |
| | 16-20 | 73 |
| | 21+ | 197 |
| Total Classified | | 1231 |
| Unclassified | 0-5 | 1022 |

| Employee Type | Years of Service | Total |
|---------------------------|------------------|-------------|
| | 6-10 | 246 |
| | 11-15 | 204 |
| | 16-20 | 102 |
| | 21+ | 157 |
| Total Unclassified | | 1731 |
| Grand Total | | 2962 |

The university leadership realizes the value of employee recognition and in 2009 added a staff recognition program that is aligned with the strategic plan. The President's Excellence Award (4P11) is in its fourth year and to date has recognized nearly 40 staff members for demonstrating achievement with one or more of the university's strategic goals.

Results from the universitywide wellness survey were used to develop a five-year strategic plan for wellness (see 4P12). Nearly 1,200 faculty/staff completed the survey, and 71 percent said their primary personal benefit from participating would be "to feel better." Lack of time and money were the top two barriers to participating and the most popular program suggestions included a farmer's market, personal training and weight loss management.

Based on its external assessment results (4P6), HR initiated several initiatives to address opportunities for improvement, including: timeliness in responding to customers, better and easier use of technology, making employees more aware of HR services, and making line managers more actively involved in the HR duties for their department. The revised exit interview process (see 4R1) began in January 2011 and to date HR has sent out 226 exit interview surveys and received 55 responses. The information is gathered and sent to university leadership. Other results are mentioned in 4R1.

4R3. Productivity and Effectiveness

In 2010 Kent State introduced a new [strategic plan](#), with a strategy map outlining six strategic goals; each university division head was required to develop a strategy map to align with the university's; this is updated annually. The results and the progress on the units' annual AQIP action projects demonstrates the productivity and effectiveness of KSU's employees. A few highlights of these accomplishments include:

1. Ensuring Student Success

- Enrollment continued to increase each year since fall 2009, growing from a 33,075 full-time equivalent (FTE) in fall 2009 to 34,482 FTE in fall 2012.
- Retention also continued to increase; with the second year persistence going from 57 percent for fall 2009, to 60 percent for fall 2010 and 58 percent for fall 2011.
- Reorganization of the College of Technology to the College of Applied Engineering, Sustainability and Technology.
- Establishment and growth of the College of Public Health.
- Increase in the level of student satisfaction with Destination Kent State (freshman orientation and registration program, 6R2).
- Quality in new student qualifications improvement with increases in freshmen GPAs and ACT scores (6R2).
- Increase in the percentage of international students among freshman classes. (6R2)

2. Enhancing Academic Excellence and Innovation

- In 2012, The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising opened a retail space, The Fashion School Store, in the new Acorn Alley II in downtown Kent. (2P5)
- CCI opened another business, The IdeaBase in downtown Kent. This integrated marketing and communications firm provides a stepping-stone from the collegiate experience to professional experience. (2P5)

- Acquisition of the Ohio College of Podiatric Medicine, now KSU's College of Podiatric Medicine (CPM) (one of nine such colleges in the nation). (2P4)
- The KSU Airport master plan process will solicit feedback from broad stakeholders and help shape the future of the aeronautics program. (2P4)
- CAED faculty and students are involved in the work of the Cleveland Urban Design Collaborative. (2P5)
- TV2, KSU's student-run television station, was named the College Media Association Pinnacle Awards' 2012 "TV Station of the Year" at the College Media Advisers' annual fall convention. The station was also named the "Best TV Sportscast" at the College Media Advisers' fall convention. (2R3)
- Kent State receive \$724,553 in state funding to support workforce development strategies and enhance student success through internship and co-op programs linked to key growth industries in Ohio. (2P4)
- Assessment grants, ELR grants.

3. Expanding Breakthrough Research and Creative Endeavors

- Implementation of Coordinated Faculty Hires among departments and/or Colleges and Schools.
- The Blackstone LaunchPad opened in May 2012, offering guidance, resources and advice to entrepreneurs, innovators and inventors. (2P5)
- 2013 agreement with the National Park Service focusing on collaborative projects and joint research. (2R2).
- College of Public Health established a new Office of Public Health Practice and a Center for Public Policy and Health, both offer services to health departments, hospital systems, government agencies and nongovernmental organizations. (2R2)
- Participation with the mentoring process of the Northern Ohio Minority Business Council. (2I1)

4. Engaging With the World Beyond Our Campuses

- The revitalization of downtown Kent is a public-private partnership between Ohio developers, the City of Kent, private investors and the KSU Foundation, with a total investment of nearly \$110 million that will create 1,650 jobs. (2P2)
- Establishment of online alumni community.
- Alumni College launched in 2011 to engage alumni, and highlight academic programs, faculty expertise and the changing campus.
- KSU National Service Day started in spring 2009 and involves students, faculty/staff and alumni from across the country in a broad community service effort to give back to their communities.
- The Student Discovery Initiative (2P4)
- The May 4 Visitors Center opened fall of 2012 (2R2)
- The Early Childhood Education program became the first in the world to offer an undergraduate program authorized by the International Baccalaureate Organization. (2R2)
- A partnership with Kent State, the Ohio Academic Resource Network (OARnet) and Ireland's National Research and Education Network (HEAnet) was selected to provide advanced technical expertise in building the Bangladesh Research and Education Network. (2R2)
- The Ohio Third Frontier Commission awarded a \$3 million grant to Kent State to support innovation activities in the state. (2R2)
- Kent State received the MAC Cartwright Award for excellence in academics, athletics, and citizenship in 2010.
- HR began working with peer institutions and other public entities to develop viable shared services and consultative opportunities.
- Kent State developed and is scheduled to implement in 2014 a universitywide climate study.
- Created programming initiatives that support integration

of international students and foster global inclusivity.

5. Securing Our Financial Future

- The \$250 million capital campaign ended on June 30, 2012 with total support of \$265,607,913, which was approximately 6 percent above goal.
- A \$5 million gift to create the Elliot Studios for Design in the new building planned for the College of Architecture and Environmental Design.
- The expansion of the University Esplanade to the edge of downtown will bring more students and their families to the downtown area, increasing revenue for local retailers and contributing to the local economy.
- The university has embarked on a major capital improvements initiative throughout its campuses. Foundations of Excellence: Building for the Future, will transform KSU campuses with new buildings and revitalized classroom, lab, studio, performing, living and studying spaces. The project includes four major projects totaling \$150 million on the Kent Campus.

6. Developing and Recognizing Our People

- A new staff recognition program, the President's Excellence Award, was implemented. (4P11)
- HR restructured its internal leadership program and is in its third class of participants. (4P3, 4P9)
- A university wellness coordinator was hired and a five-year strategic plan was developed to implement a universitywide wellness program. (4P12)
- Kent State's health center began promoting more use of its center to faculty and staff. (4P11)
- A "Faculty Recognition Week" was introduced by the Office of the Provost in spring of 2013 to recognize faculty for their impact on student success. (4P11)

4R4. Comparing Performance Results with Other Organizations

Since 2009 Kent State has looked for more benchmarking

*Category 4
Valuing People*

opportunities. The DDEI diversity scorecard included two peer studies with institutions in Ohio and nationwide (4R1). Results show that statewide Kent State has a slightly lower percentage of AALANA tenure-track faculty than other Ohio public universities, but has a higher percentage of AALANA NTT faculty. On the Kent Campus AALANA faculty made up 6 percent of tenure-track faculty; compared to 9 percent at Miami (Ohio) and Cleveland State University. For NTT faculty, the AALANA figure was 7 percent on the Kent Campus, which was second only to Bowling Green State University (8 percent). For staff on the Kent Campus, 12 percent were identified as AALANA, which is higher than three Ohio public universities, but lower than five others.

During the 2010-11 academic year, one of the faculty associates completed a climate Index survey provided by Campus Pride, a national nonprofit organization. The assessment covered eight different factors for LGBT-inclusive policies, programs, and practices. KSU's score suggested that the institution is doing well in LGBT student life, LGBT campus safety, and LGBT counseling and health. However, it needs improvement in LGBT policy inclusion, LGBT academic life, and LGBT recruitment and retention efforts.

As mentioned in 4P3, *G.I. Jobs* magazine in 2012 designated Kent State as a Military Friendly School for the fourth consecutive year. The list includes the top 15 percent (1,739) of 12,000 VA-approved colleges, universities and trade schools nationwide that are the most "military friendly."

In 2010 the university commissioned an [economic impact study](#) as part of its centennial year. Results showed that Kent State is Northeast Ohio's 15th largest employer and the largest employer among all colleges and universities in the region. It is estimated that the Northeast Ohio economy receives approximately \$294 million in added income each year due in large part to the spending of Kent State employees who live in the region and purchase from local businesses that, in turn, buy more supplies, goods and services and

create new jobs. 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.

4I1 Recent Improvements

KSU has made several improvements in this category since the 2009 Systems Portfolio, many of which have already been mentioned. Such enhancements include DDEI's universitywide implementation of the Diversity Scorecard, which allows each unit and division to measure and manage key activities and processes towards achieving the university's diversity goals. The ultimate goal of the Diversity Scorecard is to implement evidence-based decisions to improve the experiences of under-served populations at KSU.

As the nation's economic downturn continued, KSU was able to maintain salary increases and staffing. This was due in part to a 2009 University Employee Separation Plan, which was offered to full-time faculty and staff with 15 or more years of service; approximately 150 employees took advantage of the separation plan.

The restructuring of the HR training and professional development programs better meets the needs of today's employees. This includes an online catalog of nearly 40 offerings, grouped by topic and job role; more online offerings and specialized training at the request of departments or campuses; and curriculum changes to the university's internal leadership program.

The creation of an Enterprise Data Warehouse allows the university to track and compare numerous demographics on faculty and staff, to help monitor faculty and staff recruitment and retention. The warehouse is new, so trends are not yet available. In the area of benefits, lactation rooms are now available at all campuses for female employees; and eligible adult children can remain on an

employee's benefits plan up to age 28. The university is in the process of developing and implementing a strategic plan for wellness, and solicited employee feedback as part of the process. University Health Services used an employee survey and a study of its staff availability to begin offering more services to faculty and staff.

4I2. Selecting Processes and Targets for Improvement

Since the 2009 report, Kent State has created more opportunities within the university structure to obtain faculty and staff input on a variety of issues. This has included surveys, town hall meetings and public forums. Because each Kent State location has a unique culture, every effort is made to get participation from employees at all locations. This feedback is then incorporated into new or ongoing initiatives. This is an area where Kent State could build on, finding more ways for input before major decisions or initiatives are formulated. In the DDEI, a Faculty Associate conducted a series of focus groups with AALANA faculty and Regional Campus faculty during AY 2010-11. The findings are being used to develop strategies and practices that will aid in AALANA faculty recruitment and retention.

Several divisions completed a required external assessment of their respective areas by including an employee survey. In the HR division, the employee input led to changes in processes that are designed to increase efficiency and provide better customer service. Also, as part of the development of the strategic wellness plan, several levels of input were identified through the university structure. This began with all employees asked to complete a survey and/or attend a town hall session. That was followed by a series of design charrettes with representatives from wellness stakeholders (i.e. College of Public Health, the Student Recreation and Wellness Center, and University Health Services). A wellness committee of some of these same stakeholders will help implement the strategic plan for wellness.

Category 5 Leading and Communicating

Introduction

The leadership of KSU functions within a shared governance model. The Board of Trustees, appointed by the governor of the state of Ohio with advice and consent of the State Senate, provides the highest level of governance of the university and delegates the administrative governance of the university to the president. The president, along with a team of executive officers who report directly to the president, leads the institution's administrative and functional areas (see [organizational chart](#)). The Office of the Provost oversees all academic units (see [organizational chart](#)). The Faculty Senate serves as the primary faculty governance body. Students participate in shared governance through the Undergraduate Student Government and Graduate Student Senate. In addition, two students (one undergraduate and one graduate) are appointed as Student Trustees nonvoting members of the Board of Trustees.

Nonacademic, administrative and other divisions reporting directly to the president and links to the associated divisional websites where organization charts or staff listings can be found are as follows:

- [Business and Finance](#)
- [Diversity, Equity and Inclusion](#)
- [Enrollment Management and Student Affairs](#)
- [General Counsel](#)
- [Human Resources](#)
- [Information Services](#) (IS)
- [Institutional Advancement](#)
- [University Relations](#)

Each vice president has direct reports who oversee one or more operational area(s) of the university and provide a link from front-line employees and faculty members into the leadership process. It is through this universitywide shared governance model that

individuals at all levels of the institution have an opportunity to influence organizational direction.

Communication of leadership initiatives and organizational direction is transferred from the president, or other originator, through the university following the organizational structure and through direct communications to faculty, staff and students. Multiple methods of communication are utilized to ensure that individuals receive the appropriate information required for their general knowledge or related to their specific area(s) of responsibility. Methods of communication include face-to-face, electronic and print. In addition to receiving communication initiated by leadership, individual contributors (faculty, staff or students) have the opportunity to share their ideas with the leadership either through the established organizational hierarchy or directly as deemed appropriate.

Performance of senior academic leaders is evaluated regularly through an extensive review process that incorporates feedback from various members of the campus community. In addition, the Board of Trustees annually evaluates the president, subsequently releasing its findings to the campus and greater communities.

5P1. Defining and Reviewing Institution's Mission and Values (cc1A)

KSU's mission is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. The universitywide understanding of this mission is evident throughout the institution in the focus of faculty on research and student learning, as well as the emphasis administrators and staff place on serving students and other stakeholders. Additionally the mission is aligned with the strategic plan that was developed with input from a broad base of

stakeholders. The strategic plan which was approved by the Faculty Senate and President was unanimously endorsed by the Board of Trustees in November 2007. This plan guides the university's future with a focus on fostering student success and achieving new levels of excellence in research and all academic pursuits. An institutional strategy map was developed as an offshoot of the strategic planning process and is an easily understood visual representation of the connection between the mission and specific components of the strategic plan. A process unfolded that was consistent with the culture of the University whereby strategy maps that aligned with the institutional strategy map were developed at the departmental and divisional levels within each division and academic unit. The development of departmental strategy maps was a collaborative effort with the leadership and staff of each department. The process of developing the departmental and divisional strategy maps reinforced the link between the University's mission and academic programs and student services. Planning and the associated budgeting at the departmental level that feeds into divisional plans and budgets follows the priorities identified in the strategy maps. Through the use of the RCM budget model these priorities are further linked with specific budgets. (8P1)

Rather than set a prescriptive defined cycle for comprehensive strategic planning, the leadership of the University has made a commitment to follow the 2007 strategic plan while altering direction as opportunities or obstacles present themselves. The plan was revised in 2010, the university's Centennial year, and is currently being modified due to the revision of the academic affairs strategic plan. There is a continual focus on the strategic plan as a guide for decisions and ongoing operations; therefore, it will become apparent when the strategic plan has outlived its usefulness and a new comprehensive planning process will be initiated. In the meantime, [strategic maps](#) are updated periodically as appropriate for various divisions to address minor adjustments in direction that fall

within the overall strategic plan in place.

In addition to the strategy maps, units within the University such as colleges occasionally identify a need to undertake their own strategic planning process when adjusting a strategy map is not of sufficient scope to capture changes within that unit. An example of an area that called for updated strategic direction is the academic division. As mentioned above, a comprehensive strategic planning process is currently underway which includes a strong focus on seeking input from all constituents. Faculty, staff, students and other stakeholders have the opportunity to be involved in the process through focus groups, electronic communication and written comments. This process is discussed in depth in section 8P1.

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 – representatives from the Tenure Track (TT) and NTT faculty.

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,” an electronic newsletter emailed to targeted members of the general community
- Regional Campus newsletters

5P2. Aligning Directions with Mission, Vision, Values and Commitment to High Performance (cc1A, 2C, 5C)

As described in section 5P1, the process involved in developing the various components of the strategy maps, which guide operational objectives, ensures that divisional and unit-level goals are aligned with the mission, vision and values of the university. Striving to address or achieve goals established in the strategy maps requires a commitment to high performance across the university.

The appointment of the KSU Board of Trustees by the governor of the state of Ohio ensures that the Board is autonomous from the administration and enhances their ability to make decisions in the best interest of the university and students while operating under the requirements set forth by the state of Ohio. At each of its quarterly meetings, the Board is presented with materials prepared by the administration to provide background information related to decisions the administration is requesting the Board to consider. The individual trustees have links to the community that enable them to be cognizant of and consider the interests of external stakeholders as well as the university when they are deliberating decisions. The close interaction between the administration and the Board ensures that the best interests of the university are served. The Board of Trustees delegates management of the university to the administration through the leadership of the president. With support from the Office of the Provost, college deans and chairs are held accountable for overseeing academic matters.

Planning within the university follows the same integrated and systematic processes as those described in section 5P1 for development of the strategy maps. Projects and initiatives can be identified by university leadership or as grassroots efforts introduced by faculty or staff who recognize needs or opportunities. Relationships between university personnel and the community including government, businesses, and individuals help to assure that perspectives of both internal and external stakeholders are considered in any planning process.

Leadership of the institution includes considering individuals with widely varying perspectives and backgrounds, thereby increasing the likelihood that all factors that impact planning are considered, including availability of necessary resources. This frequently entails reallocation of resources to meet current needs. Leadership maintains familiarity with current trends and potential changes in sources of revenue including indicators of future enrollment, anticipated changes in state support, and the economy in general. The faculty and its leadership are engaged and forward-thinking, constantly anticipating emerging shifts in demographics, technology, and globalization.

University leadership identifies specific projects and initiatives that directly support the university’s mission, vision, values and commitment to high performance. Regular periodic staff and leadership meetings as well as annual department/division planning retreats provide for open lines of communication that help to determine priorities and develop the strategy to meet the university objectives. Annual employee performance evaluations at all levels of the university also support appropriate alignment with directions. Evaluations include an assessment of the status of goals from the prior year as well as establishment of goals for the coming year. Goals for the president are used in setting vice presidential goals, which are then used in setting goals for associate vice presidents and

so forth. In this way, there is a connection between organizational goals and those set for first level management and beyond. Another example is the implementation of Kaizen events to address specific process assessment. A Kaizen event was conducted in December 2010 from which a number of process enhancements were initiated for student services across Registrar, Financial Aid, Bursar and other areas. The development of a dynamic student checklist to track the status of actions required of students throughout the admissions and registration processes is one example of the outcome of this effort

“Our Voices, Our Vision,” the strategic plan of the Division of Academic Affairs at KSU is driven by two bedrocks of meaningful participation: first, the opinion and concerns of faculty, students and staff, expressed on the online Civic Commons website and supplemented by a series of face-to-face roundtables and, second, the strategic plans developed in the academic colleges and on the Regional Campuses over the past three years. These unit plans grew from interactions among their faculty, staff and students. Given our RCM approach, such local unit interactions form the real backbone for strategic academic decision making and planning at KSU. Using the university’s six strategic directions as a framework, [“Our Voices, Our Vision”](#) sets the tone and overall direction of our academic program and provides a clear statement of who we are and what we value in the Division of Academic Affairs at KSU.

5P3. Addressing Student and Key Stakeholder Needs and Expectations (cc1B)

The university’s mission, strategic plan and strategy maps are all publicly available on its [website](#). In particular, the strategy maps delve into specific examples of institutional priorities which encompass student success, academic excellence and innovation, research and creative endeavors, a global perspective, financial security, and developing and recognizing our people. The strategic plan identifies the nature, scope and intended constituents of the

higher education programs and services the institution provides. At the heart of all planning is an overriding focus on student needs and expectations. The needs and expectations of other stakeholders are also taken into account especially to the extent that they serve to support student learning.

The needs and expectations of students and other stakeholders are gathered as feedback from these groups in the form of emails, phone calls and it is often requested in the form of surveys to determine initiative results. As referenced in section 8P1, an example is the use of Civic Commons to gather input from stakeholders as part of developing an updated academic strategic plan. An example of the results of taking into account the needs of students and other stakeholders is a recent focused faculty hiring to enhance research productivity and create cutting-edge interdisciplinary opportunities for the training of graduate and undergraduate students. Specifically, a joint venture between the departments of Biological Sciences, Geography, Geology and the CAED to seek four new tenure-track faculty hires to work in the field of urban ecology and hydrology started in fall 2012.

An example of a method of considering the needs of a key stakeholder group was executive-level participation in such projects as the Commercialization Task Force of the OBR, formed to address a call for increased job creation and economic growth in the state of Ohio.

Participation on external boards serves the same purpose. Executive level service includes:

- Regional Economic Growth Corp Board (Martinel Incubator)
- Regional Economic Competitiveness Strategy Team (NorTech)

- OBR – Research Officers Council
- OBR – Technology Commercialization Task Force
- Industry Advisory Board (CAEST)
- Ohio Chapter of the American Psychiatric Nurses Association
- Journal of Nursing Education
- Journal of Psychosocial Nursing and Mental Health Services
- Hiram Farms Living and Learning Community
- Akron Chapter of the American Institute of Architects
- Eastern Ohio P-16 Board
- Youngstown-Warren Regional Chamber Board
- Trumbull-100 Board
- Warren Economic Development Foundation Board
- Eastgate Regional Council of Government
- The Civic Commons
- United Christian Ministries Endowment Board
- Growth Partnership for Ashtabula County
- Ashtabula County Medical Center
- Lift Bridge Community Association
- Akron General Hospital
- Lifebanc
- Porthouse Theatre Action Committee
- International Council of Fine Arts Deans
- Portage Parks Levy Board
- Canton Regional Chamber of Commerce Board of Directors
- Canton Museum of Art Board of Trustees
- JR Coleman Board of Trustees
- Tuscarawas County Community Improvement Corporation
- Workforce Investment Board
- Workforce Initiative Association
- One-Stop Board
- Tuscarawas County Chamber of Commerce

- Twin City Chamber of Commerce
- Leadership Tuscarawas
- Business Factory Inc. Incubator Advisory Board
- Stark Development Loan Board
- Healthy Tuscarawas
- Union Hospital
- Trinity Twin City Hospital
- United Way of Tuscarawas County
- Tuscarawas Philharmonic

Knowledge of needs and expectations of stakeholders from these groups can then be shared with the university community through participation on internal committees such as:

- President's Cabinet
- President's Advisory Council
- Deans' Council
- Provost staff meeting
- Patent Board

Regional Campus leadership takes into account needs and expectations of students and key stakeholder groups by participating in local conversations through serving on external boards and organizations. For example, the Dean of Kent State Tuscarawas serves on the following:

- Tuscarawas County University Branch District Board of Trustees
- Tuscarawas County University Foundation Board of Directors
- Tuscarawas County Chamber of Commerce
- Tuscarawas County Community Improvement Corporation
- Tuscarawas Oil and Gas Alliance
- Workforce Investment Board for Stark and Tuscarawas

Counties

- Workforce Initiative Association

5P4. Seeking Future Opportunities While Enhancing Focus on Students and Learning

KSU leaders guide the institution by actively seeking external and internal opportunities to advance the excellence agenda. By centering on regional, national and worldwide needs, the offices of the President and Provost have identified areas for university growth and enhanced student learning, while developing ways to meet societal needs. Academic leaders guide internal initiatives that seek to enhance student learning opportunities. A key example includes the formation of the Tiger Team which was a group led by an expert in process assessment and tasked with reviewing various internal processes to identify areas for improvement. The Office of the Provost charged the Tiger Team to conduct 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 vital programs—expanding the Destination Kent State Advising and Registration visit to an overnight format, the beginning of classes Welcome Weekend, and the First-year Experience seminar—all designed to strengthen the students' bond with the university, enhance their learning experience and improve retention.

Recognizing an urgent state and national need for highly trained public health professionals, the university launched a College of Public Health, establishing a Bachelor of Science degree in public health, effective Fall Semester 2010. The degree program's curriculum is provided by the colleges of Arts and Sciences; Education, Health and Human Services; and the newly formed Public Health, which takes advantage of nationally recognized Kent State strengths in areas such as nursing, bio preparedness, sociology and violence prevention, and resulted 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.

The success of the new College of Public Health has resulted in the expansion of degree programs offered to include the Master of Public Health in five specializations and the Doctor of Philosophy in three specializations. Another example of seeking opportunities with a strong focus on students and learning is the merger with Ohio College of Podiatric Medicine. This merger was effective July 1, 2012, and resulted after several months of investigation, due diligence and operational planning. The newly created KSU CPM provides opportunities for collaboration in learning and research for students in areas such as public health and nursing.

5P5. Making Decisions (cc5B)

Leadership and collaboration are important factors in the decision making process at KSU. Policies are revised and/or developed in collaboration with various internal constituencies (faculty, staff or students) impacted by the requirements established by the policies. An example is an ad hoc committee on academic policies established by Faculty Senate and the Office of the Provost. The administration and governing board are involved both at the beginning when recommending a need for revised or new policies and at the end in approving the documents put forth once fully developed and vetted. The Board of Trustees maintains its knowledge about the university through four quarterly meetings as well as regular interaction with the president and other members of administration. Through these interactions current information of consequence is presented in addition to items requiring decisions at the Board level.

Committees, teams, task forces and ad-hoc groups are formed for specific tasks and 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 website postings. In addition to the Tiger Team mentioned in section 5P4, examples of committees and councils include:

- Ad hoc accreditation committees
- Assistant and Associate Deans
- Business Administrator Services (BAS) Forums
- Enrollment Managing Coordinating Committee
- EPC
- Commission on Inclusion
- Faculty Senate
- Women's STEM Task Force
- Kent Core/Curriculum Implementation
- Task Force on Sustainability
- University Council on Technology
- University Diversity Advisory Council
- Faculty Senate Budget Advisory Committee (FaSBAC)
- URC
- UTC
- Wayfinding Committee

5P6. Using Data, Information and Performance Results in Decision-Making Processes (cc5C)

The integrated and systematic planning described in section 5P2 relies on the open sharing of data, as well as assessment of performance results which in turn impact the decision-making process. This includes taking into account data related to current

conditions, as well as emerging issues. Examples include Diversity, Equity and Inclusion's Women's Task Force, Distance Learning Development, the Downtown Project and the building project on campus.

University leaders share data, planning initiatives and performance results consistently and institutionwide with the goal of improving processes and outcomes. Research, Planning, and Institutional Effectiveness (RPIE) in particular works to centralize data online to ensure consistency and accuracy in collection, interpretation and application of the information. Consistency affords opportunities for peer and other external comparisons, along with internal comparisons that can provide a historical perspective. The data warehouse is continuously 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 (ERP) application, Banner, also has helped streamline the sharing of data for decision-making, in the following ways:

- Allowing access to information and services through a single-sign on, highly secured portal.
- Automating tracking of grant submissions and management of grants reporting.
- Continued expansion of electronic workflows to facilitate information flow, processing and elimination of paper.
- Expanding Self-Service in all modules to enable Web processing of most university business from benefits, to registration, to fee payment and W2s, etc.
- Developing integrated information architecture.
- Development of the dynamic online student checklist.
- Sharing common data across all modules for heightened data

integrity and less redundant processing.

- Providing eProcurement online catalog searches and purchasing.
- Improving Web-based day to day reporting and expanded data warehouse capabilities.
- Modernizing computing architecture to provide 24/7 secure access in a web environment from anywhere in the world.

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—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, 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 outcome was that the communications were more effective in attracting high-achieving students to the university which is evidenced by increased quality indicators (GPA and ACT scores) for incoming freshmen as detailed in 6R2.

To help 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 universitywide commitment to continuous improvement. Use of WEAVEonline has not yet expanded uniformly across the university and increasingly consistent use throughout the institution will improve availability of outcomes data in all divisions. Other assessment and review tools also are available to members of the university community to aid in decision-making, including links

to websites 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 Levels and Units

Various communication vehicles are used to share information among levels and units of the university. The Division of University Relations assists in planning, implementing, and assessing internal and external communications on and off-campus.

Electronic: The president sends a weekly email 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 feedback of a critical nature is addressed by him.

A weekly e-newsletter (*e-Inside*), produced by the Office of University Communications and Marketing, in the Division of University Relations is emailed to all faculty and staff to inform them of policy updates, program initiatives and other news, including feature stories about student, faculty or staff successes. Anyone is welcome to submit story ideas to the editor of the publication.

A monthly e-newsletter (*Management Update*), is sent to all managers and supervisors informing them of top-level management issues, HR 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.

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 are also used widely by departments as well as special interest groups at the university.

Face-to-face: Shared governance is a priority within the culture of KSU. 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 and policy changes. 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 Coordinating Committee. 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 IS.

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. Such social media as Twitter, Facebook and blogs are also used and growing in popularity.

Vice presidents meet with direct reports individually and as a group in either routine or ad hoc meetings, associate vice presidents meet

with their direct reports, and so forth.

Print: On occasion, departments will issue a newsletter or flier to announce a new program or effort (e.g., EMSA's quarterly publication for all university stakeholders).

5P8. Communicating Shared Mission, Vision and Values (cc1B)

As explained in 5P3, the mission, strategic plan and strategy maps are all publicly available on the university's website. Communication throughout the university is partly accomplished by engaging departmental personnel in planning processes such as developing strategy maps. Some specific examples of communications are identified in 5P7.

Kent State's leadership utilizes a 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.

Communications 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 webpage, addresses a variety of timely topics and themes, including many related to mission, values and vision. The president (and other executive officers) also sends occasional, topic-specific "FlashLine" emails 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 email 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 news briefs and events of significance to the university community, as well as stories to celebrate group or individual successes. 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 universitywide goals, outlines goals for the coming year, and always refers (directly and indirectly) to mission, vision and values. The address, along with other key speeches, can be seen as a live webcast on all campuses, is broadcast on WKSU.

Web pages: Many university Web pages include standing and regularly updated messages that speak to mission, vision and values. For example, the provost posts "Latest News and Announcements" on his Web page that address the university's academic mission and vision as it reports on related goals and initiatives.

Print publications (typically also available online): A variety of university, college and departmental publications build awareness about and reinforce the university's shared mission, vision and values. For example, *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 President's 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 representatives from various offices throughout the university participate.

5P9. Encouraging, Developing and Strengthening Leadership Abilities (cc5B)

As explained in section 5P5, leadership and collaboration are important aspects of the decision-making process at KSU. Many opportunities are available for faculty and staff for developing and strengthening leadership abilities including training and professional development (both internal and external), participation on functional committees, etc. One example of a robust training opportunity is IE which is a 10-month program offered by HR. Details for this and other opportunities are provided in 4P8 and 4P9.

Within divisions and departments, leadership is encouraged through the performance appraisal and goal-setting process, and by offering professional development opportunities on and off campus. As

detailed in 4P8 and 4P9, there are also many opportunities for faculty to experience leadership roles and participate in governance in collaborative settings.

5P10. Developing and Implementing Leadership Succession Plans

Section 4P5 of this portfolio provides information regarding leadership succession planning.

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 officer 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 later it was remerged with the External Relations Committee. Most recently the role of the Audit Committee was modified and the committee renamed to Audit and Compliance Committee with an expanded charter. This was done to communicate the committee's focus on compliance and to include addition of administrative liaisons. Also, matters of athletic compliance now fall within the scope of this committee. In short, Board committees are reviewed annually to ensure they reflect the priorities and work of the Board during the coming year.

The Presidency:

KSU's president announced on April 17, 2013 that he will retire from the university effective July 1, 2014. Informing the university well in advance, allows for the Board of Trustees to conduct a thorough national search for a successor.

KSU's last presidential transition occurred in July 2006. During this time, 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 the former president. 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 universitywide 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 KSU 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 process followed during the previous change in the presidency will be again followed, with minor changes to reflect current circumstances.

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.

It is through all of the steps described above that the leadership of KSU preserves the university's mission, vision, values and commitment to high performance during leadership succession.

SR1. Performance Measures Collected and Analyzed

The Board of Trustees continues to complete an annual review of the president and issues its findings publicly. Periodic formal reviews are done for all leadership team members. In addition, the provost, deans and department/school chairs/directors meet annually to review goals as well as every five years for an extensive review with input from various stakeholders. This is a very public process that is communicated across divisions and defined within the Policy Register.

An institutional strategy map was created based on the mission and vision articulated in the university's Strategic Plan. Most important, the document ties key tasks and meaningful measurements to each goal. The [map](#) summarizes strategic goals in which all university units are involved directly or indirectly. Since 2009, division, campus and college strategy maps have been developed that align with the institutional strategy map.

Kent State leadership continues to take a proactive, planned approach to leading through the analyses of internal and external information to enhance the services and effective, efficient performance of the university. RPIE provides traditional and customized information to the Kent State leadership, staff and faculty on an ongoing basis. Traditional information such as student enrollment, graduation rates and institutional and faculty data is shared across the eight-campus system through printed, electronic and face-to-face communication to inform and assist in decision-making and plans. In addition, the president and provost use scorecards and other primary data, as well as secondary research, to help shape plans and decisions.

Across all divisions results are aligned with division goals and strategy maps that relate to the overall institutional goals and strategy map. Throughout the staff and faculty, research is conducted and

results are shared to help shape decision-making. Results are often shared between the president, provost, vice presidents, deans and other administrative leaders, with the understanding that this information will be shared online and in print at the division and department level.

Annual performance evaluations that reflect on strengths and opportunities in these areas are gathered for all employees. In many divisions and across campuses, the employee reviews reflect achievements against goals aligned to the overall strategy and goals of the university and specific division. Results are generally shared with employees, faculty, staff and the community in meetings, electronic communication and published documents, including press releases and articles. Satisfaction surveys on various topics, including [wellness](#), are conducted on an ongoing basis. Information is shared with the leadership faculty and staff through meetings, and written and electronic communications.

5R2. Results for Leading and Communication

In addition, the campuses, colleges and offices provide written and electronic communications to students, parents, faculty, staff and community-at-large. Electronic communication is tracked and reported to executive leadership, faculty, or staff depending on the channel of communication and target audience. For example, the University Communications and Marketing Web Team provides a monthly dashboard that tracks metrics reflecting website use. Also, University Communications and Marketing tracks metrics for external and internal communications, including the branding advertising campaign, and the monthly *Management Update* e-newsletter.

| Internal Electronic Communications |
|--|
| <i>e-Inside</i> – Weekly Faculty, Staff Online Newsletter <i>Noteworthy metrics Sept. 1, 2010 – Sept. 30, 2011</i> <ul style="list-style-type: none">• Distribution: 7,078 (includes faculty, staff, legislators, graduate assistants, foundation, faculty abroad)• Sept. 2011 open rate: 60%<ul style="list-style-type: none">○ Compared to Cleveland Clinic open rate of 32%• Top 5 stories<ul style="list-style-type: none">○ Home page of publication○ Message board home page○ Classifieds○ Archives○ New & Familiar Faces |
| <i>Management Update</i> – Monthly Publication to Managers, Directors, Deans, Chairs, Vice Presidents <i>Noteworthy metrics Sept. 1, 2010 – Sept. 30, 2011</i> <ul style="list-style-type: none">• Distribution: 650 (approximately, fluctuates by a few based on employment levels)• Day one opens: generally, 800*• Month opens: generally, 1,200-1,500* <p>*reflects a single user opening more than one time</p> |

In an effort to retain and graduate more students, Kent State has implemented several retention initiatives and programs. Kent State's official 15th-day census data for the eight-campus system show that retention strategies are impacting student success and delivering results. The data illustrated that Kent State set a new record high for spring recorded enrollment, breaking last year's record. Kent State reported 40,398 students for the Spring 2012 Semester, compared to 39,936 for Spring Semester 2011, representing an increase of 1.16 percent.

Retention strategies that the university put into action include the opening of the new KSU Math Emporium, a state-of-the-art

computerized learning center designed to equip students with the mathematical knowledge they will need on their path to graduation; GPS tracks student progress to graduation with new enhancements that allow students to see all requirements for earning a degree with an individualized plan of study; the expansion of tutoring and student support services at the Academic Success Center; and the Center for Student Involvement's "What's Up Kent State?" initiative that encourages students to participate in on-campus events and earn FLASHperks reward points for activities.

Highlights from the spring 2012 enrollment numbers include an unduplicated (or preponderant) headcount at the Kent Campus of 25,773 and 14,625 at the Regional Campuses. Students are counted only once at the campus at which they hold the majority of their course load. The persistence rate of spring 2012 undergraduates (fall 2011 first-time, full-time freshmen who have persisted and registered for spring 2012 classes) at the Kent Campus is 93.8 percent. Graduate enrollment has increased by 3.80 percent (preponderant).

5R3. Comparing Performance Results with Other Institutions

Since 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 university has continued to participate in this ranking and benchmarking/peer process, as well as, participated in other international and national university reviews.

For the second straight year, KSU has earned a place in the Best National Universities category with its inclusion in the 2012 edition of Best Colleges by *U.S. News & World Report*. Once again, Kent State received a coveted spot in the first-tier list of Best National Universities. Kent State was ranked 194 in this exclusive ranking, which include rankings of more than 1,500 schools nationwide.

Over the past few years, KSU has taken a closer look at rankings. Rankings are communicated through internal stories and communication channels, spotlighted in news releases, highlighted on the kent.edu website and promoted through branding, mass marketing and direct tactics to prospective students and parents, Kent State students and parents, faculty, staff, alumni and the community.

KSU is ranked by the Carnegie Foundation for the Advancement of Teaching among the nation's top 74 public high-research universities and among the top 76 colleges and universities in community engagement. Kent State has the greatest total number of graduates in Northeast Ohio. With more than 200,000 alumni, the university has produced the largest total number of graduates compared to any other institution of higher education in the region.

In 2012, Kent State was recognized among the top world universities as ranked by *Times Higher Education*, London. In 2011, for the second consecutive year, London-based higher education magazine *Times Higher Education* ranked KSU as one of the world's top universities in its annual World University Ranking. Kent State was the only public research university in Northeast Ohio to be awarded the honor and one of only four public and private schools in the state of Ohio.

In addition, rankings for specific programs and degrees are also noted, communicated with internal campus audiences and shared with external audiences. Examples include the College of the Arts (ARTS), School of Fashion Design and Merchandising, which is ranked third in the country and 13th in the world by popular online fashion magazine, *Fashionista* and the College of Business Administration is ranked in the top tier of *U.S. News & World Report's* "Best Undergraduate Business Programs."

The National Study of Instructional Costs and Productivity, or

[Delaware Study](#), provides data on teaching loads by faculty category, direct cost of instruction, and externally funded research and service productivity. The comparison tables present Kent State's institutional data side by side with the normative data from all participating institutions. Data for academic year 2011-2012 will be submitted in January 2013. Results will be available September 2013. KSU has received numerous advertising, marketing and communication awards in recent years. Please see Appendix B for a list of awards.

5I1. Recent Improvements

Many processes have been instituted universitywide to provide data that informs decision-making. These processes are meant to be transparent and serve as a major form of communication by leadership. The governance structure provides for regular communication across divisions and groups of employees to ensure alignment of views and practices.

Developing performance measures for the processes that assess results in “leading and communicating” has begun across the institutions. More consistent use of data from RPIE is being used for decision-making. In addition, information and results are shared across divisions, academic units, and campuses among the leadership (president, provost, vice presidents and deans). Electronic communication helps to provide consistent information to faculty and staff. Consistently sharing of results and other significant information across divisions, academic units, campuses, and departments creates an opportunity for improvement. Moving forward, we will continue to look for ways to improve in this area. We have focused two of our AQIP action projects in this area specifically focusing on improving grassroots communications in decision-making processes and enhancing communication flow throughout all the university campuses.

5I2. Selecting Processes and Targets for Improvement

Category 5
Leading and Communicating

The process for strategic planning across the institution is highlighted in R1. As a result of this process, Kent State leadership is able to identify opportunities to achieve the goals and implement against the strategies highlighted in the strategic plan and strategy maps across the institution. Examples would include the Regional College and the DDEI.

Through the strategic planning process, a decision was made to establish the Regional College. The position of Associate Provost for System Integration and Regional College Dean was created and filled to lead this effort. The Regional College is the academic home for programs that are only offered at one of the KSU Regional Campuses. The Regional College consists of seven Regional Campuses and the Regional Academic Center in Twinsburg. The Regional Campuses are a network of seven distinct campuses within the university. Three of them, Kent State Ashtabula, Kent State East Liverpool and Kent State Salem, are named for the cities in which they are located. The remaining four—Kent State Geauga, Kent State Stark, Kent State Trumbull and Kent State Tuscarawas—are named for their corresponding counties and located near the cities of Burton, Canton, Warren and New Philadelphia, respectively.

The campuses have developed mission statements and strategic plans. Each campus has established a campus committee involving departments from across the campus. In addition, they are inclusive in communicating to the entire campus. Each Regional Campus is offering degrees targeted to the needs of its local communities. Some programs are offered at all of the Regional Campuses while others are offered at only one of the Regional Campuses. All campuses offer certificates, associate degrees and bachelor's degrees. The course requirements within each degree are aligned to the knowledge and skills needed to be competitive and successful in the 21st-century job market. Local employers play an active role in defining the learning outcomes of our graduates. The Regional College is an

integral part of KSU, advancing the mission of the university by delivering its programs and services throughout Northeast Ohio, supporting the goals of student success and connecting with the community behind our campuses.

Another great example of the results of the strategic planning process is the DDEI. President Lefton established the President's Commission on Inclusion in 2009 to build upon the University's Strategic Diversity Plan and develop broad-based initiatives, including specific actionable ideas and recommendations. Importantly, the collective outcome of these recommendations should move the university beyond its current state to a new desired state of inclusiveness, within consideration to the university's relevance to Northeast Ohio.

The commission gathered analyzed and synthesized information and identified four interdependent themes that created the framework. As a result of the committee's efforts and recommendation, the Office of Diversity was restructured to increase the accountability for diversity related outcomes and provide the necessary functional authority, support systems and services to carry out its mission.

DDEI was established in the 2009-2010 academic year. In October 2009, Alfreda Brown, Ed.D., was named the Vice President of Diversity, Equity and Inclusion. This position reports directly to President Lefton and provides administrative oversight of KSU's diversity initiatives.

DDEI is currently working with university leadership to implement the following:

- Diversity Scorecard Assessment Tool to annually deliver additional insight on the status of racial diversity at KSU.
- Improvement strategies to correct inequities regarding access, retention, and excellence for AALANA students,

faculty and staff. Data will be collected, analyzed and distributed to colleges and divisions in the fall of each year.

- Collaboration with university leadership to implement goals and strategies that will direct the university toward enhancing inclusiveness.
- Restructuring in AY 2010-2011 of the University Diversity Action Council, (UDAC), representing all eight campuses of KSU, to monitor progress on commission recommendation.
- Establishment of the President's Ambassadorship to bring distinguished local minority professionals to the Kent Campus to share their professional knowledge and experience with KSU students.

Category 6 Supporting Institutional Operations

Introduction

KSU has made important strides in improving support for institutional operations. These efforts help to provide an environment in which learning can thrive. The University Strategic Plan outlines six strategic goals. Metrics related to all six strategic goals were identified and tracked to improve support for institutional objectives. The adoption of this measurement driven approach to managing the support for institutional objectives highlights KSU commitment to continuous improvement.

During the past four years, KSU has made significant strides in supporting institutional objectives. A few recent examples include:

- Support for Student Retention: Kent State's GPS, was implemented in 2010. It tracks student progress to graduation, allowing students to see all requirements for earning a degree and creates an individualized plan of study.
- Support for Diverse Students: In March 2010, KSU opened the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Center. The LGBTQ Center serves as the academic and social hub for the university's lesbian, gay, bisexual, transgender, queer and questioning students.
- Support for International Students: While Kent State had established academic centers in Geneva, Switzerland, and Florence, Italy, we have recently open offices in China (2008) and in India (2011). The number of Chinese students has increased from 91 students in 2008 to 576 in 2011.

Moving forward, KSU needs to continue to refine the metrics and reset the measurement targets to continue to build on recent improvements in this area. University leaders also employ a number of techniques to determine the needs and suggestions of students. Such techniques range from the use of Campus Labs/Student Voice Survey, a tool frequently used to capture student responses regarding

their specific needs, to the use of qualitative data gathered from targeted focus groups. Numerous affinity groups and organizations also provide a space for students to express individual needs and share personal aspects of their experience at the university.

To get a better understanding of the needs and expectations of students, we examine our performance in terms of student success to that of our peer institutions. Employing various metrics related to retention, diversity and employability, our use of comparative data will allow us to maintain a competitive advantage among our peers in the state of Ohio.

Several methods of communication, including FlashLine, our online portal, and mass emailing and text messaging, ensure that relevant information is disseminated to the entire campus community. The university website continues to serve as the main source of information.

6P1. Identifying Support Service Needs

The university uses a variety of processes, groups, and tools to identify student and stakeholder needs. Processes used to identify student support needs include:

1. Admissions intake process
 - Collect information used to plan student support services (i.e., housing, health, accessibility, activities, etc.)
 - Collect information used to plan academic support (i.e., student placement, student success services, majors, minors, etc.)
2. Academic advising (GPS)
 - Identify requirements for graduation
 - Reviewing progress
 - Identify required courses
 - Identify Student Success Services needs

3. Early academic alert process
4. TRIO and Upward Bound
 - Identify support needs for economically disadvantaged students

Initiatives that help to identify student support needs include:

- Undergraduate Student Government
- Graduate Student Senate
- Freshman Advisory Council
- Kent Interhall Council
- Commuter and Off-Campus Student Organization
- Student Quality Advisory Committee (EMSA)
- President's Commission on Inclusion
- Student Multicultural Center
- LGBTQ Center
- Women's Center
- TRIO Upward Bound
- Provost's Faculty Associates for Diversity, Equity and Inclusion
- President's Ambassadorship
- A variety of student organizations representing the needs of different student groups (e.g., Black United Students, Hillel at Kent State, Veterans Club, Korean Student Association)

Tools and procedures that help identify student support needs include:

- Student Voice Survey Tool (EMSA)
- Focus groups (Student Multicultural Center)
- Student and parent surveys (DKS)
- Student complaints (Student Ombuds)
- Government regulations (i.e., Title IX, "Campus Sexual Assault Victims' Bill of Rights," Public Law: 102-325, section 486[c])

Processes used to identify other stakeholder needs include:

1. Alumni events
 - Alumni receptions often feature a speech by the university president
 - Alumni College (See 4R3) events may feature a lecture by a professor
 - Alumni Chapters hold a variety of social, service and fund raising events
2. The university sponsors vendor diversity events that provide an opportunity for diverse vendors to learn more about products and services purchased by Kent State.
3. Weekly meetings are held between the university Senior Vice President for Business and Administration and representatives of the City of Kent, Portage County, and the Portage Area Regional Transportation Authority both to manage the current downtown revitalization project and to forge an ongoing relationship that will support future cooperation.
4. The university works with employers in a variety of ways. To help place students both in permanent and internship positions the university holds career fairs, sponsors an internship program and schedules on campus interviews. Additionally, local employers serve on advisory committees for various departments (e.g., Center for Information Systems) that advise the departments on curricular needs, as well as fostering relations with the faculty, students and employers.

Groups that help to identify other stakeholder support needs:

- Alumni Chapters
- Alumni National Board of Directors
- College and Department Advisory committees
- University membership in Greater Cleveland Partnership, Advance NE Ohio, NORTECH, NOCHE, etc.
- Kent and Regional Campuses may participate in a variety of local civic organizations.
- Chamber of Commerce
- Community Improvement Corporation (CIC)

- Oil and Gas Alliance
- Workforce Investment Board
- Workforce Initiative Association

Tools and procedures that help identify other stakeholder needs:

- Alumni Web and social media sites
- Career Services Employer Survey of Graduates

The data collected from these and other processes, groups, tools and procedures are reflected in the annual WEAVEonline reporting process.

6P2. Identifying Administrative Support Service Needs

The university uses a variety of processes, groups, tools and procedures to identify administrative support service needs of university employees.

The processes used include:

1. Annual performance evaluations determine individual needs and can identify common needs among various groups.
2. Planning processes (university, division, department, project) identify resources and training (support needs) required to meet goals.
3. Collective bargaining process provides an opportunity to identify support needs.
4. The AQIP review process may identify unmet or partially met support needs.
5. The shared governance process provides an opportunity for faculty support needs to be identified as policy changes are being implemented.

The groups involved include:

1. Faculty Senate
2. American Association of University Professors
3. American Federation of State, County and Municipal Employees

4. FPDC
5. Faculty Advisory Committees
6. President's Commission on Inclusion
7. Regional Campus Faculty Advisory Council
8. Business Administrators Forum
9. Staff Ombuds
10. Women's Center
11. Provost's Faculty Associates for Diversity, Equity and Inclusion
12. President's Ambassadorship
13. University Diversity Action Council

The tools and procedures used are:

1. Employee Surveys (i.e., Best Places to Work; Wellness)
2. Town Hall Meetings (i.e., Wellness)

The data collected from these and other processes, groups, tools, and procedures are reflected in the annual WEAVEonline reporting process.

6P3. Designing, Maintaining, and Communicating Support Processes

The university and Regional Campuses have developed emergency plans consistent with university policies, procedures and with guidance from the KSU Police Services. The development of these plans included campus personnel from academic affairs, student services and security. Public Safety and healthcare staffs participate in statewide and national meetings that ensure common standards of practice throughout the state. 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. Emergency plans are reviewed annually with reminders sent to all employees at the beginning of each academic year.

Emergency communication is enhanced through Flash Alerts (text

message on cell phones), email alerts, emergency system alerts (outdoor sirens and speakers and indoor alert systems), campus website, broadcast media and by emergency phones in parking lots and other outdoor areas.

Employee and student input have spurred the implementation of ALICE (Alert, Lockdown, Information, Counter and Evacuation) training, a Security Escort Service, a Care Team, a ThreatLine (to report nonemergency issue), a Sexual Assault Response Team (SART), and OneWellU (KSU's wellness program). Annual flu shots are available through University Health Services.

Research and Sponsored Programs provides safety training for researchers and staff who may handle hazardous materials.

6P4. Managing Student, Administrative, and Organizational Support Service (See 6P3.)

The eight executive officers/vice presidents of the university manage key support services. 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 a specific division (area) of the university. They also have regular formal and informal meetings with their staff of deans, directors and department chairs. 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.

The university deans, with input from faculty and staff, identified a common set of annual reports that provide data and information for the establishment and tracking of short-term and long-term goals and action items. These reports are important tools that enable the university to measure progress on improving support services. The Operational Data Store (ODS) and the Enterprise Data Warehouse (EDW) enable end users to access these standard reports and create ad hoc reports and queries. The implementation of customized ad hoc data extracts and reports has led to ongoing systematic analyses

that support continuous quality improvement. Progress is reported in the AQIP annual reports (WEAVEonline) (see 8P1).

The university purchased and implemented new IT helpdesk software and service. In regards to student, faculty and staff IT support needs, the new helpdesk plays a key role in managing incidents, identifying problems and performing root cause analysis. Following these newly implemented steps creates a continuous improvement cycle for IT support processes.

6P5. Documenting Support Processes

Support processes are coordinated through and shared by the executive officers. Documentation that needs to be shared is placed on the university website utilizing templates developed by University Communications and Marketing. Major changes are announced at the President's Administrative Council, which includes all deans, chairs and directors. Changes impacting university faculty and staff will be announced in the *e-Inside* publication or through targeted emails. Changes impacting the entire university community will be announced using a FlashLine (Kent State's Portal) Announcement, a targeted email and/or placed directly on the university website.

6R1. Measures Collected and Analyzed (See 6P5.)

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. Specific measures tied directly to the university's strategic goals are listed in the strategy map for each division:

Academic Affairs Strategy Map

- Increase level of student satisfaction with Destination Kent State.
- Increase Honors students by 5 percent and international students by 12 percent by 2013.

- Increase research funding to \$46 million.
- Increase number of KSU students studying abroad by 3 percent

Diversity, Equity and Inclusion Strategy Map

- Sustain/Increase number of new external partnerships
- Sustain/Increase participation and success rate of underrepresented/underserved students in specific programs
- Increase participation rate in diversity programs
- Increase persistence and graduation rate for AALANA students
- Increase number of diversity grants awarded

Enrollment Management and Student Affairs Strategy Map

- Increase undergraduate student enrollment to 35,871 in fall 2010, a 1 percent increase from fall 2012.
- Improve the academic profile of incoming Kent Campus first-year students.
- Develop and implement new targeted student recruitment initiatives to enhance incoming class size and quality.
- Increase the quantity and monetary value of financial aid awards, in direct response to rising cost of attendance.
- Increase the use of classroom space to promote efficiency and enhance academic excellence.
- Work with IS to expand wireless capabilities to all residence halls and promote student access to learning technologies.
- Increase the number and scope of residential living-learning communities.
- Maintain on campus affordability (as determined in relation to our residential peer institutions).
- Enhance employment and internship opportunities for current and graduating students via expanded career-related services and greater employer attendance at career fairs.

Information Services Strategy Map

- Provide helpdesk first call resolution of over 70 percent.
- Provide helpdesk average speed to answer of less than 60

seconds.

- Ensure more than 80 percent of customers rate satisfaction with TechSpot service as good or excellent.
- Install new technology in 25 classrooms in FY2010.
- Reduce help desk calls regarding ID and Password reset by 10 percent.
- Percentage of residence halls completely wireless: Goal is 100 percent.
- Percentage of academic buildings with complete wireless Goal is 100 percent.
- Percentage of administrative buildings with complete wireless: Goal is 100 percent.
- Conduct IS management professional development programs at least twice annually.
- Ensure all IS employees attend at least two diversity-related training programs or events each year.

Institutional Advancement Strategy Map

- Achieve \$75 million Centennial Campaign goal for capital projects.
- Achieve \$75 million goal for new endowment funds.
- Achieve \$100 million goal for current operating needs.
- Increase online community participation by at least 10 percent per year.

Research and Sponsored Programs Strategy Map

- Improve student quality indicators.
- Increase student geographic and ethnic diversity.
- Increase Federal research dollars.
- Measurable increase in brand awareness and preference.
- Competitive rankings on [employer quality](#).

Most support units conduct satisfaction surveys and compile customer comments, applying results obtained to refine operational processes. The university conducts the 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. While there are a large number of measures tracked, the performance results shown below are for those measures identified in the division strategy maps.

Academic Affairs results

- The majority of both students and family members rated their DKS experience as good or excellent (79 percent of students; 88 percent of family members).
- Honors enrollment increased from 1,267 in fall 2006 to 1490 in fall 2012, an increase of 223 or 18 percent.
- International enrollment increased from 1,378 in fall 2010 to 2,217 in fall 2012; an increase of 838 or 61 percent
- KSU students studying abroad increased from 506 in 2010 to 796 in 2012, an increase of 57 percent.
- Of the 329 employers who returned the 2011 survey 98 percent agreed or strongly agreed with the statement that KSU graduates are making a valuable contribution to their organization.

Diversity, Equity and Inclusion results

- Overall enrollment for ALLANA students increased from 4,449 in fall 2010 to 4961 in fall 2012 an increase of 512 or 11.5 percent.
- Higher Education Compact of Cleveland: Currently in its first year, the goal of this initiative is to graduate at least 23 percent of CMSD students that entered in Fall Semester 2012.
- Academic STARS Initiative: The overall aim of STARS is to retain at least 85 percent of participating students to their second year. Second-year retention for students entering in

the fall 2010 was 92 percent.

- The Oscar Ritchie Scholars Guild: The goal is to increase retention and/or graduation rate for underrepresented and underserved students. All students who received the scholarship in fall 2011 returned for the Spring 2012 Semester
- First-year persistence rate for AALANA students was 74 percent for the fall 2009 cohort and 72 percent for the fall 2011 cohort.
- The six-year graduation rate for the fall 2003 cohort of AALANA was 38 percent; the graduation rate for the fall 2006 cohort was 40 percent.

Enrollment Management and Student Affairs Results

- Fall 2012 Kent Campus first-year students earned a high school grade point average of 3.37 and average ACT score of 22.59, significant increases from 3.21 and 21.61, respectively, in fall 2009.
- Several targeted programs for student recruitment were implemented, including Hobson's (Naviance, College Confidential, Collegeview), Virtual Tour, Mobile App, Zinch (social media), College Week Live, Always On, and Virtual College Fairs.
- The number of living-learning communities in the residence halls expanded to 12 at the beginning of fall semester, including brand new partnerships with Aeronautics and Army ROTC both housed in Dunbar Hall.
- The percentage of out of state students in the freshman class increased from 13.57 percent in fall 2010 to 16.17 percent in fall 2012.
- The percentage of international students in the freshman class increased from 3.26 percent in fall 2010 to 4.09 percent in fall 2012.

Information Services Results

- Helpdesk first call resolution reached 67 percent for 2012

Average speed to answer helpdesk calls was 59 seconds for 2012.

- 82 percent of customers rated satisfaction with TechSpot services as good or excellent.
- 42 rooms received technology upgrades in Fiscal Year 2010.
- Currently 243 learning spaces on the Kent Campus have the standard technology package.
- Login issues during the first week of September in 2010 were 454, during the first week of September in 2012 they were 368 which represents a 19 percent decrease.
- 100 percent residence halls and academic buildings are wireless (completed Fiscal Year 2012).

6R3. Performance Results for Administrative Services

Improving and providing state-of-the-art administrative services is a goal of KSU.

- Upgrade and simplify management reporting (Academic Affairs).
- Ensure that the “Year of Yes” philosophy is part of all divisional activities (Institutional Advancement).
- Implement new business processes in University Communications and Marketing (UCM) to enhance service delivery (University Relations).
- Review the university’s investment policies (Business and Finance).
- Audit, evaluate and restructure the Purchasing Card program (Business and Finance).
- Improve processes, systems and infrastructure to provide high levels of efficiency, quality and cost effectiveness by regularly assessing HR efficiency and involving stakeholders (HR).
- Upgrade the Banner ERP to provide increased functionality and features (IS).
- Implement server optimization strategy and model to manage storage growth (IS).
- Continue to update disaster recovery solution for tier-one

services, including emergency website, email and other core applications (IS).

While several measures are tracked institutionally, the performance results shown below are for those measures identified in the division strategy maps.

Academic Affairs Results

- Research funding decreased from \$36,400,000 in 2009-2010 to \$32,650,000 in 2011-2012. The decrease was largely driven by a reduction in both federal and state support for research.

Diversity, Equity and Inclusion Results

- Kent State Upward Bound/TRIO programming: We work with eight area school districts and the surrounding communities to improve the college going culture in these areas.
- In 2011-12 the division was successful in securing an additional five-years of funding for each Upward Bound grant, totaling over one million dollars/annually.

Information Services Results

- One hundred percent of administrative buildings are wireless: Goal was 100%.
- Ten professional development programs were completed from 2010 through 2012.
- All IS employees attend at least two diversity related training programs or events each year.

Institutional Advancement Results

- \$75 million Centennial Campaign goal for capital projects was met.
- \$75 million goal for new endowment funds was met.
- \$100 million goal for current operating needs was met.
- Increased online community participation from 6278 in 2009 to 8903 in 2012 an increase of 24% overall or 12% per year.

Research and Sponsored Programs Results

- Federal research dollars decreased from \$26,870,000 in

2009-2010 to \$24,425,000 in 2011-2012. Decrease is largely due to reduction in federal research funding.

- From 2010 to 2012, in primary markets, unaided awareness (not prompted with possible names) increased by 11% while aided awareness increased by 8%. In addition positive impressions of the University increased by over 20% during the same time period.

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 method used by different units to improve results varies. For instance, Institutional Advancement has an annual planning retreat where measures are reviewed and proposals for improvement are developed. Alternatively, EMSA chose to use a formal Kaizen Event. The Kaizen methodology is a continuous improvement process based on monitoring results and making process changes. As implemented by EMSA, it was designed to address improving student services and led by an outside facilitator over the course of a week.

6R5. Comparing Performance Results with Other Organizations

Many of the metrics identified in University Strategic Plan are focused on recruitment and retention. Overall enrollment is a broad gauge measure of recruitment and retention efforts. Using the main campuses for State of Ohio Universities as a peer group, from 2007 through 2012, the FTE enrollment increased by an average of 18.9% among the peer group while Kent State's enrollment increased by

26%.

Other metrics focus on creating a diverse student population. Once again using the main campuses for State of Ohio Universities as the peer group, from 2006 through 2011 the percentage of diverse students increased by 29% for the peer group while Kent State's percentage of diverse students increased by 38%. The percentage of international students (non-resident aliens) increased from two to five percent over the same period. The peer group average for international students was four percent in 2011.

In an employer survey conducted by Career Services, Kent graduates' workplace skills and abilities were compared to graduates of 10 other large State of Ohio universities. Of those employers who responded to the comparison questions, graduates of Kent State were ranked higher than graduates of seven of the universities, lower than two of the universities and equal to one of the universities.

6I1. Recent Improvements

While there have been many improvements since the last Systems Portfolio submission report, below are some of the more important changes that tie directly to the Strategic Plan.

Select Academic Affairs Metrics

- To better support Destination Kent State, a Dynamic Student Checklist was created to make the process easier and more transparent to the student. The checklist provides the sequence and status of required student activities, including admissions documents, admissions fees, DKS registration, financial aid requirements, and bill payment.
- While Kent State had established academic centers in Geneva, Switzerland and Florence, Italy; we have recently opened offices in China (2008) and in India (2011). The number of Chinese students has increased from 91 students in 2008 to 576 in 2011.

Diversity, Equity and Inclusion Metrics

- The President's Ambassadorship was initiated in 2010. It is a vehicle for securing the services of a local, high-level person of color who will serve as a catalyst for change, promoting pluralistic understanding and mutual respect among diverse constituencies of students, staff, faculty and administrators at KSU.
- In March 2010, KSU opened the LGBTQ Center, which serves as the academic and social hub for the University's lesbian, gay, bisexual, transgender and queer students.
- In 2009, KSU created a new cabinet level position, Vice President for Diversity, Equity and Inclusion. The new vice president will be responsible for executive leadership and management of the university's diversity and inclusion indicatives, including the Student Multicultural Center, Women's Center, and several pre-college programs.

Enrollment Management and Student Affairs Metrics

- Kent State's GPS was implemented in 2010. It tracks student progress to graduation, allowing students to see all requirements for earning a degree and creates an individualized plan of study.

Information Services Metrics

- The IT Helpdesk process was improved in 2010 to provide increased self service capabilities. The handling of the actual calls was outsourced so that internal resources could focus on developing a self-service knowledgebase and a web based self-service request for service page.
- The Tech Spot, Kent State's computer repair center was initiated in 2009. It provides quick, convenient services and

repairs for personal computers at reasonable prices. The Tech Spot serviced more than 5,000 personal computers during its first year of operations.

Institutional Advancement Metrics

- (See 6R3.)

UR Strategy Map

University Relations created and executed a marketing plan that included the award winning ["Experience for Life"](#) television commercials as well as billboards throughout Northeast Ohio promoting Kent State.

6I2. Selecting Processes and Targets for Improvement

The University Strategic Plan identifies the goals that we are to achieve. Each division of the University is required to develop a strategy map that identifies the specific improvements they are responsible for in more detail. Taken together, the University Strategic Plan and divisional strategy maps identify the processes and targets for improvement.

Category 7 Measuring Effectiveness

Introduction

Processes for Measuring Effectiveness demonstrate most systems are in alignment and migrating to full integration. Providing access to accurate data continues to drive the pursuit of institutional effectiveness across and throughout the university. Academic and academic support services realize and value the importance of providing evidence to respective stakeholders and the university community on understanding student needs and helping students learn. More work is needed in the areas of closing feedback loops, but progress does continue to be made.

The way in which KSU collects, analyzes, distributes, and uses data, information, and knowledge to support instructional and non-instructional programs and services has been well established yet revised and adjusted to account for improvement and enhancement. Colleges and schools obtain data on their academic programs through the use of Cognos reports and RPIE unit-specific data. Processes are in place to begin to utilize data collected from GPS to track student changes and behaviors in their programs. Distance Education data is also being examined for accuracy and reliability. Since the previous portfolio, Measuring Effectiveness has evolved from ensuring the efficacy of new integrative systems to focusing on enhancing and expanding upon these information sharing systems.

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

Decision makers need data that will assist them in making critical decisions about services and programs that promote student success. The data provided must accurately reflect student and institutional performance. Data are collected to fulfill reporting requirements from state and national agencies, accrediting and accountability bodies, and other professional higher education entities for a variety

of purposes, including benchmarking and peer comparisons. Also, data are collected to better understand student-related needs and trends as well as students' levels of satisfaction and stages of matriculation. At the institutional level, information is collected in the following areas: recruitment, enrollment, retention, graduation, faculty productivity, finances, research, curriculum, and facilities (space). The University Data Master Plan, a collaborative effort between RPIE and IS, continues to be the standard by which data are organized and utilized. This plan was developed as the university adopted the RCM model for academic funding.

Instructional programs establish their own program goals based on their respective missions and roles within the institution. These programs are held accountable by their accrediting agencies, internal reviews, institutional program reviews, and other constituent groups. Data are provided to address and respond to various queries and trends.

7P2. Distributing Data and Performance Information to Support Planning and Improvement Efforts (cc5D)

At the institutional level, strategic indicators are developed based partly on state and federal benchmarks. The critical measures as determined by the executive officers are organized and reported through the Provost's Dashboard and Provost's Measures, featured on [RPIE's website](#).

Within the Dashboard and Measures are 10 Institutional Metrics that span across strategic goals and provide a macro- to micro-level overview of institutional performance. Their purpose is to provide current data, comparative benchmarking and trend information across key indicators in support of excellence in action (see Table 7P2).

Table 7P2
Provost Dashboard - Key Indicators

| | | |
|--|--|--|
| Student Enrollment | Course Enrollment | New Student Enrollment (Undergraduate and Graduate) |
| Distance Learning | Student Credit Hours Taught | Distance Learning: Student Credit Hours |
| Degree Awarded | Persistence and Graduation | Pre-Registration |
| Diversity: Students and Faculty/Staff | Survey Results (under construction) | Faculty (under construction) |

All divisions and units within each division are expected to participate in strategic planning. Each academic unit, along with EMSA, is expected to post assessment results of student learning to WEAVEonline.

IS provides the support for Cognos reporting on student patterns of matriculation and success. Development and implementation of the Banner Relationship Management (BRM) is underway. The BRM resources allow for enhanced communication and message tracking with targeted students at multiple levels. As an example, a campaign was created to inform students who met specific criteria of the 45 credit hour rule to declare a major. BRM supplements the message with enhanced tracking and noting features which allow advisors to identify these students and provide them with the support and resources needed. Advisors can provide notes and other details to be shared with other advisors as students matriculate. Other examples include tracking tutor support, updated data on student veterans, and alerts concerning course withdrawals.

7P3. Determining Data Needs

IS and RPIE share responsibilities in data collection, storage and accessibility. Both units meet regularly with deans, chairs and

directors to determine data needs. Together, IS and RPIE sponsor training sessions to educate new and unfamiliar users on accessing and utilizing Banner products and the RPIE data application respectively. IS assigns project managers to each division as a means of proactively addressing data concerns. IS provides guidance and assistance to departments on their data storage needs. Departments and units identify their needs through a variety of communication streams of committees and councils. Business managers work with key academic groups to facilitate performance analysis and optimize business and financial transactions. As new business intelligence tools are introduced, IS and RPIE strive to ensure consistency and accessibility.

7P4. Analyzing Data and Information Regarding Overall Performance (cc5D)

At the institutional level, state, federal, and local interests must be balanced with institutional strategic planning to ensure effective results. Senior leaders consider the varying and multiple demands of the institution's constituents, armed with information and analyses designed to address multiple concerns. The strategic planning process has been all encompassing of disparate needs and regulations across multiple campuses and programs. Performance indicators, such as the [Provost's Dashboard](#) and [Diversity Scorecard](#) provide the depth and breadth of institutional performance and provide constituencies with results of various initiatives. As discussed in 7P3, RPIE and IS maintain aggregated and disaggregated data relevant to each department and program.

7P5. Determining Needs and Priorities for Comparative Data

Areas addressed by the strategic indicators provide a platform for identifying and collecting comparative data. Based on the results from planning and review processes which occur at multiple levels throughout the institution, comparative reports help inform the direction and areas of emphasis within institutional performance. For example, KSU routinely compares enrollment data and performance across several dimensions with peer institutions.

The university consulted with the National Center for Higher Education Management Systems (NCHEMS) to define its peer group. Approximately 16 universities were selected for evaluation according to revenues and expenditures, budget, student performance, external funding, number of faculty, and programs (Integrated Postsecondary Education Data System [IPEDS] information provides the foundation for comparison.). The University also compares itself against schools in the MAC conference 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 continuously collect data based upon specific program size and scope.

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

- **Students:** Enrollment, retention, performance, satisfaction, and graduation rates; learning outcomes.
- **Teaching:** Faculty-student ratio, number of faculty, Delaware Study.
- **Research and creative activities:** Applications submitted, external funding received.
- **International students:** Enrollment, performance.
- **Economic Development:** Endowment, fundraising.
- **Finance:** Revenues, expenses.

7P6. Ensuring Analysis of Data

Data used to comprise the Dashboard, as well as other analyses, are derived from the RPIE data warehouse. This internal warehouse collects historical trend information directly from Banner. Critical census dates are established as to reflect change in enrollment and financial productivity. Departments and units utilize this data for strategic planning and prioritizing. Oversight committees within and across units review and analyze plans for consistency and improvement.

Key oversight committees (e.g., ACAA, 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 and 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.

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

Security requirements to access data are required at multiple levels within the institution. IS is responsible for the establishment and maintenance of data security. University policy on technology and use of technology is published throughout the university website and in the University Policy Register. Faculty and staff are provided with guidelines on security requirements and maintenance. System alerts exist in critical applications, and designated data security officers are identified within departments. Student record confidentiality is addressed in multiple ways. Significantly, an enhancement has been created to allow students to identify individuals who may have access to specific academic, financial and business information.

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

KSU uses various interrelated processes to collect, manage, and share institutional data and knowledge. Specific measures of institutional performance and effectiveness that are collected and analyzed regularly are now available in the Provost's Dashboard as identified in 7P2. The dashboard is universally accessible to the entire university community. Areas such as fundraising, financial performance, research (grants and contracts), financial aid (scholarships), and student-faculty ratios are also monitored on a regular basis. Additionally, RASP uses a grant acquisition and management system to simplify and streamline award acquisition and administration for all offices within the university. IS monitors and manages all data centers in operation at the university. User feedback and needs analyses, as well as best practices from EDUCAUSE help shape how service quality evolves. Strategy teams guide and shape new technologies and applications to keep pace with emerging trends and user needs. Teams rotate in membership and focus; consequently, resources are maximized and redundancies are reduced.

7R2. Evidence of Meeting Needs

There are indicators within the dashboard that reflect increases or decreases related to a specific measure. Further, Infosilem is Kent State's course and classroom scheduling application. Use of this application provides evidence of space utilization and management, better understanding of enrollment patterns, and how departments sequence course offerings.

7R3. Comparing Performance Results with Other Organizations

Kent State continues to maintain excellence in service as state subsidy and economic downturns persist (see Appendix 7R3). Additionally, RPIE and IS regularly conducts [peer studies](#) that evaluate measures of effectiveness.

7I1. Recent Improvements

Kent State has made comprehensive improvements related to Measuring Effectiveness. RCM has been firmly established as the university's budget model. All supporting units participate in the budget review process. The entire Division of Enrollment Management and Student Affairs (EMSA) completes an annual review process. Data from the reviews are stored in WEAVEonline. The Provost's Dashboard and Measures is a web-based interface that allows access to the data stored in the RPIE Data Warehouse. The Dashboard serves as an information portal with drilldown capabilities, from an institutional perspective down to program-level. In response to the need for more data about student, faculty, and staff diversity, a scorecard was developed which provides quantitative information and analysis on enrollment and persistence of AALANA students, faculty and staff.

In response to the need to better ensure student success, GPS was implemented, allowing a roadmap for students in each major to follow. Student progress is currently monitored, and plans are in place to integrate GPS data within Banner. KSU is also a participant in the Voluntary System of Accountability (VSA). Information and comparison tools are publicly available to compare our performance to that of other universities across the country.

7I2. Selecting Processes and Targets for Improvement

As a decentralized institution, KSU relies on a collaborative engagement process whereby business intelligence needs, improvements, and refinements may be identified at the university or unit level. Areas within the IS division, specifically the Project Management Office and Enterprise Application Services/BI work along with RPIE and other key user groups, committees and departments to identify and refine effective coordination and management of critical systems throughout university enterprise. Examples of processes to improve include new graduate student application and tracking of DL courses, programs, and students.

Category 8 Planning Continuous Improvement

Introduction

Since its last systems portfolio, the university has become systematic in its approach to planning continuous improvement, moving past reactionary mode in its planning processes. The university implemented several key planning processes that have aligned planning and budgeting priorities with its mission, vision and core values. The Kent State University Strategic Plan, strategy maps, RCM model, and WEAVEonline planning and management system have begun to integrate and promote collaboration in the university's planning processes, provide the structure for short- and long-range planning, and set the foundation for selecting realistic measures and performance targets (see 8P1). The divisional strategy maps have aligned the key planning processes of the university by outlining objectives, action items measures and targets for each division that are directly linked to six strategic goals. Development of long- and short-term strategies, action plans, and measures are completed at the division, college, and department levels.

At the time of the last systems portfolio (2009), the RCM budget model had just been implemented. This budgeting model has moved the university toward a culture that focuses on continuous improvement and encourages critical thinking and entrepreneurial activities. RCM has enabled the university to build on its successes by making it easier to invest in academic programs and services that are experiencing growth. The addition of the RCM model to current budgetary planning processes moves the university toward achieving fully integrated processes that ensure that its financial infrastructure is fiscally sound today and in the future.

As the university matures its planning processes, opportunities exist to better align its planning processes. The WEAVEonline planning and management system plays a pivotal role in documenting, tracking and reporting on the university's planning processes (action

plans, measures, targets). However, not all divisions report their goals, objectives, measures, targets and action plans in the WEAVE system. In addition, information recorded for action plans, targets and measures is inconsistent, which has a direct impact on reporting the outcomes on goals that are documented within the system.

Evaluating and measuring the effectiveness of the university's processes for planning at the program levels are systematic; however, processes at the institutional level are reacting as results cannot be aggregated. The university may want to consider establishing a standing committee that manages the strategic planning process and reports progress on the objectives related to the six strategic goals, and one that documents and reports progress on the AQIP criteria and categories on an ongoing basis might be beneficial to the entire process.

8P1. Planning Processes (cc5A)

In 2010, the university celebrated its 100th anniversary, and the president launched the centennial year with a revised strategic plan. The plan was based upon feedback from both internal and external stakeholders and focused on six strategic goals:

- Ensuring Student Success
- Enhancing Academic Excellence and Innovation
- Expanding Research and Creative Endeavors
- Engaging the World Beyond our Campus
- Securing our Financial Future
- Developing and Recognizing our People

Supporting each of the six goals are 37 objectives and 171 key action items that further define the objectives and are associated with one or more divisions. The University Strategic Plan included divisional strategy maps that outlined each division's role in achieving the university's strategic goals. The key action items continue to be

addressed in the university's current planning efforts; however, many of these action items have been achieved and are evident in the university's programming and plant facilities (see 8R2).

Due to the diverse nature of Kent State's programs and its Regional Campus system, the university's planning processes are not prescriptive and take into account the distinct nature of the various campuses and divisions. All campuses and divisions draw on the six strategic goals as the basis for their planning processes and goals are periodically reviewed to report progress and/or modified to support the current business environment. In addition, performance evaluations of the deans, vice presidents and provost are based upon their ability to achieve the short- and long-term goals based upon the objectives outlined in the strategy maps.

In October 2012, the provost assembled a team of 33 faculty and administrators as members of the strategic planning committee. The committee was charged with using the six university strategic goals as the framework to develop a strategic plan for the Division of Academic Affairs for the next three to five years. The committee was asked to engage in a highly consultative process that included input from faculty, staff, students and external constituents and to formulate the plan based upon the ideas developed through in-person conversations, various round-table discussions across the university, through an online forum called the [Civic Commons](#). The committee submitted their completed plan to the provost in April 2013 (see 8I1).

In addition to the above, the university is in the process of developing the master plan for the KSU Airport. A part of this plan, is to include a seven-year vision for the KSU Airport and aeronautics program, including projections for doubling enrollments, adding a new degree program in "Unmanned Aerial Systems" and investing \$7 million in facilities and equipment upgrades necessary to bring the program up to the university standard of 14 percent return on revenue.

Strategy Maps

The strategy maps were developed to serve as a guide in managing the strategic objectives and key action items in the [strategic plan](#) that relate to a division's operations and build transparency into the university's planning processes. Each map has five components that outline a division's responsibilities in regard the six strategic goals. The five components are:

- The Strategic Goal
- Key Themes and Projects (Main Objectives)
- Strategic Direction (Key Action Items)
- Theme Projects and Tasks (Specific Action Items)
- Metrics (Performance Targets)

Efforts toward creating an environment of open communications and transparency in reporting between divisions has improved significantly. However, more effort will need to be directed toward achieving transparency across all divisions on how each contributes to revenue and efficiency before the university can fully realize the benefits that this model can provide for the university and its students.

WEAVEonline

The university selected [WEAVEonline](#), an assessment and planning management system, to help the various divisions with planning and assessment activities. WEAVE allows users to write expected outcomes and objectives, establish criteria for success, assess performance against criteria, view assessment results and affect improvements through action. In addition, the system supports the AQIP planning model and principals (see 6P4).

WEAVE is used in the academic units and in some of the service and support divisions for monitoring planning activities and performance targets. Those service and support divisions that are not using WEAVE implement other traditional planning models to manage the planning processes, track performance against the goals and report results to division vice presidents. These models support the

university's strategic goals and are a part of the annual planning process. Strategic goals that are related to a specific division are reviewed by division/department administrators that set the short- and long-term strategies along with the performance targets and measures. Goals, objectives, performance targets and measures are reviewed periodically throughout the year and results are reported up to the division's vice president.

8P2. Selecting Short- and Long-term Strategies

Each division's strategy map outlines its role in achieving the strategic goals. Short- and long-term strategies are developed from these maps based upon the strategic objectives and key action items listed for the division. Key factors that are considered when selecting short- and long-term strategies include feedback from internal and external stakeholders (e.g., administrators, school directors, faculty, staff, student groups, college advisory boards and alumni), future trends in higher education, infrastructure, state and local economic conditions, financial resources and human capital. In addition, administrators may anticipate issues that could arise in completing an objective and consider these contingencies in the planning process. Through this course of action, short- and long-term strategies become self-evident. Short-term strategies are addressed in the current year's planning process; business circumstances will dictate whether long-term strategies are addressed in the current or subsequent planning cycles.

8P3. Developing Action Plans to Support Strategies

Each division's strategy map contains key action items that further outline the means to achieving the objectives (see 8P1: Strategy Maps). Depending on the nature of the key action item, it may be developed at the college/division/department level. The key action plans are developed for those action items that have been identified as short-term strategies and are a part of the current planning cycle. Action items that have timing issues, require resources or involve infrastructure are considered long-term strategy action items and may be addressed in preparation for the next year's planning cycle.

Action plans and related steps, performance targets, and measures are housed and tracked in the WEAVEonline assessment and planning management system. Service and support divisions that are using other traditional planning models review goals, objectives, performance targets and measures throughout the year and report progress to the division vice presidents on a periodic basis (see 8P1-Strategy Plans).

8P4. Coordinating and Aligning Planning Processes

The strategic plan serves as the foundation for the university's planning processes. The plan provides the initial framework for aligning and coordinating the planning processes through the objectives and related key action items. The plan contains 171 key action items that are assigned to the various divisions within the university. Approximately 20 percent of these key action items are aligned with two or more divisions and three are universitywide action items.

Multidivisional action items are coordinated at the executive level with discussions in regard to what role each division will play in completing the action item. Tasks related to the key action item are assigned to the appropriate college or department within the division to develop the action plan and set the appropriate measures and targets. There are cases when the process will require the establishment of multidivisional teams to ensure implementation and follow through on the action items are successful. These committees also play a role in articulating progress on, or completion of, key action items to the divisional vice presidents and/or president.

The WEAVEonline planning and management system contains the division/college/department specific objectives, aids in managing the related action plans, tracks identified measures and targets and is a means of sharing progress on goals across the organization (see 8P1-WEAVEonline).

8P5. Defining Objectives, Selecting Measures, and Setting

Performance Targets

Objectives defined in the university's strategic planning process were developed at the executive level. The objectives further define the six strategic goals and provide the basis for planning at the college/division levels. These objectives are outlined in each of the division's strategy maps along with the key action items and performance targets (see 8P1-Strategy Maps). Measures are developed at the division, college and department levels in relation to the outlined performance targets listed on the strategy maps (metrics).

Initial assessments of measures may take into account accreditation guidelines, academic and/or industry standards and peer reviews. Resources used by administrators for determining benchmarks and comparisons to other schools vary by division based upon its role in supporting the university'. Examples of sources used are as follows:

- [Delaware Study of Instructional Costs](#)
- [National Survey of Student Engagement](#)
- [Voluntary System of Accountability](#)
- [ModernThink Best Places to Work](#)
- [IPEDS Institutional Reports](#)
- [Arkansas State University Faculty Salary Survey](#)
- [Voluntary Support of Education Survey](#)
- [Beginning College Survey of Student Engagement](#)
- [Faculty Survey of Student Engagement](#)
- ANA and AACN standards and measures (American Nurses Association, American Association of Colleges of Nursing)

8P6. Linking Strategy and Action Plans (cc5A)

The strategic planning process detailed in 8P1 is systematically linked with budget planning processes and budget decisions are completely aligned with the university's mission and strategic goals.

Responsibility Center Management (cc5A, A5)

The University adopted a decentralized budget allocation model known as [Responsibility Center Management](#) (RCM). Under this

budget approach, revenue-generating areas are referred to as "responsibility centers" and assigned all or most of the institution's revenues and support costs. RCM's underlying premise is that the decentralized nature of the model entrusts academic leaders with more control of financial resources and also promotes transparency in planning and resource decisions within the departments, divisions and institution. With improved information and the potential to retain increased financial resources, decision makers at the college and campus levels may leverage limited resources more effectively, improving accomplishments and outcomes for the university. In addition to the RCM model, the university's budget office manages the annual operating budget, monitors fiscal performance and provides financial analysis and projections to ensure the university is fiscally sound.

The RCM model has changed how the planning process is viewed at the university and shifted the focus toward defining objectives, setting performance targets, measuring improvements and creating transparency in communications and reporting. The culture has moved to one that values critical thinking in regard to the economic viability, quality and effectiveness of programs and the return on investment. It has helped deans and administrators question how values and programming serve students. The results have been that decisions regarding programming, faculty lines and degrees have been made more quickly and have had an immediate impact on the student experience and operations.

The model has provided deans and directors with more flexibility in making decisions concerning faculty lines, programming, revenue and expense allocations, which has given administrators a fuller understanding of the availability of resources for planning purposes. The model has also afforded deans and directors the ability to be creative and entrepreneurial in assessing programming to meet current and future student needs and evaluating existing programs against the current market environment. Balancing current resources and future needs is based on cost-benefit analysis and/or market

analysis, which drives the strategy selection process (see 8P7).

The RCM model places assessing risk at the forefront of planning and leads to cost-benefit analysis, which ensures that resources are being leveraged effectively and are continuously improving programs. RCM encourages entrepreneurial thinking when developing new programs within the colleges and is a means of driving excellence. Market analysis plays a critical role in assessing risk to determine the future of the program and whether it brings value to the student body and/or degree in the Ohio market. **(cc5A)**

Support and service divisions and departments that are not a part of the RCM model have annual budget allocations that remain relatively constant, making planning more straightforward but requiring administrators to identify future needs early in the planning process so that resources are available to meet the long-term initiatives.

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. **(cc5A)**

Specific credentials, skills and values required for administrative/professional staff positions are identified by the hiring unit in concert with the goals of the university's 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.

8P7. Assessing and Addressing Risk (cc5A)

Risk is defined by the university as any issue that impacts the institution's ability to meet its objectives and includes events or conditions that are strategic, financial, operational, compliance or reputational in nature.

In terms of financial risk, the university has a multitude of processes in place to monitor its financial position and any state or federal actions that can impact its financial health. In addition, the university is also subject to mandated internal and external audits. Risk assessment varies by division/college/department; however, areas that are considered in evaluating risk are aligned with the university's definition of risk and may also include infrastructure and academic quality.

The University's Compliance and Risk Management Department, recently reorganized, supports the university's strategic goals by identifying, assessing, managing, and prioritizing risk exposure and opportunities across the university. It supports the mission of the university by integrating risk considerations in decision-making to maximize opportunities and minimize setbacks.

8P8. Developing and Nurturing Faculty, Staff and Administrator Capabilities (cc5A)

Strategic goal number six, "Developing and Recognizing our People" continues to focus the university's planning efforts on retaining, developing and recognizing the university's employees and creating a diverse culture that encourages and empowers one to excellence. HR drives the efforts in developing and nurturing faculty, staff and administrators by working collaboratively with the university's organizational units to provide services that help recruit and retain talented and diverse faculty and staff and promote leading practices in developing, training and recognizing outstanding faculty

and staff (see 4P8, 4P9, 4P10, 4P11). The university is moving toward developing leading practices in recruitment and retention by introducing online salary calculators in the spring of 2013. HR is also developing unique and market-driven, business-related, compensation structures for each organizational division within the university.

In addition to the above, employees are encouraged to attend conferences or workshops offered by professional organizations that provide a variety of resources that highlight the latest innovations in their fields, offer job-related programming, professional development and networking opportunities in their area of expertise. Some of these organizations are the American Association of Collegiate Registrars and Admissions Officers, AAUP, American Association of University Women, Association of American Colleges and Universities, Council for Advancement and Support of Education, EDUCAUSE and the Society for Human Resource Management.

8R1. Measures Collected and Analyzed

The university understands that planning is only effective if it allows the institution to achieve its goals, which are based upon setting sound measures. Access to data and information has improved since 2009, allowing the university to develop more concise measures in its planning processes. The following measures are collected and analyzed regularly:

- [Provost's Dashboard](#) (student enrollment, courses and new students, distance learning, Student Credit Hours [SCH] taught, SCH distance learning, degrees awarded, persistence rates, graduation rates and pre-registration data).
- [RPIE data](#) (student retention, faculty workload and student demographics).
- Student learning outcomes (nonreturning students, grade distribution, major movement, course enrollment).
- Diversity Scorecard (for faculty, staff and students).
- [Instructional costs](#) (Delaware Study).

- Revenues and expenditures (budget forecasting and analysis)
- Income generation model (RCM).
- Divisional performance (strategy map targets/metrics, WEAVEonline action plans/measures, traditional goal documents).
- Regional Campus integration measures (Provost's Dashboard).
- Fiscal performance (budgets, revenue and expenditure projections).
- Fundraising performance (alumni membership, prospecting activity, dollars raised, donors acquired, endowment growth).
- Extramural funding (proposals submitted, funding received by source/college).
- Timetabling (faculty availability, room inventory, specific scheduling parameters, student needs).
- Space utilization (classroom, college, office, laboratory, remodeling, new construction).
- Survey results: *Chronicle of Higher Education's* Great Colleges to Work For.
- Training initiatives (number of participants involved, workshop evaluations).
- Annual reviews (classified and unclassified staff, professional development plans).

8R2. Performance Results for Accomplishing Organizational Strategies and Action Plans (cc5A)

Many of the objectives and related key action items in the strategy maps have been implemented and associated performance targets achieved. The remainder of the action plans and performance targets are progressing toward completion. The results of these strategies and related performance targets are evident in the university's programming and on its physical campus (see table below).

Table 8R2

Organizational Strategies and Action Plans

| Strategic Goals | Objectives Achieved |
|---|---|
| Ensuring Student Success | <ul style="list-style-type: none"> • Launch of GPS • Destination Kent State (DKS), mandatory advising, registration and orientation program for new first year students. • Math Emporium, state-of-the-art learning center for students to improve math skills. • Highly competitive Division I intercollegiate athletics program provided. <ul style="list-style-type: none"> ◦ Football: 2012 MAC championship; played in the Go Daddy Bowl ◦ Baseball: 2012 MAC Championship • Creation of DDEI to enhance the understanding of diversity and global awareness and citizenry. |
| Enhancing Academic Success and Innovation | <ul style="list-style-type: none"> • Strategic academic investments <ul style="list-style-type: none"> ◦ Accreditation of and recruitment of students to College of Public Health (second college of public health in Ohio) ◦ Kent State CPM, formerly known as the Ohio College of Podiatric Medicine merged with KSU academic programming. ◦ Kent State Geauga, Twinsburg Regional Academic Center established. • Continued support of college and general fundraising (six hundred new scholarships created through the Centennial Campaign). • Integrated regional campus systems. • Associate Provost of Kent State System Integration position established. • Foundations of Excellence (transformation of campus) |
| Expanding Research and Creative Endeavors | <ul style="list-style-type: none"> • Researcher Database containing listings of KSU faculty who are research topic experts and potential research collaborators and is available to the business and government communities. • Office of Corporate Engagement and Commercialization created to protect the University's intellectual property; make the results available to |

| Strategic Goals | Objectives Achieved |
|--|--|
| | the public by actively seeking business partners, collaborators and licensees; and connect Kent with external groups, businesses and economic development organizations in northeast Ohio. |
| Engaging the World Beyond our Campus | <ul style="list-style-type: none"> • Downtown development collaboration between the University and City of Kent • ELR Requirement, cultivates academic excellence through experiential education that bridges academic objectives with civic engagement • Establishment and continuous improvement of the online Alumni Community • Alumni College – Engages alumni and brings them back to campus • KSU National Service Day, a broad community service initiative that is national in scope (involves faculty, staff, students and alumni) • Student Discovery Initiative, student interviews with alumni in regard to their academic experiences, perceptions of campus and feedback on alumni services. • Blackstone Launch Pad, emphasizes entrepreneurship as a viable career path and gives Kent State students, faculty and alumni the skills, knowledge and guidance they need to start new companies. |
| Securing our Financial Future | <ul style="list-style-type: none"> • Implementation of the RCM model • Technical innovations to create state-of-the art business processes • Development of a strategic enrollment plan for the next decade • Surpassed \$250 million Centennial Campaign goal by 6% |
| Developing and Recognizing our Faculty/Staff | <ul style="list-style-type: none"> • Restructuring of HR training and professional development programs to better serve employee needs. • President's Excellence Award • Institute for Excellence • Diversity Trailblazer Award |

| Strategic Goals | Objectives Achieved |
|-----------------|---|
| | <ul style="list-style-type: none">• Provost Fellows Program• Provost's Faculty Associates (DDEI) |

8R3. Projections or Targets for Performance

Through its strategic plan and strategy maps the university has spent the past three years establishing the foundation and infrastructure necessary to launch cutting-edge programs that led to enhanced student learning and success, increased the quality and diversity of the student body, strengthened research and economic development efforts and forged new strategic partnerships. Over the next four years, the university will transform its campuses with new buildings and revitalized classroom, laboratory, studio, performance, living and studying spaces. These [projects](#) are directly related to Kent State's top priorities: academic excellence and the success of all students. This investment in infrastructure will keep Kent State a leader in campus safety, accessibility and sustainability; and will serve as a powerful magnet for top students, employers and partners in areas from economic development to community service. When the university's capital plans are realized, it will be able to claim that it was part of an investment in the future totaling nearly \$700 million; helped create nearly 1,700 jobs; and improved the quality of life in Northeast Ohio (**cc5A**).

In addition, more definitive targets have been set for student recruitment and retention. Over the next few years, the university has targeted 1 to 2 percent growth per year for total enrollment and is focused on stabilizing the freshman class in the range of 4,000-4,300 students. High school GPAs and ACT scores are being targeted in the freshman profile. Targets have been set to raise the high school GPA from 3.22 to 3.30 and the ACT scores from 22 to 23. The university is also focusing on improving first and second year retention. Emerging areas for definitive growth projections and targets are international students, transfer adult learners and distance-learning initiatives.

8R4. Comparing Performance Results with Other Category
Planning Continuous Improvement

Organizations

The university uses several sources to compare its performance results with others in higher education. The following sources allow the university to compare itself with other Ohio, Carnegie Research and public institutions in regard to faculty workloads, instructional and tuition costs, student enrollment and retention rates, salaries, fundraising and other performance demographics.

- [National Survey of Student Engagement](#)
- [Voluntary System of Accountability](#)
- [ModernThink Best Places to Work](#)
- [Delaware Study](#) (instructional costs)
- [IPEDS Institutional Reports](#)
- [Faculty Survey of Student Engagement](#)
- [Collegiate Learning Assessment](#)
- [Voluntary Support of Education Survey](#)
- [Oklahoma State University Faculty Salary Survey](#)
- [Carnegie Classification](#)
- Graduate Stipend Survey

8R5. Evidence of Effectiveness

A body of evidence substantiates that planning continuous improvement is effective within the university's programs and on its physical campus (see 8R2). Planning processes and activities are measured in terms of successful completion of action plans and achievement of related objectives and targets (i.e., metrics). The efforts and accomplishments made in regard to the strategic objectives can also be reviewed in WEAVEonline.

8I1. Recent Improvements

Improvements in this area include:

- RCM Model implemented (processes and procedures)
- Strategic Plan (divisional strategy maps with related action items, measures and targets)
- Regional Campuses (integration with the Kent Campus)
- [Coeus Grant Tracking System](#), Kent State's research and compliance, grant acquisition and management

system, which was designed to simplify and streamline award acquisition and administration for all offices within the university.

- Introduction of “Civic Commons” a conversation tool that allows universitywide conversation that is dynamic, interactive and iterative (increased internal and external stakeholder participation in the planning process).
- Distance learning initiatives (see 8I2).

Integration of the Regional Campus system with the Kent Campus was initiated in 2010. The position of Associate Provost for System Integration was created to guide the process of developing new Regional Campus degrees and pathways for bachelor’s degrees, promote the growth of the system through student persistence and enrollment that results in increased graduation rates and supports the University Strategic Plan throughout the Regional Campus system. Progress is measured and comparisons made between all eight campuses through the Provost’s Dashboard (see 8R1).

The [Civic Commons](#) generated a body of candid observations and ideas that played a vital role in shaping the Academic Affairs strategic plan. This highly inclusive process of engagement in the strategic planning process departs from traditional planning processes in higher education and Kent State is the first, nationally, among its peers to implement such a process.

8I2. Selecting Processes and Targets for Improvement (cc5A)

The ability of the university to move the culture to its present position and toward continuous improvement was an incremental process that required strong leadership, collaboration, open communication and many forums for discussions. Over the past three years, the university has integrated and streamlined its strategic planning process (strategic plan and associated strategy maps) changed its budgeting model (moved to RCM) and implemented a means for tracking its planning processes (WEAVEonline). All these initiatives have led to more focused planning processes and

achievable targets.

The university could strengthen its planning processes by placing more emphasis on infrastructure and how it relates to developing programs as infrastructure can have a significant impact on the success of a program. Building the required infrastructure to support programs requires time and resources. Placing more emphasis on outlining and evaluating infrastructure needs in the long-term planning processes would allow the university to determine the costs and time needed to develop the infrastructure versus outsourcing.

For example, the university outsourced the distance learning initiative because the technical infrastructure was not completely in place at its implementation. It has since been estimated that the university could realize significant cost savings had the infrastructure been in place to support the DL program, which could have translated into more resources being dedicated to programs that could serve additional students.

The university continues to build its technological infrastructure, which has improved its ability to collect data and use it to evaluate and assess progress on goals and identify strengths and weaknesses in programs. The following information and technological infrastructures have been put in place to remove obstacles to helping students accomplish their educational goals and address the needs of a student population that demands, access, immediacy and information.

- [GPS](#) keeps students on the path to graduation, provides timely advising, tracks degree progress and improves retention rates.
- [DKS](#) was enhanced to improve its web presence and processing for incoming freshman.
- Development of online programs to reach nontraditional students and to improve retention rates for traditional students. Students can earn a degree online through the university’s [distance learning](#) graduate degrees and

certificate programs. The university continues to add new courses and degree programs every semester.

- Development of an online [graduation application](#) that has streamlined graduation processes and makes graduating a more efficient process for students.
- The electronic data warehouse (EDW) has provided the tools for administrators, faculty and staff to use data to make informed decision through dashboards, scorecards, matriculation and graduation studies and predictive analysis to support student recruitment, retention, diversity and other institutional metrics.
- Scores of Cognos standard reports have been developed at the divisional levels that focus on operational information that supports the division's objectives in relation to the strategic goals.
- End-user Helpdesk services were outsourced which resulted in reduced costs and enhanced support services including live chat, web ticketing and click-to-call (see 6P4).

Category 9 Building Collaborative Relationships

Introduction

In addition to our seven Regional Campuses, KSU has locations in Cleveland, Twinsburg, Columbus, New York City, and Washington, D.C., along with facilities in Geneva, Switzerland, and Florence, Italy. As such, communication and relationship building between departments and units in such a large, broad and complex organization is diverse and variable. Units of our institution vary in maturity in regards to building collaborative relationships. Overall, our university is aligned and somewhat integrated in that each unit has processes that are stable, consciously managed and actively analyzed. However, the model at our university is such that each unit is given the ability to determine what measures they need to collect to actively manage and evaluate their processes in order to meet the key strategic initiatives in their respective strategic plans. In that respect, our institution may be less mature. Because our university is large and, historically, the culture of our institution leans toward each unit working somewhat independently, we have found that diverse processes serve to strengthen our university as a whole. In addition, the RCM budgeting model that we have adopted encourages each unit to work independently.

The key initiatives outlined in our University Strategic Plan provide clear priorities for improvement regarding building collaborative relationships. The following table lists the actions involved and the units responsible.

| Action | Unit Responsible |
|---|--|
| Collaborate with IS to enhance key service delivery processes/systems, most notably the Banner upgrade. | EMSA |
| Strengthen relationships with all communities served by Kent State campuses, with particular attention | EMSA; Business and Finance; University Relations |

| | |
|---|------------|
| to expanding linkages between the Kent Campus and City of Kent. | |
| Enhance relationships and engagement between students and administration. | DDEI; EMSA |
| Promote broad research collaborations. | RASP |

Our TRIO Upward Bound, Dual Enrollment and Postsecondary Enrollment Option (PSEOP) programs each enhance our pipeline of students, especially among those who are underrepresented (i.e., AALANA) and underserved (e.g., low-income, first-generation, etc.). Upward Bound seeks to expose potential students to college preparatory-level coursework while exposing them to the social and physical elements of our campus environment prior to their graduation from high school. Dual Enrollment and PSEOP allow students to complete college coursework (thus earning credits) while in the 11th and 12th grades. Often, this ability to earn credits prior to enrollment allows students to complete their bachelor's degree in less time, thus producing a cost savings for the students, KSU, and the state of Ohio.

9P1. Building Relationships with Educational and Other Organizations

KSU engages in several initiatives to build and maintain strong relationships with institutions from which it receives its students. Some of these initiatives include:

- 1) The KSU Pre-College/TRIO Upward Bound Programs are committed to providing preparation and access for populations seeking entrance to post-secondary education. Pre-College TRIO Upward Bound programs include three federally funded programs that seek to increase educational opportunities and diminish barriers for first-generation, low-income students and families through comprehensive

services in targeted school districts. TRIO programs help students overcome class, social, academic and cultural barriers to higher education. These programs are designed to provide academic support to eligible students interested in education beyond high school. The university works with eight area school districts and the surrounding communities; these areas are served based on the percentage of low income families and bachelor's degree holders.

- 2) The National Science Foundation awarded a grant to six partner research universities in Northern Ohio. Institutions Developing Excellence in Academic Leadership (IDEAL) is a three-year project designed to cultivate and support collegial environments and climates for women and underrepresented groups in the sciences and engineering at partner institutions. The goal of IDEAL is to encourage career advancement of women and underrepresented minorities in science and technology. KSU's theme is "Enhancing the Climate for Scholarship and Collegial Community in the College of Arts and Sciences."
- 3) The Higher Education Compact of Cleveland is a dynamic partnership with the Cleveland Metropolitan School District (CMSD) and several key institutions that have agreed to work together to increase the number of Cleveland students who are ready for, have access to, and persist in college. The main goal of the Higher Education Compact of Cleveland is to improve the educational outcomes of students from the CMSD by focusing on measurable outcomes and pro-active intervention. The Compact will track progress on indicators that correlate to college readiness, college access and college persistence.
- 4) Kent State Ashtabula and Kent State Tuscarawas have established Dual-Credit Initiatives that help high school students further their high school education and at the same time provide them college credit. The Kent State Tuscarawas Engineering Technology Dual Enrollment program began in AY 2009-2010 and ably serves the surrounding high schools.

During fall 2009 and spring 2010 semesters, there were five classes offered to the Claymont and Indian Valley high schools. As of fall 2010 to spring 2011, six courses were offered at the following schools:

- New Philadelphia, Strasburg
- Claymont, Newcomerstown
- Indian Valley
- Tusky Valley
- Sandy Valley
- Carrollton

Ninety students were enrolled in dual-credit courses offered during fall 2010. One of the primary purposes of the dual-enrollment program is to expose students to STEM disciplines early, particularly those related to engineering and technology. The main attraction of the dual-credit initiative is that it works to accomplish two different goals for students. The students will receive the required units to obtain their high school diploma while receiving three college-level credit hours, which can be substituted for a required core course in their discipline of choice.

- 5) The university also builds relationships with other schools through the McNair Scholars Program, an initiative that prepares first-generation, low-income, undergraduate students, from groups underrepresented in graduate school for doctoral study. Developing these relationships is accomplished by interacting with students and staff during campus visits at specific colleges and universities.
- 6) In 2011, the [Find a Researcher Database](#) was developed and made available to the public from our website. The user-friendly, searchable database enables other institutions and organizations to search by topic, keyword, last name or department. A list of our researchers and their contact information that match the input parameters is provided to users. This facilitates our collaborative research efforts.

9P2. Building Relationships with Educational Organizations and Employers

We engage in building collaborative relationships with organizations that receive our students in several different ways such as the following:

- 1) Career Services has dedicated a website to potential employers of our students. These organizations are able to create an account and post job openings, as well as search résumés of our students and alumni. Additionally, there are several opportunities for these organizations to visit campus to meet and interview job candidates, through the fall and spring career and internship fairs and other visits from organizations to the campus.
- 2) KSU's Office of Community Relations in the Center for Student Involvement is continually visiting new and established businesses to build relationships and show the university's true interest in their success. We educate business owners on how to connect with students and the university and in doing so, a more cohesive environment between our University and community is created. On occasion we have linked students with local businesses for internship experiences, which results in an instant connection between the university and the local companies. Through these internships, we are assisting small businesses in tough economic times and also providing opportunities for students to gain true experience of working in a company setting.
- 3) COBA and Graduate Programs Office encourage all students to participate in a Business Experience prior to graduation. A Business Experience is any opportunity for students to engage in a business setting allowing them to employ the skills learned in the classroom. Objectives and learning goals are expected to be predefined by both the organization providing the opportunity and the student accepting the experience. Business Experiences can take place at any time during the academic year and can be as formal as a for-credit internship or co-op, or as informal as an informational interview or job shadow experience.

9P3. Building Relationships with Organizations that Provide

Services

There are several organizations that provide services to our students, including but not limited to the Bookstore, University Dining Services, transportation (Portage Area Regional Transportation Authority), Residence Services, Recreational Services and Legal Services.

Additionally, there are some organizations that have been created in collaboration with the university to provide services for and provided by the students; some of these organizations include the following:

- International HOME Markets is an International food store located in Acorn Alley in downtown Kent, which aims to create a diverse ethnic environment and provide authentic products and merchandise from a variety of countries.
- The Fashion School Store (FS) is a project to support an in depth learning for both fashion merchandising and design students at Kent State. FS enables students to take part in creative retail planning and management. Its merchandise includes locally designed and produced garments and collections, designer garments, bags and accessories donated from partner companies, and Fashion School-branded products.
- The IdeaBase is a student-run, full-service integrated marketing communications firm located in downtown Kent. The firm works with clients from all around Northeast Ohio and plans to expand regionally and nationally. The IdeaBase offers hands-on experience that prepares students for lifelong success and is essentially a stepping stone from the college experience to a full-time career in the field. Student employees learn to meet and exceed the dynamic demands of clients and managers on a regular basis while working on real campaigns for real clients. The firm is guided by two advisory boards, one composed of KSU faculty and the other made up of local industry professionals.

9P4. Relationships with Organizations that Supply Materials and Services

The Procurement Department is responsible for the purchase of all goods and services required by the university and the timely and accurate payment of all expenses related to business transactions. Policies and procedures are continuously reviewed and revised to ensure that procurement activities proceed efficiently and in compliance with university, state and federal regulations, laws and guidelines. Please view the [administrative policy](#) regarding purchasing, sales and disposal of property and inventory control for detailed information on KSU purchasing policy. Additionally, the [Supplier Diversity Program](#) aims to increase the university's spending with [diverse suppliers](#) from economically disadvantaged groups, including business owned by African-Americans, Asian-Americans, Native Americans, Latino-Americans, and women. The goal is to continue to build on our progress through our solid supplier diversity plan, our dedicated supplier diversity advisory board and committed faculty and staff.

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

Relationships continue to be built through informal and formal networks, conferences, participating in regional meetings and boards, as well as partnering with community engagement events. Each area of the institution sets priorities based on their specific goals.

To create new relationships, the university engages in “deep dive” research online and through personal interviews to identify key stakeholders, attends industry and academic conferences in the surrounding areas, plans and produce events, and regular meetings with stakeholders and potential partners. RASP serves the university faculty and staff by providing information about funding opportunities as well as grant writing support. This well integrated process is facilitated with the use of Pivot, an online access tool that enables our researchers to identify and connect funding

opportunities. Additionally, results for federal funding in the sciences, social health and arts and humanities are published on the Sponsored Programs website, and sent out to faculty members that are subscribers to listservs maintained within the unit. The Office of Sponsored Programs also provides workshops for researchers providing pertinent information specific to grant writing.

RASP is actively involved with the Federal Demonstration Partnership (FDP) and Council on Governmental Relations (COGR). Both of these organizations seek to promote collaboration between individuals from universities receiving research funding and officials at federal agencies providing the funding. The organizational relationships allow participation within a larger community and opportunities for building more individual collaborations. Individual relationships are prioritized by the level of activity with specific universities, institutions and funding agencies.

9P6. Ensuring Partnerships Meeting Needs

In order to make sure that needs are being met, our institution engages in ongoing communication and personal contact with the organizations involved in our partnering relationships. As mentioned in the 2009 Systems Portfolio, 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 RASP are able to provide the data that allows people to look at needs and benefits of the partnerships in which we are involved. One particular need addressed during the AY 2011-2012 was the opening of two new spaces in University Library: the Math Emporium and the “Fab Fourth.” Both locations, which feature state-of-the-art technology, bright, vibrant colors and

comfortable furniture, are examples of how the university is dedicated to student success. They also are part of making University Library the very heart of the world-class learning environment offered at Kent State.

The Math Emporium is a state-of-the-art learning center located on the second floor of University Library. Basic math skills are an essential foundation for many courses of study and necessary for students' overall academic success in college. At the Math Emporium, students learn through an innovative, engaging and easy-to-use program designed to help them become comfortable and proficient in basic mathematics. The "Fab Fourth" was the name given to the fourth floor, which has been renovated to a new space for students to study, relax and connect with others. It also features the Writing Commons, the university's writing center, and UCommute, a new center for commuter students that provides a "home away from home."

9P7. Building Relationships Between and Among Departments and Units

At the highest level, the overall University Strategic Plan process provides a clear and integrated framework for collaboration among units. Relationship building between and among units is facilitated in both formal and informal processes. Additionally, our long-standing tradition of shared governance helps to facilitate collaboration between units at the university. Inter-institutional cooperation is encouraged through meetings, committees, online forums, round table discussions, engagement projects, newsletters and campus-wide activities. Table 9P7 lists a few examples and more information is provided in sections 5P5 and 5P6.

Table 9P7
Building Relationships

| Membership/Users | Purpose |
|--|--|
| Academic Affairs Strategic Planning Committee | |
| Faculty and administrators | Develops strategic recommendations for the Division of Academic Affairs, |

| Membership/Users | Purpose |
|---|--|
| | The committee engages in a highly consultative process allowing faculty, staff, students and external constituents to give input. |
| Faculty Professional Development Study Committee | |
| Faculty | Develops workshops, programs and activities that provide relationship building and recognition opportunities |
| Kent Academic Support and Advising Association (KASADA) | |
| Academic advisors, student support personnel, faculty advisors, administrators, counselors, and other members of the KSU community whose interests are in the areas of advising and student services. | Provides professional development for academic advisors and student affairs professionals at KSU through internal and external collaborations. KASADA seeks to enhance academic advising by providing opportunities for networking, peer support, and the exchange of ideas to promote student learning. |
| Find a Researcher Database | |
| Researchers, community members, and legislators | Facilitates research collaborations by providing an online searchable database. One can search the database by topic, keyword, last name or department, and a list is produced providing contact information for KSU researchers that are conducting research on a specific topic or area. |
| Integrating Kent State University Learning Experiences and Business Work Experiences Program | |
| Members: 17 participating companies (Akron Polymer Systems, AlphaMicron, Assurance | Supports workforce development strategies and enhances student success through internship and co-op |

| Membership/Users | Purpose |
|--|--|
| Investment Management, AtNetPlus, Crystal Diagnostics, Echogen Power Systems, Explorys, First Energy Corp., GraphQL, Kent Displays, Melin Tool Company, Price Builders & Developers, Summa Health System, Telerik, Inc., The Timken Company, Tribute, Inc. and True Wealth Advisors). Additional support comes from the National Aeronautics and Space Administration (NASA) and the Northeast Ohio Council on Higher Education (NOCHE). | programs linked to key industries targeted for growth in Ohio. Enables 200 student interns to discover new opportunities, developing a strong feedback loop between the university and area companies. |
| Regional Campuses Research Committee | |
| Faculty | Encourages and facilitates collaboration by providing a venue for exploring shared opportunities for research at Regional Campuses and locations. |

9R1. Measures Collected and Analyzed

RPIE is our central institutional research office for information and planning resources. RPIE analyzes data and uses strategic planning and process improvement methods to enhance the performance and effectiveness of all levels of the university. RPIE provides critical analysis of strategic university issues, assistance with departmental and university accreditation, and official university data to external agencies and other higher education institutions. RPIE also provides critical, historical, current, and forecast data, assistance to units undergoing program or performance reviews, and support and planning information for budget planning.

The reports listed in Table 9R1a are created based on measures collected by the university, interactive and available to the public to help facilitate collaboration, interaction and transparency for external

constituencies and between internal departments and units.

Table 9R1a
External Reports and Measures

| Report | Provides |
|------------------------------|--|
| Provost Dashboard | An interactive and dynamic visual dashboard for internal and external use that shows student enrollment by college and campus, course enrollment, new student enrollment, degrees awarded, graduation and persistence, diversity and results for pre-registration. |
| Difficult Course List | Courses in which our students have low grades and withdraw at high rates. The courses can be selected based on campus, college department or by individual courses. The report can also be selected based on the percent of students receiving D, F or W. |
| Grade Distribution | The distribution of grades for each course section by call number. Sections with fewer than 10 students will not have the distribution shown. Courses can be selected individually or for the campus, college, department or faculty member. |
| Major Movement | The movement of students from their original major to subsequent majors. The report starts with the term of the students' freshman fall term and shows the major movement for the following fall terms. Campus, college or major can be selected. |
| Course Enrollment | Either the student enrollment or the credit hours by course and section. Courses can be selected by campus, college, department or by individual course and sections. Data returned will be shown by the level of detail selected. Fifteenth day or End-of-Term and fall, spring or both semesters can also be selected. |
| Student Enrollment | Either student enrollment or credit hours by the level of detail selected. Enrollments can be selected by campus, college, department, major and /or minor, second major or sub-major. |

| Report | Provides |
|--------------------------|---|
| | Enrollments can also be selected by gender, ethnicity, class level or UG/GR. Data returned will be shown by the level of detail selected. Fifteenth day or End-of-Term and fall, spring or both semesters can also be selected. Preponderant or concurrent counts are available. Enrollments totaled for all students in a program; selection by majors, minors and second majors is also available. |
| Degrees Awarded | The number of degrees awarded for either the academic year or by semester. Degrees can be selected by campus, college, department, major or minor. Degree level, gender and ethnicity are also available for selection. Degrees awarded totaled for all students in a program – majors, minors, second majors is also available. |
| Distance Learning | Shows enrollment data for DL and online courses. |
| Common Data Sets | Concise and extensive set of information shared with guidebook publishers, higher education writers and the interested public. It was developed through cooperation among several major national publications and higher education organizations and includes data regarding: <ul style="list-style-type: none"> • General Campus • Enrollment and Persistence • First-time, first-year (FYFY) • Freshman Admissions • Transfer Admissions • Academic Offerings and Policies • Student Life • Annual Expenses • Financial Aid • Instructional Faculty and Class Size • Degrees Conferred |

The reports listed in Table 9R1b are interactive and available only to internal users. The reports are used to help facilitate collaboration,

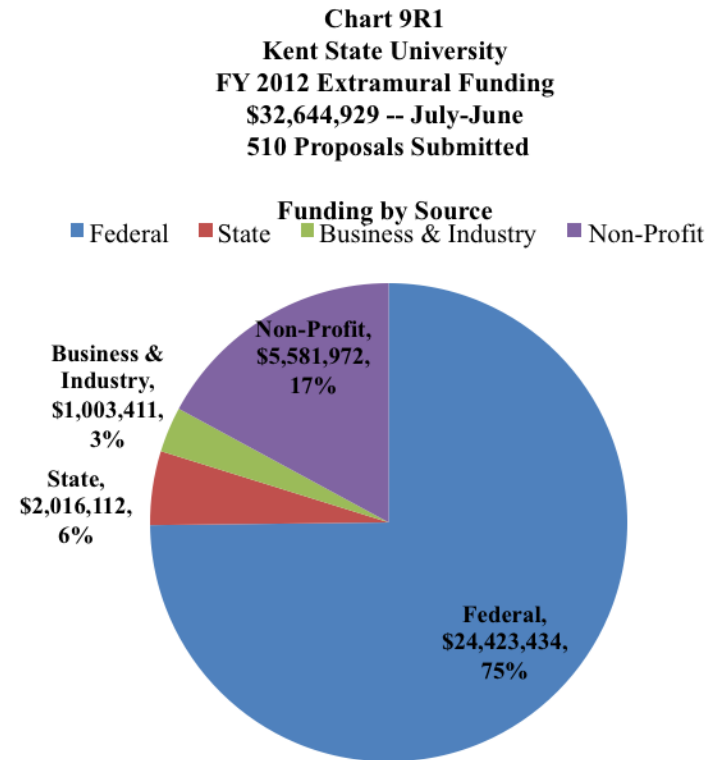
interaction and transparency between units and departments.

Table 9R1b
Internal Reports and Measures

| Report | Provides |
|--------------------------------|---|
| Workload | This application is used to create workload letters for faculty. |
| Income Generation Model | The Income Generation Model (IGM) is an estimate of the tuition and subsidy generated by students in various courses. IGM revenues can be used for planning purposes; however, they do not represent the final revenues a campus, college or department will receive. |
| RCM Revenue model | This application provides an estimate of the revenue that would be generated under the RCM budget model under various situations. The model allows for varying the tuition amount, growth in enrollment and changes in state subsidy. |
| Newly Admitted Tracking System | The Newly Admitted Tracking System shows students that have been admitted for a summer or fall term to the Kent Campus. The system allows for colleges and departments to generate lists of students for additional contact and track the types of contacts and responses. Additional information on DKS registration, fee payment and scholarship acceptance is also included. |
| New Graduate Students | The New Graduate Student Tracking System shows students that have been admitted to KSU. The system allows for colleges and departments to generate lists of students for additional contact and track the types of contacts and responses. |
| Non-returning Students | The Non-returning Student Report lists students that are eligible to return but have not yet enrolled. The most recent term showing is the current enrolled term. Students not enrolled for the subsequent term can be selected by campus, college, department, major, class level and KSU GPA. All new freshmen are included; otherwise the students listed have a KSU GPA at or above |

| Report | Provides |
|-----------------|--|
| | 2.0. Students can also be selected by assigned advisor. The type of contact and response to the contact can be recorded. |
| Mid-Term Grades | The Mid-Term Grades application provides mid-term grades for first year students for fall terms. |
| CIP code | CIP Code Maintenance allows departments to review and update the CIP code assigned to courses. The correct course CIP code ensures that the department is receiving the most accurate subsidy level. |
| Admissions | The Admissions Report shows the change in Applied or Admitted students for the current admissions cycle compared to the same time period last year. |

RASP collects extramural funding metrics to measure the results of our efforts to build external collaborations with funding agencies. Metrics are collected for the number of extramural proposals submitted per source and per college. We also collect and compare the yearly funding totals for each year. The results of these metrics are collected and published monthly on the newly created [Funding Dashboard](#).



These metrics are analyzed frequently by the administration for fluctuations and to identify trends in funding efforts and awards from federal and state agencies. The results are communicated at least bi-weekly to the vice president of RASP, as well as all management at fixed administration meetings. Deans and chairs use the results to aid in analyzing their department efforts for seeking funding. We also collect and analyze information and collaborate with agencies and other area universities in the region to identify and form regional innovative clusters to create jobs, attract capital, and have a long-term, positive economic impact on Northeast Ohio's economy.

In 2010, we commissioned a study to quantify our economic

contributions and to detail the role that we play in promoting economic development, enhancing students' careers and improving quality of life in Northeast Ohio and the individual regions served by our eight-campus system. The report, compiled by Economic Modeling Specialists, Inc. (EMSI), also named our university as a major source of start-up companies and technology transfer for the region.

The Admissions Office collects information about prospective students throughout the entire recruitment funnel. The recruitment funnel levels include prospects, inquiries, applicants, admits and enrolled students. Student information is tracked through a prospect management system from the sophomore through senior years of high school. A comprehensive recruitment plan is followed, which includes personal outreach by admission counselors at all levels of the recruitment funnel. All of these contacts via telephone, email, and written correspondence are documented in the prospect management system. Information about when a student attends admissions events, such as a daily campus tour or open house program, are all recorded and analyzed for trends. All of the inquiry, application and admit trends help us to determine our recruitment strategies. In addition, the information is used to make adjustments that may need to occur to our communication plan and recruitment plan throughout the annual cycle.

9R2. Performance Results

Outreach and collaborative efforts of RASP include the accomplishments of the newly formed Office of Corporate Engagement and Commercialization (OCEC). In the past eight months, the OCEC has developed contacts and networked with 200+ companies/organizations in the region, state and nationally. As a result of this extensive outreach, new collaborations (in addition to already established collaborations) have been formed. For example:

- We are now members of the Human Performance Council, a consortium of research organizations including Kent State, University of Akron, Case Western Reserve University

(CWRU), Northeast Ohio Medical University (NEOMED), Cleveland Clinic, Orbital Research and NASA. Kent State hosted a Human Performance Workshop in February 2013, in collaboration with CWRU.

- We are collaborating with the Tech Belt Energy Innovation Center which is a federally funded center aimed at the development and commercialization of early stage clean technologies. We have entered into a Master Research Agreement with them.
- In a newly formed partnership with Bizdom, an entrepreneurship accelerator that helps entrepreneurs launch, fund and grow innovative, tech-based startups – the OCEC has launched a series of “TechTalk” events aimed at promoting innovative research, commercialization and collaboration among companies and universities.

The university's contributions in promoting economic development, enhancing students' careers and improving quality of life in Northeast Ohio are impressive and include these highlights:

- The average annual contribution of our eight campuses and our alumni equals \$1.9 billion, approximately 1.5 percent of the economy in Northeast Ohio.
- The region receives roughly \$292.4 million in added regional income each year due to the payroll of the university's faculty and staff and our spending for supplies and services.
- Taxpayers see a real money return of 7.2 percent on their annual investments in the university.
- A graduate with a bachelor's degree from our university will on average earn \$1.1 million higher income over a lifetime than a person with only a high school diploma.

Results from data collected and analyzed from the Admissions Office in 2011 and 2012 include these highlights:

- 12,682 students visited our campus (i.e., campus tours, open houses, Admitted Student Days, etc.). Nearly 70 percent of

campus visitors applied for admission and, of those who were admitted, 50 percent enrolled.

- Two hundred twenty-two students attended a Geographic Area Reception (off-campus visit program). 90.09 percent applied for admission and of those who were admitted, 56.31 percent enrolled.
- Admissions staff met with 13,927 students at high school visits and college fairs. Of those, 24 percent applied for admission, and, of those students admitted, 31 percent enrolled. Of those students met with at high schools, 40 percent of students applied for admission and of those students admitted, 40 percent enrolled.

9R3. Comparing Performance Results with Other Organizations

Kent State's strong corporate and community partnerships continue to create one of the strongest economic engines in any Ohio university setting. Legislators depend on Kent State to develop technologies needed by our communities while corporations trust the university to present viable and reliable investment and development opportunities as well as commercial application through patenting, licensing and promotion of start-up companies and outreach. As mentioned in 9R2, the primary mission of the OCEC is to seek protection of the university's intellectual property and to make these results available to the public by actively seeking business partners, collaborators and licensees (see chart 9R1).

The university has received several awards for their collaborations and relationships. For example, Kent State's experiential and service learning efforts have been recognized nationally, recently being named to the 2013 President's Higher Education Community Service Honor Roll. This designation is the highest honor a college or university can receive for its commitment to volunteering, service-learning and civic engagement. The Commission of Economic Inclusion (COEI) recently recognized Kent State as a member of the 2013 Commission 50. The COEI is a program of the Greater

Cleveland Partnership. The Commission designation recognizes the 50 organizations with the highest combined scores on board, senior management, workforce and supplier diversity.

9I1. Recent Improvements

As noted in our 2009 Portfolio report, the university improves its current processes and systems by maintaining an awareness of trends and practices in business, education and nonprofit 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 our researchers. We also stay 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.

RASP has implemented improvements to processes supporting collaborative research relationships by implementing a Grants Management System, developing a strategic plan for research, establishing the OCEC, implementing a new approach to technology commercialization, and creating university-industry translational research consortia.

Implementation of the Coeus grants management system has facilitated the development of collaborative research proposals by allowing multiple investigators to work on the various parts of a proposal submission at the same time. Proposals that cross departmental, school and college lines are quickly and automatically routed to all involved units for internal review and approval. The intellectual contribution and division of indirect costs are tracked by the system to allow credit for the activity to be easily reflected in reporting. External collaborations are facilitated by standardization of the sub award process provided by the Federal Demonstration Project.

Over the past several years, the university community has been engaged in wide-ranging discussions about research and scholarship and has taken significant steps and made substantial investments to enhance research productivity. These actions have led to the development of a strategic plan for research. The plan is designed to take the university's research enterprise to the next level of productivity and achievement and to solidify our reputation as a national public research university. The plan provides strategies for the university to implement a research agenda that is focused on the major challenges we face as a society, principally health, energy and education. By concentrating upon these particular challenges, we will continue to demonstrate our relevance and importance to society, bringing together resources and creativity to make important contributions to the human condition. By focusing on these three challenges, our institution hopes to attain significant increases in extramural funding, attract outstanding faculty researchers and scholars, recruit high-quality graduate and undergraduate students, create an improved research infrastructure and develop new academic, corporate and government partnerships.

In 2012 the Office of Technology Transfer and Economic Development was reformed as OCEC. The mission of the OCEC is to effectively serve the needs of local and regional industry through our research expertise and facilities, and further develop our university as an important economic development engine in the region. Within OCEC two new positions were created, an Associate Vice President for Corporate Engagement and Commercialization and Associate Director for Technology Commercialization.

The OCEC has refocused our continued support, interest and enthusiasm for technology transfer from an expectation of license revenue generation to the use of our Intellectual Property (IP). This modification of effort aims to facilitate and highlight research that leads to economic development and regional job creation and to build strong industrial partnerships. We are now more selective in our approach to IP development and protection. This is a radical

change from past practice and the addition of an Associate Director for Technology Commercialization provides OCEC with the expertise for these market validations. The majority of our IP development is now carried out in consultation and with industry.

Following "best practices" established by other universities, we are instituting a new licensing regime that lowers or eliminates up-front fees and down-stream royalties but compensates the University if or when the company achieves financial success with the technology. The strategy also provides for a claw-back providing an opportunity for our university to re-capture the technology from under performing companies. Recognizing that our university is an institution with a responsibility to serve regional needs, we are favoring regional and state companies in our technology transfer licensing negotiations to help ensure that home-grown technology benefits the regional economy.

To leverage our university's research expertise in advanced materials/liquid crystals and biomedical sciences, the OCEC is systematically developing and facilitating university-industry translational research consortiums dedicated to the advancement of flexible biomedical technologies through nationwide scientific collaborations, and commercial and institutional partnerships. The bioFLEXTM consortium is dedicated to the advancement of flexible biomedical technologies by facilitating the whole continuum of innovation from concept to technology insertion and deployment. The flexPVTM consortium aims to advance the science of organized organic semiconducting materials, innovations and commercialization of flexible photovoltaic, lighting and electronics technologies.

9I2. Selecting Processes and Targets for Improvement

As a comprehensive research university all of our colleges strive for excellence in scholarly activity and robust influence in their disciplines. For certain faculty, such as those in science, health and technology, this means grant-driven discovery. For others,

scholarship is demonstrated by new creative works in fields such as art, music, theatre, architecture or fashion. Many other faculty members, including those in business, communication, education and the humanities, pursue scholarly excellence via activity that redefines existing professional work or augments the knowledge available in their disciplines. Each of these scholarly pursuits has been and will continue to be highly valued. While the scope of our activities is unchanging, we are embarking upon a new effort to propel scholarship to the next level of productivity and achievement by changing our level of focus and intensity. The priorities of the RASP strategic plan are based on internal and external demands, stakeholders' needs and legislative demands. The key themes for improvement include:

- Expanding into New Research Fields and Creative Endeavors
- Developing Multidisciplinary Research Themes and Leadership in Multi-Institutional Programs
- Building Faculty Expertise and Capacity for Research
- Expanding and Diversifying Research Funding Sources
- Forging External Academic, Industrial and Foundation Relationships
- Fostering Graduate and Undergraduate Research Excellence
- Promoting Commercialization of Research
- Publicizing, Marketing and Popularizing the University Research and Creative Scholarship

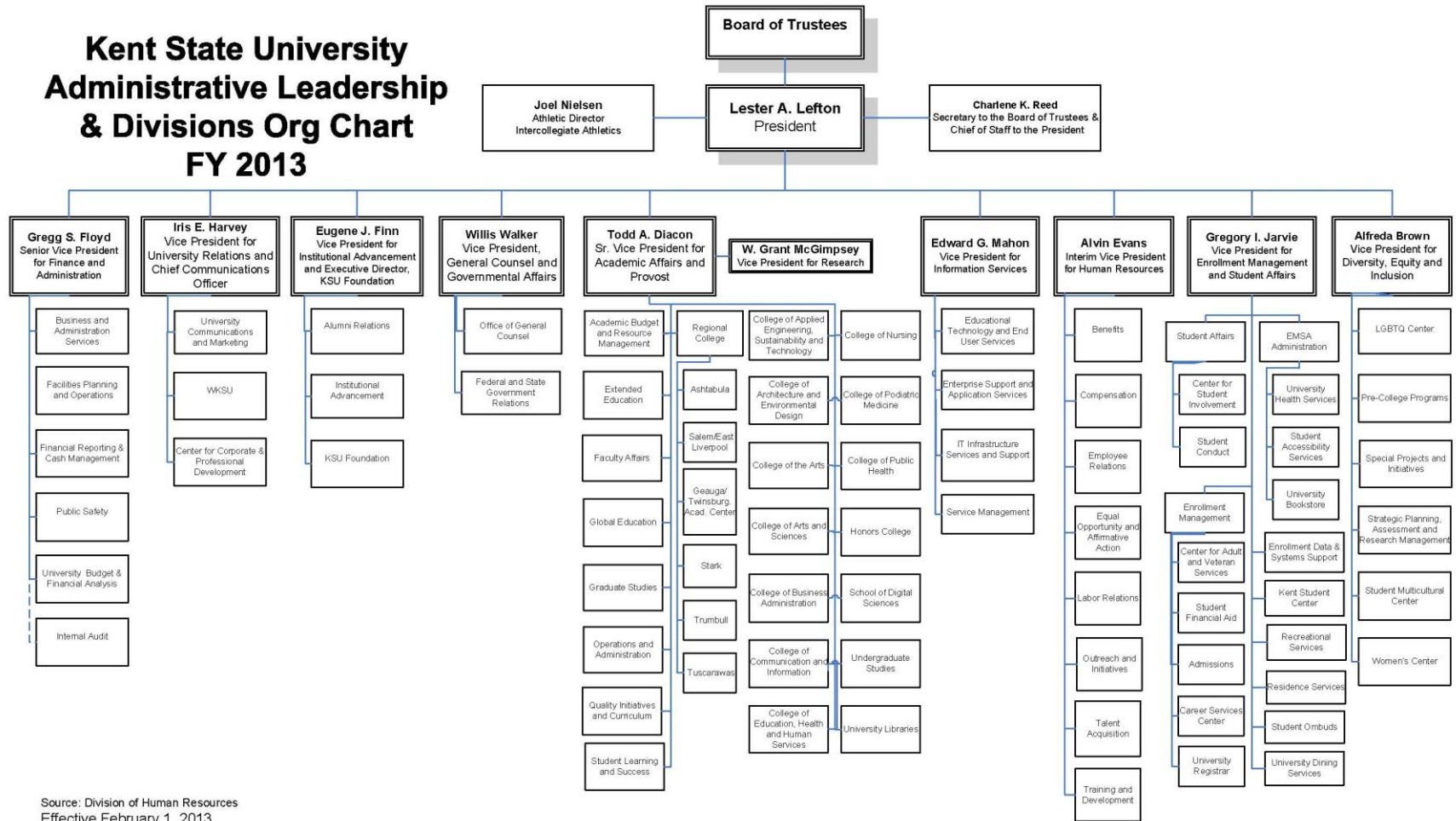
Measuring the impact of collaboration and commercialization efforts is also an area that RASP has targeted for improvement. These key metrics have been identified and will be collected as we move forward in our research initiatives:

- Grant dollars received from federal and state supported commercialization grants SBIR, STTR and Third Frontier.
- Grant dollars received from Industry partners through sponsored research agreements.
- Number of invention disclosures received that have commercialization potential.

- Number of Patents filed and issued.
- Number of start-up companies created from KSU technologies.
- Number of licenses grants, specifically to create regional impact.
- Licensing revenue from commercialization activities.
- Number of research projects KSU is working on (through other grants) that align with technologies approved by Ohio Third Frontier (early stage research that might have a commercialization potential in the future).

Appendix A

Kent State University Administrative Leadership & Divisions Org Chart FY 2013



Source: Division of Human Resources
Effective February 1, 2013

| Appendix B (SR3) | | | |
|---|--------------------------------|--|-----------------------|
| Year and Agency | Contest | Category Name | Award |
| 2012 Pianko Awards | Pianko Awards | Oliver Printing | Gold |
| 2012 American Advertising Federation | Akron ADDY Awards | Collateral Brochures | Gold |
| | Akron ADDY Awards | Collateral Brochures | Judge's Choice |
| | Akron ADDY Awards | Best Example of Printing | Gold |
| | Akron ADDY Awards | Poster | Gold |
| | Akron ADDY Awards | Poster | Judge's Choice |
| 2011 Communicator Awards | The Communicator Awards | Total Public Relations Programs | Award of Distinction |
| | The Communicator Awards | Print Advertising Campaign | Award of Distinction |
| | The Communicator Awards | Print Advertising Campaign | |
| | The Communicator Awards | Marketing Promotion - Direct Mail | Award of Distinction |
| | The Communicator Awards | Websites - Education | Award of Distinction |
| | The Communicator Awards | Integrated Campaign - Business to Business | Award of Distinction |
| | The Communicator Awards | Commercials - Universities | Award of Excellence |
| | The Communicator Awards | Print Advertising - Magazine Ad | Award of Excellence |
| 2011 PRSA | Cleveland Rocks Awards | Magazines | Gold |
| 2010 HMR Awards | Educational Advertising Awards | Television Advertising - Series | Bronze |
| | Educational Advertising Awards | Television Advertising - Single Spot | Merit |
| | Educational Advertising Awards | Season of Celebration Holiday Card | Merit |
| | Educational Advertising Awards | Other (Calendars, Spl. Pubs) | Merit |
| | Educational Advertising Awards | Newspaper Advertising-Series | Silver |
| | Cleveland Rocks Awards | Special Events & Observances Less Than 7 Days | Gold and Best Of Show |
| | Cleveland Rocks Awards | Interactive | |
| | Educational Advertising Awards | Internet/World Wide Web Site | Merit |
| | Educational Advertising Awards | Total Public Relations Programs | Bronze |
| 2010 International Association of Business Communicators | 2010 Vision Awards | Publication Design - Student | Award of Merit |
| 2010 PR News | 2010 Nonprofit PR Awards | Event PR | Winner |
| | 2010 Nonprofit PR Awards | Web Site | Honorable Mention |
| 2010 CASE V | Pride of CASE V | Exline Award for Best Practices in Communications and Marketing, 10,000 FTE and up | Gold |
| | Pride of CASE V | | Gold |
| 2010 CASE | Circle of Excellence Awards | Complete Institutional Web Sites | |
| | Circle of Excellence Awards | Student Recruitment Publication Packages | |
| | Circle of Excellence Awards | Individual Student Recruitment Publications-Viewbooks/Prospectuses | |

Appendix C (7R3)
Revenue/Expenditure Per FTE Comparison
Ohio Four-Year Public Universities

| | Per FTE | Revenue | Expenditure | Academic Support Expenses | Institutional Support Expenses | Instruction & Departmental Research Expenses | Plant Operation & Maintenance Expenses | Public Service Expenses | Scholarship and Fellowship Expenses | Separated Budgeted Research Expenses |
|-----------------|-------------|---------------|---------------|---------------------------------|--------------------------------------|---|--|-------------------------------|---|---|
| UA | FY10 | 16,432 | 13,763 | 1,511 | 2,231 | 6,610 | 1,125 | 383 | 844 | 507 |
| | FY12 | 16,404 | 14,426 | 1,603 | 2,318 | 6,827 | 1,044 | 405 | 1,068 | 598 |
| BGSU | FY10 | 18,058 | 16,645 | 1,643 | 2,057 | 7,272 | 1,040 | 241 | 3,171 | 20 |
| | FY12 | 17,941 | 15,904 | 1,623 | 1,966 | 7,013 | 1,062 | 205 | 2918 | 108 |
| Central SU | FY10 | 15,875 | 16,855 | 1,771 | 3,304 | 5,259 | 2,582 | 527 | 1,765 | 107 |
| | FY12 | 15,058 | 14,846 | 1,251 | 2,526 | 4,725 | 2,244 | 863 | 1,890 | 137 |
| UC | FY10 | 25,600 | 21,444 | 2,482 | 2,023 | 8,337 | 1,764 | 1,886 | 2,514 | 1,058 |
| | FY12 | 24,969 | 20,444 | 3,294 | 2,248 | 6,765 | 1,397 | 1,757 | 2,491 | 1,171 |
| Cleveland SU | FY10 | 17,447 | 15,412 | 1,740 | 2,126 | 6,888 | 1,924 | 284 | 632 | 263 |
| | FY12 | 17,247 | 15,259 | 1,749 | 1,989 | 6,877 | 2,171 | 199 | 649 | 262 |
| KSU | FY10 | 17,432 | 13,908 | 1,788 | 1,749 | 6,648 | 1,176 | 387 | 1,087 | 268 |
| | FY12 | 15,771 | 13,698 | 1,983 | 1,838 | 6,196 | 1,138 | 329 | 1,155 | 268 |
| MU | FY10 | 21,339 | 18,189 | 2,859 | 1,704 | 8,471 | 1,714 | 69 | 2,021 | 278 |
| | FY12 | 22,858 | 19,367 | 2,938 | 2,189 | 8,459 | 1,677 | 44 | 2,853 | 256 |
| OSU | FY10 | 26,363 | 24,129 | 2,451 | 2,651 | 11,752 | 1,717 | 471 | 2,497 | 1,075 |
| | FY12 | 26,118 | 24,566 | 2,582 | 2,861 | 12,130 | 1,451 | 408 | 2,661 | 940 |
| OU | FY10 | 18,435 | 16,658 | 2,084 | 1,583 | 7,763 | 1,796 | 443 | 1,362 | 637 |
| | FY12 | 17,819 | 15,825 | 1,847 | 1,524 | 7,397 | 1,620 | 450 | 1,200 | 832 |
| SSU | FY10 | 12,061 | 10,963 | 711 | 2,111 | 5,338 | 1,286 | 30 | 603 | - |
| | FY12 | 11,795 | 11,118 | 672 | 2,536 | 5,002 | 1,291 | 65 | 651 | - |
| UT | FY10 | 20,710 | 18,397 | 1,971 | 2,377 | 9,144 | 1,234 | 73 | 2,274 | 343 |
| | FY12 | 21,274 | 19,761 | 2,101 | 2,830 | 9,287 | 1,332 | 82 | 2,917 | 209 |
| WSU | FY10 | 17,694 | 15,982 | 2,724 | 1,701 | 6,388 | 1,383 | 443 | 1,683 | 527 |
| | FY12 | 17,689 | 16,864 | 2,677 | 1,955 | 7,261 | 1,357 | 402 | 1,610 | 421 |
| YSU | FY10 | 12,289 | 11,053 | 1,184 | 2,272 | 5,092 | 1,277 | 123 | 335 | 35 |
| | FY12 | 12,727 | 11,456 | 1,093 | 2,320 | 5,601 | 1,209 | 103 | 389 | 59 |

APPENDIX D ACRONYMS

| | | | |
|--------|---|--------|---|
| A&S | Arts and Sciences, College of | IS | Information Services |
| AAAC | Academic Affairs Advisory Committee | KASADA | Kent Academic Support and Advising Association |
| AALANA | African American, Latino American and Native American | KSU | Kent State University |
| AAUP | American Association of University Professors | MAC | Mid-American Conference |
| ACAA | Advisory Committee on Academic Assessment | NCHEMS | National Center for Higher Education Management Systems |
| ACT | American College Testing | NEOMED | Northeast Ohio Medical University |
| AQIP | Academic Quality Improvement | NSSE | National Survey of Student Engagement |
| ARTS | Arts, College of the | NTT | Non-Tenure Track |
| BCSSE | Beginning College Survey of Student Engagement | OBOR | Ohio Board of Regents |
| CAED | College of Architecture and Environmental Design | OEECE | Office of Experiential Education and Civic Engagement |
| CCI | College of Communication and Information | PSEOP | Postsecondary Option |
| COBA | College of Business Administration | R/T/P | Reappointment, Tenure, and Promotion |
| CPM | College of Podiatric Medicine | RAGS | Research and Graduate Studies |
| DDEI | Division of Diversity, Equity and Inclusion | RASP | Research and Sponsored Programs |
| DL | Distance Learning | RCM | Responsibility Center Management |
| EMSA | Enrollment Management and Student Affairs | RPIE | Research, Planning, and Institutional Effectiveness |
| EOAA | Equal Opportunity and Affirmative Action | SSI | Student Satisfaction Inventory |
| EPC | Educational Policies Council | STEM | Science, Technology, Engineering, and Math |
| ERP | Enterprise Resource Planning | TA | Talent Acquisition |
| FaSBAC | Faculty Senate Budget Advisory Committee | TT | Tenure-Track |
| FSSE | Faculty Survey of Student Engagement | UCM | University Communication and Marketing |
| FPDC | Faculty Professional Development Center | URC | University Research Council |
| FTE | Full-time Equivalent | UTC | University Teaching Council |
| FYE | First-Year Experience | VSA | Voluntary System of Accountability |
| GMAT | Graduate Management Assessment Test | | |
| GPA | Grade Point Average | | |
| GPS | Graduation Planning System | | |
| GRE | Graduate Record Exam | | |
| HEI | Higher Education Information | | |
| HR | Human Resources | | |
| IE | Institute for Excellence | | |
| IPEDS | Integrated Postsecondary Education Data System | | |