



# Academic Quality Improvement Program

The Higher Learning Commission **NCA**

Shawnee State University

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FACILITATOR'S OBSERVATION REPORT

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Vital Focus Conversation Day

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April 26, 2005

## MISSION STATEMENT

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

## **Introduction**

The purpose of this report is to provide Shawnee State University (SSU) with the facilitator's observations of the institution's Academic Quality Improvement Project (AQIP) Conversation Day. The report outlines the facilitator's observation in four sections as per Conversation Day: "What Matters Most", "What is Currently Done Well", "Recommended Actions" and "Recommended Next Steps". The report is based on the materials referenced above as well as interaction with various members of the institution's faculty, staff and administration in the planning and implementation of Conversation Day.

The information should be used as part of the SSU's comprehensive report for the Vital Focus process. The other components of that report include: Results for Discussion-Vital Focus Constellation Briefing, that report's appendices and related employee comments, and Conversation Day conclusions and recommendations.

## **Section 1** **What Matters Most?**

Conversation One, "What Matters Most", engaged 292 full and part-time employees in discussing the individual and collective work, which is most critical to the institution. The results of the discussion were clearly aligned with data for conversation one from the Constellation Survey.

Survey data show that three process groups are most important: *Supporting Institutional Operations, Helping Students Learn, Valuing People* and *Leading and Communicating*. Important Principles are *People, Integrity, and Learning*.

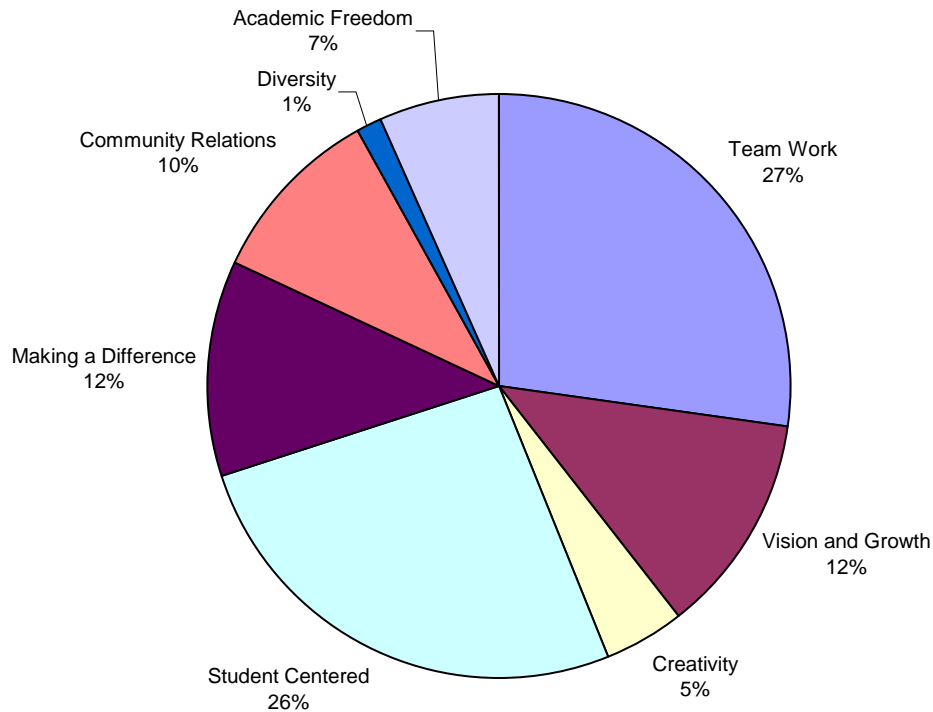
The affinity process, which occurs upon the completion of Conversation One, "What Matters Most", (*Appendix 1*), resulted in the following thematic groupings: Team Work, Vision and Growth, Creativity, Student Centered, Making a Difference, Community Relations, Diversity, and Academic Freedom. Each table generated three theme statements. The 150 themes hexagon post-it-notes were organized on the "What Matters Most" wall.

SSU shows real integrity, focus on mission and learning, collaboration and a strong people focus. The data indicate the institution embraces continuous quality improvement.

## The following summarizes the process and principles, “What Matters Most Wall” data conclusions:

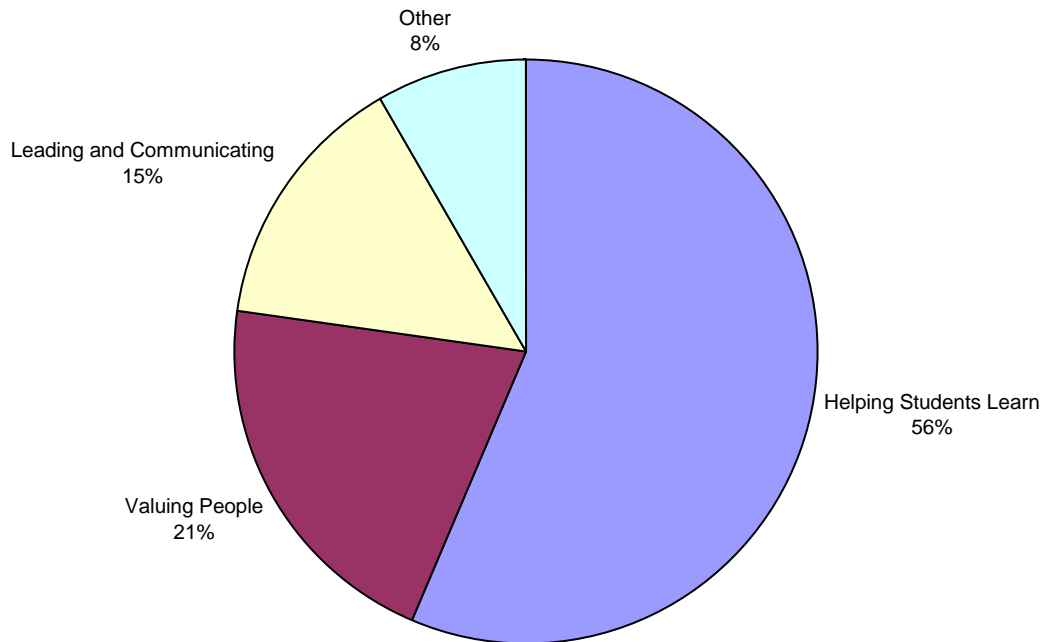
THEMES: A total of 150 theme statements were generated. These were organized by the Conversation One team members (Michael Fiske, Denise Gregory, Cathy Mullins, Tess Midkiff, Steve O’Rourke, Pat Spradlin, and Sally Winship, facilitator) on the “What Matters Most” affinity wall. The complete list of items is in Appendix 1.

**What Matters Most Themes**



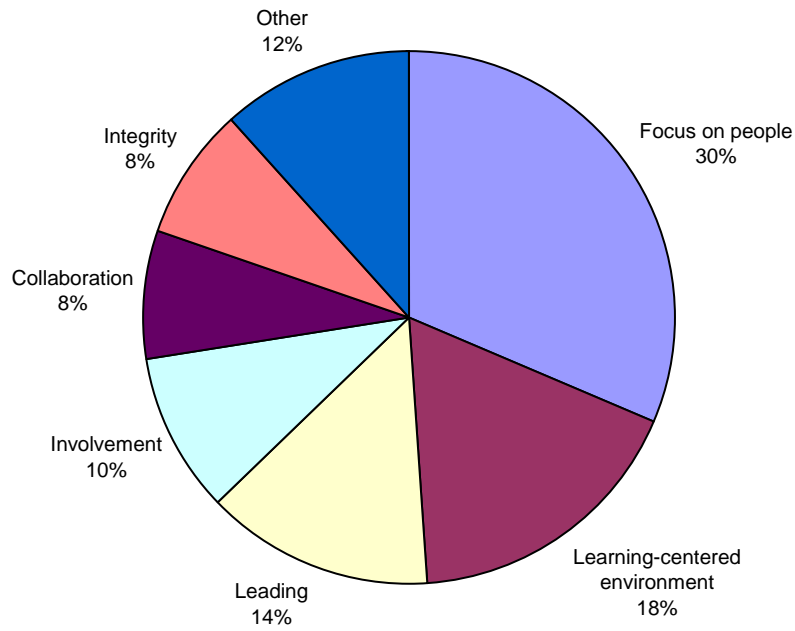
PROCESSES: Each table generated a Process Post-It-Note based on the nine AQIP Criteria and considering the unique characteristics of Shawnee State University. The same group of team member organized these “What Matters Most” process ideas into similar groups. Again, the complete list of items from the “What Matters Most” affinity wall is found in Appendix 1.

### What Matters Most Processes



PRINCIPLES: Each table generated a Principles Post-It-Note based on the ten AQIP High Performance Principles and the unique characteristics of Shawnee State University. The same group of team member organized these process ideas into similar groups. Again, the complete list of items from the “What Matters Most” affinity wall is found in Appendix 1.

### What Matters Most - Principles



## **Section 2**

### **What is Currently Done Well?**

Survey data for Conversation Two show great alignment with data for Conversation One (importance) with 7 common statements between the two. The 7 common statements relate to the AQIP criteria of *Helping Students Learn* and *Leading and Communicating*.

Data from Conversation Two are located in *Appendix 2a and 2b*. A review of conversation responses to these items reveals a rich array of success on which to build. The main contextual themes that are common throughout Conversation Two are:

- *The focus on student success, technology, trust, faculty and staff recognition and compensation for contributions and accomplishments, shared vision between faculty and administration, and maintenance of facilities.*

These themes enrich all of the AQIP Criteria and Principles identified through Conversations One and Two.

- *SSU's areas of strength (those areas which are both important and done well) are consistent with conversations one and two. Processes of strength are Supporting Institutional Operations, Helping Students Learn, Valuing People and Understanding Student's and Stakeholder's Needs. Principles of strength are Integrity, People and Focus.*

## **Section 3**

### **Recommended Actions**

It is important that remedies for the quick fixes, (*Appendix 3*), be implemented in a timely fashion so that the faculty and staff will see immediate attention to the issues.

The facilitator posed the following observations and questions to the institution based on data from the Results for Discussion, its Appendices and accompanying comments as a transition to Conversation Three.

#### **Observations:**

1. SSU's President and Board of Trustees are committed to AQIP as a vehicle for reaccreditation and a tool for continuous improvement.
2. The College's internal AQIP Team is very well organized and committed to the full implementation and deployment of AQIP.
3. The 292 full and part-time employees who attended the Conversation Day appeared to be engaged in the process and appreciative of the opportunity to provide input into the strategic direction of the College.

**The following questions need to be included in discussions organized by the AQIP team and integrated into existing processes to insure that planning is inclusive and complete:**

1. How do identified areas of strength inform future planning?
2. Within Strengths are there processes or aspects that can be improved?
3. Do differences in strength ratings across groups reflect important perceptual differences or simply “calibration” differences?
4. What ways of thinking and working together would yield the greatest improvement in supporting institutional operations?
5. How does the College receive the maximum input toward the development of potential action projects? How will the results be communicated to the employees?
6. How will SSU involve part-time and adjunct employees into the process – particularly related to the Helping Students Learn initiatives?

Conversation Three, Making a Significant Difference by Acting on “Provocative Propositions from April 26, 2005 Conversation Day,” (*Appendix 4a and 4b*), yielded proposals that, while appropriately touching many AQIP processes and principles, can be grouped. Based on the compiled list of Priority Analysis Forms and according to a first review by the facilitator, the prevailing opportunities for SSU are:

- *Define a system to support professional development*
- *Refine a process of inclusion in decision making, strategic planning and visioning*
- *Establish a system of effective communication and sharing of information*
- *Embrace continuous quality improvement and follow through with implementation*
- *Refine processes and secure resources to support student learning especially in regards to technology and the under prepared student*

After the AQIP team reviews the propositions the themes will be further refined and regrouped.

## **Section 4**

### **Recommended Next Steps from SSU’s AQIP Steering Committee**

The college is committed to continuous quality improvement as evidenced by its inclusion as Strategic Goal #1 in the college Strategic Plan. The college President and Board of Trustees have also committed to prioritize and align existing strategic goals and objectives in the current strategic plan with the college’s selected Action Projects following the Strategy Forum in October.



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## **Vital Focus Next Steps**

Today's Conversation Day is the middle step in the Vital Focus self-assessment of Shawnee State University. We began considering the Academic Quality Improvement Program (AQIP) during an investigation and discussions led by the Strategic Planning Committee during 2003-2004. We applied to and were accepted into AQIP in the fall of 2004. A team from the Strategic Planning Committee designed the Constellation Survey and the Vital Focus plan for Shawnee in December 2004. A very significant number of SSU faculty and staff completed the Constellation Survey in February 2005.

Following today's conversations, we will turn the Vital Focus Broad Recommendations that emerged from the Constellation Survey and the Conversation Day into Action Projects that can make a significant difference at Shawnee State. Some of the next steps that will be happening over the next several months are listed below.

1. The Strategic Planning Committee will synthesize the Topic Analysis Forms and Provocative Propositions from Conversation Day to be included in the Conversation Day Report.
2. The Strategic Planning Committee will review and organize the "quick fix" ideas and recommend possible actions to the President's Cabinet. Quick fix actions will not wait for the Strategy Forum and AQIP process. Feasible quick fixes will be addressed on an on-going basis.
3. A Conversation Day Summary Report will be prepared and distributed to all faculty and staff at Shawnee State University. The report will include recommendations from the participants of the Conversation Day; conclusions from the What Matters Most Conversation; conclusions from the Where are We Already Strong Conversation; observations of the AQIP facilitators; and appendices such as a summary of the Constellation Survey comments, more detailed data from the Survey, and the transcribed Topical Analysis Forms.
4. Each unit on campus will be asked to discuss and prioritize the top recommendations during the month of May. Each unit will also be asked to review the Constellation Survey Comments and Results to identify potential Action Projects. Governance groups on campus will be asked to work with their constituencies to prioritize potential action projects.
5. During the summer, the Strategic Planning Committee will use the input from campus and consultation with the President and Cabinet to arrive at 10-15 Action Projects for participation in AQIP.
6. At a fall Open Forum, the potential Action Projects will be presented to campus for discussion and refinement. Six to Eight Action Projects will be selected to take to the AQIP Strategy Forum in October.
7. Following the Strategy Forum, Action Project Teams will be formed to begin implementation of Shawnee State's 3-5 Action Projects.

## Appendix 1

### What Matters Most Affinity Wall

The Hexagon Post-It-Notes from Conversation One were organized by Michael Fiske, Denise Gregory, Cathy Mullins, Tess Midkiff, Steve O'Rourke, Pat Spradlin, and Sally Winship, facilitator. The comments from the wall were entered into a spreadsheet according to the organization of the wall by Penny Merritt and Tracy Conn.



### What Matters Most – Themes

#### **TEAMWORK (41)**

**When a plan is made and it works!**  
**People and relationships**  
**Teamwork and collaboration**  
**Employee positive social interactions**  
**Teamwork & learning - a learning centered environment**  
**Teamwork**  
**Support**  
**Working together**  
**Camaraderie working together**

**Pleasant, supportive work environment (good colleagues)**  
**Working with others**  
**Cooperation and working together with departments**  
**Teamwork within the university**  
**Projects - developing and completing**  
**Support**  
**Collaboration**  
**Importance of Teamwork**  
**Teamwork**  
**Collaboration**  
**Staff Unity - Building relationships**  
**Working together**  
**Supportive work environment**  
**Networking**  
**University community camaraderie**  
**Sense of community**  
**Input is valued**  
**Community awareness of SSU goals & purposes**  
**Sense of accomplishment**  
**Collaboration**  
**Engaging with others**  
**Positive attitude**  
**Acknowledge of achievements**  
**Engagement**  
**Communication and networking**  
**Active engagement -students taking responsibility for own education**  
**Staff taking responsibility for governance**  
**Campus responsible for access to information**  
**Immediate, effective, positive results**  
**Meeting department objectives**  
**Communication with employees, students, community**  
**Value the people we work with**

#### **STUDENT CENTERED (39)**

**Seeing student performance improve**  
**Reports from former students to have achievement success**  
**Experiencing "teachable" moments**  
**Student achievement**  
**An intellectual, vibrant, engaging student population**  
**Relationship to students**  
**Watch and help students grow**  
**Helping the students think and learn**  
**Commitment and encouragement as a teaching institution to teach our students**  
**We care about our students and community**  
**Quality for our students**  
**Interaction with students**

**Helping students to understand their future options through education**  
**Servicing students**  
**Student centered environment**  
**Helping students to understand their future options through education**  
**Nurturing & caring about students**  
**Commitment to student success**  
**Student interaction**  
**Student success**  
**Student learning & helping students**  
**Student centered environment**  
**Value students and their learning**  
**Support/facilitate/celebrate student success**  
**Focus on our students**  
**Creating opportunities for students/employees in this region**  
**Working together to help students**  
**Happy & successful students & alumni**  
**Meeting needs of students**  
**Sensitivity to student needs**  
**Connect with student**  
**Student/program accomplishment**  
**Enjoy working with students and colleagues**  
**Student success**  
**Opportunity for unorthodox learning/teaching**  
**High quality upper level classes (majors)**  
**Changing students lives for the better**  
**Supporting of teaching and learning experience**  
**Preparing for future generations**

## **VISION AND GROWTH (18)**

**Growth opportunities**  
**Professional development**  
**A happy marriage between faculty and admin. Goals and ideas - clearly spelled out**  
**Training orientation**  
**Efficiency**  
**Pioneering changes**  
**Resources**  
**Effective leadership**  
**Being an integral part of building a new institution**  
**Meeting department objectives**  
**Participation in improving SSU's quality**  
**Value technology and forward thinking of technological applications to help accomplish work tasks**  
**Student enrollment and increased class offerings**  
**Making things better**  
**Vision for growth and improvement**

**Immediate effective positive results**  
**Visionary**  
**Managing growth**

**MAKING A DIFFERENCE (18)**

**Good impression on visitors**  
**Opportunity to make a difference in Appalachia**  
**Personal contribution**  
**Making a difference**  
**Having an impact on community**  
**Opportunity to make a difference in students' lives**  
**Communication with other faculty**  
**Personal growth**  
**Service to community**  
**University be a positive force in community**  
**Proactive**  
**Making a difference - "My job counts"**  
**Each of us makes an impact on the continuing success of SSU**  
**Quality of our work matters**  
**Make impression on people's lives**  
**Volunteering**  
**Support of community - connecting with community - Hope**  
**Pride in work**

**COMMUNITY RELATIONS (15)**

**Work with communities - internal and external**  
**Prof. Development**  
**Summer programs**  
**Students - SSU - Community**  
**Value people**  
**People working together - commitment**  
**Helping others**  
**People centered**  
**Feeling of community**  
**Relationships**  
**Interpersonal interactions with colleagues and students**  
**Relationships matter**  
**Small size creates greater sense of impact**  
**Small friendly atmosphere**  
**Value of smaller size of organization**

**ACADEMIC FREEDOM (10)**

**Inclusive & open**  
**Academic freedom**  
**Freedom**  
**Employee empowerment and autonomy**

**Flexible environment**  
**Independence**  
**Freedom**  
**Autonomy**  
**Good facilities**  
**Autonomy**

**CREATIVITY (7)**

**Creativity**  
**Inspiration toward excellence**  
**Scope for personal development and creativity**  
**Innovation**  
**Creativity at SSU with no micro-managing**  
**Encourage creativity**  
**Completion**

**DIVERSITY (2)**

**Diverse groups working together and accomplished their goals**  
**Diversity**

**What Matters Most – Principles**

**FOCUS ON PEOPLE (16)**

**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**People**  
**Focus on people**

**LEARNING (9)**

**Learning**  
**Learning**  
**Learning**  
**Learning**

**Learning**  
**Learning**  
**Learning: a learning centered environment**  
**Learning: a learning centered environment**  
**Learning: people**

**LEADING (7)**

**Leading & Communicating**  
**Leading & Communicating**  
**Leading & Communicating**  
**Leading & Communicating**  
**Leading & Communicating**  
**Leading & Communicating sustaining a learning environment**  
**Leadership-we need to have appropriate direction and for leaders to acknowledge the good works of others**

**INVOLVEMENT (5)**

**Involvement**  
**Involvement**  
**Involvement**  
**Involvement**  
**Broad based involvement**

**INTEGRITY (4)**

**Integrity**  
**Integrity**  
**Integrity**  
**People with integrity**

**COLLABORATION (4)**

**Collaboration**  
**Collaboration**  
**Collaboration**  
**Collaboration**

**OTHER (6)**

**Information**  
**Focus**  
**Agility**  
**Foresight**  
**Information**  
**Pick-up sticks**

## What Matters Most – Processes

### **HELPING STUDENTS LEARN (27)**

**Understanding students & other stakeholders needs**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Valuing people including students**

**Helping students learn**

**Helping students learn**

**Understanding students & other stakeholders needs**

**Understanding students & other stakeholders needs**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn**

**Helping students learn identifies the shared purpose of all higher education organizations and is the priority of any institutional analysis**

**Helping students learn**

**Helping students learn**

**Helping students learn through improvement of understanding student & other stakeholders needs**

**Helping students learn to their maximum capability**

**Helping students learn**

**Helping students learn**

**Helping students learn**

### **VALUING PEOPLE (10)**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people**

**Valuing people including students**

**Valuing people (more employees, greater pay, more financial aid for students)**

### **LEADING AND COMMUNICATING (7)**

**Leading & Communicating**

**Leading & Communicating**

**Leading & Communicating**

**Leading & Communicating**

**Leading & Communicating**

**Leading & Communicating sustaining a learning environment**

**Leadership-we need to have appropriate direction and for leaders to acknowledge the good works of others**

**OTHER (4)**

**Supporting institutional operations**

**Supporting institutional operations**

**Planning continuous improvement**

**Building collaborative relationships**

## Appendix 2a

### **Conversation Two – Specific examples of recent changes resulting in SSU being more student-focused or student-centered**

More frequent advising & interaction with students  
On-line registration  
Campus housing  
Growth in student housing  
My SSU web consolidation  
Student activities outside classroom  
Development of Success Center  
Overseas travel experiences  
Blackboard  
Health Clinic  
Admissions  
Orientation process  
Student retention  
Disability assessment & program  
Multi-cultural services

### **Conversation Two – Collaborations at SSU (internal, external, among departments, etc.)**

Digital Arts program – Engineering & Fine Arts  
Collaboration for Orientation  
Faculty Development  
Collaboration PTA and OT  
Women's Forum  
Dept. of Nursing and SOMC and KDMC  
Schools and Businesses on-campus and off-campus  
Ohio U and Rio Grande  
Advanced Connections  
IT services  
Title III and related pilot projects  
Advisory boards  
External exchanges with sister universities  
9 county school districts  
Open house program  
New hire orientation program  
Local schools and businesses for early screening  
CLC  
Library staff and various departments  
Women's studies minor  
Opportunities for under graduate research for faculty and students  
Tech Prep and SSU  
Articulation agreements with community colleges

Student representation  
Teacher Ed and Arts and Sciences  
Student involvement in Community Services  
Ohio Campus VISTA volunteer program  
WINS program – English and local high school teachers  
Graduate center – other institutions  
Portsmouth Kiwanis  
Pre-college for students with special needs  
Outreach office  
Registrar course transfer program  
PT and OT and Arthritis program  
District Science Day  
Ohio Academic Challenge  
Portsmouth Area Arts Council  
International Students program  
Dental services to community  
Ohio Appalachian Center for Higher Education  
Gaming Conference  
Student research day – undergraduate conference  
Veterans' Day  
Arts and Sciences/Music publication  
Community relationship

### **Conversation Two – SSU strengths noted by students and employers**

Successful employment  
Blackboard  
Accepted at several medical schools  
Engineering Tech students higher than Miami students during first two years  
School administrators asking for SSU graduates  
Dental Hygiene graduates preferred hires  
Faculty, staff, interaction with students  
Students well prepared for continuing degrees  
Faculty, staff, care about students – helps make the difference

### **Core strengths of faculty**

Available to students  
Passion for teaching  
Dedicated to students  
Excited about teaching  
Go above and beyond  
Outreach programs  
High standards, flexible  
Volunteer to work with outside projects  
Work with after-hour programs for students

Caring, classroom and personal development  
Arrange Internships for students  
Attend conferences  
Invest in the students  
Able to transition from small community college to four-year University

### **Core strengths of support staff**

Friendly and always willing to help  
Clean classrooms and campus  
Could not function without them  
Vital  
Knowledgeable  
Dedicated  
They support the university to do better job with students  
Keep university functioning  
All areas work with you to get the job done!  
Willing, able, and comfortable with position  
Work ethics  
Multi-tasks  
Resource  
Face to the community  
Unsung heroes  
Beautiful campus  
Work extra hours when needed - 24/7  
Adaptable  
Continue own education

### **Core strengths of administrators**

Go above and beyond  
Dedicated to students  
Support faculty and degree programs  
Have vision  
Caring  
Helpful  
Accessible  
Support of learning  
Support departmental processes  
Faculty development and support  
Political support  
Personal support  
Professional support  
Support non-credit student publications and activities

## Appendix 2b STRENGTHS FROM 3x5 CARDS

Dedication to students by staff, faculty, and administrators  
Serve community NEEDS  
Serve student NEEDS  
Best Practices--We are exceeding strong-a model-in terms of protecting our information systems and our data (technology)  
Defining Quality-- 1. Success of our students. 2. Good job at keeping costs of education down.  
Focus on Mission Statement  
Helping Students Learn  
Collaboration  
Student Friendly  
Invest in your employees!  
Small class sites  
Collaboration between the various constituency groups--People!  
Great Support Staff  
Cares about the learning experiences of the students  
People  
Above and beyond accessibility of people to people  
Sense of community  
Caring of people from administration, faculty, support, student (all interfocus)  
Sense of community  
Continuous Improvement  
Helping each other--willingness to collaborate support  
Student Focused  
Appearance/Cleanliness/Upkeep of Campus  
Great Attitude  
We are a growing, developing institution-what has been common, has been change.  
Yet, SSU retains its core value to open admissions & educating the regional students  
Providing high quality/caring teaching and supportive environment  
Opportunity to build, create, given how young the institution is  
One Big Family showing mutual regarding and caring for one another  
Accepting of open to college readiness related to students  
Pride, Focus, Dedication, People, Commitment, Caring  
We Care, "Caring"  
People, Focus, Agility, Flexibility, collaboration, effectiveness, pride  
Physical Plant  
Collaboration  
Availability-Access  
Pride & Caring  
Eagerness to help and lead among all pigments of SSU  
Strength--Support  
Teaching & Learning  
Dedication  
"Defining Quality" "Best Practice"--Keep our Tech supported updated, and financed

We embrace the philosophy of open discussion and communication  
 Integrity  
 Excellent campus  
 Strength--Focus on People  
 Close knit community atmosphere  
 Institution-wide commitment to HELPING STUDENTS LEARN  
 Technology  
 People-Faculty, Staff, Students  
 Collaboration  
 Increased enrollment (growth, retention, Housing)  
 Value People  
 Care about students  
 People-Centered, Defining Quality  
 Support Services--Harmonize with Shawnee's Focus on Education & Learning (Best Practice)  
 Student Development  
 Defining Quality--Do not suffer from institutional inertia (our smallness & newness)  
 Shawnee State ensures students have easy access to people and services they require to be successful  
 There seems to be a genuine desire on the part of faculty, staff, and administration to provide the best possible environment for our students' educational and personal growth  
 Accessibility of faculty and staff to students and administration  
 We are inclusive (best practice)  
 Collaboration  
 Integrity  
 Learning-Student Success  
 People!  
 Teamwork  
 Defining Quality: Dedication  
 Valuing People  
 Highlight: VRCFA (staff, planning, impact to the community)  
 Community Collaboration  
 Student Success!  
 Value our students  
 Student access to all University Services/Personnel  
 Personal relationships with students  
 Flexibility in accommodating student & employee needs  
 Access  
 Community  
 Trust in faculty and staff  
 Service oriented  
 Time commitment  
 Best Practices--Focus on the individual  
 Investing in technology  
 We create a pleasant environment that is conducive to learning  
 Provide excellent educational opportunities in a region that did not previously have that opportunity  
 Defining quality: Caring faculty & staff dedication of people quality  
 Committed to success (in various ways: student's technology)

Defining Quality: Focus on technology & UIS support. "MySSU"

Internal & External collaboration

Best Practice: Focus on student success

High emphasis on quality

Valuing people

Helping students learn

Offers hope of the future

Technology

Cultural enrichment for the community

Technology is up to date and well supported

Technology

Accessibility to staff, administrators & faculty

One strength is that in all areas we have dedicated professionals

## Appendix 3 Quick Fixes

1. Recommend student newspaper to cover constituency group meetings
2. Changes in policy & rules be clearly communicated to employees
3. Make MySSU the default page for all SSU computer
4. Get rid of answering machines in Financial Aid
5. Regular open meetings with President
6. Have constituency groups have a point of contact for employee newsletter
7. Have secretaries able to post course cancellations online with MySSU
8. Information desks throughout campus manned from 8am to 8pm
9. Finish renovation of restrooms--especially the downstairs administration restroom with the door that doesn't shut
10. Repair Tennis Courts
11. Reconsider the JAQs of the Maintenance, painting, and custodial department and give us the money
12. Quarterly Convocations to Share information
13. Communication system to validate individual/department concerns prior to change
14. Quarterly convocations to share information
15. Ask ourselves what we can do to help!
16. Hire a trained grounds keeper--SSU lost its only competent grounds person recently.
17. Someone is needed to continue the work to keep the grounds beautiful
18. Improve entry level faculty salaries in order to attract young dynamic faculty rather than having to settle for adjuncts or "what you can get."
19. Advising workshops
20. Smile--Accept others
21. Replace ceiling tiles that are water damaged or discolored
22. Smile at everyone you see
23. Contact other AQIP schools to collect "success" stories related to improving collaborative relationships
24. Information desks placed around campus staffed by volunteers from staff, faculty, and administration
25. Campus tours to familiarize employees with the different departments on campus
26. Use an on-line graduation petition form and transcript request form. Right along with MySSU
27. Upon demolition of facilities buildings, turn building space and surrounding parking lot into intramural fields.
  - a. In addition, designate space between townhouses and cedar houses for student recreation area
28. Improve communication through use of current resources
29. We need a nice place which sells good coffee and is comfortable for reading and socializing. A coffee-house on campus!
30. Develop a committee to evaluate an employee reward & recognition & promotional issues
31. Officially designated area for staff to meet & exchange ideas & even have lunch
32. President Morris should schedule convocation and communicate why we are going to semesters with question & answer.
33. Unused seats offered to students to reduced rate or free
34. Put cement sidewalks (or stepping stones) where walkers have created dirt paths (Ex. In front of library)
35. With plantings & tables & chairs create more meeting spaces for students
36. Transfer module on home page to assist in advising
37. Remove Speed Bumps!
38. Get smokers away from the building entrances
39. A cook-out where faculty & students in each department could "Meet and Eat" with an organized way to encourage "helpful" discussion about
40. Concerns and strengths of department
41. Renovating our current facilities. Developing ideas of ways to accomplish our goals. Getting the ball rolling on creating new facilities (our dream)
42. Treat Each Person Equal
43. Erect a Kiosk in the middle of campus for centralized information
44. Update the SSU website everyday
45. Increase amount of full time staff and administrators to better serve students and community

46. More easily accessible web site for posting of committee minutes in a timely manner
47. Stop semester conversion!
48. Reserve (not rope off) parking for students when visitors come. Priority parking for SSU students--our chief stakeholders
49. Enforce parking areas for employees
50. Start immediately distributions of minutes of Faculty Senate, UAA, & hourly governance meetings to all SSU employees
51. Hold a quarterly community luncheon meeting to keep everyone updated on progress
52. More Campus Togetherness--Cookout! RIBBER
53. Better signage throughout campus, ex. Engineering building, athletics, social science. More "You are Here" signs
54. Get all faculty ready to record spring grades via MySSU
55. Same equipment (boxlight/computer) each teaching day during quarter for classes (only for quarter reservations)
56. Equipment in class & put together (operational) 10 minutes prior to class beginning

## Appendix 4a

### Proposals from Idea Analysis Forms (see Appendix 6 for complete forms)

#### Table 5

**We propose:** That the college have the most efficient/ user friendly technology available in every classroom (the same equipment in each classroom), across campus. Computers, networks, communication media, etc. be available to every faculty member for classroom use. **Training:** the example on the sheet is fine.

#### Table 6

**We propose:** That the university commit the financial and human resources to test student learning ability and establish information desks throughout campus.

**Because:** Many of our students need assistance with learning and information to be dispensed in a timely manner.

#### Table 7

**We propose:** That we improve communication, resource all location curriculum development, Human Resources, to better address the human + academic needs of existing and potential student populations

**Because:** Because we have concluded

#### Table 8.1

**We propose:** A major fund raising effort to encourage faculty-student research collaboration. This will be facilitated through an UL writing-in-the-disciplines course that is part of the GEP.

**Because:** In order to be successful, students need to be introduced to and acculturated into the big heat professional and scholarly students of their fields.

#### Table 8.2

**We propose:** That we create a new organizational structure called "University College." This unit will coordinate advisors and services for "at-risk" students and offer a variety of special services.

**Because:** Many of our students are not sophisticated about institutional processes and are also academically unprepared.

#### Table 9

**We propose:** The creation and development of a central resource/information center with tech access to distribute current information and alleviate confusion and time waste.

**Because:** Better efficiency

#### Table 11.1

**We propose:** That the university move to a more student-friendly course scheduling system which more fully utilizes the academic day and academic week and provides more offerings/sections of high demand classes.

**Because:** Students are having difficulty getting the classes they need at the times they need them.

**Table 11.2**

**We propose: That the University Center be expanded and additional recreational facilities be developed and implemented.**

**Because: We have outgrown the present facility and this area is a key to enrollment and retention of students.**

**Table 12**

**We propose: That the university commit the financial and human resources to establish itself as a provider of innovative and unique programs, including university college and online, evening and weekend courses to meet student needs.**

**Because: SSU must be adaptive to attract new students that are non-traditional.**

**Table 13**

**We propose: That management place more emphasis on professional development, reward and recognition in order to promote a more diverse university community.**

**Because: The most valuable asset that this university has is its employees.**

**Table 16.1**

**We propose: A one-time 10% pay increase for assistant and associate professors.**

**Because: This will bring SSU salaries up to state and national averages, improve faculty recruitment and retention, and improve the quality of education at SSU.**

**Table 16..2**

**We propose: Revolving department visitations to improve communications**

**Because: It would improve communication and understanding between departments.**

**Table 17**

**We propose: We recommend that the university invest time, money, and resources into recognizing and rewarding employees, on an ongoing basis, for individual and collaborative efforts to enhance and improve the university.**

**Because: It would increase morale, makes people feel valued and motivated.**

**Table 18**

**We propose: That Shawnee State University create expanded educational opportunities for students and staff that will allow us to utilize our present facilities while also encompassing the needs of current staff.**

**Because: We have concluded that human capital in form of university personnel and students will allow the university to remain competitive in the future market**

**Table 21**

**We propose: that we establish communication, decision making, recognition, and resource allocation processes where everyone shares and understands the big picture purpose and vision for college where everyone at all levels feel that college is theirs to improve, change, and help become what it can potentially become.**

**Because: we have concluded that what holds us back most is our own assumptions and ways of doing things and that to focus on students academic achievements and excellent educational programs and services we need a fully engaged staff whose staff whose talents and expertise are tapped and who have resources to learn and development professionally to better serve the institution**

**Table 22**

**We propose: That SSU establish a working group to husband/ vett creative ideas from all sectors of the University. This working group will be charged with soliciting input from all levels of the University and it will be empowered to present its recommendations to a committee composed of UFS, UAA, USA, and SGA members.**

**Table 23**

**We propose: A system that makes everyone accountable for their job performance.**

**Because: Improvements need to be made in all areas and by all personnel.**

**Table 24**

**We propose: That the university commit human, financial resources to establish leadership standards in order to constantly communicate expectations for leaders in all campus positions. We also propose the development of an ongoing leadership training program with accountability standards**

**Because: Ineffective communications on campus may be related to a lack of accountability processes, and a hostile environment for creating effective leaders.**

**Table 26**

**We propose: The University commits the necessary resources for every department to establish written policies and procedures and make available university-wide**

**Because: We need to improve inter-department communications: A. terms of consistency B. to avoid legal issues**

**Table 28**

**We propose: Greater improvement of budget managers in the process of everyday operations**

**Because: what holds us back most is the delay of the purchase of necessary G+S**

**Table 29**

**We propose: That a technology assistance center be developed to provide students and staff hands-on support and to teach them to become proficient in technology and information systems.**

**Because: They lack skills and they need help.**

**Table 30**

**We propose: That the University commit the financial resources necessary for a state-of-the-art centralized multi-purpose athletic complex.**

**Because: To maximize students and community involvement on the Shawnee State campus.**

**Table 31**

**We propose: A capital campaign to broaden the private and public funding support bases in order to build our university's endowment as a way to meet SSU's current and future needs and serve as an impetus to alumni support.**

**Because: Cutbacks in federal and state funding, not raising taxes, need for higher salaries to attract and keep quality faculty and administrators as well as high-quality programs.**

**Table 32**

**We propose: That Shawnee State University establishes an office of Institutional Research.**

**Because: We need to improve upon the collection of data in order to systematically make academic and administrative decisions.**

**Table 34**

**We propose: Building a parking garage to accommodate the increased campus residents and use of new Recreation Center.**

**Because: Campus residence and campus use is increasing.**

**Table 36.1**

**We propose: That DTE be reconceived as a college with its own administrative Dean and dedicated classroom.**

**Because: The extreme licensure and accreditation requirements by the state and federal governments require a full-time administrator so the teacher faculty can focus.**

**Table 36.2**

**We propose: The University commits the financial and human resources to evaluate the current utilization of our facilities and determine the need for new facilities to accommodate additional lab space, office space, storage needs, and technology needs.**

**Because: Of enrollment and program growth.**

**Table 39**

**We propose: The University develops an SSU-wide program to educate community parents and students to advantages and expectations of the college experience and post-college work environment**

**Table 44**

**We propose: Acquisition and development of more land by Shawnee State University**

**Because: Additional land and development of campus will contribute to growth of student population at SSU.**

**Unnumbered 1**

**We propose: To establish communication + Leadership across all levels of campus when making decisions that impact the change university-wide for example (semester conversion)**

**Because: The semester conversion process is being enforced with short deadlines, and no true understanding of the rationale for doing so, the results could be determined to student learning, enrollment, retention, non-traditional, first generation college students who have life circumstances that require more flexible opportunity to enroll in class**

**Unnumbered 2**

**We propose: The creation of new opportunities for communications and collaboration for students, faculty, staff, and the greater community. Collaborate across the curriculum. Promote collaboration and communications across the curriculum as a part of each day's coursework.**

**Unnumbered 3**

**We propose: Faculty need to be more informed on critical aspects of guidance and advising students**

**Because: Students are unprepared for class and they have a poor sense of ownership of their own education**

**Unnumbered 4**

**We propose: That procedures be discussed and put in place to make communications more timely, inclusive, primitive, and focused**

**Because: Solving specific communication problems**

**Unnumbered 5**

**We propose: That the University commits the financial and human resources to establish recognition and rewards to its staff and admin. To allow promotion in current positions**

**Because: Keeping people in their positions and promoting within helps maintain more consistent customer service and enhance job satisfaction and gives incentive for growth**

**Unnumbered 6**

**We propose: Full Fund a statistician in the assessment Office, who provides continuous feedback on learning**

**Because: It drives good decision making**

**Unnumbered 7**

**We propose: Continued improvement in the area of staff development, training, and information sharing.**

**Because: We have concluded that the need for coordination and communication is vital**

#### **Unnumbered 8**

**We propose:** That we establish communication, decision-making, recognition and resource-allocation processes that create an environment permeated by trust, where everyone experiences themselves as creators of rich learning experiences for students- where everyone shares and understands the “big picture” purpose and vision for SSU – where everyone at all levels feels the college is theirs to improve, change, and help become what it can potentially become.

**Because:** What interests us most is our own assumptions and processes and that to focus on student achievement and excellent educational programs and services we need a fully engaged team where talents and expertise are utilized and who have resources appropriate to support the university mission.

#### **Unnumbered 9**

**We propose:** We recommend that we develop a culture of continual communication that serves to inform decision making; employee recognition, development and support; and the budgeting process. This will, in turn, create an environment where a spirit of collegiality, permeated by trust and accountability, enhances the teaching and learning environment.

**Because:** There is a perception among the campus community that leadership and communication are high priority areas that present challenges for us as an institution. According to the survey, our greatest opportunities for impact and creating high performance lie in leadership, communication and collaboration.

#### **Unnumbered 10**

**We propose:** Expand the discussion of and explanation of general education from orientation onward. Emphasize general/liberal/life education in all university publications.

**Because:** Students often believe that they only need certification rather than education and student satisfaction is decreased because they often don’t understand why what we ask them to learn has value.

#### **Unnumbered 11**

**We propose:** The establishment of a University task force charged with developing and implementing activities involving all University groups as well as the local community with the goal of building better collaborative relationships.

**Because:** We further propose contacting other AQIP schools dialog on their successful plans

#### **Unnumbered 12**

**We propose:** the development of an educational technology and effective learning strategies program.

**Because:** many students are under prepared to use technology and develop life-long learning strategies.

Appendix 4b  
THEMES FROM PROPOSITIONS

Table Number	AQIP Categories (see detailed description on page 34)	AQIP Principles (see detailed description on page 34)
5	<b>Helping Students Learn</b>	<b>Learning</b>
6	<b>Helping Students Learn</b>	<b>Learning</b>
7	<b>Understanding Students' Needs</b>	<b>Focus, Learning</b>
8.1	<b>Helping Students Learn</b>	<b>Learning, People, Foresight, Collaboration</b>
8.2	<b>Understanding Students' Needs</b>	<b>Agility, Focus</b>
9	<b>Leading and Communicating</b>	<b>Focus, Learning</b>
11.1	<b>Understanding Students' Needs</b>	<b>Focus, Agility</b>
11.2	<b>Understanding Students' Needs</b>	<b>Focus, Foresight</b>
12	<b>Understanding Students' Needs</b>	<b>Foresight</b>
13	<b>Valuing People</b>	<b>People</b>
16.1	<b>Valuing People</b>	<b>People</b>
16.2	<b>Leading and Communicating</b>	<b>People, Collaboration</b>
17	<b>Valuing People</b>	<b>People</b>
18	<b>Understanding Students' and Other Stakeholders' Needs</b>	<b>Involvement, Foresight, Learning</b>
21	<b>Leading and Communicating</b>	<b>Focus, People, Collaboration</b>
22	<b>Leading and Communicating</b>	<b>Involvement, Foresight</b>
23	<b>Supporting Institutional Operations</b>	<b>Involvement</b>
24	<b>Leading and Communicating</b>	<b>Leadership, Involvement</b>
26	<b>Supporting Institutional Operations</b>	<b>Focus, Leadership</b>
28	<b>Supporting Institutional Operations</b>	<b>Involvement, Integrity</b>
29	<b>Helping Students Learn</b>	<b>Learning, Agility, Information, Focus</b>
30	<b>Supporting Institutional Operations</b>	<b>People, Focus, Integrity</b>
31	<b>Supporting Institutional Operations</b>	<b>People, Focus, Agility, Involvement</b>
32	<b>Measuring Effectiveness</b>	<b>Information, Involvement, Foresight</b>
34	<b>Supporting Institutional Operations</b>	<b>Focus, Involvement, Foresight</b>
36.1	<b>Leading and Communicating</b>	<b>Leadership, Agility, Foresight</b>
36.2	<b>Planning Continuous Improvement</b>	<b>Learning, Foresight</b>
39	<b>Building Collaborative Relationships</b>	<b>Collaboration, Learning, Foresight</b>
44	<b>Planning Continuous Improvement</b>	<b>Foresight</b>
UN 1	<b>Building Collaborative Relationships</b>	<b>Collaboration, Involvement, Foresight</b>
UN 2	<b>Building Collaborative Relationships</b>	<b>Collaboration, Involvement</b>
UN 3	<b>Understanding Students' Needs</b>	<b>Focus, Foresight, Information</b>

UN 4	<b>Leading and Communicating</b>	<b>Leadership</b>
UN 5	<b>Valuing People</b>	<b>People, Involvement</b>
UN 6	<b>Measuring Effectiveness</b>	<b>Information, Foresight</b>
UN 7	<b>Valuing People</b>	<b>Involvement, People, Collaboration</b>
UN 8	<b>Leading and Communicating</b>	<b>Leadership, Learning, Collaboration, Focus</b>
UN 9	<b>Leading and Communicating</b>	<b>Leadership, People, Involvement, Collaboration</b>
UN 10	<b>Helping Students Learn</b>	<b>Involvement, Learning, Focus, Integrity, Agility</b>
UN 11	<b>Building Collaborative Relationships</b>	<b>Collaboration, Involvement</b>
UN 12	<b>Helping Students Learn</b>	<b>Learning, Focus, Agility</b>

## **AQIP CATEGORIES**

1. **Helping Students Learn** identifies the shared purpose of all higher education organizations and is the priority of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development.
2. **Accomplishing Other Distinctive Objectives** addresses the processes that contribute to the achievement of your institution's major objectives, that complement student learning, and that fulfill other portions of your mission.
3. **Understanding Students' and Other Stakeholders' Needs** examines how your institution works actively to understand student and other stakeholder needs.
4. **Valuing People** explores your commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success.
5. **Leading and Communicating** addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment.
6. **Supporting Institutional Operations** addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive.
7. **Measuring Effectiveness** examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement.
8. **Planning Continuous Improvement** examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision.
9. **Building Collaborative Relationships** examines your institution's relationships and partnerships--current and potential--to analyze how they contribute to the institution's accomplishing its mission.

## **AQIP HIGH PERFORMANCE PRINCIPLES**

1. **Focus:** A mission & vision driven by students' and other stakeholders' needs.
2. **Involvement:** Broad-based faculty, staff, and administrative engagement and participation.
3. **Leadership:** Leaders and leadership systems that support a quality culture.
4. **Learning:** A learning-centered environment.
5. **People:** Respect for and willingness to invest in people (faculty, staff, administration).
6. **Collaboration:** Collaboration and a shared institutional focus.
7. **Agility:** Ability, flexibility, and responsiveness to changing needs and conditions.
8. **Foresight:** Planning for innovation and improvement.
9. **Information:** Fact-based evidence-gathering and thinking to support analysis and decision-making.
10. **Integrity:** Integrity and responsible institutional citizenship.