SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

KENT STATE UNIVERSITY

February 22, 2010

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Academic
Quality Improvement
Program
The Higher Learning Commission NCA

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EXECUTIVE SUMMARY FOR KENT STATE UNIVERSITY

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Kent State University**'s achievements and to identify challenges yet to be met.

- Category 1 Kent State University has developed a philosophy of education that has formed the foundation for the change in the intuitional culture from teaching centered to learning centered which is evidenced by the development of a new core curriculum, providing support to faculty to help them to develop teaching strategies that are sensitive to student learning styles, a commitment to academic assessment, programs that support academic student success, and keeping programs current through input from advisory boards and employers. The university will benefit from the analysis and the dissemination of assessment data which enable it to make data driven decisions regarding courses and resources. Kent State University has developed a philosophy of education

- Category 2   Three of KSU's six strategic goals are directly related to service to external stakeholders. Kent State University has developed a process to effectively build and maintain relationships with community and education partners which created additional opportunities for students and has direct benefits to members of the community. KSU has an opportunity to develop processes to prioritize the selection of, set targets for, develop comparative data to monitor the effectiveness of, and ensure internal coordination of its efforts to build relationships. In the current economic environment this could support effective use of resources.

- Category 3 KSU has established programs, services, and partnerships that acknowledge and respond to stakeholder needs. KSU also has developed and implemented processes for understanding students' and other stakeholders' needs. It will however be beneficial if these strategies are systematic and a clear link to its culture and infrastructure are demonstrated. Kent State University uses both interpersonal and electronic methods to collect data to understand its students' and stakeholders' needs to detail how effective it is in building and maintaining relationships with its current students and stakeholders. KSU needs to analyze and measure the effectiveness of their processes for collecting this information.

- Category 4 In areas of professional development, succession planning, and quality of life policies, KSU has become recognized for being an outstanding place to work. Efforts have

been made to create a more diverse pool of applicants. While the university notes an increase in the number of diverse job applicants, there is no evidence that there is an increase in the number of diverse applicants hired. KSU has made significant changes that reflect a commitment to a satisfied, supported and included work force developing and implementing processes for valuing people which is an important part of the learning culture being developed. It will however be beneficial if the improvements are systematic and a clear link to its culture and infrastructure demonstrated. KSU also has an opportunity to develop indicators of the effectiveness of its processes to value people and to establish methods for data collection, analysis and use. In an era of financial challenges this data could assist in the allocation of resources.

- Category 5 Improvements in the collection and sharing of data, and the use of cross-disciplinary and cross-functional teams to provide input into decision making processes, have improved communication and collaboration throughout the university and advanced the value of shared governance. KSU has a well-defined process for the selection of a new president and the training of new Board members; leadership succession planning has been a focus of the institution since its last Systems Portfolio. Processes are in place to identify and nurture future leaders from within. As the institution continues on their quality journey, it is important that they remain focused on inclusive, systematic process development that incorporates performance metrics and appropriate methods of data analysis; thereto, attention to evaluating the effectiveness of existing processes is important to advance continuous improvement efforts. KSU uses many vehicles to disseminate information to its stakeholders; creation of systems to measure the effectiveness of its communication processes could support more efficient use of resources.

- Category 6 KSU has organized and responsive processes and strategies for reviewing and improving institutional operations. Recent technology transitions (e.g., BANNER, WEAVEonline) while needed also brought challenges which were addressed with input from campus stakeholders. Services and operations across the eight-campus system have been streamlined as a result of the Banner implementation and adoption of the RCM financial model. Functional areas of the university are empowered to operate more autonomously, within the framework of annual planning and goal setting.   KSU has an opportunity to set standards of excellence in comparison to their rival institutions, through clearly articulated outcomes and benchmarks.

- Category 7 KSU has made great progress in moving towards data driven decision making with the addition of several new technology systems that streamline information collection. Moving forward, attention to the types of data that can best contribute to a learner-centered campus and how data will be analyzed, reported and used by the institution and individual units is key. .KSU does not appear have methods for measuring the effectiveness of its processes to measure effectiveness and such methods will contribute greatly to successful decision-making.

- Category 8 KSU's strategic plan and annual planning processes guide the institution's continuous improvement initiatives. New initiatives that support the university's mission are undertaken with broad-based input, clearly defined goals and established performance metrics. Implementation of the RCM financial model, GPS and WEAVEonline, adoption of the Banner EPS system, and restructuring of the regional campuses has strengthened KSU's planning process and its efforts to increase institutional effectiveness. Continued efforts to clearly articulate benchmarks and desired outcomes that are aligned with AQIP and strategic planning will further progress. These strategies can be further strengthened by developing indicators of performance and effectiveness of its system for planning continuous improvement, including establishing methods for data collection, analysis and use.

- Category 9 Three of KSU's six strategic goals are directly related to service to external stakeholders. Kent State University has developed a process to effectively build and maintain relationships with community and education partners which created additional opportunities for students and has direct benefits to members of the community. KSU has an opportunity to develop processes to prioritize the selection of, set targets for, develop comparative data to monitor the effectiveness of, and ensure internal coordination of its efforts to build relationships. In the current economic environment this could support effective use of resources.

Accreditation issues and Strategic challenges for **Kent State University** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF **Kent State University's** FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement

goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

> The Systems Appraisal team concluded that Kent State University has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Kent State University in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Kent State University will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- KSU collects large amounts of data in numerous areas, the development of procedures for the analysis of that data will assist them to get more from the data to support continuous quality improvement. While examination of a single data set can provide some information,

the presentation of trends, internal comparisons (e.g. campus or university values), and summary data has the potential to increase the effectiveness of the data to support data-based decision making.

• KSU has multiple processes for accomplishing the same task. For example information is shared electronically in multiple ways and there are varied opportunities for professional development. The development of criteria to determine the effectiveness of the various methods in accomplishing the desired outcomes would allow KSU to determine which process might be best to accomplish a particular task. The current economic climate might necessitate such decisions.

• Establishing targets, benchmarks and comparative data sources has the potential to increase the usefulness of data to support decision making   Failure to do so can lead to under or Over estimation of levels of success and/or concern.

• KSU has multiple processes to address many of the AQIP categories. The development of indicators for the effectiveness of these processes and the establishment of methods for data collection, analysis, reporting and use could assist the university in evaluating which processes most effectively utilize limited resources.

• Seeking more systematic and inclusive input from students and other stakeholders has the potential to provide a wider range of ideas and concerns to inform institutional priorities and unit goal setting. Broad involvement in decision making processes provides ownership and an increased level of commitment that can contribute to the success of institutional endeavors

• The portfolio clearly details how communication occurs from the top down but it is unclear how communication occurs from the bottom up as well as horizontally. Broad-based involvement and collaboration across and within departments and units strengthens support for, alignment and ownership of strategic priorities. A culture of involvement and collaboration removes constraints associated with hierarchical structures and helps to prevents silos.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Kent State University, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Kent State University distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

O1a   KSU is one of 77 nationally designated universities that have high research activity.

O1b   KSU offers 272 undergraduate academic programs with 9 Baccalaureate degrees; 15 degrees in 214 programs at the master's level; one degree for educational specialist in 8 areas; and 2 doctoral degrees in 59 programs.

O1c   KSU supports a liberal arts undergraduate education through four core learning outcomes, a diversity requirement, and experiential learning. KSU's philosophy of undergraduate education adopted in October 2008 includes four core components: knowledge, insight, engagement, and responsibility. Students are required to take two undergraduate diversity courses: global diversity and domestic diversity.

O1d   Community and business relationships provide experiential learning opportunities, including research projects, internships, co-ops and service learning, as well as career opportunities.

O1e   Technology is an intricate part of how courses are taught and delivered and a significant effort is being made to upgrade facilities and resources to allow faculty members to respond to the academic needs of students.

O2a   KSU offers athletic programs; publishing press; diversity initiatives; services to industries and businesses via its state of the art industry facility and the center for advanced technology and workforce development; public radio; festivals and theaters.

O2b   Based on the legacy of May 4, 1970, KSU practices inquiry and reflection, through its annual Democracy Symposium begun in 2000. The history of May 4, 1970, is incorporated into presentations as an attempt to understand the challenges of citizenship in a democratic society.

O2c   The professional staff of the Division of Enrollment Management and Student Affairs provides a full continuum of support services for students, including academic support, residential life services, career counseling, student employment, recreation and wellness, student organizations, financial aid, and disability services.

O3a   KSU's primary competitors in Ohio include Bowling Green State University, Ohio University, and Miami University; research competitors include Ohio State University, Case Western Reserve University and the University of Cincinnati.

O3b   The state of Ohio has 13 four-year public universities, 54 four-year private colleges and universities, 23 two-year public university branch campuses, 24 two-year public community and technical colleges, one freestanding medical school and 14 diploma schools of nursing. The close proximity of these higher education institutions can create an intensely competitive situation.

O3c   While today's students seek an education, they are accustomed to having services provided at their convenience and with their preferences in mind.

O3d   The Kent Sate student body expanded to include high school students when the state legislature created the Post-Secondary Enrollment option in which universities are expected to provide college instruction for co-enrolled high school students on a space-available basis and for a cost less than university students pay.

O4a   KSU's strategic objectives, student enrollment, and program demand guide its hiring initiatives. Over 5,000 faculty, administrative, professional, civil service, graduate assistant, student, and temporary employees are employed at KSU. KSU faculty is 53% full time of which 46% are tenured and 31% are non tenure track or term. The faculty is about 50% female and 15% minority. While enrollment has increased, the number of faculty has remained stable.

O4b   The determination of workload for tenured/tenure track faculty and non-tenure track (NTT) faculty is done on an individual basis at the department level using parameters for

workload determination established by the AAUP Collective Bargaining Agreements and department handbooks

O5a Since 2006, the university has selected a new president and a senior vice president and provost. New vice presidents for Business and Finance, Enrollment, Management and Student Affairs (EMSA), Institutional Advancement, Human Resources, and University Relations were selected and hired. All college deans (8) and three (of six) regional campus deans are new to their positions since 2006. Along with the change of senior leadership, the university restructured several divisions to better align with the president's vision and the university's strategic principles.

O5b KSU is funded through state legislative appropriations, tuition and fees, research grants and contracts, and private gifts. It has a governing board (appointed by the governor) of nine trustees and two non-voting student trustees.

O5c The executive leadership team links the Board of Trustees and President to the organization's administrative and functional structure with primary decision-making responsibility resting with the president. The University operates within a shared governance model, with the Faculty Senate serving as the primary faculty governance body. Students participate in shared governance through the Undergraduate Student Senate and the Graduate Student Senate. These groups serve in an advisory capacity to the President.

O6a KSU utilizes annual planning, RCM, and continuous improvement, all of which are guided by strategic planning to align administrative goals with their mission and values.

O6b As the university community transforms itself to a learning-centered institution, spaces are being redesigned to support collaborative and active learning and better prepare students for the world of work. Renovations to existing buildings and new building projects at both the main campus and regional campuses have been undertaken to address evolving student learning needs.

O6c In order to serve external stakeholders KSU provides specialized spaces to provide opportunities for the public to access educational, business, sports, and cultural programs, including: the Student Wellness and Recreation Center; Minority Business Center; Ohio Employee Ownership Center; University Auditorium; Centennial Research

Park; Ice Arena; Memorial Athletic and Convocation Center; Planetarium; and Women's Resource Center.

O7a   KSU introduced a new enterprise system (Banner) in 2006 that has led to increased centralization and access to data.

O7b   The office of Research, Planning and Institutional Effectiveness (RPIE) meets with deans and chairs/directors on a continuing basis to ascertain their data needs.

O8a   Six principles that guide both the long- and short-term planning decided through the KSU strategic planning process: ensuring student success; enhancing academic excellence and innovation; expanding breakthrough research and creative endeavors; engaging with the world beyond our campuses; securing our financial future; developing and recognizing our people (new AY09-10).

O8b   KSU is committed to a set of practices that support faculty inquiry and reflection: faculty professional development leaves; summer and academic year research grants; funding for the University Teaching Council (UTC) and the University Research Council (URC); workload equivalencies; supporting scholarship with start-up funds and travel funds.

O8c   Organizational complexity and multi-layered processes sometimes prevent flexible, timely responses to external changes and agile coordination of internal processes.

O8d   Key challenges include: the devaluation of higher education in Ohio; higher societal expectations with decreased resources; organizational complexities; transitions in senior leadership; organizational structures that make change challenging and slow; an aging physical plant; and, a need to look for students outside the community and country.

O8e   Opportunities include: AQIP processes; better prepared students and improved learning supports; potential of streamlining data processing through technology; learner centered collaborations and partnerships; increased student and employee diversity; potential for global programs and students; and, continued learning environment development.

O9a   KSU's most vital internal partnership is among the eight campuses providing a network of internal resources and partnerships and allowing the university to leverage the power of its resources to serve the varying needs of each campus' community partners.

O9b   KSU's vision is to be a dynamic leader that helps stimulate economic revitalization in the region. To this end, KSU maintains collaborative relationships with public and private

educational entities; business and industry; community agencies; local governments; regulatory bodies; employees; alumni; and students. These relationships result in a number of structures, joint processes, and shared initiatives that further the mission of the college and also advance the interests of its stakeholders.

O9c   Research at KSU benefits the communities it serves through partnerships in innovative applications of technology and as a catalyst for developing the economy and improving the quality of life of the broader community.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling,

learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Critical Characteristic

O1a   KSU is one of 77 nationally designated universities that have high research activity.

O1b   KSU offers 272 undergraduate academic programs with 9 Baccalaureate degrees; 15 degrees in 214 programs at the master's level; one degree for educational specialist in 8 areas; and 2 doctoral degrees in 59 programs.

O1c   KSU supports a liberal arts undergraduate education through four core learning outcomes, a diversity requirement, and experiential learning. KSU's philosophy of undergraduate education adopted in October 2008 includes four core components: knowledge, insight, engagement, and responsibility. Students are required to take two undergraduate diversity courses: global diversity and domestic diversity.

O1d   Community and business relationships provide experiential learning opportunities, including research projects, internships, co-ops and service learning, as well as career opportunities.

O2c   The professional staff of the Division of Enrollment Management and Student Affairs provides a full continuum of support services for students, including academic support, residential life services, career counseling, student employment, recreation and wellness, student organizations, financial aid, and disability services.

O3c   While today's students seek an education, they are accustomed to having services provided at their convenience and with their preferences in mind.

O3d   The Kent Sate student body expanded to include high school students when the state legislature created the Post-Secondary Enrollment option in which universities are expected to provide college instruction for co-enrolled high school students on a space-available basis and for a cost less than university students pay.

O6b   As the university community transforms itself to a learning-centered institution, spaces are being redesigned to support collaborative and active learning and better prepare students for the world of work. Renovations to existing buildings and new building projects at both the main campus and regional campuses have been undertaken to address evolving student learning needs.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1	SS	KSU's philosophy of undergraduate education and reconfiguration of its liberal education requirements (Kent Core Learning Outcomes) laid the groundwork for a culture shift to a learner-centered paradigm and is a model of collaborative strategic planning in support of institutional vision and mission that includes input from faculty, students and external stakeholders.
1P2	S	KSU utilizes an inclusive and comprehensive curricular development and revision process that assures program alignment with the university mission, vision, and philosophy. The process includes faculty and administrative staff at all levels (dean's, chairs, and director's) as well as the KSU Faculty Senate. Program outcomes are designed for short and long term goals and address national accreditation curriculum requirements, learned society recommendations and national certification requirements.
1P2	O	KSU has an opportunity to investigate incorporation of external representatives from the areas that employ its students in determining specific learning outcomes. These individuals could provide a broader view of the needs of the area.
1P3, 1P4	S	New programs are developed through market analysis, needs assessment, financial and feasibility analyses; input from faculty, alumni, advisory boards and surveys of employers inform decision making

regarding curriculum and costs, competiveness and determining the factors that will maximize the possibility for the success of new programs.

1P3	O	KSU has an opportunity to investigate the incorporation of a step to review the Pedagogy attached to the proposals to facilitate student learning.
1P5	S	Appropriate attention is focused on college readiness of incoming students via pre-college initiatives, placement testing, course pre-requisites, program admission requirements, and articulation agreements. Programs offered by the Student Success Center are available to assist under-prepared students. Collectively, these efforts will advance the university's goal to increase recruitment and retention.
1P5 O		KSU has an opportunity to develop a process to determine appropriate benchmark scores for the measures it uses for the placement of students. This could increase the effectiveness of those measures in making placement decisions.
1P6a	S	Kent State University informs prospective students of required preparations and learning objectives through a variety of means and programs including school visits, fairs, academic discovery days, workshops and strategic marketing websites, e-mails, catalogs, and fliers.
1P6b	S	Kent State University informs current students of university requirements through program requirement sheets, fliers, on-campus information booths, posters and brochures, undergraduate/graduate catalogs, College/department/university websites, Kent Academic Progress System (KAPS) reports, Course syllabi and Graduation planning system and its website (GPS).
1P7	S	There is evidence that a growing number of students are taking advantage of academic advising services from Kent State University that involve faculty and student instructors, academic advisors and professional staff who help students understand the university's expectation for learning as well as the requirements of the college. A variety of methods are used to help students succeed including

exploratory courses and/or workshops that provide opportunity for the students to match needs and abilities with offered university programs of study and the development of an electronic portfolio.

1P8a	S	The Academic Support center at Kent has a number of programs that provide assistance to underprepared students who need help adjusting to college as well as tutoring in academic skill courses.
1P8b	S	Kent State has designed curricular choices that encourage student success by offering developmental courses in English and math and by extending the English course to two semesters, allowing students more time to develop their writing skills.
1P9a	S	Kent State fosters a culture of learning by helping students identify their learning styles through the First Year Experience and providing them with tools to help identify teaching styles and choose the courses best suited to their learning style.
1P9b	S	Kent State University helps faculty to understand the differences in students' learning styles that exist in their classrooms through faculty development workshops and Transformative Learning grants.
19c	O	KSU has an opportunity to make its emphasis on learning styles more effective by encouraging faculty to participate in offering discipline specific support centering on the individual.
1P10	S	Kent State University meets the special needs of its students at each of the regional campus through services offered by enrollment management and student affairs, creation of several learning communities, online programs and senior guest program.
1P11	S	The culture shift from a teaching paradigm to a learning paradigm was a process that included the formation of core groups that developed a philosophy statement, First Year Experience and core curriculum. Feedback from stakeholders and expectations regarding the shift were communicated to faculty through Reappointment/Tenure/Promotion (R/T/P) procedures document, department handbooks, letters of

appointment, review letters and annual Reviews and the use of
Transformative Learning Grant, DL Grants, Summer LER Grants help
faculty transform courses.

1P11   O   Recognition of faculty and program accomplishments in becoming
                     learning-centered through teaching excellence can motivate change,
                     provide models for academic units and individuals, and communicate high
                     expectations across campuses.

1P12   S   In response to data that showed that students were not moving through
                     their program in a timely manner Kent State developed a Graduation
                     Planning system that provided students with a *road map* that would help
                     students complete their program in four years as well as timetabling
                     software that would help to create a more effective course delivery
                     system and effective use of space.

1P12   O   With the exponential growth of online and blended courses blended, as
                     well as the availability of computer-based instructional resources,
                     appropriate technology training and support should be developed for
                     faculty and students.

1P13   S   There is a comprehensive and systematic process in place to ensure
                     current and effective programs that includes input from advisory boards
                     and feedback from employers; an internal formal academic review
                     process coordinated by the Office of Quality Initiatives in conjunction with
                     Graduate studies in which each program is reviewed on a seven year
                     cycle; and the use of external reviewers for departments with doctoral
                     programs.

1P14   S   Kent State University has a process to make changes to existing
                     programs based on factors such as changes in practice in the field,
                     findings related to student outcomes and recommendations by external
                     bodies, as well as a process to discontinue programs based on low
                     enrollment and an environmental scan.

1P14   O   Program curricula are changed or discontinued by faculty usually based
                     on low enrollments and an environmental scan. In today's financial

environment, KSU has an opportunity to investigate developing processes for a systematic university wide review of programs that could incorporate more than enrollment and promote consistency across departments.

1P15   S   The process for determining and addressing learning support needs includes library support services, Student Success Services, advisor services, residence services, and the Faculty Referral Early Alert System who work with Academic Advisors to identify students with learning needs.

1P5   O   KSU has an opportunity to develop a university-wide integrated process to determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of its students and faculty.

1P16   S   Kent State University is committed to experiential education and civic engagement and has aligned co-curricular developmental goals with curricular learning objectives. The university's strategic plan is used as a framework to provide ways for students to be informed about the world and to develop capacity for applying their learning to solve problems, and to communicate across ethnic, racial, religious, cultural, class and national differences.

1P17   S   Kent State University employs a variety of methods like department measures, capstone experiences, major field examinations, portfolio reviews, juried presentations and licensure exams to ensure students awarded degrees and certificates have met discipline specific learning expectations. The portfolio also reports that the university administers standardized tests in general education and reviews its general education requirements on a five year basis.

1P18   S   Kent State is committed to academic assessment guided by its 6-step assessment process requiring each new and existing academic program to develop its own academic assessment program using WEAVEonline, and report the findings annually to use in the development of action plans to address areas of needed improvement.

1R1a	S	Kent State University collects a variety of measures of students' learning and development including internal and external, and test and performance measures.
1R1b	O	It is unclear how often the measures for student learning and development are collected and what process is used to analyze the data.
1R2	O	Although the portfolio lists a number of initiatives, it is unclear what measures are used to determine whether common learning objectives are met, how the results are analyzed and how the results are disseminated to internal stakeholders including faculty.
1R3	S	Kent State University's passage rates on national licensing exams which consistently exceed the national average, graduate admission exam scores and employer surveys provide evidence of the preparation of KSU graduates.
1R3a	O	Specific performance results appeared not readily available through the WEAVEonline system.
1R3b	O	KSU has an opportunity to create an integrated data report for data across the university which could promote more effective utilization of data.
1R4	S	While KSU indicates data regarding employment placement and post-graduation activities are collected, it is unclear how the data is analyzed and how the results are used for decision making.
1R5	S	Usage and participation data for learning support processes (advising, library and laboratory use, etc) show a high level of use.
1R6	S	Kent State has an opportunity to create measurable targets for its benchmark data which could help the university make better use of its comparative data in its decision making.
1R6	O	Benchmark results from the NSSE and BCSSE indicate the need to develop a strategy to address the learning activities that freshmen reported they had never engaged in. Continued efforts by the university

to shift to a learning-centered curricular design may improve these results.

1I1	S	KSU has made numerous improvements including: Graduation Planning System (GPS), Timetabling, Destination Kent State, First Year Experience and FYE Course, Undergraduate philosophy statement, new general education core with student learning outcomes (Kent Core), and Office of Experiential Education and Civic Engagement.
1I1	S	Institutional priorities are established during the annual strategic planning process, ensuring that all divisions are appropriately focused on contributing to the attainment of these established strategic priorities.
1I2	O	It is unclear how KSU sets targets for the attainment of strategic priorities.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item   Critical Characteristic

O1a   KSU is one of 77 nationally designated universities that have high research activity.

O1d   Community and business relationships provide experiential learning opportunities, including research projects, internships, co-ops and service learning, as well as career opportunities.

O2a   KSU offers athletic programs; publishing press; diversity initiatives; services to industries and businesses via its state of the art industry facility and the center for advanced technology and workforce development; public radio; festivals and theaters.

O2b   Based on the legacy of May 4, 1970, KSU practices inquiry and reflection, through its annual Democracy Symposium begun in 2000. The history of May 4, 1970, is incorporated into presentations as an attempt to understand the challenges of citizenship in a democratic society.

O6c   In order to serve external stakeholders KSU provides specialized spaces to provide opportunities for the public to access educational, business, sports, and cultural programs, including: the Student Wellness and Recreation Center; Minority Business Center; Ohio Employee Ownership Center; University Auditorium; Centennial Research Park; Ice Arena; Memorial Athletic and Convocation Center; Planetarium; and Women's Resource Center.

O9b   KSU's vision is to be a dynamic leader that helps stimulate economic revitalization in the region. To this end, KSU maintains collaborative relationships with public and private educational entities; business and industry; community agencies; local governments; regulatory bodies; employees; alumni; and students. These relationships result in a number of structures, joint processes, and shared initiatives that further the mission of the college and also advance the interests of its stakeholders.

O9c   Research at KSU benefits the communities it serves through partnerships in innovative applications of technology and as a catalyst for developing the economy and improving the quality of life of the broader community.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1	S	The design and operation of key non-instructional processes is guided by KSU's strategic goals (three out of the six) and embedded in its core values. Several units of the university (e.g. Marketing Research, Segmentation and Engagement Services - formerly the Division of

Regional Development, Institutional Advancement, Intercollegiate Athletics, and Research) are established to support accomplishing other distinctive objectives.

2P2a	S	Kent State has processes to ensure that non-instructional objectives are guided by the university's mission statement, core values and strategic goals and are reviewed annually. The RCM process ensures fiscal responsibility at unit levels for effective implementation.
2P2b, 2P4	O	While it is commendable that non-instructional objectives are aligned with KSU's mission statement, values, and strategic goals, it is unclear how specific units align objectives with stakeholder needs and interests or how the institution captures and analyzes the efforts across units. It appears that the WEAVEonline system is the primary reporting mechanism (outside of the RCM) determining stakeholder specific objective outcomes and capturing evidence of success.
2P3	S	KSU communicates its non-instructional objectives through the president's State of the University address, electronic and print publications, personnel performance reviews, and regularly scheduled meetings for faculty, staff, administrators and stakeholders.
2P4a	S	Kent State University has a process in place to regularly assess and review the appropriateness and value of its non-instructional objectives which includes discussions with faculty and staff. The process is data driven using data stored and retrieved in WEAVEonline.
2P4b	O	The institution will benefit from the inclusion of other stakeholders into the review of its non-instructional objectives beyond the immediate KSU community.
2P5a	S	Faculty and staff are involved extensively in the processes of review and operations of the non-instructional objectives.
2P5b	O	It appears that KSU does not have detailed processes to determine the needs of its faculty and staff. Providing explicit and varied strategies to

identify needs of faculty and staff not only values people, but also can improve operations and make the most of resources.

2P6	O	Full implementation of the RCM financial model can allow KSU to effectively utilize quantitative data to review and refine strategic objectives; provide accountability for decision making, support implementation of strategic initiatives, and allow results will be available at the unit level.
2R1a	S	A variety of quantitative performance measures for non-instructional objectives are clearly identified contributing to KSU's understanding of how well these objectives are being met.
2R1b	O	Many of the qualitative performance measures are largely internal; including external stakeholder input will enrich analyses. Additionally it is unclear whether performance expectations have been established and if the results achieved met those expectations.
2R2	S	There is a significant increase in donations to the university, active alumni involvement, faculty and staff serving the community, and roundtable meetings between the university and stakeholders indicating an engaged community.
2R3	S	KSU's success in intercollegiate athletics, increased development donations, increased grant funding, and increased participation in the Supplier Diversity initiative are evidence of how the institution effectively competes.
2R4a	SS	KSU has over 80 MOUs and 20 student-exchange relationships. KSU, through its eight campuses, has established and maintained multi-faceted relationships with community members and organizations including the Centennial Research Park and the Cleveland Botanical Garden. Institutional units that further such efforts include the Economic and Strategic Partnerships team, the Office of Technology Transfer, and the Regional Corporate and Community Services Economic Development.

2R4b   O   The state's focus on the university system of northeast Ohio provides the framework within which to facilitate the coordination of strategic initiatives that will meet the needs of regional stakeholders while realizing efficiencies associated with targeted resource allocation. KSU's Economic and Strategic Partnership Team, as well as the Office of Technology Transfer and Economic Development, might be tasked to provide leadership in this area.

2I1a   S   KSU's improvements include the availability of online reports, implementation of WEAVEonline, development of the RCM system, community service initiatives, participation in NOMBC, and a $21M increase in external funding. The KSU Strategy Map and embedded culture of supporting the educational and economic needs of the region assure that continued improvements in processes, operations and performance for non-instructional objectives can occur.

2I1b   O   KSU will benefit from ensuring that the improvements and performance results become systematic.

2I   O   It is unclear how the culture and infrastructure of KSU helps to determine processes for improvement and targets for improved performance results. Clearly articulated processes and targets will more accurately measure progress.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   Critical Characteristic

O1d   Community and business relationships provide experiential learning opportunities, including research projects, internships, co-ops and service learning, as well as career opportunities.

O2a   KSU offers athletic programs; publishing press; diversity initiatives; services to industries and businesses via its state of the art industry facility and the center for advanced technology and workforce development; public radio; festivals and theaters.

O2b   Based on the legacy of May 4, 1970, KSU practices inquiry and reflection, through its annual Democracy Symposium begun in 2000. The history of May 4, 1970, is incorporated into presentations as an attempt to understand the challenges of citizenship in a democratic society.

O2c   The professional staff of the Division of Enrollment Management and Student Affairs provides a full continuum of support services for students, including academic support, residential life services, career counseling, student employment, recreation and wellness, student organizations, financial aid, and disability services.

O3c   While today's students seek an education, they are accustomed to having services provided at their convenience and with their preferences in mind.

O3d   The Kent Sate student body expanded to include high school students when the state legislature created the Post-Secondary Enrollment option in which universities are expected to provide college instruction for co-enrolled high school students on a space-available basis and for a cost less than university students pay.

O6c   In order to serve external stakeholders KSU provides specialized spaces to provide opportunities for the public to access educational, business, sports, and cultural programs, including: the Student Wellness and Recreation Center; Minority Business Center; Ohio Employee Ownership Center; University Auditorium; Centennial Research

Park; Ice Arena; Memorial Athletic and Convocation Center; Planetarium; and Women's Resource Center.

O9b   KSU's vision is to be a dynamic leader that helps stimulate economic revitalization in the region. To this end, KSU maintains collaborative relationships with public and private educational entities; business and industry; community agencies; local governments; regulatory bodies; employees; alumni; and students. These relationships result in a number of structures, joint processes, and shared initiatives that further the mission of the college and also advance the interests of its stakeholders.

O9c   Research at KSU benefits the communities it serves through partnerships in innovative applications of technology and as a catalyst for developing the economy and improving the quality of life of the broader community.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	*S/O*	*Comment*
3P1	SS	KSU uses a variety of assessment measures to determine changing needs of students including: surveys of current/potential and graduates students, organized student groups and organizations, employers, and professional organizations. Other strategies include: surveys, forums, focus groups, advisory committees, support systems (e.g. financial aid needs analysis, Graduation Planning System), demographic and trend analysis, analyses of academic programs and achievement levels, reviews by professional organizations, and market analyses.
3P2a	S	KSU utilizes direct, personal interactions, technology-based interactions, task force reports, government reports, advisory council input, indirect interactions, external evaluations and compliance mandates to build and maintain relationships with current and prospective students.
3P2b	S	KSU is creating a learner-centered environment where attention to the needs of students is paramount. Appropriate strategies are utilized to communicate with students.

3P2c	S	At the institutional and community level, KSU seeks input on and initiates strategies to address stakeholder needs.
3P3a	S	Partnerships and collaborations are key to KSU's identification of stakeholder needs. Those needs are further vetted through relevant data from market and professional sources, public meetings, advisory boards, committees/commissions, workforce development initiatives, print and web-based communications, athletic events, and trade missions creating a clear link between the institution and its key stakeholders.
3P3b	O	It is unclear how KSU analyzes the data and information to support the selection of courses of action.
3P4	S	KSU's involvement with the community through teaching, research, service learning projects, workforce development, publications, athletics, representations at public meetings and events enables the institution to build and maintain relationships with key stakeholders.
3P5	S	KSU is aggressive in its environmental scanning of internal and external needs and trends and establishing processes that utilize this data, including the RCM and MARS. The institutional strategic plan, Academic Affairs priorities, Noel-Levitz studies, and entrepreneurial initiatives provide processes for determining new student and stakeholder group needs.
3P6	SS	KSU has well established processes for collecting, processing and communicating feedback with student and key stakeholders at various levels. The processes provide both anonymity and direct reporting to responsible agents and units, indicating foresight and focus on institutional priorities. Various established offices like EOAA, employee relations, staff and student ombuds, and open access to various personnel enhances successful complaint resolutions. Analysis of complaint data has resulted in the formation of committees, training programs, and communication statements that outline and reinforce the university's values and expectations.

3R1a	S	KSU regularly collects and reviews stakeholder satisfaction data from standardized and locally developed instruments, career placement rates, and employer surveys to determine student and stakeholder satisfaction. It utilizes indirect measures including persistence to graduation, graduation rates, donor surveys, and feedback from the KSU Board of Trustees and Faculty Senate.
3R1b	O	It is unclear how KSU analyzes the data and information to support decision making.
3R2a	S	Multiple measures are used to determine student satisfaction the results of which indicate consistent levels of satisfaction. Students' satisfaction remains high in most internal surveys. Survey results continue to show the institution gaining ground in improvements across most services and key areas of services.
3R2b	O	KSU reported results from the NSSE survey were lower than those for the comparative groups. This provides an opportunity for KSU to analyze feedback and make improvements.
3R3	O	The portfolio does not present direct data that identifies how effective Kent State is in building relationships with current students.
3R4	O	KSU has an opportunity to develop indicators of stakeholder satisfaction and to establish methods for data collection, analysis, reporting and use.
3R5	O	The portfolio lists activities KSU uses to build relationships with stakeholders, however, it does not provide data that demonstrate the effectiveness of the activities that are listed.
3R6a	S	KSU compares favorably with other Ohio higher education institutions relative to indirect measures of student and stakeholder satisfaction, including enrollment, retention and graduation rates. KSU's research collaboration and economic development activities have been recognized by the governor, who proclaimed KSU the "most entrepreneurial public university in Ohio".

3R6b	O	KSU reports performance data in accordance with HEI reporting requirements, which are reflective of the Kent Campus only. The university would benefit from the development of a system that would allow for comparison of its eight-campus system with other multi-campus peer institutions.
3I1a	S	KSU engages in multiple, continuous processes including best practices analysis, AQIP, periodic surveys of stakeholder and Noel-Levitz consultants to support continuous, systematic improvement and strategic targets for meeting student and other stakeholder needs.
3I1b	O	It is unclear how comprehensive and systematic the improvements made in this category are.
3I2	O	It is unclear how the culture and infrastructure of KSU help to select processes for improvement and set targets for improved performance in this category.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

O4a   KSU's strategic objectives, student enrollment, and program demand guide its hiring initiatives. Over 5,000 faculty, administrative, professional, civil service, graduate assistant, student, and temporary employees are employed at KSU. KSU faculty is 53% full time of which 46% are tenured and 31% are non tenure track or term. The faculty is about 50% female and 15% minority. While enrollment has increased, the number of faculty has remained stable.

O4b   The determination of workload for tenured/tenure track faculty and non-tenure track (NTT) faculty is done on an individual basis at the department level using parameters for workload determination established by the AAUP Collective Bargaining Agreements and department handbooks

O5c   The executive leadership team links the Board of Trustees and President to the organization's administrative and functional structure with primary decision-making responsibility resting with the president. The University operates within a shared governance model, with the Faculty Senate serving as the primary faculty governance body. Students participate in shared governance through the Undergraduate Student Senate and the Graduate Student Senate. These groups serve in an advisory capacity to the President.

O8b   KSU is committed to a set of practices that support faculty inquiry and reflection: faculty professional development leaves; summer and academic year research grants; funding for the University Teaching Council (UTC) and the University Research Council (URC); workload equivalencies; supporting scholarship with start-up funds and travel funds.

O8c   Organizational complexity and multi-layered processes sometimes prevent flexible, timely responses to external changes and agile coordination of internal processes.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
4P1	S	The process for identifying the credentials and skills for faculty, administration and professional staff includes using the institutional mission, values, and strategic plan, developing a Position Description

Questionnaire, and examining department needs and workload distribution.

4P2	S	Standardized processes including a Performance Description Questionnaire, search committees, reference checks, interviews and, for faculty, seminars and/or teaching demonstration, all assure that the people they employ possess the credentials, skills, and values required.
4P3	S	The institution efforts regarding work place diversification support a learner-centered organization that supports the public interest in an increasingly diverse US populace. Career fairs, professional development opportunities (such as the Institute for Excellence in Leadership), benefits, awards, and high employee satisfaction rating enable successful recruitment and hiring as well as retention of employees.
4P4	S	A variety of processes (university orientation, employee handbook, New Faculty Institute) assist new employees in understanding the institution and its learning centered focus.
4P5a	S	While strategies for personnel changes have been in place for some time, the introduction of a succession-planning training that will allow hiring officials to evaluate their organizations for areas that are robust with talent or lacking talent can greatly increase productivity, ease transition periods, and enhance the individual's professional knowledge and skills.
4P6	S	The implementation of a new administrative system (Banner), a self-service option for employee access to information, and an online annual performance evaluation process are KSU initiatives that provide employee access to essential information, increase productivity, and employee satisfaction.
4P7	S	KSU's Policy Register, code of conduct, online employee handbook, online training and workshops internal and state audits assure that KSU employees have access to and are aware of the expected ethical practices for KSU employees.

4P8a	S	On-going professional development is an expectation of all KSU employees; individual professional development plans are established based upon the employee's annual performance evaluation and the strategic goals of their unit.
4P8b	O	Employee training is aligned with short- and long-range unit plans. Additional Alignment with long-term institutional initiatives and goals can benefit KSU.
4P9a	S	KSU faculty, staff, and administrators have access to numerous professional development activities. For example the Provost's Fellow Program provides faculty with an opportunity to work in the Provost's Office.
4P9b	O	Development of processes to assess the performance of participants in targeted areas could assist KSU to determine if the investment in professional development produces the desired results.
4P10	S	With three components to the personnel evaluation system (Core Competencies, Position Specific Objectives and Opportunity for Development), KSU classified and unclassified staff have a systematic and streamlined process evaluation system that can be used to provide not only a document of performance but specific areas in need of improvement and growth in the shift from a teaching to learning institution.
4P11	SS	The university's reward and compensation systems are aligned with the university's strategic goals and includes a reward system for performance for staff and a recently ratified collective bargaining agreement for tenured/tenure track AAUP faculty members which includes a new success bonus for faculty based on retention, research and fundraising although current economic conditions may impact full implementation.
4P12	S	Forums, listening posts, university town hall meetings and regularly scheduled Faculty Advisory Council (FAC), College Advisory Council (CAC) Provost's Advisory Council (PAC), and FaSBAC meetings provide

opportunities for employees to express concerns that can improve processes or services.

4P13	S	Emergency management plans are made accessible to the university community with a variety of strategies including PA speakers, text emergency notification system, OneWellU, ALICE trainings, and Care Team. KSU provides venues for faculty input and reflection on workplace satisfaction at the unit, campus, and regional levels
4RI	S	While the institution collects and use some measures related to valuing people processes.
4R1	OO	KSU has an opportunity to develop indicators of the effectiveness of its processes to value people and to establish methods for data collection, analysis, reporting, and use. In an era of financial challenges this data could assist in the allocation of resources.
4R2a	S	Performance evaluations, recognition of contributions and performance, as well as milestones of service are three data sources used to corroborate external acknowledgements (four-time recipient of the NorthCoast 99 and twice recognized *Chronicle of Higher Education's* —Great Colleges to Work For program) that KSU is an exceptional place to work.
4R2b	O	While recognized nationally no data is provided related to the number of employees involved or recognized by these programs nor how the programs have changed as a result of participant feedback.
4R3, 4R4	SS	KSU represents commitment to continuous improvement of employee satisfaction and retention as evidenced through quality improvement initiatives and ongoing data collection and evaluation for several goals. Annual reports compare favorably with organizations within and beyond the higher education community an acknowledgement of leadership in this area.
4R3	S	KSU points to actions taken to address the Strategic Plan as evidence of productivity and effectiveness of faculty, staff, and administrators.

4R4	S	KSU is typically above the average score in most categories and compares favorably with other higher education institutions in the area of employee satisfaction.
4I1	S	KSU has added domestic partner benefits for all faculty and staff, restructured the HR training and professional development programs, opened a faculty/staff clinic and implementation of a holiday schedule for staff during the December holiday period.
4I2	O	It is unclear how the culture and infrastructure of KSU helps to select processes for improvement and targets for improved performance results in this category, and how systematic and comprehensive those processes are.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

O5a   Since 2006, the university has selected a new president and a senior vice president and provost. New vice presidents for Business and Finance, Enrollment, Management and Student Affairs (EMSA), Institutional Advancement, Human Resources, and University Relations were selected and hired. All college deans (8) and three (of six) regional

campus deans are new to their positions since 2006. Along with the change of senior
leadership, the university restructured several divisions to better align with the
president's vision and the university's strategic principles.

O5b   KSU is funded through state legislative appropriations, tuition and fees, research grants
       and contracts, and private gifts. It has a governing board (appointed by the governor) of
       nine trustees and two non-voting student trustees.

O5c   The executive leadership team links the Board of Trustees and President to the
       organization's administrative and functional structure with primary decision-making
       responsibility resting with the president. The University operates within a shared
       governance model, with the Faculty Senate serving as the primary faculty governance
       body. Students participate in shared governance through the Undergraduate Student
       Senate and the Graduate Student Senate. These groups serve in an advisory capacity
       to the President.

O6a   KSU utilizes annual planning, RCM, and continuous improvement, all of which are
       guided by strategic planning to align administrative goals with their mission and values.

O8c   Organizational complexity and multi-layered processes sometimes prevent flexible,
       timely responses to external changes and agile coordination of internal processes.

**Here are what the Systems Appraisal Team identified as Kent State University's most
important strengths and opportunities for improvement relating to processes
encompassed by Category 5, Leading and Communicating.**

Item	*S/O*	*Comment*
5P1a	S	KSU's mission and values are aligned with its strategic planning process which includes input from university-wide stakeholders, as well as approval from the Faculty Senate, Board of Trustees and president. Extensive communications regarding progress and results are indicative of a commitment to transparency and inclusion.
5P1b	O	It is unclear how often the university engages in comprehensive strategic planning at the university level. It appears that the impetus for the 2007 strategic plan revision was a change in leadership, including a new President and a new Provost. A defined cycle for comprehensive strategic

planning at the university level (3 years, 5 years) may allow KSU to validate and/or re-focus its direction as appropriate, given the pace of change and level of competition in the region.

5P1c	O	Student and other stakeholder involvement in mission and vision can enhance institutional value and direction.
5P2	S	The annual planning process requires every department to review their progress in meeting the prior year's objectives and develop goals for the next academic year that align with the university's strategic direction.
5P3a	S	Specific projects and initiatives that support the strategic plan are identified by university leadership and during annual department/division planning retreats. Goals are set based on perceived needs of students and other stakeholders; feedback from stakeholders can come in the form of e-mails, phone calls and it is often requested in the form of surveys to determine initiative results.
5P3b	O	It is clear that KSU collects data, both formally and informally. What is not clear is how this data collection/feedback is gathered in a systematic and comprehensive manner. Seeking more proactive, systematic and inclusive input from students and other stakeholders to incorporate into the planning processes could provide a broader base of ideas and concerns. Involvement in decision making processes provides ownership and increased level of commitment that can contribute to the success of institutional endeavors.
5P4a	S	KSU utilizes data-based decision-making to undertake new initiatives that support the university's mission, and has proactively sought opportunities to increase institutional effectiveness (as in reorganization of academic units), reviewing data across units (as in the Tiger Team), and involving a variety of roles to consider changes and proposals (as in the RCM). These projects have broad-based input, clearly defined goals and established assessment metrics. The university community is kept apprised of progress and results of new initiatives.

5P4b	O	It <u>is</u> clear that KSU utilizes internal data and regional competitive data in its planning process; what is missing is an indication of the data sources that are utilized to understand other key sectors of the external environment impacting the institution. It is unclear whether KSU's strategic planning process includes a comprehensive environmental scan (including state, national and international trends related to the social/demographic, political, economic, and technology environments).
5P5	S	A comprehensive committee structure provides input for leaders and vehicles for communications.
5P6	S	Centralized data gathering by RPIE, the implementation of the Banner system, and the adoption of WEAVEonline has enhanced the institution's ability to collect data and streamline the sharing of consistent and accurate data and reports across units. Technology has improved and increased access to data for use in decision-making across the institution. A rigorous repository that supports data-driven decisions will continue to be valuable over time.
5P7a, 5P8a	S	Kent State uses both face-to-face and electronic vehicles to share information among all units of the university as well as to reinforce the university's shared mission, vision, values and the short and long term goals related to its strategic plan.
5P7b	O	KSU expends resources disseminating information through multiple methods, yet it does not know which ones are most effective in reaching specific audiences. Effective communication involves both the sending and receiving of information. Establishing a process to determine how effectively the information is being received could help focus the use of communication resources and avoid information Overload.
5P8b	O	The portfolio clearly details how communication occurs from the top down but it is unclear how communication occurs from the bottom up as well as horizontally.
5P9	S	KSU's commitment to leadership excellence is evident in the variety of opportunities for employees (IEL, Job Enrichment and Training Program)

as well as specialized programs to prepare promoted employees for new responsibilities.

5P10a	S	The new succession planning program greatly contributes to effective and seamless transitions as well as retention, and compliments a deliberate multi –year process for training board leaders and multi step processes for hiring a new President. Each senior VP has identified a strong second who can step into the role, if needed.
5P10b	O	While KSU has made progress, though uneven, since its last Systems Portfolio in regard to succession planning at the senior leadership level, additional attention is needed to ensure that all units have appropriate succession plans in place.
5R1a	S	KSU collects and reviews annual performance evaluations, satisfaction surveys and stakeholder feedback regularly. The Board of Trustees completes an annual review of the president and issues its findings publicly. Periodic formal reviews are done for all leadership team members. The provost, deans and department/school chairs/directors undergo an extensive review every five years seeking input from various stakeholders.
5R1b	O	KSU has an opportunity to develop additional indicators of performance and effectiveness of its system for leading and communicating and to establish methods for data collection, analysis, reporting and use.
5R1c	O	Given the average length of tenure associated with positions such as the Provost, Deans, Department Chairs and School Directors, KSU has the opportunity to consider the frequency of performance evaluations of senior and academic leadership. It is unclear how frequently performance evaluations are conducted for leadership team members, and by whom.
5R2a	S	Results of stakeholder surveys and focus groups indicate satisfaction with the frequency of communications and variety of media that are utilized to share information between and among university units. Results in this category include approved updated strategic plan, Jobs for 21st Century,

holiday leave for employees, ERP process, e-Inside, redesigned university website, and a branding slogan 'Excellence in Action'.

5R2b	OO	No evidence is provided to indicate how effective KSU's leadership development programs have been (number of participants, satisfaction ratings, employee retention, etc.). It is unclear how the data provided in Table 5R2 measures KSU's leading and communicating processes and systems.
5R3a	S	KSU has been the recipient of a number of awards in recognition of its excellence in communication.
5R3b	O	Results from the "Great Colleges to Work For" survey reveal opportunities for improvement with respect to perceptions of leadership and communication; KSU scored lower than comparison groups relative to these indicators.
5I1	S	Improvements in information and electronic management systems and processes has increased access to data for use in decision-making. Continued streamlined use of technology to communicate and disseminate data will support consistency and transparency and facilitate collaboration across the institution.
5I2	S	The selection of strategic priorities and improvement initiatives is determined through the annual planning process; departmental goals are established that align with the university's strategic direction. Expanded involvement of the campus community and external stakeholders could strengthen the processes and communication of continuous improvement.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of

needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item   Critical Characteristic

O5b   KSU is funded through state legislative appropriations, tuition and fees, research grants and contracts, and private gifts. It has a governing board (appointed by the governor) of nine trustees and two non-voting student trustees.

O6a   KSU utilizes annual planning, RCM, and continuous improvement, all of which are guided by strategic planning to align administrative goals with their mission and values.

O6b   As the university community transforms itself to a learning-centered institution, spaces are being redesigned to support collaborative and active learning and better prepare students for the world of work. Renovations to existing buildings and new building projects at both the main campus and regional campuses have been undertaken to address evolving student learning needs.

O7a   KSU introduced a new enterprise system (Banner) in 2006 that has led to increased centralization and access to data.

O7b   The office of Research, Planning and Institutional Effectiveness (RPIE) meets with deans and chairs/directors on a continuing basis to ascertain their data needs.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item   S/O   Comment

6P1a   S   Various KSU units/bodies/committees collect student feedback during admission intake, advising, and orientation, and through an academic alert system. Information is integrated by Banner and made accessible

via online means and are used to determine students and key

stakeholder support needs.

6P1b   O   While efforts are being made toward a holistic approach (rather than

departmental) to data collection, consideration to the larger student

experience is important because an individual's experience is not

segmented but integrated. Strategies that allow students to make

suggestions, report problems as they occur, identify/rank challenges, and

propose solutions will assist in planning.

6P2a   S   KSU provides a variety of venues for employees to report service needs

that can enable foresight and agility in continuous improvement planning.

6P2b   O   It is unclear how administrative support needs are prioritized within and

between units, and whether guidelines have been established to direct

hiring decisions (i.e., ratio of administrative support to

faculty/administrators).

6P3   SS   KSU's emergency processes are comprehensive and diligent, notable for

including the campus community in the design and implementation of

notification processes. Each KSU campus has developed an emergency

plan with guidance from the KSU Police department and participation of

campus personnel from academic affairs, student services, and security

6P4a   S   The new administration at KSU has empowered the functional areas of

the university to operate more autonomously, within the framework of

established policies and procedures. Day-to-day decisions can be made

at the appropriate managerial level, thus streamlining the decision-making

process and increasing overall responsiveness to student and other

stakeholder needs.

6P4b   S   KSU's eight executive officers/vice presidents meet bi-weekly with the

president to effectively and efficiently manage and coordinate key support

services while formal and informal meetings with deans, directors, and

deans, provide opportunities to identify work flow processes.

6P5	O	Each executive officer utilizes various approaches to document and disseminate information. The development of universal mechanisms could enhance data sharing innovation, empowerment. and help to breakdown silos.
6R1a	S	The implementation of Banner and other tech has enhanced the institution's ability to collect data, extract customized reports, conduct systematic analyses, and support continuous quality improvement efforts at KSU. Additional support services measures were identified during the planning and development of the RCM financial model that will strengthen the institution's ability to effectively and efficiently serve the support needs of students and other key stakeholders.
6R1b	O	The portfolio provided a list of data elements collected but it was unclear how KSU measures student, administrative and organizational support service processes.
6R2a	S	Support services are now available 24/7, 365 days a year by logging into the website. The FlashLine portal now offers a one-stop shop of services, with a single sign-on for applications
6R2b	O	While progress is being made towards improving student services and striving towards excellence, it is not clear what KSU defines as "excellent" nor how excellence is determined. Setting benchmarks and determining indicators of success will facilitate decision making and evaluation processes.
6R2c	O	While a variety of measures are used to collect data for analysis related to supporting institutional operations, no results were reported.
6R3	OO	KSU has an opportunity to develop indicators for the effectiveness of administrative support service processes and to establish methods for data collection, analysis and use. This data could assist the university in evaluating which processes most effectively use limited resources. It is important that the institution address these issues in a timely manner so that student and other stakeholders' perceptions of the quality of KSU's support services are not diminished.

6R4	S	The portfolio states that use of student retention and graduation rate data has resulted student service improvements. Services and operations across the eight-campus system have been streamlined as a result of the review of processes, services and policies during the Banner implementation.
6R5	OO	Once KSU has developed indicators in this area there is an opportunity to establish benchmarks and comparative data sources. The ability to compare student and administrative support services with other higher education institutions, together with a clear understanding of students' needs and expectations, will allow KSU to customize and distinguish its support services to its competitive advantage.
6I1	S	The installation of Banner, ERP, and other technologies have significantly changed the way the university conducts business and impacted operations within the university.
6I2	S	KSU's shared governance helps it select specific processes to improve and to set targets for improved performance results in *Supporting Organizational Operations.*

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   Critical Characteristic

O6a   KSU utilizes annual planning, RCM, and continuous improvement, all of which are guided by strategic planning to align administrative goals with their mission and values.

O7a   KSU introduced a new enterprise system (Banner) in 2006 that has led to increased centralization and access to data.

O7b   The office of Research, Planning and Institutional Effectiveness (RPIE) meets with deans and chairs/directors on a continuing basis to ascertain their data needs.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	***S/O***	***Comment***
7P1	SS	The University Data Master Plan was developed to identify the critical information needed to support decision-making throughout the institution. A set of standard reports is generated on a systematic basis to inform academic and operational decision-making; these reports are also available on demand via the web. Timely access to information is critical for effective planning and decision-making; each unit has staff that is trained to create and modify data queries, with a larger group having access to run predefined reports.
7P2	S	The president and the board of trustees have developed critical measures for KSU based on the state strategic indicators. The Data Master Plan, annual reports (internal assessment) and the Voluntary System of Accountability/College Portrait webpage (public access) provide a system for distributing data and performance information.
7P3	S	Data is made accessible via Banner, Cognos and other means. RPIE and IS representatives also attend various meetings where data needs are discussed. A sub-committee of the RCM governance committee (FaSBAC) has been appointed to evaluate college performance measures.

7P4	S	Some data like student grades is available online but other data is managed and distributed by representative university offices including the office of quality initiatives and curriculum, RPIE, and Deans. National instruments such as, NSSE and BCSSE are shared in governance meetings. Assessment and evaluation processes of new pedagogical and program initiatives are built during the development stage.
7P4	O	While reporting systems and data sets and sources are clearly articulated, it is not clear how analyses are performed against targeted outcomes or benchmarks.
7P5	S	KSU engages in systematic competitive analysis with a number of comparison groups, including Mid-American Conference (MAC) schools, Ohio's "four corner" universities, and 16 "peer" institutions selected based upon a set of similar organizational characteristics. Given the intensely competition situation for students and resources among higher education institutions in the state, a clear understanding of the competitive landscape will allow the university to leverage its competitive strengths and focus efforts to build capacity in areas where it lags behind its peers.
7P6	S	The core data sets provided by RPIE and IS support the integrity and consistency of data and the alignment of departmental and unit goals with institutional priorities. Divisional performance information is reported annually. Oversight committees review and analyze Unit action plans, and all university stakeholders have access to AQIP related goals and results on KSU's website.
7P7	S	KSU promotes its information systems and related processes by having individuals with access to data enter into a confidentiality agreement, through internal and external audits of security, and by appointing a security officer. Compliance with deadline dates and periodic state audits support the timeliness, accuracy, and reliability of the processes.
7R1	O	KSU has an opportunity to develop indicators of performance and effectiveness of its system for information and knowledge management and to establish methods for data collection, analysis and use.

7R2	S	Kent State university has evidence that the data they are collecting in the area of enrollment/retention has been used to develop new initiatives in that area which resulted in an increase of enrollment and retention during the fall of 2009.
7R3	O	KSU provides example of comparative data but a clear comparison of how its results for the performance of its processes for Measuring Effectiveness compare with those of peer institutions will ensure that it maintains its competitive edge.
7I1	S	Implementation of the Banner system and adoption of the RCM financial model have had a significant impact upon the institution's capacity for data collection at all levels. Continued refinement of its information systems will enable KSU to enhance its ability to use data to make decisions that support the planning process and drive performance improvement.
7I2	O	Although the portfolio provides steps for selecting processes and targets for improvement it does not indicate how its culture and infrastructure help to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item   *Critical Characteristic*

O5c   The executive leadership team links the Board of Trustees and President to the organization's administrative and functional structure with primary decision-making responsibility resting with the president. The University operates within a shared governance model, with the Faculty Senate serving as the primary faculty governance body. Students participate in shared governance through the Undergraduate Student Senate and the Graduate Student Senate. These groups serve in an advisory capacity to the President.

O6a   KSU utilizes annual planning, RCM, and continuous improvement, all of which are guided by strategic planning to align administrative goals with their mission and values.

O7a   KSU introduced a new enterprise system (Banner) in 2006 that has led to increased centralization and access to data.

O7b   The office of Research, Planning and Institutional Effectiveness (RPIE) meets with deans and chairs/directors on a continuing basis to ascertain their data needs.

O8a   Six principles that guide both the long- and short-term planning decided through the KSU strategic planning process: ensuring student success; enhancing academic excellence and innovation; expanding breakthrough research and creative endeavors; engaging with the world beyond our campuses; securing our financial future; developing and recognizing our people (new AY09-10).

O8b   KSU is committed to a set of practices that support faculty inquiry and reflection: faculty professional development leaves; summer and academic year research grants; funding for the University Teaching Council (UTC) and the University Research Council (URC); workload equivalencies; supporting scholarship with start-up funds and travel funds.

O8c   Organizational complexity and multi-layered processes sometimes prevent flexible, timely responses to external changes and agile coordination of internal processes.

O8d   Key challenges include: the devaluation of higher education in Ohio; higher societal expectations with decreased resources; organizational complexities; transitions in senior leadership; organizational structures that make change challenging and slow; an aging physical plant; and, a need to look for students outside the community and country.

O8e   Opportunities include: AQIP processes; better prepared students and improved learning supports; potential of streamlining data processing through technology; learner centered collaborations and partnerships; increased student and employee diversity; potential for global programs and students; and, continued learning environment development.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	*S/O*	*Comment*
8P1	S	KSU's annual planning process is comprehensive and inclusive and aligned with the university's long-term strategic direction. Short-term planning occurs at the department, unit, and division levels, includes the regional campuses, and is coordinated by university leadership. Responsibility Center Management (RCM) supports implementation.
8P2	S	Pursuit for academic excellence and fiscal efficiency and effectiveness and the strategic goals drive the selection of short and long-term strategies. Selection is influenced by the current economic environment.
8P3-8P4	S	Implementation/action plans and performance metrics are developed and reviewed annually in support of the university's established strategic priorities. With the Responsibility Center Management [RCM] system, goal setting and planning is transparent and documented across units and campuses. Coordination occurs at the university level as strategic priorities are reviewed and discussed by the executive officers.
8P5	S	Objectives, measures and targets are defined at all levels and are accessible through WEAVEonline, providing transparency and a central repository for planning documents. Implementation suggestions developed by each division are the basis for the specific priorities in the President's State of the University Address.
8P6	S	Specific projects and initiatives that support the strategic plan are identified by university leadership and during annual department/division planning retreats. With an updated strategic plan, RCM implementation,

and resource allocation to units generating revenues, KSU is able to focus resources and encourage new initiatives in a more responsive manner.

8P7   O   KSU has an opportunity to include non-physical risk analysis, for example economic risk, into its planning processes. This need is magnified by the current economic environment.

8P8a   O   In addition to the IEL program, the institution may benefit from broad training initiatives that directly support university priorities that are available to all faculty and staff.   Consideration to sustainment and individual advancement can increase performance and invest staff and faculty in change efforts.

8P8b   O   KSU has an opportunity to develop indicators of the effectiveness of its processes to develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by organizational strategies and action plans. This data could assist KSU to determine if specific initiatives produce the desired results and, in an era of financial challenges, whether resource allocations should be adjusted.

8R1   S   KSU regularly collects data and information to assure that planning initiatives have accurate and current data.

8R2a   S   The results in the portfolio demonstrate KSU has met some of the goals of its strategic plan include: annual reviews instituted of both classified and unclassified staff; increase in student retention (2008-72%; 2009 – 78%); increase in external grant funding; increase in grant proposals submitted; and establishment of a New Student Success Unit.

8R2b   O   Reported performance results are not clearly aligned to data collected in 8R1 or related to priorities stated in 8P2, or the six principles that guide both the long- and short-term planning (see Critical Characteristic O8A).

8R3a   S   KSU's goals for the near future include increasing funding to $47.5M, increasing the number of grant proposals to 650, and improving student recruitment and retention rates beyond their current levels.

8R3b	O	KSU has an opportunity to develop projections or targets for performance of its strategies and action plans over the next 1-3 years. For example, setting more definitive targets for recruitment and retention will inform planning and provide measurable indicators of success.
8R4a	O	The institution has an opportunity to expand its use of data to compare progress on initiatives between the campuses. It is unclear how the institution uses data to compare performance results between its eight campuses.
8R4b	O	There is an opportunity to establish benchmarks and comparative data sources. Failure to do so can lead to under and over estimation of levels of success and/or concern.
8R5	O	KSU has an opportunity to develop indicators of performance and effectiveness of its system for planning continuous improvement and to establish methods for data collection, analysis, reporting and use.
8I1a	S	Improvements in this area include: Development and implementation of GPS; Introduction of RCM; Continued and further integrated use of WEAVEonline; Participation in VSA; Implementation of Banner and FlashLine; Introduction and expansion of SchedulePRO; and increased identity and distribution of all forms of communication processes throughout the eight campus system.
8I1b	O	Clearly established linkages/alignment of its strategic initiatives and the AQIP categories would enhance the institution's culture of quality and support its continuous improvement efforts.
8I2	S	Factors within KSU's culture and infrastructure that influence selection of processes and target identification include: Shared governance at all levels; intermittently renegotiated collective bargaining agreements with faculty and represented staff; and RCM.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Kent State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item   Critical Characteristic

O1d   Community and business relationships provide experiential learning opportunities, including research projects, internships, co-ops and service learning, as well as career opportunities.

O2a   KSU offers athletic programs; publishing press; diversity initiatives; services to industries and businesses via its state of the art industry facility and the center for advanced technology and workforce development; public radio; festivals and theaters.

O6c   In order to serve external stakeholders KSU provides specialized spaces to provide opportunities for the public to access educational, business, sports, and cultural programs, including: the Student Wellness and Recreation Center; Minority Business Center; Ohio Employee Ownership Center; University Auditorium; Centennial Research Park; Ice Arena; Memorial Athletic and Convocation Center; Planetarium; and Women's Resource Center.

O9a   KSU's most vital internal partnership is among the eight campuses providing a network of internal resources and partnerships and allowing the university to leverage the power of its resources to serve the varying needs of each campus' community partners.

O9b   KSU's vision is to be a dynamic leader that helps stimulate economic revitalization in the region. To this end, KSU maintains collaborative relationships with public and private educational entities; business and industry; community agencies; local governments;

regulatory bodies; employees; alumni; and students. These relationships result in a number of structures, joint processes, and shared initiatives that further the mission of the college and also advance the interests of its stakeholders.

O9c   Research at KSU benefits the communities it serves through partnerships in innovative applications of technology and as a catalyst for developing the economy and improving the quality of life of the broader community.

Here are what the Systems Appraisal Team identified as Kent State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	*S/O*	*Comment*
9P1a	S	KSU has several mechanisms to create and build relationships with the educational organizations and other organizations from which it receive its students including: Noel Levitz: attendance at events by Department graduate and undergraduate coordinators; admissions counselors assigned to targeted states; funded programs from the state (e.g., Choose Ohio First, Ohio Scholars Program, Third Frontier Project); NSF funded upward bound programs; and articulation agreements with community colleges.
9P1b	O	KSU has an opportunity to develop processes to prioritize efforts to \build relationships with the educational organizations and other organizations from which it receive its students. In the current economic environment this could support effective use of resources.
9P2a	S	KSU uses both informal and formal methods to create and build relationships with the educational organizations and employers that receive its students. Partnerships with other higher education institutions are initiated by department chairs, college deans, and Research and Sponsored Programs (RASP), and developed by the faculty. For example Career Services personnel maintain contacts with prospective and current employers. The Office of Experiential Education and Civic Engagement

(OEECE) identifies, develops and sustains relationships with community partners who can provide experiential opportunities for students.

9P2b	O	KSU has an opportunity to develop processes to prioritize efforts to build relationships with the educational organizations and other organizations that receive its students. In the current economic environment this could support effective use of resources.
9P3	S	Kent State has built partnerships with organizations to provide services for students such as bus transportation, legal services and computer repair which allow the university to reduce expenses freeing funds for other purposes,
9P3	O	KSU has an opportunity to develop systematic process to create, prioritize, and build relationships with the organizations that provide services to its students. In the current economic environment this could support effective use of resources. In the current economic environment this could support effective use of resources.
9P4a	S	The Diversity Suppliers is designed to give opportunity to individual and minority-owned Business. Vendors and service suppliers take part in on-campus fairs that highlight their products and services.
9P4b	O	KSU has an opportunity to develop systematic processes to prioritize efforts to build relationships with the organizations that supply materials and services to its organization. In the current economic environment this could support effective use of resources
9P5a	S	Relationships at Kent State are built through open communication and inclusive planning in which stakeholders are informed regarding activities through direct communication and various media which result in the creation of good-will between the university and the partner and allow the university to provide workforce training and experiences for students outside of the classroom that are pertinent to their major. Partnerships and consortia arrangements are pursued only if they align with the principles and priorities of the strategic plan.

9P5b	O	A number of offices and departments are responsible for the coordination of an array of external relationships (Appendix C). Identification and internal posting of the primary relationship owner/KSU liaison office may advance transparency and the identification of additional opportunities, while reducing duplication of effort.
9P6	SS	KSU uses ongoing communication, personal contact, market research, needs assessments, satisfaction surveys, assessment and evaluation of programs, focus groups and feedback from advisory boards, alumni board, KSU Foundation Board, the Board of Trustees, internship providers and employers ensure its partnership relationships are meeting the needs of those involved.
9P7a	S	Relationship building between and among units/departments is promoted through a variety of formal and informal means SUCH AS joint-study committees, professional development activities, interdisciplinary programs and cross divisional activities, and recognition awards. This is supported by the culture of shared governance and sometimes sponsored by RASP.
9P7b	O	Change provides opportunity to consider cross-unit relationships as the institution continues to implement a learning-centered approach to planning. The student experience occurs across units and therefore collaboration can greatly enhance the student's experience as well as facilitate reduction of services or resources.
9R1	S	KSU collects such metrics as satisfaction and need surveys, external funding, issued patents, licensing income, new company start-ups, and foundation support.
9R1b	O	The portfolio provides no indication of how KSU analyzes its measures of building external and internal collaborative relationships to better support data based decision making.
9R2	S	KSU recorded increase in media coverage of accomplishments, grant proposals and funding, patent issued, number of startup companies, and foundation support.

9R3	S	KSU compares favorably with peers since it ranks in the middle of most comparisons provided
9R3b	O	It is unclear whether the institution has established goals for building successful relationships. Multi-year trends for comparative measures would provide additional insight to KSU's performance over time.
9I1	S	KSU has make effort to sustain and build relationships that relate to the research mission, supporting local industry, and recruiting students
9I2	S	The strategic planning process guided KSU in the building of collaborative relationships with shared excellence in research and scholarly activities as primary goals, supported by internal processes for determining specific initiatives.