



# Systems Portfolio

## Revised June 2011

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## INSTITUTIONAL OVERVIEW

### Institutional Control

The Ohio State University Agricultural Technical Institute (Ohio State ATI or Institute) is a public, not-for-profit, two-year technical college established in 1971 as a school within The Ohio State University’s College of Food, Agricultural, and Environmental Sciences. The Institute Director reports to The Ohio State University Vice President for Agricultural Administration. The Institute is located in Wooster, Ohio, approximately 100 miles northeast of Columbus (the location of The Ohio State University’s main campus) and currently enrolls 750 students.

Ohio State ATI is the only institution of higher education in Ohio with a Board of Regents statewide mandate for comprehensive education in agricultural and related sciences at the associate degree level. The Institute receives funding directly from the Ohio Board of Regents, as do all community and technical colleges. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the Institute as a separate entity from The Ohio State University system. We have been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1978 and reaccredited in 1983 and 1993. In 2001 we were admitted to the HLC Academic Quality Improvement Program (AQIP) and were reaccredited in 2008.

ATI is governed by the rules, policies, and procedures of the University (Ohio State Board of Trustees <http://trustees.osu.edu/index.php>, Office of Academic Affairs <http://oaa.osu.edu/index.php>, University Registrar <http://registrar.osu.edu>, Office of Business and Finance <http://www.busfin.ohio-state.edu/>, etc.

### Mission, Values and Vision

Our commitment to students and other stakeholders is reflected in our mission/purposes, values and vision (Figure O-1) which determine the policies, practices and procedures of our unique culture.

**Figure O-1: Mission, Purpose and Values**

<b>Mission Statement</b>	Ohio State ATI provides educational programs leading to associate degrees in agriculture, horticulture, environmental sciences, business and engineering technology. With a high value placed on lifelong learning, we provide accessible, high-quality, applied educational experiences. Our goal is to prepare individuals to be technically competent, self-reliant, and productive citizens in a global society.
<b>Values</b>	<ul style="list-style-type: none"> <li>▶ Intellectual effort and creativity by students, faculty and staff</li> <li>▶ Technical education with experiential learning</li> <li>▶ Life-long success of students</li> <li>▶ Employees, their continual professional growth, and their job satisfaction</li> <li>▶ Diversity of thought, experience and culture</li> <li>▶ Integrity and mutual respect</li> <li>▶ Productive, safe and responsible work habits</li> <li>▶ Exceeding expectations of customers</li> <li>▶ Partnerships with business and industry</li> <li>▶ Fiscal responsibility</li> </ul>
<b>Vision</b>	Ohio State ATI is the post-secondary institution of choice for local, regional, national and international learners seeking technical education in agriculture, horticulture, environmental sciences, business, and engineering technology. Ohio State ATI is recognized and respected as an exemplary public institution that provides associate degrees, certificates and continuing education coursework in agriculture, horticulture, environmental sciences, business, and engineering technology, and selected specialty areas. Ohio State ATI offers world-class technical educational opportunities, exceeds the expectations of customers, nurtures diversity and maintains a sound fiscal structure that ensures its future.

### Campus and Facilities

The campus is located in northeast Ohio in rural Wayne County on the southern edge of the city of Wooster. ATI’s campus (30+ acres) is adjacent to the Ohio Agricultural Research and Development Center (OARDC). The academic campus consists of three academic, administration, recreation buildings, constructed between 1973 and 1985.

The main academic classroom facilities are located in two buildings. Facilities include a number of traditional laboratory areas for instruction of chemistry, physics, biology/botany, anatomy and physiology, lab and environmental sciences, entomology, business, etc. Campus grounds are used as a laboratory for the horticulture programs with a wide variety of tree and shrub species, flower and specialized garden beds and a variety of turfgrass species. The Institute also owns a 1,725-acre farm laboratory for dairy, beef, sheep, swine, and crop production; an equine center (horse production and training stable); engineering technology laboratories (fluid power, mobile power units, electronics, construction, etc.); and horticultural facilities (production greenhouses, nursery, conservatory, floral design laboratory/retail store, and an 18-hole golf course) to provide students opportunities to develop the skills and applied knowledge desired by industry.

The Institute provides on-campus housing for students. Applewood Village has 117 one, two or three bedroom apartments in 13 buildings with a total of 416 beds. A variety of student activities and physical education courses are provided in the Student Activity Center (gym, handball/racquetball courts, fitness room).

We do not have a local tax levy to support facilities and operations. Revenues generated through tuition, fees and state subsidy provide the resources for operations. Major renovation and new construction is funded by the Ohio Board of Regents Capital funding through a biennial allocation.

**1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?**

### **Goals for Student Learning and Academic Climate**

We seek to provide a contemporary learning environment where students are nurtured, encouraged, challenged, and supported. ATI's goals for shaping the academic climate are stated in our mission, vision and values (Figure O-1). Our goals for student learning are framed by our campus common learning objectives listed in 1P1. Our aim is to not only achieve the intellectual development of our students but also to enrich all aspects of the individual through the college experience. The real measure of our success is the achievement of our students after graduation as they perform in the workplace and function as a productive member of a diverse and global society.

### **Academic Programs**

Ohio State ATI offers 17 Associate of Applied Science (AAS) 11 Associate of Science (AS) degree programs and two one-year Certificate of Competency programs (Figure O-2). Workforce development and continuing education is provided through the Business Training and Education Services (BTES) office. The Institute's programs focus on applied instruction to prepare students for middle management and mid-level careers in agricultural and non-farm occupations. The AAS and the AS degrees are similar, however all general education courses (GEC) are different. The AS degree GEC's are the same as OSU's bachelors degree. The AAS majors are intended for students who plan to seek employment upon graduation and require an occupational internship. The AS degree was developed with the intention that students will transfer to OSU Columbus to complete the four-year degree.

**Figure O-2: Academic Programs**

<b>Associate of Applied Science</b>		
▶ Agriculture Commerce	▶ Dairy Cattle Production and Management	▶ Landscape Horticulture
▶ Beef/Sheep Production and Management	▶ Environmental Resources Management	▶ Nursery Management
▶ Biotechnology	▶ Floral Design and Marketing	▶ Power and Equipment
▶ Business Management	▶ Greenhouse Production and Management	▶ Swine Production and Management
▶ Construction Management	▶ Horse Production and Management	▶ Turfgrass Management
▶ Crop Management and Services	▶ Hydraulic Power and Motion Control	
<b>Associate of Science</b>		
▶ Agricultural Business	▶ Environmental Resources Science	▶ Pre-Agricultural Communications
▶ Agronomy	▶ Horse Science	▶ Pre-Agricultural Education
▶ Construction Science	▶ Horticultural Science	▶ Pre-Food Business
▶ Dairy Science	▶ Livestock Science	
<b>Certificate</b>		
▶ Hydraulic Service and Repair	▶ Sports/Commercial Turf Equipment	

**Educational Systems, Services and Technologies**

Ohio State ATI is on the quarter system. The academic programs are structured to have the majority of core courses taught during the autumn, winter and spring quarters. Internships generally occur during the summer quarter. Most courses are traditional three or four credit courses offered in a traditional format by a single faculty member. Many classes have laboratory sessions. The Institute also offers instruction through practicum, internships, and, more recently, study abroad courses.

Classroom computer technology is used to complement traditional teaching. Many faculty are making their course materials available to students on the World-Wide-Web using OSU’s web-based course management system Carmen (Desire-2-Learn product). A few courses are currently being offered in a distance delivery format. The campus is also equipped with wireless internet capability.

**2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?**

Since Ohio State ATI is located 95 miles from the Columbus campus, we must replicate many of the university offices and services to support our students. Students are central to our existence and the support areas exist solely to support Categories 1 and 2. These support services are essential for faculty and staff to perform effectively and efficiently to ensure student success. State-of-the-art equipment and technology are essential for quality programming in a technical college. Our collaboration with industry has allowed us to receive many donations to help keep our laboratory technology current. Additional functions and services are shown in Figure O-3.

**Figure O-3: Key Campus Services**

<b>Key Services</b>			
<b>Student Life</b>			
▶ Housing	▶ Bookstore	▶ Safety and Security	▶ Student Employment
▶ Food Service	▶ Health and Wellness	▶ Student Activities	
<b>Academic Support</b>			
▶ Admissions Office Marketing, student recruitment and admissions			
▶ Academic Affairs Office registration, scheduling, student records			
▶ Library			
▶ Student Success Services – tutoring, orientation, disabilities services, USDE TRIO grant (supplemental advising, tutoring, and academic assistance for eligible students: first generation, low income, disabilities), personal counseling			
▶ Math Lab and Writing Lab			
▶ IT Office and Title III Strengthening Institutions Grant – enhances and supports academic computing environment for students, faculty and staff			
▶ Instructional laboratories			
<b>External Services/Relations</b>			
▶ Business Training and Educational Services – continuing education, workforce development			
▶ Upward Bound			

**3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?**

**Student Requirements** – The Institute has an open admission policy as do all the community and technical colleges of Ohio. Figure O-4 illustrates the requirements and expectations of student and other stakeholder groups that our campus serves.

**Figure O-4: Requirements and Expectations**

<b>Stakeholder group</b>	<b>Definition</b>	<b>Requirements/expectations</b>
Prospective students	People considering enrolling at Ohio State ATI	<ul style="list-style-type: none"> <li>▶ Clear/timely/accurate information on curricula, housing, student services, student activities, fees, facilities, etc.</li> <li>▶ User friendly application and process</li> <li>▶ Inviting housing accommodations and campus facilities</li> <li>▶ Evidence of value for cost of education</li> </ul>
New Students	Enrolling for the first time	<ul style="list-style-type: none"> <li>▶ Orientation programs/course</li> <li>▶ Course registration and availability</li> <li>▶ Excellent academic advising</li> <li>▶ Financial assistance and Student employment opportunities</li> <li>▶ Atmosphere - customer focused, welcoming, diverse</li> <li>▶ Excellent/affordable housing and food services</li> <li>▶ Highly qualified faculty and instructional support staff</li> <li>▶ Available classes and effective instruction</li> <li>▶ Variety of campus life/activities programs and facilities</li> <li>▶ Well-equipped laboratories</li> <li>▶ Effective learning support services</li> <li>▶ Clean/well-maintained, student focused and safe campus</li> <li>▶ Access to health and other related support services</li> </ul>
Transfer students	Student enrolling but transferring from another college	<ul style="list-style-type: none"> <li>▶ Same as “new students”</li> <li>▶ Accurate, timely transfer credit evaluation</li> </ul>
First Year students	Less than 45 credits earned (Freshmen)	<ul style="list-style-type: none"> <li>▶ Same as “new students”</li> <li>▶ One-stop, user-friendly registration</li> <li>▶ Internship opportunities</li> </ul>
Second Year students	Over 45 credits earned (Sophomore – Junior)	<ul style="list-style-type: none"> <li>▶ Same as “First Year students”</li> <li>▶ Timely indication of meeting graduation requirements</li> <li>▶ Employment opportunities</li> </ul>
Academy – Post Secondary Educational Opportunity (PSEOP)	High school students taking college courses concurrently	<ul style="list-style-type: none"> <li>▶ Same as “First Year students”</li> </ul>
Continuing Education – non-degree	Taking credit courses with no intent to earn degree	<ul style="list-style-type: none"> <li>▶ Available classes</li> <li>▶ Timely offering of classes</li> <li>▶ One-stop, user-friendly registration</li> <li>▶ Effective instruction</li> <li>▶ Clean, well-maintained, safe campus</li> </ul>

Stakeholder group	Definition	Requirements/expectations
Continuing Education – non-credit	Taking courses and workshops on non-credit basis	<ul style="list-style-type: none"> <li>▶ Timely information about class availability</li> <li>▶ One-stop user-friendly registration</li> <li>▶ Effective instruction</li> <li>▶ Clean, well-maintained, safe campus</li> </ul>
Program 60	People over age 60 taking courses at no cost on a non-credit, space available basis	<ul style="list-style-type: none"> <li>▶ Timely information about class availability</li> <li>▶ One-stop user-friendly registration</li> <li>▶ Effective instruction</li> <li>▶ Clean, well-maintained, safe campus</li> </ul>
Majors	Groups of students in a curriculum	<ul style="list-style-type: none"> <li>▶ Specialized information about degree/major requirements</li> <li>▶ Faculty expertise</li> <li>▶ Specialized laboratories with up-to-date equipment</li> </ul>
Ohio Board of Regents	State coordinating board for higher education	<ul style="list-style-type: none"> <li>▶ Fiscal responsibility</li> <li>▶ Student success</li> </ul>
College of Food, Agricultural and Environmental Sciences	Supervisory unit within university; recipient of graduates	<ul style="list-style-type: none"> <li>▶ Sound institutional management</li> <li>▶ Sound fiscal management</li> <li>▶ Cooperative marketing efforts to prospective students</li> <li>▶ Collaboration on program development and transfer credit</li> <li>▶ Student success after transfer</li> </ul>
Parents	People whose children attend Ohio State ATI	<ul style="list-style-type: none"> <li>▶ Same as “new students”</li> <li>▶ Affordable quality education</li> <li>▶ Safe and healthy campus environment</li> <li>▶ Student/Graduate success</li> </ul>
Alumni	Graduates	<ul style="list-style-type: none"> <li>▶ Positive college experience</li> <li>▶ Employment opportunities</li> <li>▶ Connection with campus</li> <li>▶ Networking</li> <li>▶ Financial commitment to campus and programs</li> </ul>
Employers	People/companies that employ graduates	<ul style="list-style-type: none"> <li>▶ Well-prepared interns and employees</li> <li>▶ Technically competent employees</li> </ul>
Business and Industry	Workforce Training	<ul style="list-style-type: none"> <li>▶ Continuing education for employees</li> <li>▶ Opportunity for input into curriculum</li> <li>▶ Convenient location</li> <li>▶ Timely offering of courses/workshops</li> <li>▶ Training at reasonable costs</li> <li>▶ Timely info about course offerings</li> <li>▶ Improved employee performance</li> </ul>
Key Advisory Committee	People who represent the various technology areas and provide a public perspective on institutional issues	<ul style="list-style-type: none"> <li>▶ Timely and complete information about campus issues</li> <li>▶ Opportunity for input on industry trends and employment needs</li> </ul>
Program Advisory Committee	People who represent the specialty technology areas and provide advice on programmatic issues	<ul style="list-style-type: none"> <li>▶ Timely and complete information about program curriculum, enrollment and other program issues</li> <li>▶ Opportunity for input</li> </ul>
Feeder schools	High schools that have graduates attending Ohio State ATI	<ul style="list-style-type: none"> <li>▶ Timely and complete information for prospective students</li> <li>▶ Success of their graduates</li> <li>▶ Continuing education opportunities for teachers and alumni</li> </ul>
Wayne County Guidance Counselors	Counselors in ATI’s immediate area visit annually	<ul style="list-style-type: none"> <li>▶ Update on Ohio State ATI programs</li> <li>▶ Update on Academy (PSEOP)</li> </ul>

**Primary Competitors** – In autumn 2010, new first quarter freshman represented sixty-eight of eighty-eight Ohio counties. Our closest colleges are: Wayne College, an associate degree college affiliated with the University of Akron, located about 12 miles from our campus; a regional campus of Ohio State University and North Central State College co-located in Mansfield about 35 miles west of our campus; and a regional campus of Kent State University and Stark State College of Technology co-located in Canton about 40 miles east of our campus. We compete with many other institutions throughout the state.

**4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?**

The administrative team consists of the ATI Director who serves as CEO of the Institute and Associate Dean in the college; the Associate Director oversees academic affairs, academic programs, and related services; the Assistant Director who is responsible for fiscal oversight, personnel, and facilities; and there

are three Academic Division Chairs (Agricultural and Engineering Technologies, Arts and Science and Business, and Horticultural Technologies). Faculty hold academic ranks of Assistant Professor, Associate Professor, and Professor (Figure O-6) and follow a traditional tenure system. Part-time faculty are classified as auxiliary faculty. Staff job classifications are administrative and professional (A&P) and classified civil service (CCS).

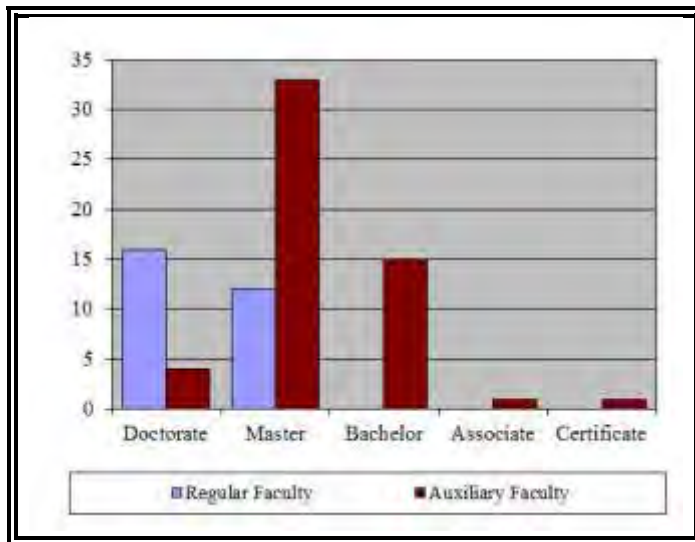
**Figure O-5 Employee Profile**

Category	Total	Full-time	Part-time	Male	Female
Regular Faculty-9 mo	10	10	0	6	4
Regular Faculty-12 mo	20	20	0	14	6
Auxiliary Faculty*	31	7	24	24	7
Senior A&P	3	3	0	1	2
A&P exempt**	32	32	0	13	19
A&P non-exempt	5	3	2	3	2
CCS-non-bargaining	18	18	0	1	17
CCS-bargaining	5	5	0	4	1
Minority Faculty	4	3	1	1	3
Minority Staff	3	3	0	2	1

\*Autumn Quarter 2010

\*\*not entitled to overtime benefits

**Figure O-6: Faculty Educational Levels**



**Organization and Use of Human Resources** – As a part of The Ohio State University system, ATI is governed by University rules, policies, and procedures. The OSU Board of Trustees establishes rules governing faculty duties and responsibilities (<http://trustees.osu.edu>) and the University Senate and the OSU Office of Academic Affairs (<http://oaa.osu.edu/index.php>) provide leadership in setting and communicating faculty promotion and tenure requirements. Additional information outlining policies and procedures for faculty appointments and assignments is provided in the Institute’s Appointments, Promotion and Tenure document and Patterns of Administration. The University’s tenure and promotion criteria require that faculty engage in teaching, service and conduct research and other scholarly activity to be shared with their professional peers.

Laws of the State of Ohio and policies and procedures established by the OSU Office of Human Resources (<http://hr.osu.edu>) govern the organization and utilization of staff (non-faculty). Additionally, the Institute Patterns of Administration document provides additional information outlining policies and procedures for staff appointments, duties, and assignments.

We have a traditional committee structure with most committees comprised totally or predominantly of faculty. There is very little student involvement in committee activity.

Shared governance is an important component and employees are represented by a Faculty Senate and a Staff Council. Both of these groups meet regularly to discuss concerns and provide advice to the Director.

The Executive Committee is the policy-making body for the Institute. It is comprised of the Director (as chair), Associate Director, Assistant Director, three division chairs, and presidents of the Faculty Senate and Staff Council.

Student employees comprise a significant portion of the workforce and provide invaluable assistance.

**5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?**

**Strategies for Alignment**

**Oversight** – The Ohio Board of Regents is the state regulatory body for higher education. Regular communication occurs between ATI, the University and OBR regarding financial, facilities and academic oversight and planning. OSU’s Board of Trustees is the governing body for the Institute. Trustees meet monthly and regularly communicate with the College and ATI. ATI utilizes a Key Advisory Committee to assist the Institute by providing a stakeholder/public perspective in its decision-making processes. The committee meets biannually and is comprised of members of AAS Advisory Committees, the Alumni Society and at-large members.

ATI desires and seeks to align with and meet or exceed HLC and AQIP and programmatic accreditation requirements (e.g. Associated Landscape Contractors of America) and communicates with these entities on a regular basis.

**Leadership, Decision Making and Communication** – ATI’s Director is the head of the tenure initiating unit and reports to the Vice President for Agricultural Administration (VPAA) and Dean of the College of Food, Agricultural and Environmental Sciences. Our shared governance places a great deal of responsibility on the following committees:

- ▶ Executive Committee
- ▶ Academic Council
- ▶ Academic Affairs Committee
- ▶ AQIP Leadership Team
- ▶ Promotion and Tenure Committee
- ▶ Teaching Committee
- ▶ International Committee
- ▶ Research, Creative and Other Scholarly Activities Committee
- ▶ Affirmative Action and Diversity Committee
- ▶ Retention Committee
- ▶ Faculty Senate – advisory to Director
- ▶ Staff Council – advisory to Director

Our Director meets monthly with the VPAA/Dean (or the Senior Associate Dean of the College) to review Institute activities and to consult on issues of concern needing clarification and/or guidance to align with College priorities. The Associate Director and Assistant Director communicate regularly with other University offices regarding issues needing clarification.

The Director has a campus-wide meeting for all employees once each quarter. The Director also meets with the faculty twice each quarter. The Division Chairs and other unit leaders hold regular unit meetings.

The Executive Committee meets weekly and the Director, Associate Director, and Division Chairs meet monthly to identify issues and work toward solutions.

The AQIP Leadership Team membership consists of staff, faculty and administration. The team meets monthly to report on and track progress on action projects and to assure compliance with AQIP requirements.

**Aligning Institutional values and expectations for legal, ethical, equity and social responsibility** – ATI follows the University rules regarding ethical behavior, academic freedom and responsibilities, faculty governance and service expectations. The Institute has established a set of values (see Figure O-1) to guide our decisions and priorities.

ATI's Diversity Committee and administration seeks to heighten campus awareness, understanding and appreciation of diversity issues and sponsors seminars and events.

Faculty and staff search committees have an "Affirmative Action Advocate" to assure searches follow OSU HR policies and guidelines. The Promotion and Tenure Committee designates one member the "Procedure Oversight Designee" to assure reviews are procedurally correct, fair, and free of bias.

In the classroom, faculty foster a climate of intellectual freedom, respect for intellectual property and respect for differing opinions and diversity.

## **6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?**

**Key Administrative Support Services** – Students are central to our existence and key administrative support areas exist solely to support them (Figure O-7). Strategic Plan goals (8R3) align with our mission vision and values.

Most support services are either provided by the University or are guided and supported by University offices for example: legal services; business and finance; facilities planning; human resources; benefits; payroll; emergency management; IT infrastructure; email; software in support of most business operations (financials, human resources, student records, master scheduling, course management system, financial aid, etc.). However, due to the distance between ATI and the Columbus campus, many offices and services must be replicated locally in order to conduct business. All support service areas have appropriate office spaces and work stations. The Institute has a networked (LAN) computing environment consisting of several Microsoft servers. A single T-3 line provides Internet access for the campus as well as connectivity with all the other Ohio State University campuses. Wireless internet access is also available in core academic and support areas. All regular faculty and staff and most auxiliary faculty members have computers in their offices with internet connectivity and e-mail and the library has computers for staff and student use for information retrieval. All offices also have telephones with voicemail capability.

**Figure O-7: Administrative Support Areas**

Support Service	Specialized Facilities	Specialized Equipment
Facility scheduling	NA	NA
Business Office ▶ Budget/Financial Management ▶ Purchasing ▶ Human Resources ▶ Inventory Control	NA	NA
Computer/Network support	▶ Maintenance shop	▶ Installation and diagnostic equipment ▶ Diagnostic software ▶ Computer hardware
Plant Operations	▶ Maintenance shop	▶ Maintenance equipment
Campus Safety and Security	▶ Police Station with standard office space	▶ Vehicles ▶ Safety and security equipment
Motor Pool	▶ Standard office spaces ▶ Maintenance building	▶ Fleet consisting of assigned and pool vehicles
Grounds Maintenance	▶ Maintenance and storage buildings ▶ Standard office spaces	▶ Grounds maintenance equipment
Public Relations	NA	NA
Development Office	NA	NA
Farm Operations	▶ Farm office ▶ Maintenance Shop ▶ Equipment and supply storage spaces ▶ Animal housing facilities (beef, dairy, horse, sheep, swine) ▶ Instructional spaces ▶ Land laboratory	▶ Vehicles ▶ Mobile and stationary agricultural equipment ▶ Instructional equipment
Golf Course	▶ Pro shop ▶ Food preparation and serving area ▶ Golf cart storage building ▶ Facility maintenance shop ▶ Equipment storage spaces ▶ Instructional spaces	▶ Restaurant equipment ▶ Grounds maintenance equipment ▶ Specialized equipment for golf course operations ▶ Irrigation equipment ▶ Instructional equipment

**7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?**

The determining factors are:

1. The need for information to make data-driven decisions;
2. Requirements associated with reporting within The Ohio State University (Institute, College, University requirements);
3. External reporting (state agencies; local, regional, state, or national agencies/organizations; federal requirements; accreditation requirements; etc.); and
4. Limitations in Institute personnel, systems, and resources available to identify, gather, organize, summarize and interpret the data. Unfortunately, Ohio State ATI does not have an Institutional research office or coordinated institutional research function. This significantly hinders our ability to coordinate and conduct this extremely important activity.

Centrally, the University has a vast repository of institutional data, and systems and processes in place for accessing and utilizing these data, and for generating reports specific to the ATI campus. These reports are distributed to administrators, division chairs and area leaders who utilize this information in daily decision making and operations.

OSU’s Office of Human Resources and the Office of Business and Finance utilize PeopleSoft software. During the 2008-2009 academic year the existing software for managing student and course information

was replaced with a new Student Information System (SIS). This new SIS integrates admissions, registration, financial aid, student and course data, and financials into one system.

At our Institute we select the data necessary to monitor our key measures of effectiveness listed below. Data that is specific to our Institute is collected and stored by various offices or designated personnel and distributed systematically or as needed for decision making.

**8. What are the key commitments, constraints, challenges, and opportunities with which you must align your organization's short- and long-term plans and strategies?**

**Key Institutional Commitments and Opportunities:**

- ▶ Affiliation with The Ohio State University
- ▶ Decade-long graduate placement rate of 95 percent within four months of graduation
- ▶ Ranks first in the nation among two-year institutions in the awarding of associate degrees in agriculture and related technologies
- ▶ Highly successful graduates
- ▶ Strong and successful transfer programs to the Columbus campus of The Ohio State University
- ▶ Well connected with and supported by industries and commodity groups affiliated with academic programs
- ▶ High quality and very dedicated faculty and staff
- ▶ Minimal direct competition for some production agriculture academic programs
- ▶ Strong campus emphasis on student success and related programming offered through Student Success Services including a USDE TRIO grant
- ▶ Excellent campus student housing accommodations
- ▶ Core buildings are generally in good condition
- ▶ Ownership of a 1725 acre farm laboratory and 18 hole golf course
- ▶ Excellent instructional technology equipment and support
- ▶ Opportunities for continuing education and distance learning will grow

**Key Institutional Constraints and Challenges:**

- ▶ Declining enrollment resulting in reduced income from fees and state subsidy
- ▶ Relatively narrow focus of academic programs and narrow potential appeal to a large prospective student base
- ▶ Significant competition for students with other programs within the state and region
- ▶ Many programs rely on one faculty member for subject matter expertise
- ▶ Heavy reliance on part-time faculty
- ▶ Minimal staff in all areas – in many cases one staff member serves as the only campus resource person in an area
- ▶ The campus does not have an institutional research office and appropriate staffing levels are not available to collect and analyze data necessary to guide decision making
- ▶ Current Institute funding does not provide for the level of administrative staffing necessary to provide the customary administrative support functions for the campus
- ▶ Relatively low amount of endowed scholarship and other financial resources available to campus
- ▶ Heavy reliance on student enrollment for a majority of income to support operations
- ▶ Declining level of state support for maintenance and capital improvements
- ▶ Increased focus on internal controls imposed by the University overloading existing staff
- ▶ Reductions in state tuition subsidy due to state budget deficits

**9. What key partnerships and collaborations, external and internal, contribute to your organization’s effectiveness?**

**Figure O-8: Collaborative Relationships**

<b>Collaborator</b>	<b>Nature of collaboration</b>
<b>Educational Institutions</b>	
The Ohio State University	Governance, support, data source, courses, and transfer of students
College of Food, Agricultural and Environmental Sciences	Supervisory; articulation of Associate of Science degree programs; collaborative marketing and communication efforts; recipient of transfer students, auxiliary faculty scheduling
Ohio Agricultural Research and Development Center	Co-located on the Wooster, Ohio campus; shared services (HR, campus safety and security, Shisler Conference Center; cooperative efforts (undergraduate and graduate student housing, equipment, IT, diversity, workforce development, research, teaching, etc.)
Ohio State University Regional Campuses	Support; common concerns of being a small part of a large university; auxiliary faculty
Ohio General Assembly	Financial support; fiscal responsibility
Ohio Board of Regents	Policies on higher education in Ohio
Enterprise Ohio Network	Meeting workforce training and development needs for state of Ohio
Higher Learning Commission	AQIP; accreditation
Ohio Association of Regional Campuses	Support; sharing information
Technical Agriculture Association	Support for being small technical programs in large land-grant universities
High Schools with agricultural education programs	Providers of students
International institutions (colleges/universities)	Memoranda of understanding regarding mutually beneficial activities, faculty exchange, student exchange, study abroad
Kirkwood Community College	Lead partner in National Science Foundation grant to form a national center called AgrowKnowledge
Midwest Institute for International/Intercultural Education	Faculty development, curriculum development, internationalizing the curriculum
<b>Businesses</b>	
Wooster Area Chamber of Commerce	Connections with educational needs of the local area workforce
Wayne Economic Development Council	Connections on educational needs of prospective new industry/businesses
LuK USA LLC, Nestles USA, The Gerstenslager Co., Seaman Corporation	Partners in workforce development programs
Ohio Landscape Association/Ohio Nursery and Landscape Association/Professional Landcare Network	Partners in Certified Landscape Technician testing
Employers of interns/graduates	Satisfaction with interns/graduates; suggestions for improving academic programs
<b>Other</b>	
Program Advisory Committees	Provide guidance/support for program assessment, revision, and development
Key Advisory Committee	Provide guidance/support for Institute leadership
United States Department of Education	Grant funding for student support and institutional development
Industry/trade associations	Serve on advisory committees; input on academic programs; potential donors for equipment and scholarships
Donors – financial, equipment, and scholarships	Support of our programs
Guidance Counselors	Support of our programs

## **Category One: HELPING STUDENTS LEARN**

### **Processes (P)**

#### **1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?**

In 1988 the Institute adopted an “attributes of graduates” statement as the overarching guide for identifying the student learning objectives. In the ensuing period this statement has been reviewed periodically to determine the relevancy and currency of the embedded learning objectives.

It was determined through our involvement in AQIP that we needed to better define common learning objectives. In June of 2007, ATI initiated an action project to “Create an Institute Model for Assessment of Student Learning”. This is an on-going project and the campus Academic Affairs Committee serves as the action project team (APT). The project was designed to:

1. Refine and gain approval for common learning objectives for the ATI campus
2. Research student learning assessment methods being used by other campuses
3. Consider joining the HLC Assessment Academy or attending a professional development workshop (or series of workshops) aimed at assessment
4. Prepare, receive approval of and implement a process for assessment of student learning for the ATI campus

The major emphasis during the past year was to establish common learning objectives for all students. To gain a better understanding of assessment, five members of the APT attended the "Making a Difference in Student Learning: Assessment as a Core Strategy" workshop December 3-5, 2007, Lisle, IL, offered by the Higher Learning Commission. The following resources were used by the APT: 1) a historical Institute document, entitled “Attributes of an ATI Graduate”; 2) the Ohio Board of Regents guidelines for academic programs; 3) research on common learning objectives in other institutions; 4) consultation with faculty; and 5) resources from the HLC assessment workshop. The APT identified five major categories for common learning objectives for all Institute students (Associate of Science and Associate of Applied Science degrees); they are: Communications, Mathematics, Natural Science, Social and Behavioral Science, and Humanities, for which they developed several common learning objectives for each. Three additional learning objectives in the areas of technical proficiency, computers and business were added for students in the AAS degree majors. The APT is comprised of six faculty (Academic Affairs Committee) representing all three academic divisions. The committee worked directly with the area coordinator for each of the respective discipline areas to draft the common learning objectives. Committee members were also asked to share drafts of the document at division meetings to gain feedback during the development of the draft. The final draft was presented to the entire faculty and adopted in December, 2008.

#### **ATI Common Learning Objectives**

Upon completing their studies at ATI, all students should be able to successfully:

- A. Communications
  1. Read/listen, comprehend, and evaluate written/oral communications.
  2. Use oral, written and visual means to communicate in diverse groups and settings.
  3. Conduct an analytical search of information on selected topics.
- B. Mathematics
  1. Use unit analysis to solve mathematical problems.

2. Apply logic reasoning in the formulation and solution of a mathematical model.
  3. Manipulate formulae or algebraic equations.
- C. Natural Science
1. Apply the scientific method.
  2. Explain a scientific sequence of events and possible outcomes.
  3. Explain the interdependence between variables in a system.
- D. Social and Behavioral Science
1. Discuss the principles of resource allocation.
  2. Comprehend how the influences of family, experiences, values, culture, and society impact the life-long development of the individual.
  3. Comprehend the impact of human interactions within the global society.
  4. Demonstrate an understanding of diverse people and opinions and how to effectively work together toward a common goal.
- E. Humanities
1. Discover and develop an understanding and interpretation of culture, identities, boundaries, and products.

**Additional Objectives Specific to AAS Programs:**

- F. Technical Proficiency
1. Demonstrate proficiency in technical practices, procedures, and processes important in their area of study.
- G. Computers
1. Utilize computers and a wide range of computer applications.
- H. Business
1. Gather, organize, summarize, analyze, and utilize business data.
  2. Plan, coordinate, execute and prepare reports on projects and business activities in their area of study.
  3. Demonstrate an understanding that local markets are impacted by global events.

**1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?**

As new majors are developed specific educational goals and objectives must be included in the proposal ([http://oaa.osu.edu/curriculum\\_manual/documents/CompleteOAAHandbook.pdf](http://oaa.osu.edu/curriculum_manual/documents/CompleteOAAHandbook.pdf)). All academic courses have syllabi and these syllabi are required to list course level learning outcomes. Existing majors undergo a comprehensive program review every five years. During this review, program coordinators must revisit and document the objectives of the academic program. For AAS majors and companion AS majors (e.g. Dairy Cattle Production and Management AAS and Dairy Science AS) these objectives are developed by the program coordinator with the input and assistance of a program advisory committee. Ohio State ATI has a long standing history of active advisory committees. Each Associate of Applied Science program has an advisory committee comprised of 10 to 12 representatives from the specific industry involved. These committees generally meet annually to review curriculum, enrollment, instructional equipment, and any other matters that may relate to the welfare or advancement of the specific program. These committees assist in establishing the programmatic objectives and help the individual faculty member (program coordinator) in developing courses that will meet these objectives. ATI has a few AS majors that were specifically designed to articulate into OSU Columbus majors (e.g. Pre-Agricultural Education). In these cases, ATI faculty coordinators and Division Chairs work in concert with Columbus departments and faculty to align student learning experiences with Columbus campus program objectives for the bachelor degree.

**1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?**

Ideas for new programs come from informal conversations with a variety of sources. These ideas are reviewed by the Executive Committee for feasibility of development and implementation. If reviewed affirmatively, a committee is designated to conduct a feasibility study and, if positive, prepare a program proposal.

Associate of Applied Science degree feasibility studies consider the following: employment opportunities for graduates (positions and salaries), ability to attract students/enrollment, content of the curriculum, necessary faculty expertise, instructional laboratory facilities, laboratory equipment, estimated operational costs, and competitive programs in the region.

An ad hoc advisory committee consisting of industry representatives and other related/interested individuals is convened to review the findings and make recommendations regarding curriculum and, if the program is approved, assist with implementation of the proposed program. At this point a formal proposal is developed following the guidelines set forth by the Office of Academic Affairs at OSU Columbus ([http://oaa.osu.edu/curriculum\\_manual/documents/CompleteOAAHandbook.pdf](http://oaa.osu.edu/curriculum_manual/documents/CompleteOAAHandbook.pdf)).

The proposal is reviewed by the appropriate academic division and the Academic Affairs Committee prior to being submitted for a faculty-wide vote. The Executive Committee then reviews the final proposal for financial feasibility before submitting the proposal to the College and University for approval.

Associate of Science programs are developed in collaboration with faculty in affiliated departments within the College of Food, Agricultural and Environmental Sciences (FAES). The feasibility study must follow much the same process as that for Associate of Applied Science degree programs but here a major concern is how courses taken at the Institute will transfer to the College to meet the requirements of the corollary B.S. major.

New courses are developed in conjunction with program and curricular objectives. An individual faculty member develops the proposed course and describes its relationship to an existing curriculum or the proposed curriculum. Occasionally new courses are developed as electives for existing curricula or to present emerging topic areas. Most courses for existing curricula are “changed” with the modifications responding to technological developments within the specialized field. For new courses or course changes, the request is reviewed by the division and approved by the Academic Affairs Committee prior to being submitted to the College and University for approval and processing.

Course requests (new or changes) may include prerequisites. These prerequisites are enforced through the computerized registration system. Only instructors of the course are authorized to waive the prerequisite after meeting with the student.

**1P4. How do you design responsive academic programming that balances and integrates learning goals, students’ career needs, and the realities of the employment market?**

New program proposals require an extensive array of information and documentation. Surveys are done to determine: competitor programs; enrollment in competitor programs; prospective student pool and interest; demand for graduates/employees; potential level of compensation for graduates; content to include in the academic program; etc. Information on prospective student interest is also obtained through external sources (e.g. ACT test results of student interest surveys). Required content for new

program proposals is provided at the following website by the OSU Office of Academic Affairs. ([http://oaa.osu.edu/curriculum\\_manual/documents/CompleteOAAHandbook.pdf](http://oaa.osu.edu/curriculum_manual/documents/CompleteOAAHandbook.pdf)).

Our aim is to hire qualified faculty with industry experience who are in touch with industry needs and can design academic programs to meet existing needs and respond to future needs. As mentioned in 1P2 we utilize the assistance of advisory committees in developing programs and establishing program goals and objectives that are relevant which will prepare graduates to be ready for employment.

**1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?**

Ohio State ATI is an open admissions institution so all Ohio high school graduates and GED holders who complete the application process are admitted if they do not have previous college experience. Students with prior college experience (transfers) must have earned a 2.0 cumulative grade point average (GPA) for admission. However, transfer students with less than a 2.0 GPA may be considered for admission through a special procedure. Many students come to visit campus prior to submitting their application to meet with the faculty program coordinator and discuss programmatic expectations.

All Ohio State ATI degree-seeking students are required to attend a new Student Orientation, Assessment, and Registration (SOAR) program upon admittance. A variety of placement tests (English, math, and reading) are administered based on the students' incoming rank, i.e., new traditional freshman, undergraduate transfer, non-traditional freshman, or intra-university transfer. During SOAR students are also scheduled for appropriate courses based on their placement test results. All incoming traditional college freshman (out of high school less than two years and no college experience) are required to take our in-house math placement test and if they score below a 15 they are required to take and pass the developmental math course prior to taking subsequent math courses. If the student scored below an 18 on the ACT English test, they are also required to take our in-house English Theme Placement test which will determine their actual English course placement. Additionally, if students score below an 18 on the ACT English, they are required to take the Degree of Reading Power (DRP) test. Students scoring between 62 and 65 on the DRP are encouraged to take the developmental reading course, which is not required for graduation. If students score 61 or below on the DRP they are required to take the developmental reading course.

Each student's individual test results are shared with their academic advisor and include specific advising recommendations. One of the advising recommendations is whether the student should limit their credit hours for their first quarter to no more than 15 hours. Ohio State ATI students typically carry 16 to 20 hours per quarter. The "limited hour" advising recommendation is based on a combination of factors which include: their ACT or SAT scores and the range of difference between the individual scores, SOAR developmental placement into math, English and/or reading course(s), and high school rank or previous collegiate GPA's. The purpose of the SOAR "limited hour" advising recommendation is to ensure that students that might not have a strong academic history or "readiness" are "transitioned or eased into" the academic rigor of Ohio State ATI courses.

In addition to placement testing, the SOAR program provides informational sessions for students and parents on the most relevant issues for new students. These topics include an overview of campus resources, financial aid, academic services, disability services, and online registration. Historically 80% of our students are first generation college students (neither parent holds a 4 year college degree) so an emphasis is placed on making sure students and their parents understand the resources offered that assist students in navigating the academic experience.

**1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?**

The Institute Catalog clearly identifies requirements for graduation. The Catalog lists the required courses for each major and the prerequisites for courses. All program coordinators provide students with a “seven quarter sequence” which outlines the curriculum plan. This sequence factors in quarter of offering, course prerequisites, etc., and outlines the most efficient route to graduation. This information is discussed with students and reinforced by admissions staff, faculty and staff academic advisors, academic program coordinators, Division Chairs, Student Success Services staff, and Academic Affairs staff.

The Registration Office builds course schedules each quarter around the “seven quarter sequence” thereby ensuring students can schedule all the required courses each quarter.

The Admissions Office regularly provides Student Success Services with the names and majors of newly admitted students. Student Success Services conducts the SOAR programs for all new students. The SOAR roster is prepared and sent to all advisors in preparation for registering new students for classes.

The SOAR roster is also sent to Division Chairs so they can work with the Registration Office in determining if there is enough space in the required courses. Sections of courses are added or deleted as late as the week before classes begin according to the actual enrollment demand.

Prerequisites for courses are listed in the Catalog and enforced through registration. Course syllabi represent the “contract” with the student and outline course objectives, learning outcomes, content, organization, and expectations including plagiarism and other provisions in the Code of Student Conduct ([http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)). Course syllabi are either distributed to students or are posted to the course website and reviewed by the individual instructor on the first day of classes.

Students nearing graduation must submit a petition to graduate the quarter prior to the quarter they intend to graduate. This petition triggers a degree audit by the ATI Academic Affairs Office. Results of this audit are communicated to the student to clarify unmet requirements for graduation.

**1P7. How do you help students select programs of study that match their needs, interests, and abilities?**

Our Admission Counselors visit high schools throughout the year to discuss the programs and their requirements. We encourage prospective students to come to campus to visit individually with faculty program coordinators to learn about program content and requirements, and to discover the possible job opportunities for graduates. Academic program sessions are also offered for students during campus visit days for groups of students and parents. Most students select and enter their major upon enrollment. We actually require students to specify their major at the time of application for admission, but some students change their major at or just prior to the SOAR program. There is also the opportunity to change majors throughout their academic career but this may require additional time to degree.

Faculty program coordinators also serve as academic advisors and help students with major selection and course registration. Student Success Services provides individualized retention advising and grade monitoring for all students in conjunction with the assigned faculty advisor for students eligible for participation in Program Excel, a TRIO grant funded project.

**1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?**

The mean ACT composite score for entering freshmen was 18.8 for 2008. A significant portion of our student body ranked in the lower half of their graduating class and approximately 75% of our students are the first person in their family to attend college. Also, about 10% of our students have some type of disability that impacts their ability to learn. These factors result in the high rate of students requiring developmental education (Figure 1-1) and provide the framework for developing and delivering our programs to better serve underprepared students.

Our advising process consists of :

1. Identify underprepared students through assessment during new student orientation
2. Provide advisors with placement test results and recommendations
3. Follow up on at risk students' mid-term grades through an early alert process for students in USDE Trio grant program.
4. Refer students to support services
5. Provide intervention
6. Service providers follow up with students

All new degree seeking students are required to take placement tests and the results determine the appropriate course placement. The Institute offers developmental education courses in reading, writing, and mathematics. Each year approximately a third of the new, incoming students (Figure 1-1) are placed into developmental courses based on their placement test results. The goal of the developmental education courses is to prepare students to succeed in college level courses.

A wide variety of high quality retention services to assist underprepared students are provided by our Student Success Services area and are described in more detail in 1P15.

**Figure 1-1: Placement Test Results**

	AU 2006	AU 2007	AU 2008	AU 2009	AU 2010
Number Tested	351	373	391	351	369
Number (%) placing in Developmental Math	79 (23%)	68 (18%)	67 (17%)	62 (18%)	39 (11%)
Number (%) placing in Developmental English	35 (10%)	53 (14%)	42 (11%)	47 (13%)	64 (17%)
Number (%) placing in Developmental Reading	56 (16%)	93 (25%)	102 (26%)	73 (21%)	83 (22%)
Number (%) recommended for Developmental Reading	25 (7%)	27 (7%)	39 (10%)	32 (9%)	30 (8%)

*Institute Registrar 2010*

**1P9. How do you detect and address differences in students' learning styles?**

Faculty are charged with identifying different learning styles and then meeting the needs of students in the classroom. ATI is a technical institute and applied learning is an important component of instruction. A variety of teaching techniques are typically employed to assure all learning styles are being accommodated. Many courses have accompanying laboratory sessions. Laboratory materials are presented in a different format reaching students with varying learning styles, reinforcing topics presented in lectures. Additionally, practicum courses (experiential learning courses) are included in most of the applied science academic programs.

Also, Student Success Services through tutoring programs works with students to help them understand their individual learning styles. Students are taught tools and strategies to help them capitalize on their strengths in achieving academic success.

Furthermore, students identified through SOAR as academically “at risk” are encouraged to enroll in a developmental course entitled “Learning Strategies for Success.” In this course students develop self awareness of their own learning style and learning strategies to best utilize abilities.

New students enroll in a college orientation course and are taught to understand and capitalize on their own personal learning style to be successful in college.

**1P10. How do you address the special needs of student subgroups (e.g. handicapped students, seniors, commuters)?**

We currently have about 700 credit students after a record high of 1031 in 1999. The student population is largely traditional college student-aged. The enrollment profile for the past five years is provided in Figure 1-2.

**Figure 1-2: Student Body Profile**

CHARACTERISTIC	AUTUMN 2006 # (%)	AUTUMN 2007 # (%)	AUTUMN 2008 # (%)	AUTUMN 2009 # (%)	AUTUMN 2010 # (%)
<u>Total Enrollment</u>					
Total	747	748	754	705	700
Male	482 (64.5)	471 (63.0)	467 (61.9)	411 (58.3)	423 (60.4)
Female	265 (35.5)	277 (37.0)	287 (38.1)	294 (41.7)	277 (39.6)
Full-Time					
Male	404	381	405	368	371
Female	234	231	266	267	249
Part-Time					
Male	78	90	62	43	52
Female	31	46	21	27	28
Full-time Equivalent	699	701	723	690	678
<u>Age/Sex Distribution</u>					
19 and under					
Male	269 (36.0)	250 (33.4)	263 (34.9)	224 (31.8)	219 (31.3)
Female	168 (22.5)	181 (24.2)	195 (25.9)	186 (26.4)	180 (25.7)
20-24					
Male	179 (24.0)	174 (23.3)	159 (21.1)	156 (22.1)	163 (23.3)
Female	75 (10.0)	66 (8.8)	73 (9.7)	85 (12.1)	77 (11.0)
25 and over					
Male	34 (4.6)	47 (6.3)	45 (5.9)	31 (4.4)	41 (5.9)
Female	22 (3.0)	30 (4.0)	19 (2.5)	23 (3.2)	20 (2.8)
<u>Ethnic Background</u>					
Caucasian	713 (95.4)	712 (95.2)	708 (93.9)	671 (95.2)	669 (95.6)
African-American	8 (0.9)	6 (0.8)	3 (0.4)	8 (1.1)	7 (1.0)
Hispanic	3 (0.4)	6 (0.8)	6 (0.8)	7 (1.0)	2 (0.3)
Other or Unknown	24 (3.2)	24 (3.2)	37 (4.9)	19 (2.7)	22 (3.1)

Source: Institute Registrar, 2010

The student population comes primarily from the state of Ohio (95+ percent) with out-of-state students coming primarily from Pennsylvania and Michigan. While the majority of the student population is Caucasian male, the Institute has implemented programs to increase diversity. However, the minority population continues to be low.

Students with disabilities are typically identified during the admissions process and are referred to the Office of Disability Services within Student Success Services. Disability documentation by a professional is required to determine eligibility and the Disability Specialist then determines the specific accommodations. During an “intake” meeting the Disabilities Specialist reviews the documentation and determines the appropriate accommodations. Faculty and administrative personnel may be involved in accommodating the specialized needs of students in courses and facilities. The Disability Specialist helps the student schedule classes and assists with advising issues. The Specialist also serves as a student advocate and works with the Office of Housing and institutional services to assure accessibility. Students registered through the Disability Services Office are eligible to participate in our USDE TRIO program. Participants receive comprehensive academic intervention services from the beginning of their Ohio State ATI enrollment.

Nontraditional students (over 21 and never attended college) and commuter students (of any age) have unique academic challenges due to family commitments, full or part-time jobs, and community activities and responsibilities. In addition, this population of students tends to be more highly motivated to succeed and is more sensitive to their academic preparedness. Personal support and transition services are offered to this population of students by ATI’s Licensed Professional Psychologist and other staff within Student Success Services.

In addition to the above services for the non-traditional student, commuter students also encounter many of the same issues. Since this group of students does not live on campus, may also hold full or part-time jobs, and may be married or have family responsibilities, they also need to be oriented to the expectations and student services available at the Ohio State ATI campus. During Welcome Days activities, a combined orientation session is held for commuter and non-traditional students. Service providers offer information about the expectations of college and available services to help students succeed at Ohio State ATI.

**1P11. How do you define, document, and communicate across your organization your expectations for effective teaching and learning?**

Effective teaching and learning is the primary focus of the Institute. We do not prescribe certain teaching methods and activities; however, we focus on student success in their courses and programs and successful placement and employment to gauge effectiveness. Teaching along with scholarly activity and service make up the “workload” expectation of faculty.

Students are also asked to evaluate the instructional delivery of each course (Student Evaluation of Instruction [SEI], rating scale Strongly Agree = 5; Strongly Disagree = 1). The University has a standard set of 10 questions (Figure 1-3) and automatically prepares the number of survey questionnaires based on enrollment in the course. The questionnaire is administered by someone other than the course instructor or if the faculty member prefers, students can respond to the SEI instrument online. Paper forms are forwarded to the instructor’s division chair. The chair collects all SEI responses and forwards them to the University’s Office of Testing for compilation. The Office of Testing sends the SEI report to the faculty member for each course/section with comparisons to other courses in the unit (division), College and University. Students generally rate faculty performance at a level similar to the College and University ratings. The chair also compiles the written student comments and presents them to the faculty member in a format (typed) not attributable to any student.

In addition to student evaluations, there are peer and administrative evaluations of teaching. Most evaluators use the form shown in Figure 1-4 to rate classroom teaching. Non-tenured faculty are required to have peer reviews as part of the promotion and tenure process. The Institute requires that a committee

of three faculty observe the non-tenured faculty member’s class(es). One of the three evaluators must be from the Institute’s Promotion and Tenure Committee. In addition to observing the classroom teaching, they evaluate syllabi, class handouts, assignments and testing materials. They then combine their observations into one evaluative report each year.

**Figure 1-3: SEI Questions**

ITEM	RATING				
1. The subject matter of this course was well organized.	SA	A	N	D	SD
2. This course was intellectually stimulating.	SA	A	N	D	SD
3. The instructor was genuinely interested in teaching.	SA	A	N	D	SD
4. The instructor encouraged students to think for themselves.	SA	A	N	D	SD
5. The instructor was well prepared.	SA	A	N	D	SD
6. The instructor was genuinely interested in helping students.	SA	A	N	D	SD
7. I learned a great deal from this instructor.	SA	A	N	D	SD
8. The instructor created an atmosphere conducive to learning.	SA	A	N	D	SD
9. The instructor communicated the subject matter clearly.	SA	A	N	D	SD
10. Overall, I would rate this instructor as	Excellent.....poor				

**Figure 1-4: Classroom Rating Form**

ITEM	RATING 5=Excellent;1=Poor
<b>OPENING</b> (Confident and purposeful; exhibited enthusiasm; opening was short, interesting, and presented a clear purpose.)	
<b>CONTENT</b> (Well organized with clear transitions; knowledgeable about topic; main points were clear; content level and pace were appropriate; questions were used appropriately to stimulate audience’s thinking; and examples were illustrative of the main points.)	
<b>BODY LANGUAGE SKILLS</b> (Gestures, movements, and posture were appropriate; no distracting mannerisms; made eye contact with all sections of the audience.)	
<b>LANGUAGE SKILLS</b> (Used complete sentences, correct English; voice was clear, varied, and interesting.)	
<b>TEACHING MATERIALS</b> (Visuals were well designed, appropriate in number, and added value; handout material complemented the presentation; used chalkboard effectively; and syllabus was well prepared.)	
<b>STUDENT PARTICIPATION</b> (Created an atmosphere conducive to learning; encouraged students to participate; and students participated and felt at ease.)	
<b>RESPONSE TO QUESTIONS</b> (Allowed time for questions and answers; answered questions succinctly; repeated or paraphrased questions; and solicited open-ended responses)	
<b>CONCLUSION</b> (Summarized key points; told the audience how they could use the information; and left a clear final impression.)	

The SEI reports and peer and administrative reviews are included in the faculty member’s annual report to document performance in teaching and are used to measure overall performance as at, above, or below expectations. Faculty utilize student, peer and administrative feedback to improve courses and their teaching.

As was previously noted in 1P1, an AQIP Action Project Team developed a set of Common Learning Objectives for students. These objectives have been distributed to institute faculty and staff in support areas to link academic services and assistance to the common learning objectives.

Teaching improvement is a priority of the Institute. The ATI Teaching Committee offers seminars and workshops on teaching improvement. Other sessions on improving teaching and learning are offered by the College of FAES and the University and ATI faculty routinely participate in these programs. In addition, the University Center for the Advancement of Teaching (<http://ftad.osu.edu/>) provides programming and resources to assist faculty in developing and refining their instructional ability.

**1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?**

Processes and policies for the course delivery system originate at the University level in the Office of Academic Affairs and the Office of the University Registrar. In addition the University provides the software necessary for the course delivery system.

Scheduling of classes begins at the program level with the seven quarter sequence described in 1P6. These sequences, which faculty advisors share with students, ensure that all the coursework required for graduation will be offered in the proper timeframe. Most students will stay “on track” for graduation by following this suggested sequence.

Ohio State ATI uses the traditional 10-week quarter and most courses are offered in the 10-week format. However, a few courses are offered on “half-quarter” or 5-week format to better serve students who are going on internship or returning from internship at mid-quarter.

The number of sections offered is based on enrollments of the previous year and current program enrollment. In the case of laboratory sections, the physical capacity of the laboratory and effective faculty/student interaction is considered.

Students who fail courses and/or choose to take less than a full load (sometimes the seven quarter sequence requires up to 19 hours per quarter) work with their advisors to develop alternative strategies to meet graduation requirements. These students require additional quarters and students who fail technical courses must sometimes return for an extra quarter for a specific technical course that was missed in the sequence.

Course enrollment limits, particularly for the general education courses, are a minimum of 10. However, when the minimum enrollment is not met for a technical course, the course may be offered to allow students to remain on track to graduate. Technical courses that have a multi-year record of less than 10 enrolled are reviewed for possible offering fewer times per year or on an alternate year basis to make the class size more efficient. However, in making these changes, consideration is given to the sequence of courses and the impact on effective learning that students must follow to meet the requirements of the program.

**1P13. How do you ensure that your programs and courses are up-to-date and effective?**

We have an academic program review process that requires each of our majors to be reviewed every five years. Faculty program coordinators must report information in the following categories. This document is reviewed by the academic division, the Institute Academic Affairs Committee and by the Administration. Information generated in this review process guides decision making relative to the program (e.g. need for program/course revision, investments in facilities, equipment, personnel, etc.).

Academic Program Review

▶ Academic Integrity

- Program Description
- Program Objectives
- How do program objectives interface with the Institute’s Mission Statement?
- Required courses in the major – credits, contact hours, date of last revision
- Program Advisory Committee – composition, meetings

- Program changes in last five years
- Instructional resources – library, other sources
- Delivery methods
- Comparable competitor programs – advantages, disadvantages
- Student involvement in co-curricular or other activities
- Methods of assessment of learning
- Strengths and weaknesses of the program
- Program assessment – number and profile (gender, minority status, origin) of students entering, number of continuing students, number of advisees, internship sites, number of graduates, starting salary, type of employment, number pursuing further education, average number of quarters to graduation
- ▶ Facilities, Equipment, and Safety
  - Current facilities dedicated to the program – what is needed, what is desired
  - Equipment dedicated to the program – what is needed, what is desired
  - Safety equipment, training, and practices dedicated to the program – what is needed, what is desired
  - Adequacy for students with disabilities
- ▶ Program Personnel
  - Positions supporting program, required/desired qualifications
  - How are employees kept current in knowledge related to position responsibilities
  - Desired additional support personnel
  - Full and part-time faculty FTE directly supporting program
    - Availability of part-time faculty
  - Involvement of personnel in profession and related industry
- ▶ Financial Resources
  - Income sources
  - Expense sources
- ▶ Objectives for the Program
  - Mission and Vision Statement for program
  - Academic Objectives
    - Long-term objectives and strategies for program development and enhanced enrollment
  - Facilities, Equipment, and Safety Objectives
    - Long-term objectives and strategies for facilities, equipment, and safety
  - Personnel Objectives
    - Long-term objectives and strategies for program staffing
  - Financial Objectives
    - Long-term objectives and strategies for program income and expenses

Faculty are charged with revising courses and held accountable by Division Chairs, Associate Director and Director.

The general studies courses are revised incrementally by discipline area leaders. An Institute-wide initiative to revise the general studies curriculum and courses occurred most recently in 2000. Discussions with program advisory committees and consideration to current societal trends also guide changes in the general studies courses. These courses are generally revised less frequently as they provide foundational knowledge in support of multiple majors and serve the entire student body. Faculty incorporate changes in content every quarter to assure courses are up-to-date and relevant.

Most program advisory committees meet annually to review all aspects of the program with curriculum receiving the primary attention. Suggestions are made for programmatic change/improvements and the program coordinator then develops the plan to implement these modifications. Modifications may include discontinuing courses, developing new courses or changing/modifying existing courses. The technical courses receive a more thorough on-going review from program advisory committees because of technological advances within the industry.

**1P14. How do you change or discontinue programs and courses?**

Academic Program Reviews as described in 1P13 provide the documentation to inform decisions regarding program effectiveness and sustainability. The process for changing or discontinuing programs or courses is documented in the guidelines set forth by the Office of Academic Affairs at OSU Columbus ([http://oaa.osu.edu/curriculum\\_manual/documents/CompleteOAAHandbook.pdf](http://oaa.osu.edu/curriculum_manual/documents/CompleteOAAHandbook.pdf)). The Academic Affairs Committee, with elected representatives from each of the academic divisions, oversees all course and programmatic changes. Proposals to change or eliminate courses are put forward by individual faculty, considered and acted upon by divisions and forwarded to the Institute Academic Affairs Committee for consideration. If approved, course changes are forwarded to the College and University for approval. The process for changing or eliminating academic programs is the same with the exception that an Institute faculty-wide vote is required to add or eliminate programs.

When the enrollment in a program becomes consistently low (below 10) it is subject to review for possible deactivation or elimination. Factors such as industry needs for graduates, adequacy/currency of curriculum and marketing with prospective students along with program financial feasibility are considered.

The Office of the University Registrar periodically generates a listing of Institute courses that have not been taught for at least five years. Faculty are required to make a decision to retain or withdraw each course. The process for approval of course withdrawals follows the course change process.

**1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?**

Many of our students come from the lower half of their graduating classes and arrive at ATI without the necessary academic preparation or study skills for college. ATI offers many services to help students transition to college and persist to complete their degrees.

As described earlier in 1P8, all new students are required to take placement tests as a part of the new student orientation program. These results determine the appropriate initial course placement. The Institute offers a study skills course and developmental education courses in reading, writing, and mathematics with the goal of preparing students to succeed in college level courses.

Student Success Services offers a wealth of learning services. A licensed professional psychologist provides individual counseling, consultation, crisis intervention, and community referrals. Peer tutors are assigned to groups of students or individuals who request help in any course at ATI.

Additional support services, including (retention advising, financial literacy and professional tutoring) are provided by funding through a USDE Trio grant for targeted students – low income, first generation college students and students with disabilities. The project provides services including mid-term grade

check-ups, learning skills coaching, FAFSA and scholarship assistance, money management resources, structured learning groups, and a summer program that provides academic advising and financial planning for college.

There are several other learning support activities or accommodations made available to students with disabilities on the basis of their documented need. These include note-taking, books in digital format, readers and/or scribes for quizzes and tests, extended time on quizzes and tests, and distraction-free environments for quizzes and tests. The Institute has had very few visually impaired or hearing impaired students but has provided Braille and interpreters as needed.

One of our AQIP Action Projects developed a Mid-Quarter Grade Reporting procedure for all new students as an exercise in their college orientation course. Students get a realistic view of their performance during their first few weeks at Ohio State ATI. Although this report is not binding, it provides the student and the academic advisor some insight into the student's performance and a basis for a meaningful advising session.

Students who are placed on Academic Warning and Academic Probation are encouraged to take advantage of the available learning assistance. Again, those who choose to follow the recommendation are usually successful – those who choose to ignore the recommendation often fail. These students also must meet with their academic advisor before being allowed to schedule classes for the next quarter.

At the beginning of Winter Quarter, academic intervention sessions are conducted for students on academic warning or probation. The goals of these sessions are to clearly communicate the ramifications of the academic situation the student is in, illustrate possible financial aid consequences of poor academic performance, and recommend people, resources and programs that are in place to help students succeed academically.

All students receive library orientation instruction as part of the Welcome Days program and the new student orientation course. Six online tutorials were developed and implemented in autumn 2008 by the librarian to teach basic information literacy skills (types and reliability of sources, general search processes and tips, how to find a book, searching an online periodical database, internet sources and searching, copyright and plagiarism). Also beginning in the fall of 2008, a pre and post-test was given to students to assess learning on the topic of information literacy. In addition, the librarian and library staff provide instruction on search strategies for a host of courses throughout the year.

Faculty learning support needs are determined through the Academic Program Review Process described in 1P13. In addition, needs assessments are conducted every other year to determine priorities for equipment purchases in support of the learning environment funded by the Ohio Board of Regents. Teaching budgets are allocated to each faculty member annually to allow them to purchase learning resources in support of their courses/programs. In addition, requests for larger purchases are submitted to their respective division chairs for consideration and may be brought forward to the administration for consideration. Faculty also work with the Institute Development Office to identify and approach potential donors of funding or gifts-in-kind.

The librarian appropriates funding annually to purchase resources in support of courses and programs. Faculty are encouraged to submit requests for learning materials to the librarian for consideration. The librarian also requests feedback from faculty to identify textbooks, periodicals, and other learning resources to add to the collection to meet curricular needs.

**1P16. How do you align your co-curricular development goals with your curricular learning objectives?**

As described in 1P13, the Academic Program Review Process documents student involvement in co-curricular clubs, organizations and other activities. Ohio State ATI's mission (Figure O-1) includes the following statement: "Our goal is to prepare individuals to be technically competent, self-reliant, and productive citizens in a global society." Our aim is to not only achieve the intellectual development of our students but also to enrich all aspects of the individual through the college experience.

Many clubs, organizations and out-of-class activities are available to students. Many of the desired ATI Common Learning Objectives may be further enhanced through involvement in these activities. Where student organizations and activities are affiliated with specific academic programs there is a strong and intentional relationship between the activity/organization and learning objectives within the program.

The OSU Office of University Housing supervises and maintains the ATI housing facilities. Programs and services are offered that align with University goals. Many programs encourage faculty and student interaction and other activities are designed to enhance academic and social development.

Other activities are offered for students for strictly entertainment/recreational purposes. In this case there is minimal relationship between co-curricular goals and curricular objectives other than to broaden and enrich the college experience.

**1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?**

In order to graduate students must successfully complete all of the academic courses required for the degree at the level required for graduation. A grade of C (2.0) or higher cumulative grade average is required for students to graduate from ATI.

Course objectives are met by students achieving the required grade in the course. Students must perform at the required grade level to progress through the curriculum. Course objectives align, support, and fulfill academic program objectives. Courses and program objectives align with Institute Common Learning Objectives. Program requirements fulfill Institute graduation requirements. A degree audit is conducted to assure that students have met all requirements for the degree.

Successful placement has been used as the primary measure of student/graduate preparedness. Annually the Institute surveys the previous year's graduates to determine their status as:

- ▶ Employed full time in area of study
- ▶ Employed part time in area of study
- ▶ Employed full time in another area
- ▶ Employed part time in another area
- ▶ Unemployed
- ▶ Continuing Education

Over the past decade the placement rate for Associate of Applied Science graduates has been 95 percent with most programs having 75 percent or more placed in their field of study. Those not placed in their field of study generally find employment in a closely related field.

Because the Associate of Science degree is highly articulated with the College of FAES, the College's Assistant Dean for Academic Programs regularly reports to the Institute on the performance of transfer

students. ATI is the largest source of transfer students into the College of Food, Agricultural and Environmental Sciences with approximately 10% of our students transferring to Columbus annually. If any concerns are identified, the appropriate Institute faculty meet with the appropriate College faculty to discuss and address issues.

### **1P18. How do you design your processes for assessing student learning?**

As stated previously in 1P1, it was determined through our involvement in AQIP that we needed to better define our process of assessing student learning. As the assessment process is developed, faculty will be included through discussions occurring in faculty meetings. Once a draft is developed it will be presented to the entire Institute faculty for consideration and adoption.

Beginning in the winter of 2009 the University is requiring ATI to assess a subset of our Columbus campus general education courses annually (math, communication, social sciences, biology, chemistry, etc.). ATI faculty area coordinators are required to implement the assessment strategy adopted by the OSU Colleges of the Arts and Sciences which includes the Assessment Cycle – 1. Collect evidence, 2. Analyze evidence, 3. Use evidence. Faculty are required to prepare an assessment plan for each course and write a report documenting outcomes and future planned actions. The courses identified for assessment in 2009-2010 are Chemistry 101, English 110, History 151, Mathematics 104 and Psychology 100.

Information Literacy Competency Standards for Higher Education are provided by The Association of College and Research Libraries. These standards define information literacy and help guide ATI's instruction and assessment.

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

## **Results (R)**

### **1R1. What measures of your students' learning and development do you collect and analyze regularly?**

#### **Academic Performance**

Currently student learning is being assessed primarily on the basis of grades earned in courses. All academic courses are required to have course objectives which identify the major learning outcomes for students. Course instruction and laboratory experiences are designed to convey the important course content and evaluation instruments (homework, quizzes, exams, laboratory exercises, papers, etc.) are designed to ascertain the student's knowledge and ability in meeting the desired course objectives. A grade of C (2.0) is considered the minimum threshold of success. A student must have a cumulative grade average of C or higher to graduate. A student is placed on academic warning or probation when cumulative GPA drops below a C (2.0) average.

Our system places the primary responsibility of collecting course level student performance data at the instructor level. However, the University does provide a report to the Associate Director that reflects student performance in all courses.

#### **English Program Assessment**

Assessment for the English courses begins with the alignment of the goals of the English program with the mission statements of the Institute, the Arts, Science and Business Division, and the English program.

English 110.01 and Communication Skills 111T are the beginning courses in the English series for the associate of science and associate of applied science degrees respectively. At the beginning of the quarter, for all the English 110.01 classes and the Communication Skills 111T classes, a pre-writing essay is administered and at the end of the quarter, the same essay is repeated and scores are compared to the original essay to help determine the success of the class and the learning that has occurred.

**Figure 1-5: English 110.01 Assessment Rubric**

Grade	Attributes
A = Excellent	<ul style="list-style-type: none"> <li>▶ clear, concise, varied sentences (including topic sentence)</li> <li>▶ descriptive details</li> <li>▶ correct mechanics</li> <li>▶ special flair (uses imagination, creative punctuation)</li> <li>▶ effective use of transitions</li> <li>▶ good organization</li> <li>▶ correct documentation when needed (includes Works Cited and in-text notes MLA style)</li> <li>▶ analysis of visual presented in an attention getting manner/in depth/original</li> <li>▶ creative introduction and conclusion</li> </ul>
B = Good	<ul style="list-style-type: none"> <li>▶ needs some clear, concise, varied sentences (including topic sentence)</li> <li>▶ some details</li> <li>▶ some mechanical problems but they do not interfere with readability</li> <li>▶ some imagination (uses simple, correct punctuation)</li> <li>▶ simple word choice</li> <li>▶ some transitions</li> <li>▶ adequate organization</li> <li>▶ documentation and Works Cited page; may need punctuation corrected</li> <li>▶ analysis needs more depth</li> <li>▶ a simple introduction and conclusion</li> </ul>
C = Needs work	<ul style="list-style-type: none"> <li>▶ usually complete sentences/needs variety/needs clearer topic sentence</li> <li>▶ specific detail needed</li> <li>▶ mechanical errors that interfere with readability need to be improved</li> <li>▶ needs some imaginative words and thoughts</li> <li>▶ needs transitions with correct punctuation</li> <li>▶ needs organization</li> <li>▶ needs work on Works Cited and in-text documentation</li> <li>▶ visual analysis must be in more depth with more detail/more imagination</li> <li>▶ visual presentation is acceptable but needs imagination</li> <li>▶ introduction and conclusion need to be clearer</li> </ul>
D = Needs lots of work	<ul style="list-style-type: none"> <li>▶ mechanical problems, including correct sentences, need attention</li> <li>▶ needs detail, lots of it</li> <li>▶ needs work on imaginative words, thoughts, organization</li> <li>▶ needs to determine focus of the writing/analysis of visual needs to be done</li> <li>▶ needs an introduction and conclusion</li> </ul>
E = Needs to be redone	<ul style="list-style-type: none"> <li>▶ Needs to be redone in order to be accepted at any of the above.</li> </ul>

As an example, in English 110.01 (fall 2010) the short writing assignment was: What do you think of the body scanners that are being used in airports? Be specific and tell why. At the beginning of the quarter, students used correct usage and grammar and were clearly placed in the correct English course. Using the rubric, students fell in the mid-range giving very few specific examples. At the end of the quarter, the same short writing assignment was given, and the writing fell in the B to A range; the major change was in specifics and details.

This past fall (2010) in English 110.01, the topic was to research and decide what they believed was acceptable to stop terrorism or what was a violation of our civil liberties. The final writing, once more, was improved, with major specific examples and details.

**Math Program Assessment**

The faculty member responsible for coordination of the math curriculum tracks student performance in math courses to assure student performance and success. During the summer of 2008 a study of ATI’s technical mathematics sequence was conducted to determine if those courses were adequately preparing Math 050/075 testers for Math 104. All students enrolled in Math 104 since autumn quarter 2005 were

included in the study. Students were tracked to determine their level of success with required math courses and to determine their current enrollment status as well as other factors. Two groups were studied – group 1 consisted of students that tested directly into Math 104, group 2 included students that had completed the Gen Math 140T/145T sequence prior to enrolling in Math 104. Students testing into Math 104 (group 1) are doing well in completing the other required math courses for completion of their ATI degree. Results of group 2 showed that students taking the technical math sequence actually did better in Math 104 than students that tested directly into the course and performed similarly in subsequent courses.

### **Retention and Graduation Rate**

Retention and graduation rates are tracked and reported by the OSU Registrar's office.

### **Employer Ratings of Interns**

Students participating in internship are systematically rated by internship employers on a range of work related skills and technical competency.

### **Placement Rate**

The placement rate of our graduates is the most important result of our program objectives.

### **Employer Satisfaction**

Annually a survey is sent to employers of recent graduates to assess their satisfaction with the new employees' personal and technical preparation.

### **Transfer Student Success**

Success of students transferring to the Columbus campus is tracked and monitored.

## **1R2. What are your performance results for your common student learning and development objectives?**

### **Academic Performance**

Each quarter the University generates a listing of students whose cumulative GPA is less than 2.0. This list comes in two parts: (1) with students who have 14.9 or fewer deficiency points and (2) with students who have 15.0 or more deficiency points. A deficiency point is the difference between the points earned and those needed for a 2.0.GPA. The Associate Director reviews this list in a variety of ways:

1. The "less than 14.9 points" list is reviewed for students who have performed poorly during the current quarter and will be placed on "special action probation." The others on this list are placed on "academic warning."
2. The "15 points or more" list is reviewed in two parts (a) those who have been on academic probation before, and (b) those who are new to this list. Those new to the list are placed on "academic probation" with conditions established to be met in the next quarter to continue enrollment. Those who were on the list before are reviewed to determine if their previous conditions were met. If the conditions were met, they are continued on academic probation with a new set of conditions to be met for continued enrollment. Those who did not meet the conditions are academically dismissed. Dismissal means that a student is not permitted to attend any Ohio State campus for a minimum of three quarters before applying for reinstatement.

See Figure 1-6 for the number of academic actions during Autumn Quarter of each of the past five years.

**Figure 1-6: Academic Actions**

	AU2006 N=745	AU2007 N=747	AU2008 N=752	AU2009 N=705	AU2010 N=700
Director's List (above 3.5 GPA)	74	92	84	60	77
Academic Warning (below 2.0 GPA)	105	98	105	128	114
Academic Special Action Probation	2	7	6	4	2
Academic Probation	55	53	58	64	67
Academic Dismissal	16	17	5	8	10
Total Academic difficulty	178 (23.9%)	175 (23.4%)	174 (23.1%)	204 (28.9%)	193 (27.6%)

In Figure 1-7 we show the distribution of grades during Autumn Quarter of each of the past five years.

**Figure 1-7: Grade Distribution**

	AU2006	AU2007	AU2008	AU2009	AU2010
Percent passing with C or better grade (2.0 GPA)	73	74	73	70	71
Percent passing but less than C grade	14	14	14	15	17
Percent failing	12	12	12	15	12

**Retention and Graduation Rate**

Data on retention and graduation rate are reported in Figure 3-6.

**Placement Rate**

We believe our historical placement rate of over 95 percent of graduates within the first four months after graduation is clear evidence of student preparedness.

**Transfer Student Success**

During the period 1999-2003, 238 ATI students or graduates transferred to the Columbus campus. At ATI the students earned an average GPA of 2.82 and after transferring to Columbus they earned an average GPA of 2.62. The performance of ATI students that went on to complete their bachelors degree (168) had an ATI GPA of 2.91 and a Columbus campus GPA of 2.85.

**Figure 1-8: Transfer Student Success Autumn 1999 – Autumn 2003**

	Number	AS	AAS	No Degree	ATI GPA	Qtrs. at ATI	OSU GPA	Qtrs. at OSU	Total Qtrs.
Graduated	168 (70%)	96	16	56	2.91	6.6	2.85	7.6	13.9
Active	19 (8%)	1	1	17	2.67	4.7	2.33	10.3	15
Inactive*	39 (16%)	10	7	20	2.73	5.7	2.29	4	9.7
Dismissed	14 (6%)	0	1	13	2.41	6.3	1.72	5.7	12
Cumulative	238				2.82		2.62		

Data from College of FAES Assistant Dean for Academic Programs

\*Inactive means not currently enrolled but not officially withdrawn

**1R3. What are your performance results for specific program learning objectives?**

**Employer Ratings of Interns**

Students participating in internship are systematically rated by internship employers on a range of work related skills and program specific technical competency. These data are collected and reviewed by the individual faculty program coordinators and not tabulated and reported centrally.

**Program Performance Results**

Program effectiveness is documented through the Academic Program Review Process. This formal process was initiated in the spring of 2007. Documentation on the first group of academic programs was submitted in spring 2008. Currently these review documents are being evaluated by Divisions, Academic Affairs Committee and Administration. Through this process of academic program evaluation, program learning objectives will be refined. As stated earlier in 1P18 we are currently developing a coordinated assessment process for the campus.

Courses are regularly reviewed by advisory committees and faculty. Feedback from students through Student Evaluation of Instruction is used to adapt course delivery and content to better meet student needs. The quarterly Student Evaluation of Instruction was described in 1P11.

**1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?**

**Employer Satisfaction**

We conduct an employer satisfaction survey to determine the employer's satisfaction with the graduate's performance. Overall, the employers are very satisfied with our graduates by rating their personal skills at 4.7-4.9 on a 5.0 scale and their technical skills at 3.6-4.8 on the 5.0 scale (3R4, Figure 3-8).

**Placement Rate**

Placement rates of graduates and feedback from advisory committees provide evidence of stakeholder satisfaction with graduates. The Institute's placement rate for the past decade has been about 95 percent, which is a major indicator of program and Institute effectiveness. There are generally more opportunities for employment for graduates than there are graduates.

**1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?**

**Library Assessment**

The ATI Library implemented information literacy tutorials and assessment in Fall 2008, which are required in all orientation classes (FAES100 and General Studies 201T). Students take a pretest to measure their information literacy skills prior to taking the tutorials. Then they take six tutorials covering sources/reliability, general searching, books, periodicals/databases, internet, and copyright/plagiarism. Immediately following each tutorial, the students take a short post-quiz to measure their short-term retention in that topic area as well as reinforce important information. So far 823 students have taken the pretest and 713 students have completed all the post-quizzes.

Beginning in Fall 2009, the library began long-term follow-up testing to measure these students' information literacy skills retention over time. The follow-up testing is conducted in three courses:

- Gen Comm 113T (Technical Reporting)
- Gen Comm 114T (Business Communication)
- Ag Comm 367 (Agricultural Issues in Contemporary American Society)

So far 277 students have taken the long-term follow-up test. These students had taken the pretest, tutorials, and post-quizzes one to five quarters earlier.

The tutorials and all related assessments (pretest, post-quizzes, and long-term follow-up) were updated in Summer 2010 as follows:

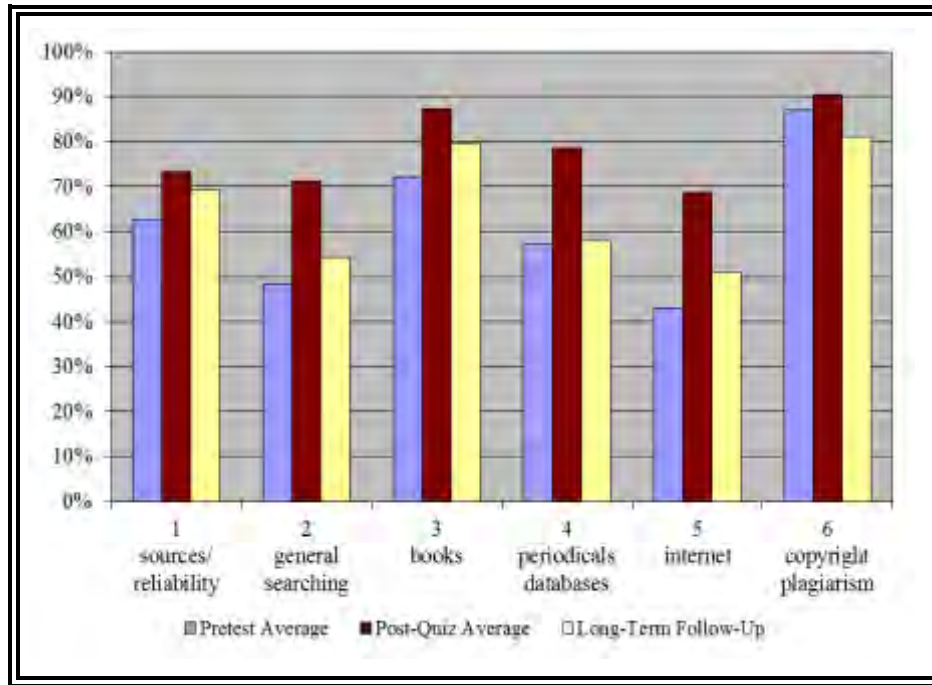
- Consistently high-scoring questions were replaced to test other knowledge
- Many questions on the post-quiz and long-term follow-up were changed to scenarios, requiring students to process what they learned and apply it to a situation
- Problematic questions were reworded
- All tutorials were shortened to 10 minutes or less
- On the pretest and long-term follow-up, topic areas no longer have the same amount of questions; the searching topic now has six questions and the books topic has three. The number of questions changed based on how many concepts within a topic needed assessed

These updates have improved the tutorials and the ability to measure specific knowledge areas. However, it makes comparing assessment results across different years less precise since the measurement tools have changed over time.

The chart below shows students' average scores for the pretest, post-quizzes, and long-term follow-up test by topic area. These averages include all data collected since Fall 2008.

- The long-term follow-up averages of four topics, sources/reliability, searching, books, and internet, are at least 6% higher than the original pretest, indicating retention.
- The periodicals/databases average demonstrates the largest decrease in retention from the post-quizzes to the long-term follow up. This may be due to the lack of library database use by ATI students. A question on the long-term follow-up asked how often they use the library catalog and/or databases; 47% of students said never, and 46% said 1-2 times a quarter.
- The copyright/plagiarism long-term follow-up average is lower than the original pretest scores. A possible cause for this decrease is that this section saw the most questions changed to scenarios, which asks them to apply their knowledge in specific situations. These questions may be more difficult than the standard multiple choice questions that were previously on the pretest and post-quizzes.

**Figure 1-9: Pretest, Post-Quiz, and Long-Term Follow-Up Topics**



Overall, the assessments illustrate students do retain information literacy skills over time, and the amount of retention varies by topic. The library will continue to collaborate with faculty to incorporate information literacy activities into the classroom. Reinforcement of these skills in ATI courses should help students retain what they learned in the library tutorials.

**Laboratory Assessment**

Due to the hands-on nature of technical education, the Institute emphasizes laboratory instruction in all technical courses. These laboratories are fitted with state-of-the-art equipment which allows students to learn the latest techniques at the same time they are operating this equipment. This has been the status since the beginning of the Institute and there is no specific evaluation of the impact of this technology on student learning.

**1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?**

While we do not have a group of peer institutions as such (technical college within a university, single curriculum focus, faculty tenure, etc.), we perceive our results to be equivalent to other Ohio community and technical colleges.

## **Improvement (I)**

### **1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?**

The main improvements that we have made recently in improving our processes as previously described include:

- ▶ Establishment of Institute Common Learning Objectives (1P1)
- ▶ Development and initiation of our systematic Academic Program Review Process (1P13)
- ▶ Involvement in a current AQIP Action Project to develop a campus-wide process for assessment of student learning (1P18)
- ▶ Implementation of an Information Literacy assessment model (1P15)

We believe ATI has many sound, systematic, and comprehensive processes in place to help our students learn. We are working to improve our processes in the areas of assessment of our academic programs and services which will produce additional performance results.

### **1I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?**

ATI is a small Institute with a small number of faculty and core administrators. This is of benefit from the prospective that we are able to work relatively efficiently in identifying areas for improvement and setting targets for accomplishing those objectives. This is evidenced by the fact that significant changes and improvements have occurred since we joined AQIP. However, we are also hindered by the fact that we have a small number of people trying to accomplish a great deal. In addition, ATI is constrained by the fact that we do not have an institutional research office and no individual is specifically assigned to track institutional effectiveness.

The ATI AQIP Leadership Team utilized the Systems Appraisal Feedback Report to identify areas for improvement. The Team created a comprehensive spreadsheet summarizing the feedback and prioritized the areas for improvement. This spreadsheet has been used to target processes that need to be developed or strengthened. Results of our next Systems Appraisal Feedback Report will be integrated into the working document to guide future improvements.

## Category Two: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

### Processes (P)

#### **2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?**

Key non-instructional processes serving significant stakeholder groups are designed by the University. ATI has a satellite office for University Development (fund raising) <http://www.giveto.osu.edu/index.asp> and an ATI Alumni Society [http://www.ati.osu.edu/alumni\\_contact.html](http://www.ati.osu.edu/alumni_contact.html). Both of these efforts follow the established processes of the University.

Research policies and practices are guided by the OSU Office of Research. Management of sponsored projects (grants and contracts) is guided by the OSU Office of Sponsored Programs <http://rf.osu.edu/>. A small-grants program is available through the Institute to provide seed funding for research projects. The funding is managed and appropriated by the Research and Other Creative Scholarly Activities Committee which is comprised of faculty from across the Institute. The Institute also annually provides separate pools of professional development funding for faculty and staff. The Assistant Director approves staff requests. The Academic Council reviews and approves faculty requests.

Business units (farm operations, flower shop, conference center, golf course) are operated in accordance with OSU Office of Business and Finance policies and procedures. These entities are expected to function in a cost recovery mode with the goal of financial self-sufficiency.

#### **2P2. How do you determine your organization's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?**

Major non-instructional objectives (e.g. Institute Development Office goals) were established through the strategic planning process. The ATI Executive Committee, faculty, staff, administration, ATI's Key Advisory Committee were all involved in setting the objectives.

Enhancing the ATI campus alumni efforts was the emphasis of a recent action project "Improving Alumni Relations." The action project team consisted of interested faculty and staff from across the campus. Alumni and members of the Alumni board were also involved in the action project. Results and recommendations of the project were communicated to administration for consideration and possible implementation.

#### **2P3. How do you communicate your expectations regarding these objectives?**

As described in 2P2, the process includes the major stakeholders who had opportunity for input prior to the final plan being adopted. Once adopted, the Strategic Plan is distributed to all employees. Business plans are reviewed and revised at least annually. These plans are distributed to unit leaders and staff.

We have several methods of regular communications including the biweekly "ATI Pipeline" newsletter, academic division meetings two times each quarter, quarterly campus meetings of all faculty and staff, semi-quarterly meetings of the Faculty, Faculty Senate and Staff Council and distribution of the weekly Executive Committee minutes. In addition, many units meet weekly to review progress and set priorities.

**2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?**

Development Office accomplishments, goals and metrics and Alumni Society activities are reviewed annually by administration. The ATI Development Officer and the Alumni Society President are members of the ATI Key Advisory Committee.

Objectives are reviewed as described in 2P2. Golf course operations and farm operations benchmark themselves against local/regional competitors and industry standards of performance.

**2P5. How do you determine faculty and staff needs relative to these objectives and operations?**

Faculty and staff are involved in the strategic planning process. In addition, needs, priorities, and opportunities are discussed at the division or unit level. Individual faculty and staff or division or unit leaders communicate these needs, opportunities, or priorities directly to the appropriate office or to administration. Some faculty have sought funding or resources from off-campus sources to accomplish their work.

Each year faculty are required to report their scholarly activity and service activity as part of their annual report. However, this information is not compiled to determine Institute totals.

Staff also submit annual reports on their accomplishments for the past year and goals for the upcoming year.

Financial reports from all the auxiliary operations (farm operations, golf course, etc.) are analyzed regularly by the respective unit supervisor and administration.

**2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?**

Faculty and staff input and buy-in is vital for effective campus operations. The ATI Executive Committee includes the president of Faculty Senate and the president of Staff Council. Open and frank discussions occur regarding faculty and staff needs. Administration is open to this input, and when appropriate, responds by making adjustments to objectives and/or processes. The Director meets with Staff Council once a month to maintain open dialog and meets with Faculty Senate when requested.

**Results (R)**

**2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**

The BTES office tracks details related to their contracts for training and related services relative to the number of companies served, number of people enrolled, etc. BTES follows-up with training clients six months after completion of a training contract to determine the program's effectiveness. Performance indicators are identified in concert with the client company based on their needs and objectives (e.g. improving quality, increasing efficiencies, reducing waste, decreasing employee turnover or absenteeism).

Measures of effectiveness collected at Hawks Nest Golf Course include customer satisfaction, pro-shop sales, rounds of play, sources of revenue, expenses, cash balance, and other financial data.

Farm operations compares livestock performance data (feed conversion ratio, milk production, reproductive rate of livestock, etc.) and crop production results (grain or forage yield per acre, per unit production cost, etc.) to industry standards. Cost of production and efficiency data is not representative of commercial production as a result of our educational mission and use of the enterprises for instructional purposes.

Currently there is no centralized collection of faculty and staff accomplishments for non-instructional objectives, therefore we have no process in place to describe or evaluate Institute-wide results. The University has a University-wide system for faculty reporting (OSU:Pro) which allows for compilation of this information for faculty, however this is currently not being done.

## **2R2. What are your performance results in accomplishing your other distinctive objectives?**

### **Business Training Educational Services**

The economic downturn of 2008 affected our business activity just as it did many businesses. As a result, our focus shifted to contract training to help the businesses and industries of our region strengthen their workforces, as they became leaner than ever before in order to remain operational. While the number of training contracts decreased in 2009, the numbers of organizations and people served grew and all of our non-traditional programs and enrollments bounced back in 2010.

The overall mix of open enrollment workforce development programs, contract training, assessment and related services enables BTES to meet the training and education needs of area business and industry, particularly those of small businesses and manufacturing. The results recognized by our workforce training clients are significant in terms of strengthening Ohio's businesses and economic development. Examples of training outcomes reported by BTES clients include the following:

1. Supervisory training was delivered for staff, CEO direct reports, and the location managers with sales staff of a regional agricultural co-op. Six months after completion, the company reported 14% increase in efficiency and a 70% improvement in safety. From the HR Manager: "Supervisors must first understand that behavior must be changed to prevent incidents. In order to prevent incidents, first we must look at each employee's actions and behaviors to change their way of doing their job each and every day. Improving the communication between direct line managers and employees has resulted in a significant improvement."
2. Our Lean Process Improvement Training made a large impact on one area nursing home. From the HR Manager: "When people understand what is expected of them and have clear direction about how to do their job, they are happier at work. When there is no agreed upon „correct“ way to do a job, one's performance is subject to different opinions. Now that we have an agreed upon procedure for housekeeping functions, it is easier for employees to know if they are doing things correctly. If they aren't, it is easier for managers to point out the error and correct it without making it „personal“. Previously we experienced high turnover in this department, which meant extra time and expense to recruit, hire, and train new hire after new hire. In addition to those costs, there are additional costs unique to the long-term care industry. For instance, in a nursing home environment, new hires have to take several tests before even being eligible to work in a home (drug tests, etc.) Having to pay for these tests time and time again got very costly. By reducing turnover by 80%, we will save approximately \$24,000 annually."

**Figure 2-1: Professional Development Enrollments**

	2004	2005	2006	2007	2008	2009	2010
Credit courses	42	70	60	60	66	33	19
Non-credit - other courses	161	201	241	303	324	143	222

**Figure 2-2: Contract Training**

	2004	2005	2006	2007	2008	2009	2010
Training Contracts	22	18	22	27	29	21	33
Organizations involved	10	8	7	12	15	17	26
People enrolled	456	238	148	153	209	476	484

**Hawks Nest Golf Course**

Performance data for the golf course is shown in Figure 2-3. ATI’s course total rounds of golf for FY10 were up 3.6% compared to Ohio being down 4.4% and public course rounds were down nationally by 2.06%.

**Figure 2-3: Hawks Nest Golf Course Activity**

	FY08*	FY09	FY10
<b>Total Rounds</b>	8,722	20,960	21,709

\*October through June 2008

**2R3. How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

Comparative data for the golf course is in 2R2.

Being part of a university requires faculty to be involved in scholarly productivity and professional service. Most community and technical colleges in Ohio do not have this requirement for their faculty. Currently we do not have a mechanism in place to compare faculty productivity in these areas to other institutions.

**2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?**

Our involvement with businesses and industry through our office of Business Training and Educational Services builds partnerships and enhances the business community and our Institute. The Institute provides important resources and services to the business community of the region. ATI staff, faculty, and administration have been actively involved in the local chamber of commerce and other local, regional, and state-wide organizations and commodity groups. These connections enhance our visibility and build our reputation. Areas businesses have been very supportive of the ATI’s ownership of Hawks Nest Golf Course and have been generous in supporting and sponsoring operations. The Institute has benefitted from business, industry association, and commodity group partnerships by receiving

scholarships for our students and financial support and gifts-in-kind for our operations and academic programs.

Faculty conducting scholarly activity helps individuals remain current in their discipline and provides visibility for the Institute through presentation of papers at conferences and/or publishing papers in professional journals. Faculty involvement in professional service establishes relationships with colleagues in their discipline from other colleges and universities. These activities provide the Institute with greater exposure and builds relationships regionally, nationally and internationally.

## **Improvement (I)**

### **2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?**

The addition of Hawks Nest Golf Course has enhanced ability to provide other distinctive services. As we settle in to the routine of golf course operations, we will implement more comprehensive measures of assessment.

In general, we have appropriate processes in place to set objectives and measure effectiveness of our other distinctive objectives.

### **2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?**

The University routinely conducts internal audit of our processes and systems. This along with our diligent oversight of financial resources guides our selection of processes for improvement. Through our normal business operations we routinely set and measure performance targets. We are required to annually revise and submit five-year budget projections. We also have a five-year Strategic Plan (2009-2013) in place which has established performance targets.

### **Category Three: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

#### **Processes (P)**

#### **3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?**

The main systems in place to identify changing needs of students are: Admissions Office annual new student survey conducted in the autumn quarter; the new student orientation assessment and a student satisfaction inventory given annually. The Admissions Office survey provides a description of student demographics. This information is then used to inform decisions on recruitment, marketing and student services. Orientation assessment results are used to track changes in student ability and provide information for course placement and advising recommendations. The student satisfaction inventory serves to guide institutional decisions to impact recruitment and retention. Enrollment trends in courses, programs and degrees are tracked over time and used for decision making.

Surveys and focus groups are used to collect feedback from students and used to make improvements. The groups conducting the surveys or focus groups compile the data and implement the needed changes. Recent examples include:

- ▶ Survey of students to determine what physical education elective courses to offer
- ▶ Focus groups to gain the student perspectives on changes that have been made in instructional technology in the classrooms

The BTES office, with memberships in the Wooster Area Chamber of Commerce, the Wayne Economic Development Council and the Enterprise Ohio Network, has constant interaction with companies regarding trends in technology and their needs for employee training. As these needs are identified, programs and courses are developed. At the conclusion of the instructional program, a survey/evaluation is conducted to determine student reactions to the instruction. Six months after the instructional session a follow-up is conducted with the company to determine the impact the instruction had on employee/company performance.

#### **3P2. How do you build and maintain a relationship with your students?**

- ▶ Meet prospective students during classroom visits to their high schools, at college fairs, and campus visits to Ohio State ATI
- ▶ Student tele-counselors phone prospective students to answer questions and encourage the prospect to take the next step – visit campus, apply, pay acceptance fee, etc.
- ▶ Admissions Office staff send announcements of upcoming Visitation Days to all prospective students, high school agriculture educators, and guidance counselors
- ▶ Website presence provides means of communication and source of information
- ▶ Faculty program coordinators and admissions counselors send follow-up letters to prospective students after a campus visit
- ▶ Faculty present program sessions during Visitation Days with a demonstration or activity representative of a course activity and include a student instead of having only a stand-up lecture
- ▶ Alumni call admitted students in their major field
- ▶ Director or Division Chairs send congratulatory letters to scholarship recipients
- ▶ Housing Office staff send information to all prospective students
- ▶ Housing Office staff sends contracts and move-in information to students planning to live on campus

- ▶ Housing Office programming (e.g. House Calls – faculty and staff visit students at their residence, Welcome Days activities, faculty and staff act as guest speakers, etc.)
- ▶ Student Success Services staff send information about the SOAR schedule and activities to all admitted students
- ▶ Welcome Days interactions with new and returning students
- ▶ Financial Office staff send FAFSA and financial aid information to all admitted students
- ▶ Financial Office staff send e-mail reminders about financial aid deadlines to all students
- ▶ Admissions Office staff send the “ConversATIons” newsletter to prospective as well as admitted students with information about financial aid, living on campus and expectations for college experience.
- ▶ Student Activities Office staff send all students information about Welcome Days
- ▶ Disability Services Office staff follow-up with all students who indicate they have a disability
- ▶ USDE Trio grant staff meet regularly with at risk students for retention advising and professional tutoring.
- ▶ Post announcements to the campus communication system
- ▶ Invite students to participate in a Student Recognition Banquet to recognize top students and scholarship winners
- ▶ Provide comprehensive and integrated support services targeted to student specific needs throughout their college experience: as students transition to college, complete their academic programs, and prepare for internship and post-graduation employment.
- ▶ Administration, faculty and staff interact with students during campus activities – dances, fundraisers, cookouts, dinners, intramural sports, etc.
- ▶ Administrators have an open door policy and welcome student interactions

**3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?**

Our Executive Committee, Key Advisory Committee and program advisory committees are the key groups that help us recognize changes and develop strategies to address those changes. In addition we use a variety of other strategies to gather information about changing stakeholder needs and expectations (Figure 3-1).

**Figure 3-1: Understanding Stakeholder Needs and Expectations**

Stakeholder Group	Listening Strategy
Prospective Students	<ul style="list-style-type: none"> <li>▶ Admissions contacts/feedback</li> <li>▶ Prospective student conferences</li> <li>▶ Surveys on visit days</li> </ul>
Current Students	<ul style="list-style-type: none"> <li>▶ Focus groups</li> <li>▶ Surveys</li> <li>▶ Student evaluation of instruction</li> <li>▶ Complaints process</li> </ul>
Employees	<ul style="list-style-type: none"> <li>▶ Climate surveys</li> <li>▶ Feedback in annual reports</li> <li>▶ Feedback in meetings and open forums</li> <li>▶ Complaints process</li> <li>▶ Strategic planning processes</li> <li>▶ Exit interviews</li> </ul>
Alumni	<ul style="list-style-type: none"> <li>▶ Annual Placement/Graduation Follow-up Survey</li> <li>▶ Five-Year Graduate Follow-up Survey</li> <li>▶ Members of advisory committees</li> </ul>
Employers	<ul style="list-style-type: none"> <li>▶ Annual Employer Follow-up Survey</li> <li>▶ Anecdotal Observations during internship visits</li> <li>▶ Program Advisory Committees</li> </ul>
Community	<ul style="list-style-type: none"> <li>▶ Key Advisory Committee</li> </ul>

We analyze the information about changing needs and select a course of action based on additional data such as student/graduate performance, institutional facility availability, faculty/staff expertise and other resource needs/availability.

A recent example of how we have used the results of feedback was equipping most classrooms and laboratories with instructional technology.

### **3P4. How do you build and maintain relationships with your key stakeholders?**

- ▶ Key Advisory Committee - discuss institutional issues/challenges and seek advice on means to address these
- ▶ Program Advisory Committee – discuss program issues/challenges and seek advice on means to address; seek opportunities for equipment and scholarship donations
- ▶ Feeder Schools – schedule dates for classroom visits; collect names of potential students; have selected representative serve on the Key Advisory Committee
- ▶ College of FAES – meet regularly (at least quarterly) with the Assistant Dean for Academic Programs; have Associate Dean present a session annually to students pursuing the Associate of Science degree; meet regularly with college faculty regarding Associate of Science degree program requirements; collaborate with marketing and promotion efforts
- ▶ Alumni – Assist with and participate in golf for scholarship program and football brunch (prior to Ohio State football game); annual Alumni Dinner with interaction between faculty and alumni, some programs have active groups of alumni that have their own special events; some make calls to admitted students; mailings to all alumni to reconnect to campus
- ▶ Parents – Have an annual Family Day during Autumn quarter to help parents and families get a better perspective of their student’s college experience; have special parents’ session during SOAR days and have parents accompany students to advising sessions; commencement ceremony open to all
- ▶ Donors – Invite scholarship donors to participate in a Scholarship Donor Recognition Banquet to recognize donors and scholarship recipients
- ▶ Employers – Program Coordinators receive calls/letters regarding employment opportunities for internships and permanent employment, which is made available to students; program coordinators visit all interns in Ohio during their employment period and seek employers input in evaluating the intern’s performance (and final grade); some programs have special sessions for employers to come to campus to interview prospective employees; conduct a satisfaction survey of employers of graduates 8-10 months after the graduates began employment.
- ▶ Ohio Board of Regents – Our Director regularly attends the meeting of the Ohio Association of Regional Campuses, which includes a representative from OBR; receive information regarding their meetings; occasionally meet with them regarding new program adoption; in the past people from our campus have served on their committees.

### **3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?**

Ideas for new program initiatives are generated both internally and externally through our contacts with employers, prospective employers, associations and commodity groups, and through our research of new program possibilities. If there is a significant interest in exploring the opportunity we will conduct market surveys and assemble an advisory group to explore the potential of the new program. The process for new program development was described previously in 1P3.

Potential non-credit offerings would be explored in a similar manner by BTES.

**3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?**

We have recently adopted a student complaint policy which is summarized below and in Figure 3-2.

- ▶ The person hearing the initial complaint refers the complainant to the appropriate person or office listed in the referral table below.
- ▶ If the complaint involves a person, the complainant is encouraged to work directly with the individual (if appropriate) to seek resolution. This meeting may be mediated by the appropriate faculty/staff member, division chair, supervisor, or other administrator.
- ▶ If the matter is not resolved, the complainant is advised of the appropriate next step in the process. Supervisors will follow through in pursuing appropriate and timely resolution to issues.

**Figure 3-2: Student/Stakeholders Complaint Process Steps**

Type of Complaint	Steps in the process
<b>Academic Issues</b>	
<b>Grade Appeal</b>	<b>Process outlined in the Ohio State ATI Student Handbook</b> 1. Faculty instructor 2. Appropriate Division Chair a. Agricultural and Engineering Technologies Division b. Horticultural Technologies Division c. Arts and Science and Business Technology Division 3. Associate Director 4. Committee appointed by Associate Director
<b>Course related issues</b>	1. Faculty instructor 2. Appropriate Division Chair 3. Associate Director 4. Director
<b>Alleged Academic Misconduct (student accusing another student)</b>	1. Faculty instructor 2. Appropriate Division Chair 3. Associate Director
<b>Other Academic Complaints</b>	1. Contact appropriate individual or office (i.e. Academic Advisor, Academic Affairs Office, Student Success Services, etc.) 2. Associate Director
<b>Complaints regarding a Faculty or Staff member</b>	
<b>Faculty</b>	1. Appropriate Division Chair 2. Associate Director 3. Director
	1. Appropriate supervisor 2. Assistant Director for Institutional Services 3. Associate Director 4. Director
<b>Other Complaints:</b>	
<b>Alleged Sexual Harassment</b>	1. Appropriate supervisory personnel 2. Assistant Director for Institutional Services 3. Associate Director 4. Director
<b>Buildings or Facilities Issues</b>	1. Building Maintenance personnel 2. Appropriate Division Chair or Assistant Director for Institutional Services 3. Associate Director 4. Director
<b>Alleged Criminal Offenses</b>	1. Wooster Campus Police
<b>Campus Housing Issues</b>	1. Director of Ohio State ATI Campus Housing 2. Assistant Director of Housing Education – Archer House, Columbus campus 3. Associate Director, University Housing – Archer House, Columbus campus
<b>Other Non-Academic Issues</b>	1. Assistant Director for Institutional Services 2. Associate Director 3. Director

Being part of a large university there are several offices on the Columbus campus which Institute students could contact. This is particularly true with the student advocacy office when a student feels intimidated

to make the complaint in person on campus or if complaints at the Institute are not resolved to the students’ satisfaction. These offices are:

- ▶ OSU Office of Student Affairs: <http://studentaffairs.osu.edu/default.asp?headline=2>
- ▶ OSU Student Advocacy Center: [http://studentaffairs.osu.edu/wellness\\_advocacy.asp](http://studentaffairs.osu.edu/wellness_advocacy.asp)

The complaints heard by Division Chairs, Assistant Director, Associate Director or the Director are logged into a database and tracked over time so as to identify trends and areas for improvement and to implement necessary changes. The individual who resolves the complaint communicates the resolution with the initiator of the original complaint.

## Results (R)

### 3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Current student satisfaction is determined through course and instructor evaluations administered at the instructor level. The University requires that every course be evaluated every quarter. The results of these evaluations are used by faculty to improve course delivery and teaching techniques. The results of these evaluations are reported in the faculty member’s annual report and used in the annual performance review/evaluation.

Currently enrolled students are surveyed to determine their level of satisfaction with the academic and support services we provide (see Figure 3-4).

We have annually surveyed the most recent graduates and employers for their satisfaction with our programs, services, and preparedness for employment. Areas in these surveys include interpersonal and technical skills, ability to calculate and problem-solve, and the importance/satisfaction of Ohio State ATI Services (for graduates only) (Figures 3-7 and 3-8).

**Figure 3-3: Methods of Collecting Stakeholder Satisfaction Information**

Stakeholder group	Measure	Comparison
Current students	Student Evaluation of Instruction	Internal (results aggregated at departmental level)
Current students	Noel-Levitz Student Satisfaction Inventory (importance and satisfaction)	Internal and national two year institutions (See Figure 3-5)
Graduates	Survey of importance and satisfaction with skills/services	Internal (See Figure 3-8)
Employers	Survey of importance and satisfaction with skills/services	Internal (See Figure 3-9)

**3R2. What are your performance results for student satisfaction?**

**Figure 3-4: Student Satisfaction Inventory Results**

Item	Ohio State ATI Importance*		Ohio State ATI Satisfaction*		National group Satisfaction*	
	2010	2011	2010	2011	2010	2011
Student Centeredness	6.05	6.01	5.55	5.38	5.38	5.38
Instructional Effectiveness	6.18	6.15	5.40	5.25	5.42	5.42
Responsiveness to Diverse Populations	--	--	5.34	5.39	5.49	5.49
Campus Support Services	5.29	5.20	4.99	4.85	4.97	4.97
Safety and Security	5.96	5.83	5.31	5.14	5.00	5.00
Academic Advising/Counseling	6.23	6.20	5.54	5.40	5.21	5.21
Admission and Financial Aid	5.97	5.96	5.27	5.11	5.14	5.14
Academic Services	6.01	5.95	5.63	5.48	5.46	5.46
Registration Effectiveness	6.08	6.08	5.49	5.35	5.43	5.43
Service Excellence	5.96	5.93	5.52	5.39	5.28	5.28
Concern for the Individual	6.13	6.08	5.38	5.26	5.24	5.24
Campus Climate	6.05	6.01	5.50	5.33	5.31	5.31

Noel-Levitz Student Satisfaction Inventory (7 point scale: 1=low; 7=high)

**2010 Student Satisfaction Inventory Summary**

**Top 5 Strengths:**

- ▶ My academic advisor is knowledgeable about my program requirements.
- ▶ My academic advisor is approachable.
- ▶ The campus is safe and secure for all students.
- ▶ Nearly all of the faculty are knowledgeable in their fields.
- ▶ Nearly all classes deal with practical experiences and applications.

**Top 5 Challenges:**

- ▶ I am able to register for classes I need with few conflicts.
- ▶ The quality of instruction I receive in most of my classes is excellent.
- ▶ This school does whatever it can to help me reach my educational goals.
- ▶ Classes are scheduled at times that are convenient for me.
- ▶ My academic advisor is concerned about my success as an individual.

**Higher Satisfaction vs. National Community Colleges:**

- ▶ My academic advisor is knowledgeable about my program requirements.
- ▶ My academic advisor is approachable.
- ▶ The campus is safe and secure for all students.
- ▶ This school does whatever it can to help me reach my educational goals.
- ▶ Nearly all classes deal with practical experiences and applications.

**Lower Satisfaction vs. National Community Colleges**

- ▶ The quality of instruction I receive in most of my classes is excellent.
- ▶ Classes are scheduled at times that are convenient for me.
- ▶ Students are notified early in the term if they are doing poorly in a class.

### **2011 Student Satisfaction Inventory Summary**

#### Top 5 Strengths:

- ▶ My academic advisor is knowledgeable about my program requirements.
- ▶ My academic advisor is approachable.
- ▶ Nearly all of the faculty are knowledgeable in their fields.
- ▶ Students are made to feel welcome on this campus.
- ▶ I am able to experience intellectual growth here.

#### Top 5 Challenges:

- ▶ There is a good variety of courses provided on this campus.
- ▶ I am able to register for classes I need with few conflicts.
- ▶ This school does whatever it can to help me reach my educational goals.
- ▶ Classes are scheduled at times that are convenient for me.
- ▶ My academic advisor is concerned about my success as an individual.

#### Higher Satisfaction vs. National Community Colleges:

- ▶ My academic advisor is knowledgeable about my program requirements.
- ▶ My academic advisor is approachable.
- ▶ My academic advisor is concerned about my success as an individual.
- ▶ Internships or practical experiences are provided in my degree/certificate program.

#### Lower Satisfaction vs. National Community Colleges

- ▶ I am able to register for classes I need with few conflicts.
- ▶ Classes are scheduled at times that are convenient for me.
- ▶ The quality of instruction I receive in most of my classes is excellent.
- ▶ Faculty provide timely feedback about student progress in a course.
- ▶ Adequate financial aid is available for most students.

### **3R3. What are your performance results for building relationships with your students?**

See Figure 3-4 regarding results for enrolled students.

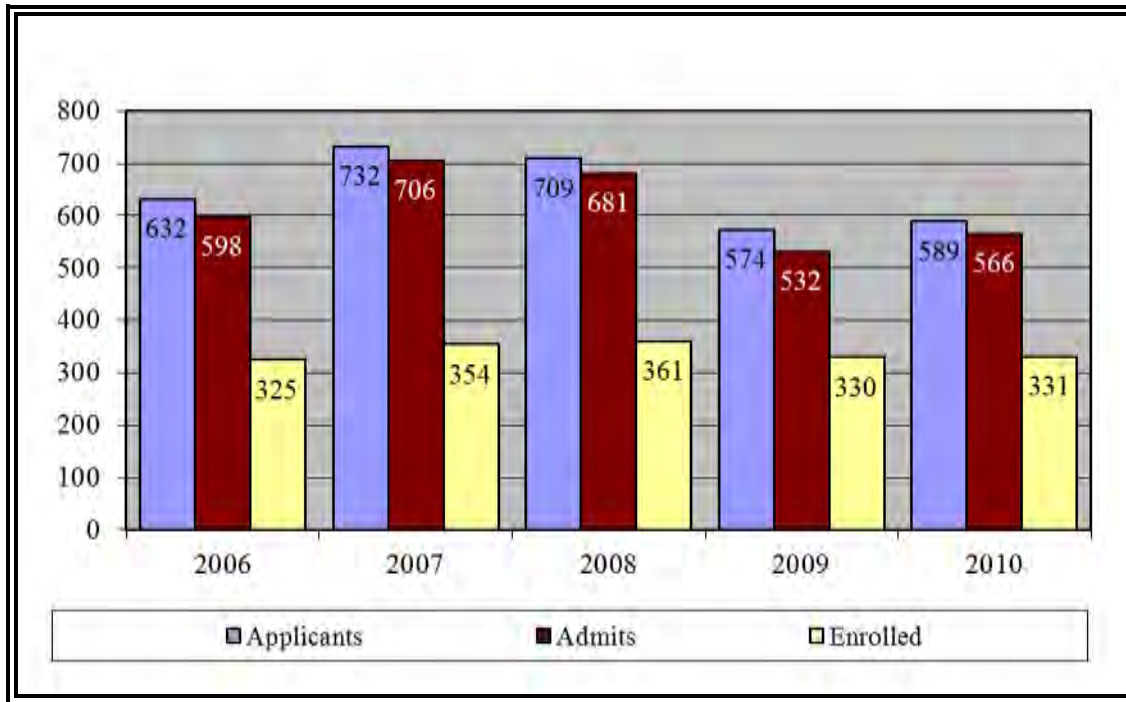
We monitor our admissions-enrollment numbers to assess our annual “yield” (Figure 3-5) as well as our retention (Figure 3-6).

The Admissions Office new student survey results are used to modify marketing information, marketing strategies, and modification of student services to better match the student interests and the student profile.

### **3R4. What are your performance results for stakeholder satisfaction?**

We have anecdotal evidence from our faculty who visit interns that employers are very satisfied with our pre-internship program. Our advisory committees provide us with recent technological developments and trends/directions in industry. High school teachers report anecdotally about graduates from their high school who are attending Ohio State ATI.

**Figure 3-5: Admissions-Enrollment**



**Figure 3-6: Retention and Graduation of Summer/Fall Cohorts of NFQF**

	Initial Enrollment	Enrolled one year later	Graduated at end of 2 <sup>nd</sup> year	Enrolled two years later	Graduated at end of 3 <sup>rd</sup> year
2001	341	233 (68.3%)	33 (9.7%)	151 (44.3%)	106 (31.1%)
2002	319	208 (65.2%)	32 (10.0%)	126 (39.5%)	100 (31.3%)
2003	293	177 (60.4%)	39 (13.3%)	104 (35.5%)	86 (29.4%)
2004	284	181 (63.7%)	24 (8.5%)	109 (38.4%)	83 (29.2%)
2005	335	206 (61.5%)	46 (13.7%)	111 (33.1%)	96 (28.7%)
2006	279	174 (62.4%)	24 (8.6%)	112 (40.1%)	
2007	302	200 (66.2%)			

Data from University Registrar February, 2009

Our graduates indicate a strong level of satisfaction with our programs (see Figure 3-7).

The employer survey indicates a high level of satisfaction with the performance of our graduates (see Figure 3-8).

**Figure 3-7: Graduate Survey and Ratings**

<b>Rate Importance</b> 1=not important; 5=very important		<b>OHIO STATE ATI EDUCATION</b>	<b>Rate Satisfaction</b> 1=not satisfied; 5=very satisfied	
<b>2008</b>	<b>2009</b>		<b>2008</b>	<b>2009</b>
4.0	4.1	1. Write and Speak With Clarity	4.0	4.0
4.0	4.2	2. Solve Mathematical Problems	4.0	4.1
4.4	4.5	3. Proficient in Technical Practices and Processes	4.2	3.9
4.2	4.3	4. Operate Technical Equipment	3.8	3.5
4.2	4.0	5. Organize Activities and Budget Time	3.6	3.7
4.4	4.6	6. Solve Problems	4.0	3.6
4.6	4.7	7. Accept Responsibility	4.3	3.9
4.4	4.6	8. Follow Instructions	4.5	4.3
4.5	4.5	9. Take Personal Initiative	4.3	3.8
4.0	4.6	10. Cooperate with others	4.5	4.0
<b>OHIO STATE ATI SERVICES</b>				
4.6	4.4	1. Academic Advising	4.3	4.1
3.8	3.5	2. Admissions/SOAR	4.0	4.0
3.7	3.6	3. Business Off/Fee Payment	4.1	3.7
3.7	3.7	4. Campus Security	4.3	4.2
4.3	3.9	5. Career Planning/Placement	3.3	3.0
3.5	3.2	6. Counseling Center	3.8	3.6
4.2	4.3	7. Financial Aids	3.5	4.0
3.0	3.4	8. Health Services	3.6	3.7
3.1	3.7	9. Housing Location Service	3.9	3.7
3.9	4.2	10. Library	4.2	4.1
3.0	3.4	11. Recreation/Athletics	3.7	3.6
3.8	4.1	12. Registration	4.0	4.1
4.0	3.9	13. Student Employment	3.7	3.9
3.6	3.7	14. Study Skills Help	4.1	4.2
3.5	3.7	15. Tutoring	4.2	4.2

**Figure 3-8: Employer Survey and Ratings**

Rate Importance 1=not important; 5=very important		PERSONAL SKILLS	Rate satisfaction 1=not satisfied; 5=very satisfied	
2006	2009		2006	2009
4.6	4.9	1. Accepts Responsibility	4.6	4.7
4.9	4.7	2. Cooperates with co-workers	4.3	4.6
4.9	4.7	3. Cooperates with management	4.6	4.6
4.6	4.9	4. Complies with policies	4.0	4.6
4.9	4.9	5. Follows Instructions	4.6	4.6
4.8	4.4	6. Takes Personal Initiative	4.4	4.6
4.7	3.9	7. Personal Appearance	4.3	4.4
5.0	4.9	8. Willing to Learn	4.9	4.9
5.0	4.9	9. Has Good Work Attitude	4.4	4.7
5.0	4.7	10. Has Good Work Attendance	4.6	5.0
<b>TECHNICAL SKILLS</b>				
4.4	4.4	1. Write and Speak With Clarity	4.1	4.6
3.9	4.0	2. Appreciate Individual Differences	4.0	4.4
3.4	3.7	3. Solve Mathematical Problems	3.5	4.6
3.4	3.6	4. Use Computer Hardware and Software	4.2	4.6
4.0	4.3	5. Solve Problems	4.1	4.6
4.6	4.9	6. Get Along With People	4.3	4.7
4.0	4.3	7. Lead, Motivate, and Manage People	3.0	4.1
4.6	3.7	8. Proficient in Technical Practices & Processes	3.7	3.8
3.6	3.4	9. Collect, Analyze, and Summarize Business Data	3.0	4.3
3.9	3.6	10. Plan, Coordinate, and Execute Projects	3.4	4.2
3.7	3.6	11. Understand & Apply Basic Science To Problems	4.0	4.8
3.9	3.3	12. Operate Technical Equipment	4.1	4.5
2.7	2.9	13. Prepare Progress and Evaluation Reports	3.2	3.8
3.9	3.7	14. Research Problems and Read W/ Comprehension	3.7	4.2
1.9	3.1	15. Understand the Global Market	2.6	4.0
3.7	4.3	16. Think Critically	3.7	4.5
4.4	4.0	17. Organize Activities and Budget Time	4.1	4.0
4.7	4.9	18. Know Right From Wrong	4.6	4.7
--	5.0	19. Other – designated by employer	--	5.0
--	--	20. Overall Skills of ATI Graduate	4.0	4.3

Our BTES office has developed an excellent reputation for providing excellent training and has many repeat training customers.

**3R5. What are your performance results for building relationships with your key stakeholders?**

Student satisfaction results are reported in Figure 3-4. Graduate satisfaction results are reported in Figure 3-7. Employer satisfaction results are reported in Figure 3-8. Relevant results are also presented in 2R2.

**3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

The results of our student satisfaction survey provided these comparisons to national peers (Figure 3-4).

**Improvement (I)**

**3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?**

The recently completed ATI Strategic Plan 2009-2013 places greater emphasis on better understanding and meeting the needs of our students and other stakeholders in the areas of credit and non-credit academic program development, improving campus facilities, and campus climate.

BTES recently hired a marketing person to better connect with business and industry to determine market needs. It is anticipated that this person's efforts will result in expanding the number of training contracts, providing feedback on industry training needs, and opportunities for new programs. Stakeholder input and collaboration remain critical pieces in the BTES strategy for continuous improvement and success. We believe our processes and results for understanding students' and other stakeholders needs are systematic and strong and indicate program effectiveness. We need to do a better job of identify benchmarks and setting targets for improvement for some performance measures.

**3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs*?**

By continuing to survey important key stakeholder groups annually (e.g. new students, continuing student satisfaction, graduates and employers) we are able to determine the processes to target for improvement.

Through our strategic planning process we have identified areas for improvement and we have set goals and metrics for improvement over the next five years.

Our BTES Office monitors industry trends to identify opportunities for training needs. Through close partnerships with business and industry BTES will also prepare individualized training to address specific customer needs.

## **Category Four: VALUING PEOPLE**

### **Processes (P)**

#### **4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?**

Position descriptions are developed for all open positions. The position description delineates in detail the duties of the position (types of duties, estimated percentage of time spent on each duty, number of supervisees, etc.). Also included are the required and desired credentials and attributes of the ideal candidate (level of education, discipline of study, professional experiences, etc.). For existing positions, the position description is reviewed and revised prior to advertising and for new positions the position description must be written. The direct supervisor generally prepares the initial position description and it is reviewed by an administrator one level higher and by the HR office.

For new positions, the person developing the job description will review the duties and requirements for similar positions within the University and may also review postings of similar positions from other institutions. Skills and credentials are based on University job specifications for similar positions. Position requirements for existing positions can be updated at any time to reflect changes in responsibilities.

#### **4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?**

For all regular faculty positions, we have a search committee to review the application materials, verify degree requirements, conduct reference checks and select the top few candidates to bring to campus for a formal interview. The interview process involves a seminar open to the whole campus – students, staff, faculty and administration; sessions with the search committee, Division Chair, Associate Director, and the Director, as well as sessions with the Dean of the College and representatives of the appropriate advisory committee.

Credentials for the faculty follow traditional requirements for academic institutions – curriculum vitae, proof of level of education and discipline of study via grade transcripts, and letters of reference. In our case professional experience may include working in industry to gain expertise sought in the specific teaching position.

Credentials for staff (non-faculty positions) place a greater weight on experience, willingness to work in our environment, recommendations from previous employers, and are based on University job specifications from like positions. Candidate interviews generally involve sessions with the Division Chair or unit supervisor and the administrator one level above the direct supervisor. For higher level professional positions, a campus-wide presentation and interview with the Director is required.

For both faculty and staff positions, feedback is sought by the supervisor or search committee from individuals participating in the interview process. This feedback is compiled and presented to the appropriate administrator, or in the case of faculty, to the Director, who decides on the person to be selected in consultation with the supervisor. We also place a high value on enhancing the diversity of our faculty and staff and we actively strive to create a diverse candidate pool for all positions through multiple advertising venues locally and nationally.

**4P3. How do you recruit, hire, and retain employees?**

Our processes and guidelines for recruitment, selection and hiring are developed by the OSU Office of Human Resources (<http://hr.osu.edu>). All position vacancies are posted in the University's Human Resources system. Recruiting and hiring methods vary depending on position type. Usually a position can be only be filled when the incumbent resigns/retires. The College and University require special justification for new positions or hiring personnel when there is no vacancy.

Recruiting for faculty involves advertising nationally in professional journals, trade journals and on the internet. A significant effort is made to generate a diverse pool of candidates. Nominations are also sought from campus employees and nominees are contacted to seek their application.

Recruiting for staff is more localized with advertisements generally limited to Northeast Ohio newspapers. Candidates for A&P staff positions are sought through regional and occasionally national advertising. Classified Civil Service (CCS) positions must be offered to internal applicants before considering external applicants. This priority allows current employees to move up or laterally to a different position. The HR office compiles and forwards the applications of qualified or pre-screened applicants, based on position requirements. Again, a significant effort is made to generate a diverse pool of applicants.

Students employees are hired by the supervisor of the position. The Financial Aid Coordinator collects and posts descriptions for all student positions. The student is referred to the supervisor for an interview and, upon employment, is referred to the Business Office to complete the process for student payroll.

As an Institute we value our employees and seek to provide a positive work environment where employees are valued and celebrated. We have staff appreciation functions, holiday parties and other campus community events to foster a positive work environment.

**4P4. How do you orient all employees to your organization's history, mission, and values?**

New employees are oriented to the Institute and University by their supervisor and coworkers. Position expectations and requirements are explained. For staff there is a 6 month probationary period. New regular faculty are invited to attend orientation sessions on the Columbus campus. Additional information on employee orientation is given in 4P7.

**4P5. How do you plan for changes in personnel?**

We have a six-year plan for faculty positions. This plan involves: a listing of the factors to consider when filling a position; a listing of core regular faculty positions of the Institute; and a plan for anticipating retirements and filling positions to maintain or expand our core faculty numbers.

Decisions related to staff positions are made based on need or the critical nature of the position. We are unable to plan for expanding staff numbers as result of recent budget pressures. Currently we are operating with a minimal level of essential staff.

**4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?**

Work processes and activities driven by the functions and tasks carried out by the various units. Although there is some cross-functional employee training, the Institute is highly dependent on the units and individuals. In many positions we are only one deep. This creates challenges when long term absences occur and someone else must absorb the “overload.”

Within the units there is a high degree of cooperation and a relatively high degree of cooperation between units. Being a small institution, it is easy to pick up the phone or walk down the hallway to another person’s office to discuss a problem or concern.

All offices (faculty and staff) are connected to the Internet, and e-mail is used widely for interoffice communications. All offices also have voice messaging capability.

**4P7. How do you ensure the ethical practices of all of your employees?**

The University policies (<http://www.osu.edu/policies/>) provide clear rules and expectations regarding ethical practices and all employees are oriented to them by their supervisor. Some of the more important policies and their websites include:

- ▶ Academic Rights and Responsibilities – [http://oaa.osu.edu/acad\\_rts\\_respons.php](http://oaa.osu.edu/acad_rts_respons.php)
- ▶ Conflict of Interest or Commitment (completed annually by all faculty and those staff identified as having financial or purchasing responsibility) – <http://oaa.osu.edu/handbook/coipolicy.html>
- ▶ Sexual Harassment – <http://hr.osu.edu/policy/policy115.pdf>
- ▶ FERPA (Privacy and release of student education records) – [http://www.ureg.ohio-state.edu/ourweb/more/Content/ferpa\\_pg1.html](http://www.ureg.ohio-state.edu/ourweb/more/Content/ferpa_pg1.html)
- ▶ Travel policy – <http://busops.osu.edu/travelforms/TravelPolicyFINALRevJan07.pdf>
- ▶ Policies and rights for students and employees with disabilities – <http://ada.osu.edu/resources/links-policies.htm> and <http://ada.osu.edu/resources/links-rights.htm>
- ▶ Internal audit – <http://www.ia.ohio-state.edu/Downloads/AuditCharterFINAL.pdf>  
Its purpose is to bring “a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes....Internal Audit's coverage extends to all areas of The Ohio State University and its controlled entities and include financial, accounting, administrative, computing, compliance, security, and other operational activities.”  
The Institute Business Office was audited in 2007-2008 with positive results validating ATI’s commitment to required business practices and ethics.
- ▶ Business Practices Policies – <http://www.osu.edu/policies/cont#BusinessPractices>
- ▶ Periodic audits are conducted by the ATI Assistant Director for high-risk business practices.
- ▶ Buckeye Secure – Institutional Data Policy – all faculty and staff required to complete training on management of electronic data – <http://buckeyesecure.osu.edu/>

**4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?**

Individual employee training needs are identified by the supervisor in consultation with the individual usually as part of the annual review/evaluation process based on goals identified through the evaluation

process. Human Resources regularly provides employee development workshops on supervision, sexual harassment, employee evaluation, etc. to build employee and supervisor skills and create a positive work environment. Our campus is location adjacent to the OARDC and occasionally seminars or workshops are open to all OARDC and Ohio State ATI employees on the Wooster campus.

Various offices or committees will sponsor seminars or workshops on topics determined by the groups based on training needs or as a result of feedback from faculty and staff. The purpose of these events may include: creating an awareness of policies and procedures; training to deal with special populations or circumstances; training on new policies or software; or enhancing job skills.

**4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?**

Professional development for all faculty and staff is one of our core values. Each year a unit level budget allocation is made to fund faculty and staff participation in workshops, seminars and conferences. For faculty there are two additional sources of funds to support professional development: the Skou Fund (an endowed fund) to supports participation in national conferences and a Professional Development Fund for presenting papers at national and international conferences. For non-faculty staff there is a Professional Development Fund to support travel to state and national workshops, seminars, and conferences.

The Teaching and Diversity Committees regularly conduct seminars on improving the teaching/learning process, understanding various cultures and addressing individual differences.

From time to time there are in-house training sessions on various topics – most recently computers and the use of technology in the classroom.

The University offers variety of professional development and self improvement programs available for and administrators, faculty and staff. The Human Resources Office has had several workshops on a variety of topics related to personnel supervision. The College has a special orientation program for new faculty.

This training is reinforced through annual performance reviews and selection for Institute level awards. For faculty, these awards include Outstanding Advisor, Distinguished Teacher, Outstanding Scholarly Activity and Outstanding Service. For the staff, there is one Outstanding Staff Member award.

Annual evaluations reinforce the need for ongoing employee development and activities are recognized in the annual review process.

**4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?**

The Institute uses the University performance evaluation process and forms for faculty and staff evaluation. Faculty are required to submit an annual report of activities. They use the promotion and tenure dossier outline to report accomplishments. This comprehensive outline includes all activities considered in the promotion and tenure process. More detail on the faculty promotion and tenure process is at <http://oaa.osu.edu/index.php>.

For staff, the University has a standard evaluation form which is used by supervisors to rate employee performance. Some supervisors require staff employees to submit a report of activities for the past year to

provide additional information for the evaluation. Several supervisors have their own format for individuals – particularly A&P – to report their activities during the previous year.

All reports are due to supervisors in mid-January, with supervisors to conduct their evaluations by mid-March. The supervisor is expected to have a face-to-face meeting with the individual, provide a written evaluation report and provide the individual with the opportunity to respond.

**4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?**

The recognition system for awards is based on nominations from students, colleagues, supervisors, or self. Faculty award nominations must be supported by a group of students selected randomly from class rosters of the individual's courses for the previous two years. Staff award nominations must include supporting letters from at least two peers or supervisors. A "Student's Choice Award" is given annually to a staff member selected by the student population.

Student awards are given annually and are based on a faculty member nomination with support of at least one additional faculty member. From this group one student is selected to receive the Director's Award. The Director's Award includes a plaque, a monetary check, and features an address given by the student at commencement.

All awards are presented at "public" events such as commencement, student awards banquet, and staff and faculty awards reception. The faculty and staff awards all carry a plaque, permanent recognition in a hallway trophy case and a monetary check.

Compensation comes in the form of salaries and benefits. The original salary is established in negotiations with the Director within a predetermined salary range. A&P and CCS employee pay ranges are established by the University. The College and University establish the annual salary adjustment guidelines. Salary adjustments are determined on the basis of performance of the previous calendar year. Regular faculty are evaluated based on productivity and quality in the areas of teaching, research and service. Salary adjustments have recently been based solely on merit performance.

Employees are provided a full-range of attractive benefits. The individual employee chooses from a menu of options and pays a portion of the premiums. Available benefits include: paid vacation; paid sick leave; major medical coverage; dental insurance; vision insurance; life insurance; retirement plan; and tuition assistance.

**4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?**

Informal feedback at the unit level with the supervisor would be the most likely place for this to occur. The supervisor would consult with the Associate Director or Assistant Director regarding the best course of action.

Exit interviews for staff are conducted by the Assistant Director for Institutional Services to identify areas for improvement. Results of these interviews are shared with the administrative team to identify areas for improvement. In addition, an online exit interview process has recently been established by the College of FAES to capture measurable exit interview data which will be reviewed by the administrative team to identify areas for improvement.

**4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?**

The University provides a comprehensive approach to employee health and safety and well-being. A number of benefits and services are available to employees including the following:

- ▶ Health Benefits – major medical, dental, vision, wellness
- ▶ Flexible Spending accounts – health care expenditures
- ▶ Retirement Benefits
- ▶ Life Insurance Benefits
- ▶ Education Benefits
- ▶ Disability Benefits
- ▶ Paid/Unpaid time off

Employee health, safety and well-being on the job is supported through the university Department of Public Safety which encompasses:

- ▶ Campus Police
- ▶ Security and Protective Services
- ▶ Emergency Management
- ▶ Student Safety Services
- ▶ Local safety and security is provided by the Wooster Campus OSU Police

Buckeye Alert is a system that alerts the campus community to emergency situations. Faculty, staff, students, etc. must enroll in the free service to receive emergency alerts. Campus environmental oversight is provided by the Wooster Campus Environment Health and Safety Office.

Assessment of employee satisfaction is regularly conducted by the University, most recently through a climate survey in 2010 and a faculty survey in the spring of 2011. Annually a Staff Forum is held on the Wooster campus to give employees an overview of campus initiatives and provide a venue for questions and answers.

In our 2009-2013 Strategic Plan we have established a goal of administering a campus climate survey for measuring and identifying areas of opportunity for improvement. Informal feedback through campus-wide meetings of faculty and all employees identify some of the concerns. The Faculty Senate and Staff Council are additional vehicles for faculty and staff to provide feedback on these issues. The Director, Associate Director, and Assistant Director have open door policies and are readily available for faculty and staff to share their concerns.

**Results (R)**

**4R1. What measures of valuing people do you collect and analyze regularly?**

University level assessments are analyzed by the upper administration. At ATI this is done at the unit level on an individual basis. Currently there is no measure that is collected centrally and analyzed however annual climate survey under development will capture this information and allow for informed decision-making.

Exit interviews are conducted on employees that are leaving and provide important information on campus climate and workplace issues.

**4R2. What are your performance results in valuing people?**

We do not have a data-based answer to the results, but the longevity of employment of our people is an indicator that we are quite successful.

**4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?**

Our evidence of productivity and effectiveness is embedded in our traditional measures of institutional operations. Faculty are evaluated according to the quantity and quality of their activity in teaching, research/scholarly activity, and service. Staff are evaluated on the basis of their meeting or exceeding expectations on quality service, respect and community, learning and development, focus on results, and job knowledge. Administrators and supervisors are also rated on performance management and leadership in addition to the other items. In all cases the individual is evaluated by his/her supervisor with a review by that person's supervisor.

**4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

Because we do not formally compile these results, we have no basis for comparisons with other institutions and organizations.

**Improvement (I)**

**4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?**

We have not made any significant recent improvements in this category. Our processes for valuing people are generally sound and systematically applied. We do need to better measure results of our initiatives and then compare those results with other similar organizations.

**4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?**

Probably our best mechanism for selecting processes to improve is our employee exit interviews. We have received candid feedback and have identified and addressed important areas of concern. Because we do not systematically collect results we do not have reliable information to help us make decisions regarding processes to improve. It must be recognized that a large majority of the processes associated with this category are controlled and managed at the University level and we have little or no local input or control.

**Category Five: LEADING AND COMMUNICATING**

**Processes (P)**

**5P1. How are your organization’s mission and values defined and reviewed? When and by whom?**

Revision of our mission statement was the topic of an AQIP Action Project which completed their work in the fall of 2004. The team included staff and faculty from across the entire campus.

Our mission and values have been defined in campus strategic plans. Strategic Plans are required by the University, most recently for the period 2009-2013. During the preparation of our strategic plan we revisited the campus mission, purpose, values and vision. The campus Executive Committee led the process and aggressively sought the input of all campus employees and Key Advisory Committee members.

**5P2. How do your leaders set directions in alignment with your missions, vision, values, and commitment to high performance?**

Our Executive Committee establishes the overall direction for the Institute with the various units responsible for implementation. Priorities grow out of the core mission, vision and values and Strategic Plan of the Institute with input from the various units and constituencies. Individuals are encouraged to provide input creating positive institutional change. Student needs and expectations are central to the decision making processes. Being part of a large university there are priorities at the university and college levels which we must also address in our strategic and annual planning. The campus leaders work hard to create an environment that encourages openness and self-reflection leading to positive change. We have conducted AQIP Conversation Days periodically since joining AQIP to give all campus employees a voice and to set priorities for new action projects. The most recent AQIP Conversation Day occurred in March 2009.

**5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?**

The needs and expectations of students and key stakeholder groups were considered and integrated into the development of our Strategic Plan and organizational priorities through analysis of student and stakeholder satisfaction data.

**5P4. How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?**

As a result of our structure and mission, our primary focus is on students and student learning. The lions’ share of our revenue is generated through student tuition, fees and subsidy therefore our singular focus is on the needs of students. Campus leadership is proactive within the constraints of financial resources in evaluating and seizing opportunities to enhance the campus.

Our campus 2009-2013 Strategic Plan serves to guide our overarching decisions for the campus. To a large extent this document targets programs, services, and support for students. In 2005, the University initiated a five-year budget planning process which is updated each year.

Each biennium Ohio State ATI is allocated funds from the Ohio Board of Regents for new construction and facility renovations. The new construction funds have been set aside for four biennia to accumulate funds to build a Horticulture Technology Center. This construction will also require private funding to complete the project. Renovation funds are used each biennium to repair/upgrade facilities. In the 2007-08 biennium, these funds are being used (1) to upgrade the Dairy facility milking parlor and roof; (2) to improve Halterman Hall classrooms by replacing cabinets, hoods, and safety equipment in laboratories and upgrade restrooms in Halterman Hall to meet ADA requirements; and (3) to replace HVAC fan coils in Halterman Hall.

**5P5. How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?**

There are a number of different decision making mechanisms depending on the issue to be addressed. Most of our decisions are the result of input from many facets (students, staff, and faculty, etc.) as evidenced by the recent strategic planning process.

Academic program and course decisions are made by the Academic Affairs Committee and the faculty as a whole. Personnel decisions are made by the Director in consultation with the position supervisor and the search committee. Faculty Promotion and Tenure decisions are made by the Director with recommendation from the Promotion and Tenure Committee and division chair. The Director's decision on P&T serves as a recommendation for review at the College and University levels. Most day-to-day operational decisions are made at the unit level. The standing committees (Institutional Overview question 5) are in place to address more specific issues.

Faculty Senate and Staff Council address issues that arise either from the grass-roots levels or as referred by the administration. These bodies provide consultation and recommendations to the Executive Committee and Director in matters of institute decisions and policy.

In alignment with the AQIP process model, teams have been established to accomplish action projects. In addition, teams, groups, task forces, etc. have been and continue to be routinely used to address problems or issues or to take a futuristic look at an opportunity.

**5P6. How do you use data, information, and your own performance results in your decision-making processes?**

As discussed previously throughout this document, we are using data to make a majority of the decisions for ATI (business decisions, personnel decisions, academic program decisions, etc.).

**5P7. How does communication occur between and among the levels and units of your organization?**

Being a small institution most communication is face-to-face with e-mail and voice mail available to all employees. The minutes of the Executive Committee are distributed to all employees via e-mail and the minutes of the Academic Affairs Committee are distributed via e-mail to all faculty.

In addition, there is a meeting each quarter for all campus employees. The Faculty Senate and Staff Council also meet twice per quarter and communicate issues to their respective groups. Student Success Services distributes a weekly newsletter via email to the entire campus community. And the campus Office of Housing distributes email announcements regularly.

In 2006 a campus-wide closed circuit television system was installed in the main classroom buildings as well as the student activity center. This system allows for any announcements of interest to students, employees, and visitors. We also use an email listserve to communicate with students. To enhance campus communications the ATI Staff Council recently proposed and implemented a new bi-monthly electronic newsletter called the “ATI Pipeline” to share campus news and events.

**5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?**

The leadership communicates plans, expectations and issues to the general employee group through campus-wide meetings and the Executive Committee minutes which are distributed via email and special campus sessions as needed.

The faculty and staff have opportunities for input in developing long range plans such as the Strategic Plan and the Five-Year Budget Plan.

Communicating expectations and directions to individuals is the responsibility of unit supervisors. This is done quite well through Division or unit meetings, day-to-day communications, annual performance reviews and area and individual planning.

**5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?**

As part of the annual review/evaluation process, unit supervisors encourage individuals to develop to their greatest potential. As a result, supervisors do not have to micromanage people and individuals feel empowered to use their skills and ingenuity to perform at higher levels. As opportunities for leadership development arise, individuals are encouraged to participate. Sometimes this comes at the request of the individual and other times at the suggestion of the supervisor.

The University offers a leadership development program called STEPS to improve supervisory skills of employees. Supervisors at ATI have been encouraged to attend.

**5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?**

When key administrative positions are vacant we follow University policy for filling the positions. Internal applicants are considered and/or selected for promotion where appropriate. There is a conscious effort made to identify individuals that have an interest or potential aptitude to advance into positions of leadership. Those individuals are given opportunities to refine their leadership skills through on the job experiences as well as through internal and external professional development.

The Institute Catalog; Strategic Plan; Appointments, Promotion and Tenure Document; and Patterns of Administration Document; etc. are used during the interview process and when orienting new employees in leadership positions to ensure consistency of mission, vision and values during employee transition.

## **Results (R)**

### **5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?**

Key administrators and some other supervisory staff undergo 360 degree evaluations to assess their performance in these areas. Results for key administrators are used as a part of evaluations for reappointment. Results for other supervisors are used as a part of the annual performance evaluation to guide performance improvement. We are planning to conduct a climate survey in the coming months which will give us additional information to respond this question in the future.

### **5R2. What are your results for leading and communicating processes and systems?**

Administrative and supervisory evaluations are maintained as a part of employment records.

### **5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

We do not have any comparative results to report.

## **Improvement (I)**

### **5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?**

The most significant recent improvement has been the initiation of the new campus electronic newsletter. Our processes for leading and communicating are relatively good however we do not collect data on those processes to provide performance results.

### **5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?**

As a small campus we are able to use a number of feedback mechanisms that exist through the committee structure to give us information on systems and processes that need to be improved. However, we do not systematically set targets for improvement.

## **Category Six: SUPPORTING INSTITUTIONAL OPERATIONS**

### **Processes (P)**

#### **6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?**

We identify student service needs through a variety of methods including student and parent surveys, placement testing, academic performance and standing (academic warning or probation) and, for students with disabilities, documented evidence of the disability and referrals by staff and faculty. In addition, specific services for individuals are identified through anecdotal requests and informal conversations with students. For students that qualify for academic services through our USDE TRIO grant, a needs assessment that focuses on academic and career advising; study skills; and personal and career assessment is administered during a student's intake process to help identify need areas early on in the student's academic career.

A recent AQIP Action Project focused on "Improving Alumni Relations". Recommendations of the project team included the following:

- ▶ Maintain better alumni contact information
  - Up-to-date website (electronic newsletter) featuring alumni and ATI students, staff, faculty, and ATI events
  - Periodic e-mails to alumni with links to information
  - MySpace ("virtual alumni community")
  - Designate a person to coordinate alumni initiatives
- ▶ Encourage graduating students to become active Ohio State ATI Alumni
  - ATI-sponsored luncheon/convocation (motivational speaker [alumnus?]) before graduation rehearsal
  - Within a few weeks after graduation, send a "Welcome to the Ohio State Alumni Society" letter with alumni information and a vehicle "self-cling" Ohio State ATI Alumni patch.
- ▶ Encourage involvement of alumni with current students (classes, visit days, family day, etc.)

#### **6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?**

We identify the administrative support needs of faculty, staff and administrators through the annual report and review process and strategic planning process. In addition we involve faculty and staff in discussions relative to planning for renovation and construction of facilities. We have quarterly all-campus meetings and monthly unit meetings where faculty and staff can express needs.

Some of the most critical administrative services we have and provide are shown in Figure 6-1. These services are vital for faculty and staff to effectively and efficiently serve students and help students learn. Occasionally campus surveys will be conducted to assess services or identify needs. In 2010 an IT support survey was done to gather faculty and staff feedback. Staff Council has proposed the creation of an on-line suggestion box which will be created and implemented in 2011-2012.

**Figure 6-1: Administrative Support Services**

Administrative Support Service	Support Service Need
Computer and Telecommunications Service	<ul style="list-style-type: none"> <li>▶ Technical support for classroom instruction</li> <li>▶ Support for online services and internet searching</li> <li>▶ Audio-visual equipment support and maintenance</li> </ul>
Instructional Design and Technology	<ul style="list-style-type: none"> <li>▶ Survey faculty to determine needs</li> <li>▶ Curriculum support for integrating technology into instruction</li> <li>▶ Curriculum support for developing and implementing online courses</li> </ul>
Physical Facilities	<ul style="list-style-type: none"> <li>▶ Maintenance of buildings and grounds</li> <li>▶ Developing plans of renovating/updating laboratories</li> <li>▶ Planning for new building construction</li> </ul>
Marketing/Recruiting	<ul style="list-style-type: none"> <li>▶ Promote the Institute and its programs</li> <li>▶ Visit high schools to tell the Ohio State ATI story</li> </ul>
Finance	<ul style="list-style-type: none"> <li>▶ Budget planning</li> <li>▶ Sound fiscal management</li> </ul>
Enterprise Operations	<ul style="list-style-type: none"> <li>▶ Accessible food service, textbook and educational supplies, and childcare</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>▶ Coordinate payroll and benefits</li> </ul>
Foundation	<ul style="list-style-type: none"> <li>▶ Develop private giving</li> <li>▶ Provide supplementary financial support</li> </ul>

**6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?**

Most of the campus safety, security, and emergency management support systems and processes are developed by the University and implemented locally by our satellite office of police and environmental safety personnel. Health services are contracted locally and we have an on-site part-time nurse. The availability of these resources and services and contact information is communicated to new students during orientation programs and in an on-going way through to the current student population. Our closed circuit television system provides a vehicle for communicating with all campus students and personnel.

Within the past year the University initiated an emergency contact system called “Buckeye Alert”. In the event of a major incident or emergency the emergency management staff are able to send text messages, emails, and voice mails to all students and employees and to those external stakeholders (parents) that sign up for the system.

**6P4. How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?**

Our Associate and Assistant Directors manage most of the day-to-day operations of our student and administrative support service areas. In the annual review/evaluation process, individuals are encouraged to be innovative and creative in improving their services and activities. These leaders assure that decisions made at the unit or department level are in alignment with the ATI mission, vision, and strategic plan.

Our Admissions Office surveys all new students each fall to get feedback about marketing and the enrollment process. They also periodically survey participants at Visitation Days and campus visits to get feedback on those activities. The Student Success Service Office documents an extensive array of

services and their effectiveness including study groups, tutoring, and supplemental instruction through the use of a relational database.

A formal complaint process is in place to gather feedback from students and other external stakeholders. This information is logged by administrators in a database and tracked over time to identify problem areas and guide decision making to develop solutions.

**6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?**

The majority of support processes are well documented through policy and procedure manuals available through University websites or other resources. Any nuances to the University policies (<http://www.osu.edu/policies/>) on our campus are well documented and communicated to faculty, staff, and students regularly through the ATI website or by email.

We rely heavily on individuals to perform their work independently without close supervision because we have limited staffing so it is critical that our staff have a thorough knowledge of processes and procedures to conduct day to day business.

**Results (R)**

**6R1. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?**

In accordance with the Cleary Act we collect and report types and incidence of criminal activity on our campus.

In Student Success Services, the USDE TRIO grant staff quarterly and annually compares the grades, retention rate and graduation rate of students who participate in all services and combinations of services to students who do not participate.

We annually collect information from graduates on their satisfaction with the services provided.

**6R2. What are your performance results for student support service processes?**

See Figure 3-4 for the results of the Student Satisfaction Inventory completed in 2010 and 2011.

**6R3. What are your performance results for administrative support service processes?**

See Figure 3-4 for the results of the Student Satisfaction Inventory completed in 2010 and 2011.

**6R4. How do your key student, administrative, and organizational support areas use information and results to improve their services?**

In Student Success Services, needs assessments are conducted to determine USDE TRIO grant eligibility and specific student service needs. Incoming student placement results are tracked in terms of student academic preparedness. Adjustments to testing criteria and course placement follow. Academic needs and performance are monitored and are used to guide development and offering of additional academic support services.

Student Satisfaction Inventory results are used to target systems and processes that need to be improved.

**6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

The Student Satisfaction Inventory (Figure 3-4) compared our student responses with a national group. Our ratings were generally higher than the national group in 2010 and about even or slightly lower in 2011.

**Improvement (I)**

**6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Organizational Operations*?**

Our processes in support of organizational operations are generally sound. In some cases we lack data on performance to determine effectiveness of processes. Since a large majority of the processes originate at the University level we are not involved in designing or refining the processes.

**6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Organizational Operations*?**

As a small campus we are able to use a number of feedback mechanisms that exist through the committee structure to give us information on systems and processes that need to be improved.

Institute targets for student persistence rate, retention rate and graduation rate have been set in the 2009-2013 Strategic Plan.

Through USDE TRIO grant goals and objectives, we are comparing:

- ▶ retention and graduation rates of grant eligible vs. non-grant eligible students
- ▶ retention and graduation rates of grant eligible who use services vs. grant eligible who have not used services
- ▶ GPA, retention and graduation rates of grant eligible using services and the number of collective services used and to the time of intervention

Information will be drawn from the admissions database, registrar database, student financial aid database and SOAR/SSS/USDE TRIO grant database(s).

ATI established an on-line help desk for IT requests in 2011 as a result of the IT customer satisfaction survey. This allows for tracking of IT requests and facilitates communication between users and the IT personnel.

## Category Seven: MEASURING EFFECTIVENESS

### Processes (P)

#### **7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?**

Centrally, the University has a vast repository of institutional data and systems and processes in place for accessing and utilizing these data, and for generating reports specific to the ATI campus (e.g. accounting and general ledger data; scholarship, development account, and endowment fund balances; student admissions, enrollment, demographic, fee payment, retention rate, and graduation rate data; employee demographic, payroll, and benefit data; etc.). These reports are distributed to administrators, division chairs and area leaders who utilize this information in daily decision making and operations.

OSU's Office of Human Resources and the Office of Business and Finance utilize PeopleSoft software. During the 2008-2009 academic year the existing software for managing student and course information is being replaced with a new Student Information System (SIS). This new SIS integrates admissions, registration, financial aid, student and course data, and financials into one system.

At our Institute we select the data necessary to monitor our key measures of effectiveness listed below. Data that is specific to our Institute is collected and stored by various offices or designated personnel and distributed systematically or as needed for decision making.

#### **Key Measures of Effectiveness**

- ▶ **Students:** enrollment, retention rates, graduation rates, placement of graduates, ratio of full-time equivalent students to full-time equivalent faculty, percentage of underrepresented groups (diversity), satisfaction with collegiate experience, effectiveness of USDE TRIO grant services, success in transfer to baccalaureate programs, and employer satisfaction.
- ▶ **Employees:** qualifications and highest level of education of faculty, staff and administrators; employee diversity; student and graduate satisfaction; student evaluations of instruction, publications, and presentations for faculty;
- ▶ **Financial:** enrollment (head count and full-time equivalent), appropriations (subsidy, access challenge, capital equipment, capital construction), comparison of tuition and fees, percent of expenditures on personnel, student financial aid (e.g. scholarships, grants, loans and work-study funding), net activity, and cash balance.
- ▶ **External Stakeholders:** employer satisfaction with interns and graduates.

Examples of drivers for collecting and disseminating data at ATI consist of:

- ▶ New student data (ACT, demographics, assessment, course placement test results, etc.)
- ▶ Strategic planning and measuring strategic plan metrics
- ▶ Institute requirements for decision making
- ▶ Reporting institutional effectiveness (assessment of student learning, student satisfaction, retention and graduation statistics, graduate placement rate, etc.)
- ▶ Academic program review
- ▶ Justification for development of new academic programs
- ▶ Tracking complaints
- ▶ Desire for continuous quality improvement

**7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?**

See O-7 and 7P1.

**7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?**

Decisions regarding determining the needs of departments and units for data are driven by the information they need to make informed decisions. Additionally, in many cases, Divisions and units determine their own needs for data and information. They communicate their requests to the appropriate office and, if available, the information is provided.

**7P4. How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?**

The majority of data analysis at the Institute is conducted by administrative or unit leaders. As stated in O-7 we do not have an institutional research office at ATI nor do we have a coordinated institutional research function. This need is generally met at the College and University levels. For performance data specific to the institute, the information is gathered, analyzed and distributed locally for decision making purposes. We share summary data with the entire organization at campus meetings or via campus communications.

**7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?**

Benchmarking of human resources information (faculty and staff salaries, benefits, etc.) is done at the College and University levels with other similar institutions. We have used salary data published in the Chronicle of Higher Education for comparison. We seek to benchmark ourselves against similar institutions with similar missions. We also want to use comparative information from reputable and recognized regional or national organizations. As a two-year technical institution we have used data sources such as the College Board, Noel-Levitz, ACT, etc. to provide comparative information on enrollment trends, retention and graduation rates, student demographics, etc.

**7P6. How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?**

As a relatively small organization, the analysis and interpretation of data is handled by a fairly small number of unit leaders and administrators. Because of our reporting structure, there is open and frequent communication among these individuals and all levels of the organization. The performance data is tracked by the appropriate area leader who is also fully aware of the mission and goals of the organization. These processes were also discussed in 7P4.

**7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?**

The University has a sophisticated system of data security and password protected access to the various University systems and databases. Most reporting processes occur on a regular basis and are integrated into the daily/weekly/monthly/yearly routine. The majority of data and reports utilized come from University controlled information. There is a high level of quality and accuracy built in to the mechanisms of data collection, analysis, and reporting. The data gathered at the Institute level is stored on secured servers or encrypted personal computers. Analysis and reporting is conducted by qualified individuals with the necessary training.

**Results (R)**

**7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?**

Analysis is conducted quarterly by the IT unit and reported to the college via LanDesk software. This analysis includes detailed hardware and software compliance to university policies. The university internal audit process, which was most recently completed in 2010, also verifies adherence to university policies.

**7R2. What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?**

Most of our academic and business decision making processes are informed by data. Goals are achieved with the information and data available. There are some instances where we do not have the processes, systems, or personnel in place to provide the desired or necessary information. To a large extent this is a function of the size of our organization and the limited resources and staffing available for institutional research. We recognize the need for additional data and we are working to improve our systems and processes where it is feasible.

**7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

We do not collect this information.

**Improvement (I)**

**7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?**

The University has recently implemented searchable data repositories providing users with the ability to locate information to drive better decision making (student daily, course daily, etc.) and we are utilizing these resources. We currently have reasonably good processes for measuring effectiveness, given the resources dedicated to support this function. We recognize that we have room for improvement in this

area of our operations. However, organizationally as a School within, a College within a University we were not designed nor are we staffed to provide for these functions in a comprehensive way.

ATI implemented new software (LanDesk and Active Directory) for software inventory control and access management control. An automatic offsite electronic data storage backup system was also implemented in 2011.

**712. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?**

As a small campus we are able to use a number of existing feedback mechanisms that exist through the organizational structure to give us information on systems and processes that need to be improved. However, we do not systematically set targets for improvement.

## **Category Eight: PLANNING CONTINUOUS IMPROVEMENT**

### **Processes (P)**

#### **8P1. What are your key planning processes?**

Our key planning processes include the following:

- ▶ Five-year Institute Strategic Plan – aligns with our College Strategic Plan, the University Plans and Goals, and our AQIP priorities
  - Business Plan – five year projection as a part of our strategic plan
- ▶ Five-year Budget Projection – updated annually
- ▶ Annual Institute Plans and Budget
  - Plans are informed by needs of internal constituents (faculty, staff and students) and external constituents (prospective students and parents, customers, and advisory bodies)
- ▶ Annual Unit Plans and Budget
  - Plans are developed based on defined needs to enhance academic programs, the learning environment, services to students and customers, support systems and work environment for faculty and staff

#### **8P2. How do you select short- and long-term strategies?**

Through our planning processes short- and long-term strategies are generated at all levels of the organization. These strategies are reviewed by unit leaders, administrators, and advisory bodies and if deemed appropriate are integrated into unit and institute plans. Historical institutional data are reviewed to set targets and establish goals.

#### **8P3. How do you develop key action plans to support your organizational strategies?**

Unit level action plans are developed through unit level conversations to target the identified process to be improved or issue to be resolved. These action plans are reviewed and approved by administrators to assure congruence with Institute mission, vision, and values. Advisory bodies are involved in developing action plans where appropriate.

Institute level action plans result from conversations between administrators or at the Executive Committee to target processes to be improved or issues to be resolved. These action plans are reviewed by the Executive Committee to assure alignment with Institute mission, vision, and values. The Key Advisory Committee or other advisory bodies may be involved in developing the action plans if appropriate.

Long-term action plans and metrics are integrated into our strategic plan and were developed using the strategic planning process described in 8P4.

Campus-wide AQIP Conversation Days are used periodically to identify areas for improvement in campus operations and to select AQIP Action Projects - April 2002, September 2004, September 2006, and March 2009.

**8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?**

The University requires colleges and departments/schools to develop strategic plans in alignment with the goals of the University President (<http://oaa.osu.edu/documents/Geegoals.pdf>) and the existing University Academic Plan (<http://www.osu.edu/academicplan/preface.php>). In 2008, the State of Ohio released a ten-year strategic plan for higher education (<http://uso.edu/strategicplan/>). Ohio State ATI’s five-year strategic plan aligns with State, University, and College (<http://cfaes.osu.edu/about-us/vision-leadership/cfaes-strategic-plan-2009-2013>) priorities, and ATI’s mission, vision, and values.

Since we are a small campus the main campus administrators and other Executive Committee members are in touch with all levels of the organization. These individuals and other unit leaders routinely report on what is happening in their units and seek input and approval on processes, strategies and action plans from upper level administration or the Executive Committee. This assures alignment across the organization.

**8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?**

At the unit and Institute levels this is done via the planning processes described in 8P1, 8P3, and 8P4. We have also done this for our five-year strategic plan.

Our goals and strategies in our five-year strategic plan (Figure 8-2) are based on our mission, values, and vision. The goals, strategies, action steps and metrics were proposed by the Executive Committee, reviewed by faculty and staff through a series of open campus forums, revised by the Executive Committee, reviewed by the Key Advisory Committee, and reviewed and approved by the College. At all levels of the process, alignment with State and University priorities and the Institute’s mission, values and vision was a primary focus to assure congruence.

**8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?**

Our five-year strategic plan included a business plan where we identified the necessary funding and sources to accomplish our plans and goals. On an annual basis we link our budget planning process to our unit plans and goals to assure that appropriate funding is available to meet our objectives. Our five-year budget plan also assures that our long-term goals are appropriate based on anticipated resources.

**8P7. How do you assess and address risk in your planning processes?**

We are very cognizant of risk during our planning processes. During our initial annual budgeting process we make conservative projections of our revenue sources and we obtain the best information available on projections of expenses. As actual revenue sources and expenses occur, we monitor and if necessary readjust our budget to account for changes. Necessary controls on spending and monitoring of expenses are in place to prevent budget issues. We are required by the University to maintain an adequate cash reserve and we have been successful in this regard.

As we plan for longer term organizational changes and campus improvements our planning and approval processes require us to assess/address risk. Plans for changes in staffing must be accompanied by

evidence of our ability to financially support the changes over the long term. Facility improvements and construction cannot occur until adequate funding is in place to complete projects and we must show evidence of long term ability to sustain the facilities.

**8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?**

We have a strong professional development culture with funds to support faculty, staff, and administrative development. Funding supports travel to conferences, workshops, and seminars (see 4P9).

**Results (R)**

**8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?**

We have not systematically measured the effectiveness of our planning processes.

**8R2. What are your performance results for accomplishing your organizational strategies and action plans?**

AQIP strategic priorities and our participation in AQIP reflects our commitment to apply continuous improvement principles and practices to our organization. We align our AQIP Action Projects with our strategic priorities.

**Figure 8-1: Priorities and Action Projects**

Strategic Priority	AQIP Action Project
Improve the Institute’s attractiveness/appeal to students	<ul style="list-style-type: none"> <li>▶ Evaluation of the Institute’s Mission (2002-04)</li> <li>▶ Cost/Benefit of Name Change (2004-07)</li> <li>▶ Evaluating and Improving Enrollment Related Marketing Practices - current</li> </ul>
Maintain a sound financial structure	<ul style="list-style-type: none"> <li>▶ Collect, Analyze and Utilize Financial Data (2002-04)</li> <li>▶ Identify, evaluate and propose new funding sources (2004-07)</li> </ul>
Improve the environment for student learning	<ul style="list-style-type: none"> <li>▶ Tracking Institutional Data on Student Academic Performance (2002-04)</li> <li>▶ Review systems to measure, analyze and improve student persistence (2004-07)</li> <li>▶ Valuing and recognizing students (2004-07)</li> <li>▶ Development of an Institute Process for Academic Program Review (2005-07)</li> <li>▶ Create and Institute Model for Assessment of Student Learning - current</li> </ul>
Improve relationships with stakeholders	<ul style="list-style-type: none"> <li>▶ Improving Alumni Relations - current</li> </ul>

Our AQIP Action Projects have provided the following important changes: (1) a Mid-Quarter Grade Reporting process for new students, (2) the implementation of an annual Student Satisfaction survey, (3) a model for assessing the financial viability of our academic programs, (4) an update of our mission statement and a recommendation for considering a change in the Institute’s name, (5) a campus television communication system to communicate student activities, accomplishments and other announcements, (6) an email listserve was established to communicate directly with all students, (7) a recommendation that a person with strong business experience be hired to place a greater emphasis on business management,



<b>Goal 3. Enhance diversity campus wide.</b>	Strategy 1: Create a campus climate that is welcoming and respectful of all students, faculty, and staff	<ul style="list-style-type: none"> <li>▶ Conduct student and employee climate survey</li> <li>▶ Offer diversity workshops</li> <li>▶ Collaborate with College on diversity initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▶ Climate survey during 09-10</li> <li>▶ Focus groups with students, staff, faculty</li> <li>▶ Offer one new diversity program</li> </ul>
	Strategy 2: Expand the Diversity of Student, Staff, and Faculty Populations	<ul style="list-style-type: none"> <li>▶ Recruit more diverse students</li> <li>▶ Recruit more diverse staff and faculty</li> </ul>	<ul style="list-style-type: none"> <li>▶ Implement one new recruitment initiative directed toward diverse students</li> <li>▶ At least two diverse employees will be added to the ATI workforce</li> </ul>

**Figure 8-3: 2009-2013 Strategic Plan – Business Plan Objectives and Actions**

Section	Objective	Actions
<b>Talent Plan</b>	<ul style="list-style-type: none"> <li>▶ Fund Faculty and Staff Positions with Existing Resources</li> <li>▶ Provide Competitive Compensation</li> <li>▶ Provide a Welcoming Environment</li> <li>▶ Enhancing Development of Employees</li> </ul>	<ul style="list-style-type: none"> <li>▶ 2 faculty positions converted to from lecturer to regular positions, 3.5 staff positions added</li> <li>▶ Follow University compensation guidelines</li> <li>▶ Implement campus climate, diversity, and communication initiatives</li> <li>▶ Implement employee development initiatives</li> </ul>
<b>Facility Plan</b>	<ul style="list-style-type: none"> <li>▶ Fund Capital Project Priorities</li> <li>▶ Fund Basic Renovation Priorities</li> </ul>	<ul style="list-style-type: none"> <li>▶ Construct new horticulture building opening spring 2011</li> <li>▶ Implement facility renovation plans</li> </ul>
<b>Technology Plan</b>	<ul style="list-style-type: none"> <li>▶ Provide a contemporary learning environment for students</li> <li>▶ Upgrade infrastructure</li> <li>▶ Create a support structure for distance delivery of courses</li> <li>▶ Enhance incorporation of advanced technologies in student recruitment</li> </ul>	<ul style="list-style-type: none"> <li>▶ Implement technology plan</li> <li>▶ Institutionalize some expenses currently covered by Title III grant</li> </ul>
<b>Development Plan</b>	<ul style="list-style-type: none"> <li>▶ Private support will play a key role in meeting the goals of our strategic plan</li> <li>▶ Secure funding for enhancing the student experience and faculty development</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase development giving by 6% annually</li> <li>▶ Raise necessary development funding for horticulture building</li> </ul>
<b>Resource Plan</b>	<ul style="list-style-type: none"> <li>▶ Five year Projected Resources and Uses Plan</li> </ul>	<ul style="list-style-type: none"> <li>▶ Continue to revise and implement five-year budget plan</li> </ul>

**8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

We do not systematically compare our results for performance of our processes for planning continuous improvement to other higher education organizations.

**8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?**

We do not systematically measure our planning effectiveness.

**Improvement (I)**

**8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?**

We have recently completed a five-year strategic plan and are implementing the plan. We believe our processes for planning continuous improvement are sound however we lack performance results and benchmarks with other institutions.

**812. How do your culture and infrastructure help you to select processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?**

We have a culture that values continuous quality improvement and since we are a small organization we are able to readily identify processes needing improvement and direct resources to accomplish our objectives.

**Category Nine: BUILDING COLLABORATIVE RELATIONSHIPS**

**Processes (P)**

**9P1. How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?**

Our coordinator of admissions and the admissions office staff proactively contact schools and guidance counselors to create an awareness of the academic programs we have to offer and to build relationships with them. This leads to opportunities for our admissions staff to visit high schools promote Ohio State ATI. The admissions office tracks the schools that have recently sent us students and uses these data to prioritize what schools to visit and recruit. These data are also used to prioritize when we should have a presence at college fairs.

Admissions staff members also interact and build relationships with agricultural teachers at contests (4-H and FFA contests) and other events (teacher in-service training, State and National FFA Convention, Ohio State Fair, Ohio Farm Science Review, etc.) held throughout the state and region.

BTES staff aggressively market credit and non-credit academic offerings to the community and business and industry in the region. They work with businesses in northeast Ohio to develop custom training for employees. BTES staff interact with business and industry owners through the Wayne County Economic Development Council and the Wooster and Orrville Chambers of Commerce. Staff of the Shisler Conference Center also interact with similar audiences to develop their business base.

**9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?**

Each academic program has a faculty member that is designated as the program coordinator. A major responsibility of the program coordinator is developing and maintaining positive relationships with the relevant businesses, industries and employers of graduates of the program. In addition, where the program is the a part of a 2+2 relationship with the College of Food, Agricultural and Environmental Sciences, the faculty coordinator works closely with the OSU department receiving students to maintain a high degree of interaction and a positive working relationship.

ATI program coordinators serve as the primary contact person for employers seeking interns and employees. Program leaders maintain a listing of internship openings and job postings for their program.

Academic program advisory committees also have members representing business, industry, and commodity groups who serve to advise and help prioritize opportunities to connect with industry contacts and new opportunities.

**9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?**

The majority of service providers for students are either other entities within the University or result from agreements made by the University. ATI does have agreements with local service providers for health

care, Interfaith Ministries, service learning opportunities – i.e. Habitat for Humanity, etc. These services are generally contracted or arranged on an as needed basis.

**9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?**

We have an established group of vendors and service providers that we utilize for institutional services. Most of these relationships have developed based on the vendor's satisfactory performance in providing needed products or services. Many products and services are competitively bid and the vendor is chosen on that basis. We prioritize their selection based on quality of service products that are competitively priced. We build a positive relationship by being prompt in paying for goods and services and by exhibiting positive interactions with our vendors.

**9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?**

We seek opportunities to become involved in partnerships that are mutually beneficial for us and our partners. Opportunities are prioritized based on mission, vision, values and strategic goals and priorities. We seek to be a positive contributing member of our local community and the academic community at large. We build positive relationships with our partners by being responsive to requests and by being actively engaged in partnership initiatives.

**9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?**

If the relationships are formal with written agreements there is systematic we follow up to determine level of satisfaction. Customer satisfaction surveys are conducted by the business units (BTES, Hawks Nest Golf Course, etc.) to provide information for improving programs and services. Regular meetings are held with other service providers (bookstore, housing, food service, custodial, health care, etc.) to assure partners are informed and that agreements are working.

**9P7. How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?**

We are a small institution so internal communication within and between divisions is accomplished easily. In addition to these informal, individual conversations, there is a campus meeting (for all employees) each academic quarter, faculty meetings (for all regular faculty) twice each quarter and division meetings each month. In addition, the Faculty Senate and Staff Council are formal bodies to assist with institute-wide communication. In some cases other smaller unit meetings occur on a regular basis.

All the campus offices have access to e-mail and voice mail for campus-wide messaging and an "ATI Pipeline" e-newsletter is produced every other week to keep people aware of campus activities and announcements.

## Results (R)

### **9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?**

We collect information on collaborative relationships via a College of FAES system of personnel annual reporting (primarily faculty and higher level staff positions) called the Unified Reporting System. Currently this information is not being compiled or analyzed.

### **9R2. What are your performance results in building your key collaborative relationships, external and internal?**

Because we do not collect these data we do not have a system in place to produce a report of results for the Institute. One example of a fruitful international relationship is provided.

As a result of the relationship that has developed between our Institute and Myerscough College, in the winter of 2000 we hosted one faculty member from their Institution and in the fall of 2000 they hosted one faculty member from Ohio State ATI. We have had 3 groups of students travel to Myerscough for a three-week study abroad experience (summer of 2000, 2001, and 2004). In the summer of 2004 we hosted a study abroad group from Myerscough on the Ohio State ATI campus. To lay the ground work for this partnership and for fact-finding purposes, leaders from Myerscough have visited Ohio State ATI on at least four occasions and leaders from Ohio State ATI have visited Myerscough twice.

### **9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?**

We do not collect this information.

## Improvement (I)

### **9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?**

We do not have any significant recent improvements in this category to report. In general we have adequate processes for building collaborative relationships and for the most part the processes we have in place are systematic. We systematically gather performance results for our business but we do not gather this information in other parts of the organization. This function is done at the University level.

### **9I2. How do your culture and infrastructure help you to select processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?**

Data on collaborative relationships from the business units helps to identify processes to improve and to set targets for improved performance. Many of the processes that impact building collaborative

relationships are controlled centrally (by the University – business and finance, purchasing, accounts payable, international relations, etc.) and cannot be changed at the Institute level.