

Shawnee State University Comments from Constellation February 2005

NOTE THAT SURVEY QUESTIONS BEGIN WITH #4 (questions 1-3 on the survey were the demographics questions. #4 was the first question that asked for a ranking).

A TABLE THAT LISTS AND NUMBERS ALL STATEMENTS ON THE SURVEY IS AT THE END OF THIS DOCUMENT.

Comments provided to Survey Statements

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4	Some departments and programs do, most don't.
	I do not understand the second question? Whose performance? Whose evaluation? The students? Mu estimate?
	I feel that, unless they have a problem, many of the students just fill in the bubbles so they can leave.
	To my knowledge, data from student assessment has been collected, but never analyzed or used, just stored.
	Programs in areas that require professional licensure seem to carefully monitor assessment and modify their curriculum to improve pass rates; however, programs that do not measure themselves against state or national standards/benchmarks do not seem to make any attempt at using assessment to improve their programs. I am not aware of any program that actively focuses on improving "teaching."
	Some departments are very active in assessment while some departments do essentially nothing with assessment and resent the idea of assessment altogether. We have a wide range of activity in this area.
	I think we are making progress in this area but it still remains a challenge and may always be a challenge because of our open access status.
	In the time I have been working here as a secretary, I have not seen anyone actually use the evaluations, unless they had a problem with a faculty member. But to just go over them, no, there are some good things students say, and some of them need to be responded to and the students need to know that they are actually being looked at.
	Data may be collected but is rarely recycled to the faculty or departments. The requirement should include that an action plan be completed with follow-up. This would be especially helpful to prevent reoccurring issues
	As an administrator, I do not get this kind of information. But my position at the university could certainly benefit from this feedback. Who does evaluate the assessment results and make the necessary course adaptations?
	The university does lots of measuring and assessing, but does very little in making changes. There is this constant logical fallacy that if we assess things that they'll somehow get better. What we really need is to take actions to make things better. Really the university would be better off if we all stopped assessing so much and actually just started taking responsibility for teaching our students. There is only so much ROI that we get by refining the assessment process. At some point we just need to stop, roll up our sleeves, and do something.
	It's important to note that student evaluations should not be overly relied upon. Other measures of a teacher's effectiveness and student learning are also needed.
	It is my understanding that the English placement test is very subjective, as it is graded by the English faculty. It also takes a great deal of time to grade. It is my opinion that a more objective and timely means of assessment should be used for placement testing.
	The Assessment Tests given to students are not taken seriously at all by the students. They are there just because they need it to graduate. It means absolutely nothing to the students. Just a formality. Most mark any answer just to get done and out of there.
	One of the things about Shawnee State that bothers me is our lack of communication within different departments on campus. When procedures change, everyone is not always notified of the change. Being a secretary, it can be very frustrating.
	The Evaluation tool is not appropriate for evaluation clinical/practicum faculty nor does it take into account that some student's performance in clinical are evaluated by faculty and students attempt to get retrobution via the class evaluation form.
	Some faculty allow classes to be student-driven to obtain a good evaluation. Some faculty are given one bad evaluation

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	after another. How has this helped future students? The evaluation process does nothing to "improve teaching and learning" at SSU.
5	Important here because there is so little outside of the university for students to do.
	I have no idea what Student Affairs does.
	I teach a special topics activity class that requires experience on the beginner level to attend the current class. This was not indicated to the students, so I ended up with 90% beginners in the class and was unable to teach the program that was intended.
	The TRIO Programs have helped students who wouldn't have had the opportunity to attend college be able to excel and graduate with various degrees.
	not clear what student affairs departments mean
	The work of Student Affairs is often overlooked by professors and higher level administration. Some of these people believe that certain offices under the umbrella of Student Affairs are not a necessity to the students.
	As we grow from a commuter institution to one with a larger number of housing students and students who choose to live close to campus, we must improve the quantity and quality of campus activities. I think that we need additional vision and funds to make this happen. We need a wider variety to appeal to an ever growing level of interests.
	I actually believe that the Student Success Center and the Trio Center are wonderful resources for our students and refer students there often. The Career Services department does a poor job of helping students prepare for their prospective job (it's more than a job fair once a year!). I often find that I'm helping students with resumes, business etiquette, and job search skills (please do NOT recommend resume templates/wizards as they are horrible). We do an ok job with student activities; our staff are well meaning but have difficulty connecting to our unique mixture of traditional and nontraditional students. We really need to offer resources/activities that are more family oriented for our nontraditional students.
	I don't see that this is being done.
	The presence of the Trio Programs, other grant funded initiatives and of course the Student Success Center play important roles in academics at SSU. Given the current budget situation federally and state-wide, the fear of losing many of these grant funded initiatives is frightening. We need to look at ways of finding alternative pots of money to fund such important projects.
	Many SSU students lack basic technology skills and/or knowledge of the computer software (Word, Excel, PowerPoint, and other subject-specific software programs) used here. Neither the institution nor any campus unit is taking responsibility for getting these students up to speed technologically. If the Student Success Center cannot meet this need, the university should test the technological capabilities of entering students and require those who are deficient to take something like "Developmental Computing." I do not think that Student Affairs offers cultural "enrichment" to our students; it is more like cultural constringence. Even if the Student Programming Board determines what types of activities will be sponsored for students, it is a pity that, for instance, empty seats at theatre, opera, ballet, and symphony performances in the VRCA cannot be occupied by SSU students. Why does SSU not subsidize student attendance at these sorts of "high culture" oportunties? I
	Define student affairs departments. Question unclear.
	I am not familiar with the Student Affairs depts.
6	Challenge is to make the decisions fairly across academic units.
	The whole push toward semesters seems to be driven by factors other than what would be best for students. Issues such as scheduling and utilization of facilities seem to be more important to the administration.
	From my perspective, it seems like the impact on student learning is given lip-service but is rarely acted upon. Administrators are making decisions based on the impact on their territory and their personal position and are not focusing on providing/improving human and physical resources and systems to best educate students.
	Depends on the administrator. Some do make students a top priority. Some have other priorities.
	The administration and the faculty just think of themselves. No, they do not think about the impact is is having on the students.
	Budgetary concerns often are considered above academic concerns. Of course, we must have the money to carry out

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	academic programs and courses, but often it seems as though we worry more about the money than the quality of our students' education.
	I am not always sure this is the case. Administration must make the case to the campus community for "buy - in".
	I have not been here long enough to judge this
	I think SSU makes decisions and does not consider the impact on students. For example SSU has banned 15 passenger vans because they are unsafe yet has not tried to address the problems that student trips and activities have suffered. This doesn't say 15 passenger vans should still be in use, however there have been no monetary incentives to increase drivers of the current allowable 7 passenger van. In essence the need for drivers doubled yet no incentive was added to recruit them.
	I have no idea what institutional decisions administrators are making, with the exception of conversion to semesters.
7	I think this is very important; however, I am not sure how well we do this or what mechanism we use to communicate our learning expectations.
	I think we are fairly good at expressing to students what is expected of them - the question may be how well we hold them to those expectations.
	I think we tend to be ambivalent and vague about this, partly because we are an open enrollment institution. Many students (not just freshmen) lack basic academic skills and capacities, and we seem to accommodate their low level of performance with a "we're an open enrollment school" shrug and give in to their unwillingness to "hit the books" and "burn the midnight oil." Perhaps I took Professor Kingsfield (Paper Chase) a little too literally: "You come in here with a head full of mush and you leave here thinking..." Our students, even Senior Seminar students, seem not to know how to think, let alone how to learn, and we are not providing a rigorous program that would facilitate their becoming self-directed learners.
	I think that we can do a much better job with letting our students know what is expected of them, particularly since we are an open-enrollment institution. Students need to know that more will be expected of them in college...this is not just high school all over again. But, if we say this, we need to make sure that the rigor in our programs indeed matches what we profess.
	I believe the break down happens after the students arrive here for classes. They are just herded around and no one really takes an interest in them. Especially the African-American students. It seems like the Orientals and other students from other countries are given more encouragement.
	Make this as top priority for UIS. I cannot not believe we still cannot generalize program/dept based student emial lists. We requested repeatedly.
8	What is the incentive for good teaching? The current system encourages nothing but minimum effort.
	The faculty succeeds despite the lack of support by the administration.
	We talk about excellence in teaching a great deal. But we also hear from too many students about practices that take place in classrooms from fulltime as well as adjunct faculty that would not qualify as excellent teaching. Adjuncts seem to be held more accountable by quarterly evaluations than our full-time faculty who often suffer from more poor teaching characteristics than the adjuncts!
	I think that we make this very clear to faculty members in regard to guideline concerning promotion. We really are a teaching institution.
	Who won the "Distinguished Teaching Award" last year? Was it publicized? Do departments honor teaching faculty by selecting their best teacher each year? Do "distinguished teaching faculty" get a monetary bonus or present colloquies in which they share their practices with other faculty? Are departments required each quarter to prepare and participate in workshops sharing "new teaching techniques" or "best practices"? Is there any institutional incentive whatsoever for faculty to experiment with new ways to teach? Does the university provide educational technologists and instructional designers whose sole duty is to assist faculty in developing course content? No?
	I rarely see any promotions except an occassional billboard or Newspaper add.
	There is currently no system that recognizes excellence in teaching,through increased salary or awards. The University instituted learning communities and offered professors an opportunity to attend (for free) the wonderful Lilly Teaching Conference this past fall. This is a step in the right direction--thank you! The sad thing is that the faculty who really need

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	to attend, don't and thus we are, in effect, perpetuating the belief that mediocrity is alright at Shawnee by not requiring attendance of programming such as this. Other professions require CEU's (continuing education units) to help employee's stay fresh and aware of and utilizing new techniques/research in their fields. Higher education and Shawnee desperately need this.
	Shawnee has a history of rewarding teacher who are popular rather than teachers who are actually teaching. There is little incentive for good teachers. Actually, in the years that I've been here I've noticed horrible teachers (teachers who don't care about students and who don't care about learning) being promoted in academic rank. This is disturbing to those of us who do care about the job we do.
	The Provost attempts to create an environment which supports excellence in teaching, but with a Union, this can be difficult.
	I don't see it. Too many professors let students slide through classes with poor attendance and even poorer work. Senior Seminar papers turned in and accepted without a bibliography, for example. Professors not adhering to class schedules.
	We need to get some faculty to retire or at least teach the subjects they are paid to teach!
	I think we have increased our determination to hire good faculty. I'm not sure that we pay enough attention to the evaluations our new (and old) faculty receive. I would think we should more intensively use evaluations by chairs/administrators and student evaluations to assure that faculty are successful in teaching concepts and earning the respect of their students.
	Too many PhD's are hired for teaching. Most faculty with Master's can do an excellent job teaching. All new hirees have to have a PhD. This is a major problem. Too many PhD's are all into theory and cannot come down to the students levels. Need faculty who relate to students. The problem here is the union.
	I feel that SSU has a lot of "old school" faculty who are comfortable in their jobs and do not keep up with the changes in their fields. Their teaching strategies have not changed over the years and, in some programs, the students suffer. I had conversations recently with students in the nursing program who are very concerned about the education they are receiving. Although the program is very demanding, it seems as though the faculty make it demanding for job security purposes, not for educational purposes. For example, many of the students, no matter how hard they study, have trouble with many of the exams. They do not feel as if they are getting all of the current information they need and that the program is unduly difficult. This is merely my reflection on the multiple conversations I've had - not direct or personal experience.
	No incentives provided for faculty for good teaching. Total dependence on student evaluation usually drives to seek pupolarity but mediocre quality teaching.
	Salaries here are VERY low. This makes it difficult to attract and retain top people in high demand areas.
9	I have seen both sides of the coin here - some students go on to be very successful in their chosen field. From an employers perspective, basic skills for some we have employed are limited at best.
	Program evaluation not consistently accountable to the student and public.
	I think students may be challenged or made to work very hard for their credentials, but it may or may not be current or up to date information.
	Students in OT and OTA are being shafted as their instructors take classes to change over to a Masters Degree program. Students on clinicals are not prepared.
	From student and family members who attend here-along with comments and discussions with other faculty, this appears to be a major problem, not isolated to one department. Some instructors allow card playing and pizza during classtime in the art program, for instance. One medical terms instructor simply asked the students to attend class, take the weekly quiz and leave each week-absolutely no teaching involved. One of our family members commented recently that only one or two teachers in the art program actually demonstrate any art skills during the two years here as a major-other adult students take the instructor who is not the easy one so that they may learn. Basically, you teach yourself without any mentoring or guidance. One social sciences instructor has repeatedly used excessive cursing in sociology classes and graded very unfairly, according to our health science students, per their reports.
	Programs whose graduates have licensure requirements are very careful about mapping their programs and tracking their students' success -- and modifying curriculum as needed to better prepare students. Programs that are not

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	informed by licensure do not seem to be as vigilant about their students' attainments.
	Some programs have a poor reputation in regards to student preparation. Expectation seem to vary by department. This should not be the case.
	I feel that we let too many students slide through courses and do not demand a high degree of excellence. Not all departments, but too common.
	This is certainly true for my department, but I have no basis for answering for other departments.
	It seems that some departments are very strict and others are not as strict. Each department should be fair and equal to each student.
	As we grow, our expectations are becoming more organized and important. Our procedures for this has become more efficient.
	In many cases, particularly with professionally-accredited programs that have strict standards and exit exams, this certainly is the case. However, in some areas, such as the General Education Program, we often graduate students who are not able to communicate well. We probably need to have exit exams in English Composition and Senior Seminar as well.
	Many academic programs do not require their students to write anything, which is surely detrimental to the students' future success. Having only a handful of writing-intensive classes in the GEP isn't enough--they need to be writing every quarter.
10	Challenge is a cross-dept understanding.
	However, we must be more alert to the fact that students can obtain an excellent education even while transferring from one school to another. Curriculums at each institution should be equivalent to provide the best student service possible.
	This is better than it was 10 years ago, but we still have a long way to go. I think that we have much more support, campus-wide, for academic goals for our students. In particular, we have gotten much better at informing students about why they are required to take courses outside of their majors.
	Some faculty members do this and others do not. We need 100%!
	For being a small university there are too many cultural divisions between the different departments. There is an us vs them mentality that exists between the CPS and CAS and also a similar division between the faculty and the administration. We're a small university and we should be able to work together better.
	Too much animosity between faculty and administration. Too bad for the students.
11	I'm not sure that this process is institutionalized. My observations are that new programs are started not based as much upon community/market needs but more on the personalities and aggressiveness of those who propose the programs. I think we should be more focused in our efforts to add new programs and that these new programs should be based upon a mission that may need restating.
	I'm not sure what discussions have taken place to move us toward more distance learning opportunities, creating more master's level programs, or creating undergrad programs for high interest or high demand fields. However, it seems that we need to consider being more proactive in what we offer. I think the most logical step is to move more aggressively toward distance learning options - completely online courses and programs - so that students across the state may take advantage of our low tuition rates without having to move all the way down here - especially considering we seem to be maxing out on physical space.
	Program development not always research based. Again and again, a new program developed and approved based on certainly "predictions," but lacking the institutional commitment for implementation
	Having just created a new degree program I know first hand that most new degrees are the result of a small number of individuals with vision and stubbornness. The university, as a whole, has no mechanism in place to investigate new areas and recommend new programs.
	Inadequate attention is given to the broader spectrum of services that will be required to support new academic programs -- things like increased campus bandwidth; additional library resources; new computers, peripherals, and software; and additional developmental or tutoring personnel.
	We do have the method of doing this, but it can be very contentious depending on the department. Also, when adding

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	new programs, I am not sure that all the necessary components are treated equally, i.e., scheduling, institutional support, library resources.
	We do this extremely well. Perhaps this is a function of our youth as an institution, but we are very accustomed to processing new courses, majors, and programs.
	I think we are all on the same page as far as knowing that we constantly NEED to develop new educational processes, but I'm not so sure that we do an excellent job of working together to develop them all the time.
	I do not know if we have that in place or not. Not informed!
	Never clear about this. Often times the new programs are developed based on some sort of "predictions" without the commitment of necessary resources. The result -- time wasted and poor delivery.
12	Again, a serious review of programs in which students don't write enough would reveal that the students are not being served by this.
	Procesuer is in place, but the question is "So what?" -- What actions taken as the result of review.
	We have been adding programs and courses so quickly, that I think we have not paid much attention to many of our existing programs.
	I am not aware of this process. Does it happen?
	Again, having recently gone through the process of updating a degree program's content I know from experience that we could do more here. Our recent revision was the product of a couple faculty members wanting to update the program and being stubborn enough to make it happen. Interestingly the most resistance to the updating of our program came from the GEAC chair who was more concerned about arbitrary hour limitations than he was about our students needs.
	What is lacking is the "So What" piece after the program evaluation. What is the system to make the program offerings accountable after each review? Not seeing it.
	Although I'm not sure how often SSU assesses the effectiveness or relevance of courses and programs, I would be willing to bet that there are a handful of programs that are not currently relevant to today's workplace.
	I think the mechanisms established in our SEA contract have made us hesitant to review programs and make determinations to discontinue some that are no longer working. This makes it harder for us to add new programs in tight fiscal times. We need to review, cut, and build new programs more aggressively to insure our continued viability as a university
	NA means I do not know what the current performance in this area is.
13	open enrollment?
	We need to include a computer literacy component in our academic core to assure that graduate have these skills and that entering students have these skills as they begin their coursework.
	I'm not convinced that students are not passed along in a sort of "pay your fee, get your B" process that is more beneficial to the rate of student persistence than to the intellectual development of the individual.
	I think that we need to re-evaluate all placement processes on our campus and invest our resources in those remedial courses that will be most likely to pay off in the long run with students who actually will succeed in college. Our graduation rate is the lowest in the state, which you might expect since we are open enrollment. Still, I think that if we raise the bar, students and public school systems in the area will rise to the challeng.
	As an open-enrollment institution, we accept many students who are not prepared for college-level work, so in effect our policy sets up many students for failure. Also, there should be a better system of advising and course prerequisites so that students don't sign up for classes they can't handle.
14	There are some identified institutional goals related learning, efforts are made to collect data although not systematically. Using data to improve learning piece is not in place.
	Ultimately, students learn in a classroom. Thus, the faculty are ultimately responsible for teaching the students. Hiring, rewarding, and retaining good teachers is ultimately what will help, not making arbitrary targets for improvement.
	Too many faculty not willing to change with the times. Tenured faculty seem to keep teaching as they have for 20 years and not using or looking for the new technology out there to help students.

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	NA means I do not know what the current performance in this area is.
15	In my opinion, college campuses should be much more provocative than we are or encourage here.
	Many of the faculty and staff forget that they are working on a college campus. They have forgotten that the college students of today might not have the same religious and political beliefs of those that work here.
	Professors have not always been supportive of divergent opinions. The campus newspaper attempts, but has difficulty encouraging students to express unpopular opinions. Debate on campus is growing and needs to continue to be fostered.
	I consider this is the weakest link of all.
	This appears to be culturally based. SSU has really changed the atmosphere of Appliachia, but there is a long road ahead.
16	A bad question, unclear.
	What would these obkectives be? I've never heard of them.
	Some people understand the importance of outreach and culture and our responsibility to the greater community - others seem to view anything outside of the classroom as second-class to everything else.
	SSU faculty, staff and students need to play a major role in the community. While our major focus is educating students, we are also a member of the community and could be a more effective player in positively impacting the health of the community and its people.
	I am sorry to say that the UIS and Media Services groups have developed some weaknesses in this area of support. At times we lack notification of certain important changes that affect the users. An example is the recent Blackboard offering-no official word has been sent to faculty from this or the Media Services group as to the timing of the conversion, except indirectly.
	Communication is often lacking
17	Another bad question. Non-educative activities should have no place here. Everything we do need to have some educative meaning.
	Sometimes coaches in certain sports do not support their students' efforts in the classroom. There are many of our coaches who do particularly well with this, like volleyball, but I think there are some coaches who do not support academic like they should.
18	I think we do an excellent job at responding to some needs - training for local businesses for example, but I think we do not respond as well to the greater community when it comes to scheduling cultural events and activities -that appears to be dictated by the needs and desires of a fortunate few in the community.
	It has been difficult to express opinions which are not the mainstream at SSU with regard to the direction of the university.
	I don't believe that this was important to past presidents, but Rita (Dr. Morris) has made a point of really listening to our community during her tenure thus far. She has become involved in the Shawnee community and the Portsmouth community and has a better sense of how Shawnee State needs to meet the academic needs for our community and beyond. I have rated many items poorly thus far on the questionnaire, but I am actually quite optimistic for our future (this questionnaire itself is a great sign!) and have great morale. BUT, in the past, many of these items on this questionnaire were simply not important.
19	One example is that of athletics. Most faculty wouldn't agree with me on this, but I believe that having a strong athletic program (coupled with high academic expectations of our athletes)only improves the public image of our University. Let's be frank, having winning teams is wonderful PR and brings pride to our University. This helps to endear us to our Portsmouth community and is a wonderful recruiting tool for enrollment management. We need to put money into our existing sports, and work on having some exciting and winning teams besides basketball. And most importantly, we need to graduate those athletes!
	The image and reputation of an institution in its community rests largely on its response to the community and I believe our image is consistently improving based upon our performance in this area.
	What exactly are SSU's "non-education activities and objectives"? I have no clue.

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20	SSU is situated in a racist community and seems to have done little to reach out to the disenfranchised.
	We do attempt to with our grant-funded programs through our Success Center and the Trio Center, but since Bush will be cutting the monies going to these programs, I sincerely hope that the University will still find funding to promote these programs because they do attempt to serve the unique population we serve at Shawnee.
	Sort of, but not supportive of students who live too far to leave campus for holiday. Housing is very expensive and not accommodating.
21	Too many people still think that our student population is from Scioto county. We have grown and we have to respond to a variety of students from different cultures, economic situations (not everyone is poor and 1st generation), geographical diversification, etc.
	As we have grown, we have become more cumbersome and plodding in our reactions to the needs of students. We should streamline efforts and try to become more agile as an institution.
22	NA means I do not know what the current performance in this area is.
	I'm not close enough to the work of Student Affairs to know
	I have no knowledge of this. Should I know? Is this important? Lines of communication are often very poor.
	Again, we do lots of measuring, but never take action based upon the measured results.
23	I don't know if student satisfaction is as important as who the students become while they're here or what the students do when they graduate. If happy students don't learn anything and ultimately fail in life then maybe just making students happy isn't all that matters.
	Many students LIKE SSU. Are we really capitalizing on this? They want their friends to attend SSU. Are we aware that students like us? Let's put the word out. This is not the place of last resort, but a place of choice. Students can excel here on a variety of levels that a larger school would never allow.
	NA means I do not know what the current performance in this area is.
	How does one know this? How is this done, to whom is it communicated?
24	Finally, a President who sees the importance of alumni and has made great strides in developing an alumni association. The groundwork has finally been laid and clear progress is being made here. Kudos.
	I think our new focus on Alumni affairs will improve this relationship and our former students loyalty to us after they graduate.
	In the area that I work in, we have maintained strong relationships with our former students. They stop in to see us and tell us where their careers have taken them and some have married and started new families.
	As a former student and current employee, I am disappointed with the contact SSU has with graduates. I only receive information when the Alumni Association needs a donation. I also recently received information about prospective employment from Career Services, but they seem to be unaware that I am an employee here -- rather disappointing.
	Now that we have finally employed a director of alumni affairs, this should improve rapidly.
	We've just now hired the alumni affairs person so it is now shown to be important
	Publication of material for alumni seems erratic.
	I think this is evident because many students come BACK to school or come back to teach.
	Seems not to have been important in the past; perhaps with a dedicated position, this will improve.
	If you really wish to see how woeful this communication is, follow the tortured path of the recent Alumni Coordinator hire. Former students--including at least one with dazzling credentials--were not even considered, much less interviewed. One plus: Natural Sciences does an excellent job of maintaining contact with its alums.
	The alumni network is non-existent. Something must be done. We are really missing a tremendous networking resource.
25	I honestly don't know
	Sometimes. But we must remember that some complaints are not valid. We must respect the issues, but consider the

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	greater good. A complaint can be the catalyst for change.
	I'm not sure what complaints SSU gets, so I don't think I can really answer this.
	It depends on the nature of the complaint, whether the instructor is competent or whether the student has enough choices.
	The administration often seems not to hear faculty concerns about curriculum issues, such as with the semester conversion.
	I'm not in a position to know.
	The parking isn't enforced. As a staff member, I often have to park off campus and walk back to work from my lunch hour because the students are parking in the staff lot. Tickets aren't given and when they are, they aren't enforced to pay. Many of the students have taken the parking tags out of their cars and they park in the visitor parking and staff parking while they go to class, the gym, etc. The visitor parking is supposed to be limited to 1 hour, but many cars are parked there all day long and nothing is done about that.
	The parking problem. Students parking in employee parking lots. Security rarely tickets the students, and the students have commented that they don't even pay the tickets and nothing happens.
	We appear to have an issue with some instructors not understanding and/or honoring ADA regulations, as they pertain to the classroom accommodations for disabled students. Perhaps a new criteria for this should be added to the instructor/course evaluation form to raise awareness about this issue?
	At times, it seems that we place too much importance on complaints.
26	NA means I do not know what the current performance in this area is.
	I do not know about this issue
	I have no idea whether it does or not.
	The system has far too many places for anonymous comments. Anonymity causes problems-namely it leads to irresponsible and reckless comments.
	I have no idea what is in place.
	Feedback should have to do with the competence of the instructor and the applicability of the specifically vocational training students receive.
	The processes may be effective; however, those in leadership positions may not be using the information gathered to improve the institution.
	I do not know the processes.
	right now most of that feedback is ad-hoc.
	Until this, I am not aware of any university wide solicitation of comments.
	Again, I really don't know
27	This department has improved, but I am unaware of consistent efforts to improve. Too much of the "way it has always been done".
	I don't think so, but again, I don't really know. I do like the staff, but I think we have more of a personnel philosophy than that of a Human Resources philosophy.
	I have no idea of what is done.
	It seems that performance evaluation has been an issue at SSU for many years - the question of merit raises for administrators, the questionable effectiveness of some faculty members who are on continuous contract...this always seems to be an issue that is always being studied.
	Not having enough faculty to teach is the worst unfairness for students and faculty themselves. We often have to change the instructor at last minute. Using adjunct to teach professional courses is simply cheating students.
28	Sometimes it is difficult because of funding to get the professional development that we need.
	Some support for further education and workshops, but limited support for attending conferences.

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	Staff training and professional development are completely separate issues from faculty professional development. SSU supports faculty travel to professional meetings. This is an excellent way of supporting professional development for faculty. Individual departments have offered excellent discipline specific professional development. The campus-wide professional development events that I have attended were not particularly valuable.
	When I was hired, I did not go through any type of orientation. I was just "thrown in there" and learned as things came up. Orientation would be helpful, especially learning what department deals with what issues, how to go about using university money, and university policies such as vacation time and sick time.
	Funding constraints prevent full support
	Improvements seem to have been made on this recently but new employees tend to be left to fend for them selves in some areas.
	My department has always budgeted and supported training and professional development. I am pleased.
	I appreciate the learning communities and the Lilly conference. As well, I appreciate the funds set aside if I choose to attend a conference or to order videos/books through our library. But I do wish that there was more available for membership dues/renewals (I had this at my last institution and it was very helpful).
	Advanced Connections was a wonderful step! Bravo! It's too bad that the people who really could have used that "kindness" refresher didn't sign up. I would love for Advanced Connections to be a mandatory part of our jobs. I learned more about other offices and departments and really felt that I made a few friends from the experience.
	Faculty refuse to attend training sessions to advise students with new advising/student software.
	Continuing education should be encouraged more at all levels of organization. This should include not only training applicable to one's current job class, but also should provide opportunities for those who want to progress beyond the current job. For example: funding for masters and terminal degree programs are often available for faculty that are not available to hourly workers.
	The training that is offered to the employees should be mandatory to "all" employees. We often see the people who need the training aren't taking it, while the people who are trying and do serve the students to the best of their abilities are taking the trainings. We have several offices on campus with grumpy employees who need to be trained in how to speak to not only the students, but also thier fellow employees, but don't attend any of the training sessions when they are the ones who need it the most.
	I think that in some instances training opportunities compound and obscure the underlying problems in regards to the inequity of individuals' workloads, which in some instances result from a insufficient number of faculty or personnel but in other instances are the result of an unequal distribution of responsibility.
	Recently there have been improved efforts to do staff orientation on the part of HR. I'm encouraged by that. There has also been intensive training for new software such as MySSU and Cars. However, we still fall behind in offering regular training for staff in software programs that every staff member needs to use - Word, email, etc. Recently a new version of Outlook came up without any training or even a highlight of the new features that are available. Everyone was left to figure it out and share with their colleagues what they knew. I realize that this may be due in part to an overload on UIS staff. They appear to only have time to implement new software but not to train in its use. (I am not a UIS employee with a vested interest.)
	Educational Technology training for new and adjunct instructors is a weak area at this institution currently, although in the future it may improve with Title III funds bringing a top notch presenter here in April.
	Good faculty will do this without a formal program.
	Scholarship could be encouraged a bit more.
29	Evaluations for competence are acceptable. As long as the administrators understand that difficult material and tough standards lower student evaluations, they're not harmful. However, they add to a "student as consumer" mentality.
	The evaluation forms are worthless. The students are asked such questions as "did the class meet on time?" and "did the syllabus cover the course content?" but fails to ask the single most important question: "DID YOU LEARN ANYTHING?" Currently the evaluations are of no use in helping a faculty member become a better teacher.
	I am unaware of when evaluations are done. I have been employed less than a year.

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	It appears that some instructors demonstrate no motive to improve course delivery, nor their performance, per report of students and other faculty. This may be related to SEA protective coverage.
	Student evaluations are a joke. They are hardly ever looked at because administration won't try to get rid of bad faculty because they have to deal with the union. Too bad for the students.
	See the comment written for Question #1
	Our current evaluation system for administrators and support staff are not taken seriously enough by all departments. They are not done consistently by all departments and when they are they are done I fear they are done pretty superficially. I cannot speak to faculty evaluations.
	Communication on this campus is a serious problem; there is none.
	This is my first year on staff and I have not participated in my first performance review.
	I am aware that there are major inconsistencies in the evaluation process. Given human nature and our litigious society, I am not sure that there is a solution.
	I will be doing my first self-evaluation very soon, so I'm not sure what will happen after I complete this (whether there will be a consultation with my dean or it will simply be filed away). I don't believe that we currently have a system in place to help faculty who are new and struggling (although the new learning community is very helpful); at times, the mentality as seemed to be, "let's get rid of the problem," rather than that of assistance. I have not experienced this personally, but have observed this with a colleague.
	Again, evaluation is always a concern and an issue that needs to be addressed.
	A supportive culture is needed to make sure honest evaluation takes place, "everybody is OK" is not healthy.
30	It seems for the most part we do a good job of this. But sometimes hiring (or not hiring) an internal candidate for instance causes questions about a person's true qualifications.
	When the university hires a full time instructor, I should think the individual should possess at least a Bachelor's degree or preferably a Master's Degree. Individuals have been hired before obtaining a Bachelor's degree.
	I think that the application process often excludes individuals because they do not have the "exact" credentials. I truly believe that life experience with a variety of jobs, both paid and volunteer, can substitute for precise academic credentials.
	This has improved significantly in the last decade (even though I am new I am familiar with Shawnee and adjuncted before becoming full-service). I am on a search committee right now, and feel we do an excellent job selecting individuals.
	Faculty are hired without a background check on their vitas or references.
	The faculty hires are generally screened well--I cannot detect any organized process at work in lower to midlevel administrative hires at all.
	While this is generally true with faculty and higher administration appointments, it is not clear with adjuncts, mid-level and lower administration. Most people who work at SSU are from the area and seem to have had very little exposure to higher quality or major educational institutions, thus lack the ability to see things on a larger, world scale.
	I feel that the hiring practices at Shawnee State are not always fair. Not all jobs are filled with the most qualified persons but with the persons who have clout.
	I don't believe that Shawnee State is always fair in their hiring practices. Sometimes, qualified people are overlooked for favorite people.
	The hiring practices of SSU are very inconsistent, illogical, and in many instances very unfair. I do not understand how many support staff positions - many of which require no formal education - are graded and paid at level that is the same as beginning administrators. I calculated the salary for a recent support staff position that was posted did not require any formal education and it was just a couple of thousand lower than a colleagues administrative salary a few years ago - who had been here for several years prior to that. Moreover, I do not understand how new administrators can be hired making the same or more than those at the same level who have been here for several years. I do not understand how positions can be created requiring masters degrees or other higher level degrees, thus eliminating many good employees from the pool of eligible applicants, but demand relatively low levels of responsibility. However, people

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	with little formal education are placed into
31	This survey is a step in the right direction. I feel that alot of feedback on ways to improve the university will come out of this survey because everyone is being included no matter what your position is at this university.
	Shawnee, as a whole, is against anybody helping or suggesting ways to improve operations. In the past when I've made helpful suggestions I've been told to mind my own business. This is especially true for the UIS department who act unilaterally and irresponsibly on many occasions.
	Just in the last year, the change to semesters was essentially forced by the admin. We do not have an administrator concerned with developing quality, only with budgetary concerns.
	Committees are formed & discussions take place but faculty sometimes often that the decisions have been made prior to committee construction.
	Support staff comments are not included in decisions for improvement in academic areas, although they are the first people students see for course work.
	Our history is rich between administration and faculty, so we may find many different voices when responding to this question. I feel hopeful that the communication is improving between administration (especially with our new president) and faculty (especially with our current SEA president).
	Usually it seems like the administration does what it wants to do, not only without consulting faculty but also sometimes in opposition to faculty.
32	Sometimes SSU trusts faculty and staff a little too much--people who don't do their jobs well seem in little danger of losing them.
	This depends on the department in which one works, I feel. Some departments have more autonomy than others, based on supervisor style.
	Often more a matter of indifference than trust.
	Dean of CPS consistently fails to trust faculty with daily and project requirements, and is punitive, and disrespectful of faculty's intention and ability to follow to through with their job expectations.
	In-class evaluation of faculty is very seldom done at Shawnee by chairpersons or deans.
	Hard to tell, because the contract is so restrictive.
	This should be paramount to an institution yet SSU hires Deans who are incapable of working effectively with faculty. And further, when this is brought to administrations attention, nothing is ever done about it. Thus, is is obviously not a priority.
	There is so much lack of accountability here it's unreal!!!!!!!!!!!!!!!
33	I believe that the faculty and staff are the backbone of this university and we are not always recognized for our contributions and accomplishments. Recently, the faculty secretaries have been given alot more responsibilities. We are sharing in alot of the duties formally being done by other departments. A very important duty that the faculty secretaries are performing is advising students, clearing students to register, data entry info that used to be done by our departments, etc.
	There is an overemphasis on the importance of staff relative to faculty.
	We do have a newsletter that posts publications and presentations, but their is no current system with honors accomplishments.
	This could be improved.
	We do not respond to the great things our staff has done. Awards, interviews, - you take your own picture and write your own press release. We are too big for that. We need to think much bigger than we do now.
	Faculty and Administrators are recognized, Hourly staff do not receive much recognition.
	Again, the university awards laziness and minimun effort.
	Faculty and staff are rerely recognized for their accomplishments, especially in teaching or outstanding contribution. A little recognition goes a long way to help morale. Additionally, the current promotion mechanisms don't really do a good

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	job of rewarding good teaching or outstanding performance.
	Much is said about some departments and little about others i.e., grant awards, national accreditation, etc.
34	Individual faculty not worth enough to meet with president or provost or dean?
	I believe that our new president is certainly moving in the right direction. We do need some fresh VP's though (our student affairs VP is from the dark ages and why is an attorney a VP??)
	It's not clear to me who the institutional leaders are in this question--the President? She's far better some, but not as physically or directly visible as Chapman, who ate regularly at the cafeteria and could be seen daily walking across campus and through campus buildings talking with students, staff and faculty. The Provost is quiet, almost invisible. One college dean is incompetent, and a new dean of students is badly needed.
	Not often enough.
	Dr. Morris has been a big disappointment. She has such a hands-off approach to leadership that she often appears isolationist. She has been personally broken three appointments with me and those were appointments that she arranged and then didn't keep. There was never an explanation and never an apology for wasting my time with broken appointments. Additionally, I have been involved in numerous community activities and economic development meetings where she was scheduled to attend and failed to show. In fact, I have yet to meet Dr. Morris. This reflects badly upon the university and reflects either an apathetic attitude, an isolationist attitude, a severe lack of organization, or a severe lack of business etiquette. In any case, if this "leading by example" catches on then SSU is doomed.
	Our current president is very effective in this manner. Unfortunately, her other admin staff are not.
	Other than encouraging programs in job training, the administrators have little or no vision of what constitutes or encourages education as an end in itself.
35	This is typical of state schools; SSU is perhaps unusually weak in this area, nevertheless.
	Core values?
	This wasn't important in the past, so we definitely have room for improvement.
36	This seems to depend upon the individual, and not everyone is completely professional nor do they put the priorities above their individual goals.
	There is no communication lines between departments or campus wide. Often support staff have to telephone several offices to see what community program(s) are going on and where they are located when community people come in off of the street to attend.
	They're too generic to have much significance.
37	Unfortunately, there is absolutely no empowerment from the leadership. Faculty are treated as high school teachers. Very poor management and leadership qualities.
	I think that this varies by the department. I do not think that Business Affairs is a very empowering department. Blame doesn't need assessed but it does need to improve.
	VERY important--but judge for yourself: most of us really have little idea of what each other's jobs actually entail. If we did, we wouldn't send so many students on so many wild goose chases.
	SOMetimes this is an area of frustration. It seems that, especially in areas of budgeting, budget managers are faced with new rules, new restrictions and new roadblocks to actually managing their funds and programs.
	The business office sometimes prevents efficient and effective work to take place. They are an essential part of the campus community, however they need to find ways to work with, not seemingly against others on campus.
	To an extent, but still the paternalistic mode of operation.
38	I do not know if this is done.
	I am not aware of any changes in the structure during the time I have been at SSU.
	Again, lots of analysis, but little feedback to make changes based upon this.
	NA means I do not know what the current performance in this area is.
	There are often important decisions not made because it will be discussed who has the authority to make the decisions.

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	Most decisions seem dollar driven
39	There is a structure for University-wide committees. While some meet regularly and have impact - strategic planning, events, facilities, affirmative action. Others do not meet at all due to lack of leadership - staff development. Our current structure dictates that committees after they are chosen must be chaired by faculty members. In some cases that works. In others it does not. The committee structure needs to be reviewed and revitalized. Committee chairs should be selected by that committee - not the president - so that the leaders will come to the top and those who have the time and interest to make things happen will take the lead
	Committees often make meaningful decisions that are not acted upon.
	Time and again the committees I've been on have proven to be a horrible mechanism for constructive change. The is especially true for the GEAC committee which has become a kangaroo court for Rob Mauldin's blind ambition.
	Not when faculty feel like their views are ignored by those in power.
	Structures have changed quite a bit since I have been here. Different constituent groups have different structures. It seems a consistent and lasting structure would benefit the institution as a whole.
	Many of the committees are inactive. Meetings are not well attended, unless \$ is involved. Too many committees?
40	To a degree. This has been a priority and my needs have always been accommodated.
	As an institution, we're doing the best we can - faced with budget tightening and revenue questions.
	Departments are working long and hard and lacking adequate time and money. Time is money, thus the impact.
	In this budget climate we do not have the institutional resources to grow professionally. Professional development is not valued or supported.
	Training is not provided for upgrades with software for faculty or support staff. Important student advising software is just thrust upon everyone and is often a work in progress, you learn as you go.
	When needs arise, I have found the campus leadership to be sympathetic and responsive within the fiscal means they have available.
	This is not a priority obviously.
	It is really tough to make it through a 3% budget increase with increasing the faculty numbers.
41	Media services needs to servuce their light boxes, many of which do not function properly.
	The system for campus renovation has not been clearly defined. A system needs to be formalized and a renovation schedule shared so that everyone knows when buildings are in line for new carpet, furnishings, equipment, etc.
	I feel that we have an excellent group of people working in maintenance, utilities and custodial. In my experience, in times of emergencies, the facilities department has always stepped up to the plate.
	Some areas need to be better addressed instead of being dealt with by using the quickest solutions.
	Shawnee has always placed priority on the facility. This is a strength, however, other areas need priority too.
	For the most part, our facilities are well-kept and a definite source of pride. One area that frustrates me personally is our work out facility. We seem to have no regular maintenance schedule. Exercise machines break and stay broken for weeks on end. Equipment is often not oiled or maintained or checked for frayed cabling.
	Long wait times occur with work orders that seem important but are yet unaddressed i.e., reattaching fire extinguishers to walls.
	this would be rated as excellent with one glaring exception: the UIS department. Time and again those in the UIS department act irresponsibly and then compound the problem by becoming defensive whenever valid and constructive criticisms or alternate solutions are offered.
	We try, but we need to have additional funds for updating our facilities. Carpeting, furniture in some public areas really need help. Our campus is great and we must keep it that way.
42	Attended seminar sponsored by SSU and SOMC, great seminar and speakers!
	Add more UIS technical support staff!

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	If this were true, why would we have the lowest graduation rate in the state? Why would our retention rate be about half of each freshman class? Some of these questions answer themselves.
	There is no faculty dining room or lounge. This is a major problem at SSU.
	The TRIO programs, Perkins, Title 3 have offered great support and resources for the institution. We need more than just one male counselor available to the university community. We need a student ombuds who is not the VP of Student Affairs - that ends up a conflict of interest in duty.
	There has been a necessary focus on increasing faculty to assure that our growing student body is served. There needs to be a reevaluation as to whether our support services are keeping pace. In difficult financial times, I know this is a problem but there are areas on campus where the growing student body is straining the ability of staff to serve needs.
	With the advent of new online myssu services, this has improved recently.
	More help with student writing desperately needed.
43	The state has provided almost no new equipment money and it looks like they don't intend to do so anytime soon.
	Relates to question number 41.
	I think our UIS department has come a long way in the past few years. They are doing a tremendous job of keeping us updated and in working order.
	departments need updated computers and this is not done.
	The availability of Tech Fees has been invaluable in assuring that student computers are replaced every 3 years. However the redirecting of the Tech Fees which occurred in the last several years has meant that barely enough money is available to cover those costs. The funding that was available in past years for encouraging applications of new technology - purchase of boxlights, retrofitting of classrooms, purchase of presentation stations, etc. is no longer possible from this fund and another fund has not developed. The related delay in replacing staff computers only every 4 years has resulted in rampant hard drive deaths, interruption in services to students, and slower functioning computers which reduce staff responsiveness.
	I am not a great fan of the level of service we receive from UIS. This is a unit badly in need of better people skills, for one thing. For another they are hard to find, thus producing situations in which service is only rendering when things have reached the crisis mode.
	Our technology is fine, but our use of that technology is horribly misguided. For many years our "online registration" consisted of a pdf file of the registration form. Even now the myssu system, while a step in the right direction, is the most illogically organized and poorly thought-out systems that I've ever used. Unfortunately, this is not a single instance of UIS's poor service and misguided implementation of technology, but the norm.
	Where is the centralized computer lab use policy? We make students do most computer work but we cannot get labs to teach nor software to load in the lab because we don't have a lab. No one wants to give in an inch when it comes to resource sharing, and the administration does not have the backbone to step forward to help.
	UIS needs help!!! They do a great job with their personnel and equipment, but really overworked and I think underpaid.
	UIS is just understaffed for the amount of users they have to support. They may take a while to fix any problems but are efficient when they arrive.
44	I do feel the Provost really tries to do a good job of this. He is not helped by a financial office which produces data--when it does--which is unrelentingly cryptic, inconclusive, and at times inaccurate.
	Not always! Squeaky wheel gets the \$. Where is the campus vision? We need to give more attention to the areas the students use.
	We have less than minimum faculty to support the programs.
	When hired I was not given any guidelines to follow on making purchases. I learned by trial and error.
	Unsure whether or not the largest departments are getting the largest share of the pie.
	The current tight fiscal times has made it difficult to receive funding for needed resources. However, I'm not sure that this is so much the fault of the budget system as the tightness of state funds.
	Not enough in the budget for departments to grow.

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	I think there are still areas in which we should have more efficient billing processes - especially for interdepartmental charges.
45	This is not done. Look at the secretary support in health science.
	The university is strong in some areas and weak in others.
	Some higher administrative staff-faculty seem to travel an awful lot while some newer faculty do not have the opportunity to attend seminars. There is not an adequate system here to see that money is distributed evenly among staff-faculty & etc. Rank is pulled among those here the longest. They seem to feel they are entitled to what ever they want to do.
	Supervisors needs assistance with handling employee-relations/performance issues. There are inadequate resources and personnel in HR to provide that assistance and support.
46	One would hope so, but I never heard of such evaluation.
	Some support areas do user surveys. Many others do not.
	I have no idea if this is done.
	See some real problems with the concept of self-directed work teams.
47	Students complain regularly about the lack of communication across campus between departments. The lack of support between departments means the students must go from one side of the campus to another side of campus just to enroll.
48	Access during "break times" is difficult to none.
	I have had students tell me they are afraid to go into the Registrar's office because people are mean to them. This was not just one or two students either.
	Faculty and Staff need to make themselves more readily available to the students or have the department set up so that more than one person in the department has the knowledge to help students if someone isn't available. Cross Training.
	This is an outright hoot. Go into the halls or the UC and observe the legions of the dispossessed, wandering like homeless Kurds, looking for helphelp from anyone. Visit the Financial Aid office and try to find somebody--ANYbody--who has received anything like a straight answer from them. Pick up a phone!! Call any five extensions!! Possibility of connecting with a breathing person??? One in five---I just tried it. Consider the insanity of faculty advisors who have a four hour a week office requirement. What is the chance of a student actually finding one?? This question would truly be funny if it weren't so depressing.
	Students often aren't told where to go or to whom they should see for certain courses. The Student Success Center often advises students on programs that the university doesn't even have.
	I feel that this is one of the biggest weaknesses at Shawnee State. Some of our students are still being given the run around. I believe that in our department, we try very hard to be helpful and make the student's transition to SSU as easy as possible. If we don't know the answer to their problem, we try to find out for them by picking up the phone. I believe the student really appreciates when an employee goes the extra mile to help them.
	New customer service training has resulted in a positive advancement in this area.
	In general and compared to other institutions, we don't do a bad job, but there is room for improvement. There are still too many students who feel frustrated by dealing with surly staff or with being given the "run-around" when trying to solve a problem or answer a question.
	Outstanding in some departments...less than satisfactory in others.
	Often students go to a particular office and find there's no one there to help them.
	Faculty needs to be more accessible, especially adjuncts. Financial aid needs longer hours.
49	This varies widely from dept. to dept!
	I'm not sure I understand the intent of the question.
50	Again, we do lots of "measuring". But measuring by itself doesn't effect useful changes. We do plenty of measuring, but little reflection.
51	We gater data and then never do anything with it. This is clearly visible with our recent "assessment initiatives": it is all about assessment rather than constructive changes. All of the "assessment initiatives" have been about refining our

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	measurements and finding new things and new places to measure and new things to measure. At some point though these measurements need to be used to change things. It does little good to spend resources in order to calculate to 4 decimal places exactly how awfully our graduates read and write when what we really need is to help the students become better readers/writers/thinkers.
	The data gathered but not communicated for the purposes of impacting the future.
	No data is being collected to which I am aware. I have never been asked to collect such data.
	I am not sure that our department sees the data. We depend on national news and statewide resources to determine where we should grow.
	This is basically LataData, and I know nobody who has ever made any sense out of that. Then there is forgotten parade of "consultants"--each of which has made thousands from us, even though we disregarded everything they said.
	We have assessment data from several years but nothing is done with it. No one actually knows graduation rates per job rates of alumni.
	We need more than a 1 person institutional research office
	I don't think this is the problem at SSU, i.e., that we aren't using measurement data effectively.
52	The most important goals in education probably aren't assessable.
	The health sciences and other accredited programs are heavily involved with meeting external standards.
	Some programs do; others do not.
	NA means I do not know what the current performance in this area is.
	An absurdist play could be written about the history of the Academic Profile here. For years we collected hundreds and hundreds of them, even though we had no idea what to do with the data--even when we did bother to process it. The test was expensive--God knows how much it has cost the institution by now. And of course now we have abandoned, essentially throwing up our hands. I shall never forget the comment of our interim provost from OU regarding what to do with the Academic Profile data: "Sometimes there's a lot to be said for a good fire."
	Need to do something about exit assessment. What does it tell us? Is it too late to be effective?
	For the department of teacher education, absolutely. Limited view of other departments.
	This is generally left up to the instructors for each individual class. There are some exceptions such as the math department's "gateway" exams, but for the most part the faculty are individually responsible for this. This is a double-edged sword however. This system allows good faculty the freedoms necessary to teach effectively, but also allows bad or lazy faculty to produce poorly prepared graduates.
	The challenge is consistency across the depts.
53	What data? Anyone know?
	Making this data available in and online searchable format would help faculty (as students) have data necessary to make effective decisions. I think that the class evaluations should all be freely available online.
	Our institutional research analyst, Kimberly Lata, is an excellent resource for this. However, many faculty members don't know that this resource exists.
	What would that be? LataData? TIMELY budget reports????? Please.
	Each area has their own access to student information. Often faculty are concerned because they do not see the students total data when they advise them. Therefore advising is poor at this institution because of limited access to needed data.
	Purse strings are tied too tightly for admin/professional staff to allow training and development. Grant programs are the only programs that seem to place priority on training.
	Some are too lazy to use it!
	Access to the Facts and Figure book published annually by Institutional Research is very helpful.
54	I think we look at the wrong things, for the most part.

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	I'm not really sure I know what this question is asking
	I am not sure that I know the "key measures of SSU's success". Jobs for our students, graduate schools, faculty and administrator research, community involvement?
	A significant number of faculty members know very little about the general education goals for our students.
	Could be a larger and stronger part of the orientation process.
55	Our department takes this seriously and we work on this semi-annually. Gives us a focus on what we have done and what we need to do. Is this a requirement for all departments?
	Some do; most don't.
	This is done unevenly across campus. Some do; some don't.
56	NA means I do not know what the current performance in this area is.
	Again--what would those be?? Find someone who can articulate some. What size do we want to be? Who are we? What would we really like to market? Where are the coherent answers??
	There may be strategies but I am unaware of them.
57	I am skeptical about the value of such efforts -- are we trying to give students a deeper understanding of literature, poetry, philosophy? These are largely unmeasurable.
	Our department does, but I am unaware of other departments goals and objectives. Do I need that information? Should it be accessible in a university wide document? I think so.
	I believe that our department sets goals for improving our work. I don't know about the university as a whole.
58	I suppose that this is still being done, but that information is not being disseminated to all units on campus.
	We need to make sure that we keep our edge. Let's not just compare, but be better.
	We are overly dependent on "what other institutions are doing." We don't have criteria for what we want to emulate, we just want to emulate.
	We have some designated peer institutions, but they are laughable. Oklahoma Panhandle?? Been there. Not a chance. Fort Lewis College. Been there. Nope. Other Ohio institutions? WAIT!! Here's a Golden Oldie from 1990-1998 inclusive: "All the majors in Ohio are getting ready to go to semesters!!!" Didn't happen. Our current semester incentive is a perfect example of NOT paying attention to what other universities are doing.
	Shawnee often compares itself to other institutions in the state, which is generally misleading.
59	In my experience SSU has been very obstructionist with respect to innovation. As far as I can tell most of the blame for this falls on Steve Donohue. His paranoia has caused SSU to lose out on several high-visibility research and development opportunities. He has also represented the university in an unprofessional manner by "yelling at" a member of the ohio state office of "technology transfer".
	"AGILE"????????? Who wrote this thing--Dennis Rodman? He's agile. What is the meaning of the term as applied to higher education??
	Many folks at SSU are resistant to change.
	I do not know this. We should.
	NA means I do not know what the current performance in this area is.
60	Some departments receive newer equipment and supplies year after year, while other departments beg for a minimum of supplies.
	We try. We honestly try.
	Budget hearings have been effective in Academic Affairs.
61	I've already answered this question about five times in other versions. You can answer it yourself, though: Where is the strategic plan? What's in it? When will it be finished?? If you find it, you might also wish to look for the Holy Grail: they could be in the same place.
	Again, they are unknow to me.

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No.	Comment
	NA means I do not know what the current performance in this area is.
62	It was great how Dr. Rita Rice Morris met with each department to discuss their vision and "wish list"!
	Faculty at SSU want to be the power behind the university, student concerns often are not taken into consideration. Faculty want to teach at certain times only, not when working students need courses. Lack of decision making on administration to meet the needs of community employers and course offerings are evident.
	At last!!!!!!! The question in fact states SSU's major problem. There is NO agreement on this issue at all. Does anybody wish to address the question??
	I believe with this survey, we will be able to share a vision for Shawnee State in the next 5 to 10 years. I am excited about changes that hopefully will take place at Shawnee State with this survey.
	I think we all understand pretty well what we are doing now and what is important. I don't think we share a vision of where we are going.
	A problem intrinsic with state schools -- we can only agree on the broadest, most generic goals.
	Many of us have bright visions for ssu yet others do not and want everything to remain the same- no changes. This is unfortunate.
	We should. I am unaware of this.
	The problem here is that we, as an institution, have different programs with different needs. Some faculty see our future as a pure liberal arts college and some our future as a pure trade school. Unfortunately, we need to share the vision of giving the students the most effective education that we can. This, in most cases, is never going to be a one-size-fits-all approach. We need to share a vision of educating and doign so flexibly.
63	I think there is definite room for growth in this area. We have some well established and growing partnerships, but need to expand on this concept a great deal - maybe partnering with other IHEs on occasion.
	Deliberate attempts at this when hiring.
	not only have I not seen any sign of SSU encouraging collaboration, I've seen many instances of the university discouraging collaboration. Specifically, this seems to be the ongoing attitude of the university attorney.
	There have been some positive efforts here.
	Way too many territorial rights battles occur
64	Hmmmm--Would area high schools be an example?? Kan U Spel "Certificate of Attendance"??????????????
	I believe that we are working very hard to do this. I think we need to broaden our student base, esp. to Kentucky, West Virginia, and neighboring states. We have tremendous potential here due to our degree programs and our commitment to small classes. I think we should promote this to a wider area.
	NA means I do not know what the current performance in this area is.
65	The question has a simple index: trace the history of the Shawnee Education Association. Does a two-week strike and two limited work stoppages in less than 15 years tell you anything. This is not business as usual. The CWA has an only marginally more peaceful history, by the way.
	The relationships here at SSU are built by the individual persons on their own. We have some wonderful faculty and staff. But the Administration does not have a plan to incorporate a group or committee equally.
	Few have abiding respect for our administrators.
	I think we definitely do have strong relationships between faculty and staff that are built upon friendships and shared interests. I think we could do more to encourage more effective relationships. More campus social events that involve us all would help. Perhaps training that is not segmented by position would encourage more mingling. The new staff orientations that were conducted resulted in my making friends of 2 or 3 new faculty that I would not have gotten to know otherwise.
	Sorry to say that the great divide is still with us, between CPS and CAS. Deans often are ineffective in managing relationships, from my perspective. At times, secretarial staff has been given too much authority by the deans in the past, in part to cover lack of instructors' initiative and/or lack of strong a work ethic.

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	Not always good. Faculty often do not see administrators as professionals.
	The union mentality fosters a "we vs them" attitude on this campus
	This is difficult to respond to - I think the fact that we have two unionized groups and one non-unionize group, there is a great deal of polarization and a certain amount of mistrust that shouldn't exist among colleagues on a college campus.
	There is a fair amount of distrust between faculty and administration. This could be due to the union environment...I am not sure. I do know that it exists, with both sides often suspecting hidden agendas.
	The union environment at SSU encourages individuals to align themselves into an us vs. them organization that does little to serve the interests of the university as a whole. Rather than being one big family, we've become stratified into a set of three "tribes" that sometimes work together, but often do not. A union environment naturally magnifies these differences and widens the rift between us.
66	We have forged some important partnerships but in some cases we don't do a good job of publicizing that and blowing our own horn!
	Graduate programs seem strong but there was a great disappointment with the lack of an Ed.D or PhD being offered here.
	Need more positive publicity.
	We just had a front-page article sharing information with the general community about our sister University in Morocco and Spain. That's excellent!
	Another easy answer. Name one. Any one.
67	NA means I do not know what the current performance in this area is.
	This is important but I'm not in a position to know the outcome.
	I do not get that kind of feedback from students. Our local community does not seem to court our students as members of their churches, workforce, consumers, etc.
	Same question: What would those be?? How about SOMC? Local dentists? We're a feeder, so maybe we score some points here. We also have graduates working a WalMart and Damon's and so on--but those are markers of failure, aren't they?
	Som external organizations that are relationship building are housed on campus i.e., Shawnee BASICS, yet while the organizations work hard at building a relationship with SSU, they do not always feel embraced when in fact, it is SSU who should be extending and embracing if these organizations are valued for their contributions to students, future students, campus life.
	I have no idea if this is done.
68	I think the work of university-wide committees is important and valued on this campus.
	One of our biggest advantages as a small institution is that we are able to step across departmental, disciplinary, and organizational lines in order to work toward the betterment of the institution as a whole.
	As long as the faculty gets its \$25 an hour rate.
	In some instances this is true. Other times, faculty feel like decisions have been made with little or no input from faculty, even prior to committee construction.
69	Decisions are made by administration and then announced to the faculty and staff. Lack of communication between administration and other key offices on university have led to a system of mistrust.
	Overall, faculty/administrator relationships have not been the best. During the leadership of most past presidents, relationships were terrible. During Dr. Chapman's time as president, faculty/administrator relationships were exceptional because he showed a great deal of respect to faculty. During Dr. Field's time as interim president, relationships were poor. Relationships seem to be good under the leadership of Dr. Morris.
	This has improved a bit.
	For the second time, the questions states the problem. Without solving this one, we cannot hope to grow. Anybody want to take it seriously?

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	I feel they do. I think the fact that we are a small campus encourages our faculty and staff to know administrators as people rather than someone who stands in their way. I think we are very lucky to have President Morris. Her straight forward style has resulted in lessening of tension which developed during Dr. Chapman's tenure and his departure. She has the ability to lead and now we just need to offer our support while she does it with our help.
	There are issues on both sides of this fence. There is a disconnect at times between administrators and faculty, with no apparent reason for it except of the position each holds. To truly make this university the best and to best serve students there needs to be better partnership created among and between all levels of employees.
	Improvement is needed, but we have come a long way.
	We have a terrible history of mistrust between administration and faculty. I am still hopeful that our new president and the president of the union will be able to forge a relationship built on trust rather than animosity. However, I was quite dismayed that key administrators were less than fair with several chair positions during the last summer, and now we are contemplating arbitration. WHAT WERE YOU ALL THINKING? If we are attempting to build a relationship built on trust, then it must be fostered. Any indication that faculty contributions aren't respected and valued will serve to undermine any other attempts to forge this tentative relationship. If this was a concern, it should have been broached at the next contract negotiations. Shawnee took several steps backward with this impulsive decision on the administration's part. What a shame...
	A fair amount of distrust exists, particularly on behalf of the faculty. Many faculty members will automatically dispel a suggestion from an administrator simply because he or she is an administrator.
	This appears to be improving in recent years. Maybe from the new Presidents involvement...
	Again - the union issue. There is too much "us" and "them" on this campus - especially around contract negotiation time.
	Again, the union environment encourages both groups to see their relationship as a conflict rather than a partnership. This creates problems on both sides and ultimately hurts the institution and the students.
	Many faculty feel like the administrations views them more like serfs than partners, an idea supported by the top-down administrative style of some administrators.
70	Office hours do this effectively, but I'd like to see more research and development projects that bring the students and faculty together. Unfortunately the university administration has been unsupportive and in some cases downright obstructionist in this regard.
	This is a major problem with some faculty not even meeting the minimum four hours a week required by the contract.
	As an adjunct, I overhear too often from students voicing their complaints about not being able to find a faculty member. I realize that unless an adjunct is also a fulltime staff person, that creates difficulties and that is understandable. What isn't is when (and this is frequent, unfortunately) the complaint is about a fulltime faculty member's lack of availability.
	I think the majority of faculty do a good job making themselves available to the students but I have heard some students complain that a few faculty are rarely available.
	Some yes, some no....it's getting better, so poor may be too low.
	Not with a four hour office hour requirement--and one which is often kept slapdash, they don't. Any student would laugh in your face at this one.
	It seems that many of our faculty disappear when they are "not on the clock". Fridays are a good example.
	Faculty are expected to post only 4 hours per week for office hours. This is really a minimal requirement. It is often difficult for students to find faculty.
	too many adjuncts....they leave after classes w no office hours
	I believe the faculty that I work with are available outside the classroom but I know there are areas where faculty are not always available when they should be.
	I think students are frustrated by this - but that is likely true at all campuses. Perhaps an advising center for all students - not just freshmen would help.
	Faculty do not want to advise students. They usually teach their courses and leave. Often advising is done by the support staff. Discussion has been going on for years to have an advising office or to give a faculty member a course

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	reduction to advise. So far no decision has ever been made. Lack of communication and lack of decision making. University is not moving forward as they should in keeping up with student demand.
	As a student in the Business Department, I've never had a problem with contacting a faculty member whether he/she is full time or adjunct, they do an excellent job in serving their students. As a staff member trying to get a student in contact with faculty members in the Business, Health Sciences, or Engineering Departments is never a problem, someone is always available to see students, but students do have lots of trouble contacting faculty members in the Teacher Ed, Soc Sc, English and Math areas. The staff in the Financial Aid area seldom answer calls and this often forces students to unnecessarily go across campus to get answers to questions that could be answered by telephone. I have found that the only person in Financial Aid who will answer the telephone and go above and beyond to help students is Debra Atkinson.
	Faculty are only required to have FOUR office hours a week! And on breaks, there is no one around.
71	NA means I do not know what the current performance in this area is.
	Advising at this university confuses students. Often one department will not communicate with another when majors overlap, or courses are combined in a double major situation.
	see last comment :-)
	We have improved student advising greatly in the last few years. Even so, many students end up getting their academic advising from departmental secretaries. We need to get more faculty actively involved in advising.
	The assessment here comes from student conversations and comments.
	Students do not seem comfortable with availing themselves of these opportunities.
	Our advising process leaves a lot to be desired.
	The advising program has been revised recently. Work has went out effortlessly trying to correct issues that we had faced regarding advising.
	If we were advising appropriately we would not have the lowest graduation rate in the state. It is just as simple as that.
	MySSU has been a wonderful addition, but our students still struggle with getting the classes they desire. I have several students on a wait list to get into a class of mine that closed on the first day. I would like to be able to make the class available to additional students, but I could easily have a class with 80 students (like last spring), and this is not fair to me. So the advising concerns are really about the shortage of faculty, than the procedures themselves.
	We have made significant strides in the improvement of our advising process. The Title III grant has really helped with this. For example, we now assign advisors to all students, and target groups of students to be advised by the Student Success Center. When a student changes majors, the student must go to the new department and get an advisor. Again, much, much better than 10 years ago.
	This process appears to have improved but still has a long way to go before it could be considered "effective".
	There needs to be some way to encourage students to see their advisors every quarter. What often happens is that they fail to see their advisors regularly, then complain when they're close to graduation and can't get the classes they want.
	Many faculty do not have a clue how to do this. Advising needs to be centralized and not rely on faculty.
	Early advising poorly handled by staff who don't understand program level requirements. Departments lack resource for advising. Students get mixed or wrong information. Why is the student success center not part of academic affairs?
72	It is true that the VRCFA is well utilized. But it is also true that most of the events appeal to a very small sample of the area population and not at all to our students. It would be wonderful to see more use of such a beautiful facility for events that are student-oriented and student-priced, and to see other cultural events that would attract other people other than the 10% of the area's population that can actually afford the ticket prices.
	A greater level of staff perks would indicate the value i.e., flexibility in meal service plans at Sodexo, reduced costs, free tickets to VRCFA performances.
	Now if we could get our students to take advantage of what we provide and offer...
	If one of those communities is the students, I have yet to see an offering at the VRCFA that any student would be likely to patronize. That is BlueHair City over there. VRCFA serves the over 70 population almost exclusively. We do have speakers' programs, but they are so poorly advertised that a decent house is always a surprise. The Intelligent Design

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	speaker got one recently, so maybe this is something we all need to pray about.
	This is one of our real strengths. The Vern Riffe Center is an incredible resource for the community and the region.
	I believe that the Vern Riffe Center for the Arts offers alot of great performances to Shawnee State and the community. I have enjoyed several myself. Portsmouth does not have alot to offer in the way of entertainment and the performing arts helps to fill that void and plus it brings revenue into the university.
	I suppose it depends on how one defines "cultural enrichment."
73	If it weren't for the daily newspaper and television, most people would not know what is going on at SSU let alone in the town.
	While many of our faculty and staff are involved in community activities and projects. I think there is a disconnect for many who work here and then leave at the end of the day to commute back to their "homes". SSU faculty and staff need to increase their commitment to community needs. They may live elsewhere but they need to treat the Portsmouth/Scioto county are as their "home" too.
	There isn't even a recycling program here.
	What are we talking about here? Recycling??? Do we SEE faculty or staff at community events? Do faculty serve on city council or the SOMC board? We have had some interaction with the Murals.
	Really need to have more faculty, student and staff involvement in the community. The SSU tag should go with them. Back to the lack of publicity.
	I think SSU is better with civic and social issues than with environmental ones. Some simple steps, like putting recycling bins in visible and easily accesible locations throughout the campus, could help make committment to environmental issues more apparent.
74	Without quality programs, why wold people give us money?
	Less needs to be saved and more spent.
	All I know is that a Campaign is being planned.
	Does this need help. Where was the medical community at the last gala? This is not a well off community, but I feel that we are not tapping our resources. Get the alumni involved. Dues, yes. Free is not always valued. Lifetime memberships. Gifts to alumni who give. Calendar, cd with screen saver, anything to remind them of SSU. Great Christmas card. \$ from everyone who had ever attended.
	I think our fund raising is lacking. We foster the "movers & shakers" but don't contact many of our alumni.
	Susan WarsawLand is a country unto itself. I do not pretend to begin to understand it.
	Greater clarity on what's being endowed...policies about endowments.
	We are at the beginning stages of a capital campaign.
	Every year the amount given for development foundation grants decreases. These are monies to spearhead new and innovative projects. Couldn't the university help match the funds that are lost every year? It is a good program that gets worse every year.
	Why is the development director a part time position?
	I don't have any information on Shawnee States' endowment.
75	Grading at SSU is very lenient!! Students graduate and cannot spell, or type a resume. Attendance is a problem, faculty often give too many make up exams which are exactly like the exam given in class. Students know all they have to do is ask someone in class what was on the exam and they get a good grade.
	Communication down is a serious problem. There is NO COMMUNICATION of administration with staff, for example. Rules change and they do not even tell the staff!!!!
	We do a great deal of developmental education because our students need it. But we need to be sure that our primary identity is that of a real university, so we must not let a disproportionate amount of our educational resources be taken up by remedial work.
	some required developmental courses not offered during evenings

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	Since we are an open enrollment institution, we need to really focus our attention on this issue. I think that we should be very honest with students who start out with extremely weak academic skills...that is, we should tell them about the likelihood they will graduate. Not to discourage them, but to be honest with them. We should not lower academic standards but should encourage students to rise to meet them. We have an enormous developmental English program, for instance. But, I am not convinced that it is very effective for the amount of resources allocated. I wonder if we were to stop doing the job that high schools should be doing, if we would force the areas schools to do a better job. Finally, we should tell student who start out with weak academic backgrounds that it will take longer than four years to graduate.
	Once again the question answers itself. Would we have the high dropout rate and the low graduation rate we do if this were working?
	Our students' needs are so great, that I'm not sure that we are doing an adequate job on the developmental/remedial level or at any GEP level to prepare our students adequately for future courses and their careers.
	I'm not sure how well-prepared students coming out of developmental really are. That's not to say that the developmental faculty do a poor job with them; it goes more to the question of the students' capacity for doing and willing to engage in college-level work.
	don't know. students still have terrible basic skills.
76	Faculty often rely on contract provisions so that they are not held accountable.
	Last year's "attendance policy" fiasco illustrates exactly how poorly SSU's policies help ensure responsible behavior.
	They are in place, but not enforced equally. Plagiarism is not always considered seriously.
	We don't even enforce something as fundamental as parking.
	t many staff members do not follow them.
	I am answering as if the qualifiers are there.
	There is too much drinking on campus and too little attention being paid to it.
	Students threaten to sue for getting a C-, and of course the grade is waived or changed. Responsible grading system is needed.
	I, do however, believe that too many of our faculty are very lax when it comes to their expectations of their students. They can come late or not at all; they can make us papers and exams with less-than-acceptable reasons. We are not doing a very good job of preparing students for the world of work. This is their training ground and the classroom can be likened to the job with similar responsibilities and expectations.
77	Communication is LACKING...probably one of the main weaknesses of the university.
	Are you kidding--there is no communication here. The support staff finds out things from the custodians about seminars, workshops etc., the business office changes procedures without notifying anyone. Communication is a big problem here at SSU
	Again, this is weaker in some areas, stronger in others depending on the leadership.
	I think communication has improved with President Morris' leadership. As always we can improve.
	No day; no way. Gossip is the official means of communication at SSU.
	As the University grows, the communication issue becomes more of an issue. I think the University works hard to assure communication in all directions, but there is still work to do.
	Communications are hindered by a lack of trust based largely on past problems with faculty strikes.
	Use technology to help communication! Set up inst based e-comm system. Make students use the SSU email account. Allow depts/programs generalize e-lists!
78	Very little is done to recruit students in an appropriate fashion. The university tries to recruit students in a blanket/uniform approach that doesn't work well to attract students to specific programs. Also SSU has focused on local recruiting rather than expanding recruiting efforts to a more national or state-wide audience. Additionally, our advertisements have in the past been, to be frank, embarrassing.
	It admits them, but not effectively. They must be breathing. That's it.

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	Improve orientation. Involve parents. Make it almost mandatory.
	Our growth in enrollment over the last three years suggests that this has been done well.
	I believe that in my position, I help to recruit students to our university when they call and want to request info be sent to them and ask questions about what we have to offer at Shawnee State. I also get alot of positive feedback from parents and students when we help them try to make a decision about their future. I believe the university, as a whole, has been successful in the past few years because enrollment has increased and we continue to grow.
	I think we focus too much on high school graduates. While this student group is important to truly serve the needs of our community, we need to reach our more to non-traditional students who are harder to capture. This may be done more readily through asking what it would take for them to be able to take classes - weekend programs? one night classes? and then develop the programs that will attract them
	I think the admission office works very hard recruiting students. I do think that open enrollment doesn't guarantee the "best" students.
79	Once again the business office seems to change the procedures that all are to follow on a weekly basis. What works one week will not work the next. When a department does something incorrectly they are chastized and berated as if they were children.
	Accounting "policies" are not consitent and new ones are created and enforced (seemingly) on a daily basis. An activity or expense that is allowable one day is questioned and disallowed the next. It seems that new rules are created each day but they are not shared with the university at large.
	The business office has a large number of policies that they fail to communicate to the University as a whole
	Business office often changes procedures and does not notify anyone, payments are made late, often statements are received 2-3 times before bill is paid.
	Who on earth would know. The auditors? Have you ever seen or read an auditors's report here??
	Who knows? Since none of this information is regularly made public then it is dificult to know.
	No one really understands the reports and what they mean.
	I never receive all the the lab fees that my students pay.
	Our accounting procedures sometimes are like little secrets that budget managers only find out when they do something wrong. Too often, a procedure changes or is questioned without adequate explanation from the business office to the budget manager as to why they feel "uncomfortable" with a proposed budget transaction.
80	Planning gets bogged down too often in squabbles that have nothing to do with student learning.
	I've already answered this one about five times. Who wrote this thing?? It's really wretched. In fact, this survey is part of the problem here!! We use this crap as a way NOT to communicate.
	I do not have information on the planning processes to judge this.
	We need to do strategic planning as a campus that is very inclusive so that we all know where we are going together
81	Some do; some don't. Those that do not function well do not seem to be corrected quickly or improved as fully as they should.
	Departments do not work as team players in SSU overall goals.
	I think we have a lot of room to grow here - we've had so much change in leadership that if we could stabilize I believe it lend itself to better working relationships. I think that is beginning to happen with Dr. Morris at the helm.
	I'm speaking about my department--I don't know how other departments function. We rarely have any departmental meetings or socialize as a unit. We are all friendly with one another, but don't truly have a collegially relationship. As well, the men relate together and thus the women (who are rather new to the department) are relegated to lunching together or going outside of the department. BTW, the women are wonderful, but it is time to get out of the 50's and mingle a bit. One colleague told me he was fearful of having lunch with a female because of "how it would look?"
	Mostly.
	I can only speak for mine and it does.

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	Depends upon the Department. Some work and communicate quite well while others seem to be totally dysfunctional and do not even communicate well internally.
83	Answered this one about five times too. I really want to meet the Short Term Memory victim who put this together. Wait- -It was a TEAM!!!! I'm SURE it was a team!!!! Congrats, Bozos!!!!
	We seemingly do a fine job with other educational institutions; not as well with employers
84	Have no idea.///
	Again--what is this?? LataData?? Worthless. Department-generated data? I doubt it. SURVEYS LIKE THIS?????? Help! Murder! Police!!!!
	Seems to be a major point of break-down for the institution as a whole.
	Recent discussions about semester conversion provide a good example of how poor these communications have been.

Comments in response to end questions

No.	Question/Response(s)
85.	How would you describe your current level of enthusiasm and/or reservation for improving the institution through the use of systematic quality improvement? Why?
	We are looking at having time entry for payroll completed through MySSU, this is very exciting to me and I think the overall outcome will be time management for not only payroll but also department supervisor's.
	What is "systematic quality improvement"?
	All positions at SSU need to work together as a team. It seems as though each dept. is doing their own thing and that they are not responsible to higher ups. So many depts. could offer alot more to the education of students, especially some faculty. If a faculty member is not willing to work to excel themselves and the students, they need to retire or leave. They are hendering SSU's appearance in the community.
	I am very enthusiastic about involving all of us, whether we are a staff member, faculty or administrator. It is important to have everyone's feedback for improving Shawnee State University.
	I am very enthusiastic about participating in anything that will improve this wonderful university. I believe that SSU is now and will continue to be a solid foundation for Southern Ohio.
	I am very enthusiastic because the administration is focused on systematic quality improvement and this survey is a proof.
	I am very optimistic about this because, although there are always many naysayers, most people at SSU want to do a good job and want the institution to grow and develop.
	I think this new strategy is exactly what our University needs. With the ever pressing budget concerns, quick adjustments will be necessary to offset striking expenditures and available resources.
	I'm very interested and hope that I can be involved. We have great promise and a great facility. And, we have great people.
	I would have to have more information however improving anything is a plus and doing it in a systematic manner is logical.
	Our current assessment program was a hit and miss and people did not take it seriously. They see it as a threat rather than a means for improvement. Everyone must be convinced it is worthwhile.
	no comment
	N/A
	very high
	Couldn't hurt. There are a lot of ingrained, out-of-date attitudes amongst both faculty and administrators that will

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	hopefully be exposed as being the detriments to effective service provision that they truly are.
	I am very positive, but would like to see each of us involved. Hard to involve faculty when you can't require them to even come to a meeting.
	Systematic quality improvement is needed to create momentum and continuous improvement throughout the organization (SSU). I am excited about this new process and anticipate better performance in areas across campus.
	Systematic quality improvement is essential and as I view it, the process is in place and slowly but consistently burgeoning throughout the institution. Enthusiastic? Indeed.
	I am enthusiastic about the process, but once the report is in, we need to act on the suggestions. We are a good school, but I personally feel that we could make it to Newsweek. With our small classes, quality campus housing, degree programs, sports programs that have welcomed walk ons, we have a lot to offer. Let's think big, instead of just Southern (depressed) Ohio. Let's make our community a part of our university.
	I am enthusiastic about such efforts so long as they don't become overly focused on paper shuffling and bureaucratically burdensome. If this happens our real mission as faculty, paid to help students learn, will be compromised. I know from long experience that the faculty in my department (Natural Sciences) work hard individually and collectively to improve our offerings for students; we don't need a lot of additional bureaucratic workload to make this improvement happen.
	I am very excited about this process. I think that Shawnee State, like much of this region, is one of Ohio's little secrets. We have much to offer and we need to discover through a quality improvement process what our true strengths are, what we need and can improve upon, and how we can best market ourselves and our product.
	Enthused. AQIP will be a big plus for SSU.
	I'm cautiously optimistic. Goals, measurements and systemic improvement can all be good things.
	Important that we try and continue the process. Either go forward or go back.
	Enthusiasm for continuous quality improvement is reasonable. However, there is concern as to the methods needed to implement it.
	Systematic quality improvement is a good approach as long as it is a tool that all people and all departments will support and buy into. It cannot and must not be just another flavor-of-the-month program to hire an administrator.
	I am cautiously optimistic that this approach can lead to clearer goals and ongoing improvement. The caution is inspired by the corporate-influenced jargon.
	I would love to see a system in place for accountability and that followup is done to confirm improvement. At the present we have too many chiefs and not anyone monitoring policies and procedures.
	I believe that this process is going to be extremely beneficial for the university. My only concern is that there will be enough personnel to take part to ensure campus wide buy-in.
	I am very pleased that SSU is beginning this process. However, I have reservations...I feel this will work until the faculty decide to stop participating during the next contract negotiations.
	I am somewhat enthusiastic but skeptical about the implementing real improvements that are needed.
	There is some concern that suggestions for improvements will "fall on deaf ears". Much work is done in committees that does not result in any effective change. Hopefully, the AQIP process will change that.
	High level of enthusiasm. Because it is a promising mechanism to improve the institution.
	It would be high if the leadership did its job.
	Very important. Why? Because our area needs this institution because it in some cases the only hope for rising above poverty level standard of living.
	Honestly, I don't have much enthusiasm. I just want to make it until I can retire.
	Cautiously optimistic. I'll believe the success when I see it.
	Because of bad experiences with North Central in the past, I have little confidence in this initiative. I feel, however, that it could be of benefit to the institution.
	I feel very strongly that faculty, administrators, and staff need to work together more effectively through systematic types

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	of assessments and evaluations so that all feel involved in the improvement process.
	Very enthusiastic!
	I believe this is just what SSU needs at this point in its development as an institution of higher education. I am very excited about the opportunity to begin conversations about growth and progress based on data and information.
	it has to be better than our current system that reacts 10 yrs too late
	Very Good and enthusiastic. SSU could improve collegiality between the two colleges
	There is always room for improvement and getting feedback from employees is a great idea, it lets everyone know where there needs to be improvement.
	Very excited about the possibilities that may arise from this. I am very encouraged by the direction our relatively new president seems to have in mind for the university.
	It is wonderful to see the University engage in a process I have seen work at other institutions many times.
	I have a high level of enthusiasm that the organization can be improved through systematic quality improvement. Primarily because it will force the institution to look at itself in a critical but constructive manner and focus upon providing resources to those areas in need.
	I am very enthusiastic about any type of improvement at the university. A systematic quality improvement, as I understand it, would only benefit the students, staff, faculty, and the community.
	fairly high, math department is doing excellent job at this and walking the adjuncts through this
	I think that this will become another assessment for assessment sake project. I think that quality improvement needs to come from a pride in the university and our graduates and a commitment to producing top-notch graduates.
	I work off campus and am very much impressed with the activities of SSU. It is an organization that I am proud to be associated. I often think I would like to increase my involvement with SSU, and to be more of a "contributor" to the campus culture.
	I'm very much in favor of quality improvement for the University. There should be a system in place for quality improvement throughout the University but I'm only aware of quality improvement in student's progress and not in other aspects of University politics. Communication is a big problem within the University!
	I am very enthusiastic about improving Shawnee State because I feel it can become one of the finest universities in the country.
	I don't know what systematic quality improvement is in the works.
	The university will benefit from a fully implemented continuous improvement culture. Care must be taken to balance the accountability measures with appropriate empowerment. Continuous improvement is based on the fundamentals of measurement, fact-based-change, and accentuated empowerment, all very powerful motivators (negative and positive). It is important to focus on improving the process and having a commitment to training of those who perform the processing, and empower those processors to own and change the process.
	Moderately low because I have seen empire building, lack of cooperation, and lack of communication between faculty and administrators and between departments for too many years. The current committee process makes it too hard to be innovative and to change courses.
	?
	I rarely getting enthusiastic about anything. Never having read systematically about "systematic quality improvement", but knowing that to the extent it's used in academe it's predominately used by tech colleges and community colleges, I anticipate that it will meet with some resistance in the College of Arts and Sciences. There is the old story about orders sent out from Spain's central administration to its colonial outposts in the 17th century. The local attitude often was "Obesez-caso, pero no se cumpla". Or "I obey but do not execute." I am reminded of the "deacon" called into give Ashes on Ash Wednesday but who couldn't remember the Latin phrase so he just mumbled as dispensing the ashes: "It may not do you any good but it won't do you any harm." If AQIP is to succeed in Arts and Sciences it will be necessary to insure that the College doesn't just throw up a "Potemkin Village" and declare that the new heavenly city has been founded.
	Enthusiam has been constantly improving.

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	I am encouraged AQIP is a continuous review of the academic program for quality improvement. The reality is decisions seemed to be more political than based on assessment data. The campus environment has lots of competing interest vying for limited resources. My perception is decisions that benefit the academic program using collaboratively prepared data reports are the exception.
	I am excited to see that our university is accepting the challenge to improve itself-without vision, the people perish.
	I am not sure what systematic quality improvement involves.
	If systematic quality improvement involves answers from the previous 84 questions, I think SSU is in trouble.
	I have no knowledge of the system that is being followed.
	I would prefer that matters such as these be handled internally.
	You need quality people to make quality. Marginal staff provide marginal results.
	Fairly high because there is opportunity to serve students and to improve the performance of the institution
	I am very enthusiastic and encouraged by the progress being made. However, I think that certain growth areas of the University are being extensively overloaded with responsibility and the compensation is lagging.
	I am enthusiastic because quality improvement will definitely help SSU to be a well-respected institution in the short and long run. A quality university will help attract the best faculty, staff and administrators which in turn will attract the best students.
	I believe that the use of systematic quality improvement is an excellent idea. Changes within our institution should occur continuously not periodically. I am very excited about this system, and I cannot wait to see the results from it.
	I am very excited about SSU's future and growth. I think the WEB registration has enabled us to compete with many much larger institutions. The new housing and parking has attracted many more students and their parents. We are a growing campus and a great place to go everyday to work.
	I have not been here long enough to have an opinion.
	I am very fortunate to work in an area where we have been able to serve students who wouldn't have had an opportunity to attend college had it not been for our programs. We need to assure that these programs stay around for years to come.
	SSU can use systematic quality improvement if it so desires. Faculty need to buy in to the process. SSU departments need to be more involved in teacher education.
	I am encouraged that through the use of this survey and other assessments of our strengths and weaknesses that we might implement measures to improve the institution.
	I am very enthusiastic about improvements of the university.
	Without any reservation, I am highly motivated in utilizing systematic quality improvement, to the advantage of Shawnee State University. I am convinced that employees at Shawnee are willing and ready to offer help in improving the Institution.
	I don't know. I am very enthusiastic about improving the experience for students. I see a lot of run around that could probably be avoided. I am also very happy to be working for a goal and team oriented institution.
	Very high!
	I have reservations at this time. We are taking on a lot with the AQIP system beginning now at the SAME time we are attempting to convert to semesters!
	A great place to work, lots of encouragement and shared ideas.
	It would be a good thing to do.
	I am enthusiastic about positive outcomes from the new quality improvement system.
	I believe AQIP is a step in the right direction and I am optimistic about its impact on future improvements.
	Staff is overworked and additional paperwork such as surveys etc take away from duties that need to be done.
	fair

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	N/A
	I believe this is the best idea that SSU has come up with for quite a while. I am excited and ready to get this system implemented.
	Low. Systematic quality improvement assumes someone is in charge of the process, has the authority to make change and the resources to accomplish it. That is not us.
	I am not enthusiastic about it and feel that it will mostly be a lot of extra work and a waste of time. Improving the institution is a good goal. Implementing large numbers of poorly designed assessment programs, which is what is going to come about due to AQIP, is not an effective way to improve the institution. Improvement can only come about through faculty working together with administrators on tasks which faculty feel need to be accomplished to improve student learning. This survey did not focus on what needs to be done to improve student learning. Instead, it focused on are we doing enough assessment. Not one question asked how we can improve student learning, yet almost every question asked are we doing enough assessment of some area. There is already plenty of assessment going on, what is needed is more implementation of changes designed to improve student learning.
	I would rank my enthusiasm as high, because any improvements to the college will improve the faculty, the students, as well as the community.
	Moderate! Some people have to go!
	Enthusiastic
	I am enthusiastic about working with colleagues to improve Shawnee State. Shawnee State has a lot to offer students and the community.
	I am enthused about the direction Shawnee State is heading. It is growing, and while we experience some growing pains, administration and faculty have been flexible in meeting this challenge. Continued improvement will be a wonderful contribution to Southern Ohio.
	Good
	It is encouraging. However, the areas that truly need improved are not addressed in these processes.
	Highly enthusiastic. I think systematic quality improvement is a vital part of continued growth.
	I think that systematic QA is a good method of improving the institution. It allows all levels of personnel to have input into the process.
	current is fine however, there is room for improvement in faculty and certain administrators
	N/A
	I am enthusiastic that the university can do better with systematic quality improvement. however, it seems to have been on several tracks without following any through to fruition...continuity is the key.
	I'm all for improving SSU.
	One of the main ways to improve the institution is better communication among all employees. We get information through the grapevine, rather than being informed what is going on.
	Being able to witness the change in student as they progress toward the end of studies. Seeing how prepared they are to go forth and do great things. The use of systematic quality improvement would certainly provide an even better quality of education for our students.
	While I have made very pointed comments in this survey I am very optimistic about SSU and its future. I think we are doing very well but can do so much more. We have good staff and motivated students. We make a difference. We can do more!
	This is my Home town and I not only work here I am a student as well. Shawnee State University is the best thing to happen to Southern Ohio and ensures a chance for progress for anyone who is willing to put forth the effort to obtain a degree.
	I have a love for SSU and feel as a whole we are doing a GREAT job!
	I am very excited about the prospect of systematic quality improvement. Too often, over the years, I've watched SSU develop good ideas during the course of our 10-year evaluations only to see them die on the vine between visits of the

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	accrediting agency. Shawnee State has so much potential. I am looking forward to the "community building" I think will be the result of the AQIP process.
	When you stop to evaluate the system, the system will get better. I'm all for improvement-however-I do feel the institution does a pretty good job at the current time meeting the needs of the students and employees.
	I believe my enthusiasm has increased in the past year or so. Due mostly to the hiring of Rita Morris I believe giving the chance she will turn around most of the negative ideas at the university.
	I would be willing to try but not sure if the current environment will allow it to succeed.
	I think it would be great if everyone would support assessments that could improve the quality of SSU, but since that doesn't seem to be the case, I'm less than enthusiastic.
	I am excited about the systematic quality improvement because I feel with everyones input. Everyone can start to work together to make sure all the goals are met.
	I think that an ongoing process focusing on improving the local institutional culture and operations is essential; however, I have been here long enough to have become very cynical about the focus of these efforts and the initiatives that spin out of them.
	Overall it is good...and getting better.
	Very enthused and interested in the process. Like the idea that it is continuous and not just a self study done every ten years.
	I am a new faculty member, so I do not feel qualified to answer this question.
	I think surveying the employees is great but I think that the questions should have been made separate for certain groups. I don't think the University sees faculty, administrators, and staff as equals, so it is hard to answer a survey that groups as all together.
	Not enthusiastic. While most faculty will give lip service to the concept, few will do the work necessary to fully implement such a program.
	I believe that if the process is actually followed through it would be great for the university. I have seen these things attempted before only to be forgotten as people get busy with other things, or survey results ignored if they were negative. Unless there is a willingness to make changes this will be just another waste of time.
	I'm supportive.
	Very good because both students and employees seem to be more satisfied with things that relate to them.
	I will do my part, but I am concerned that the task never ends so that this is a bottomless pit.
	enthusiastic, hopeful.
	I am and always enthusiastic about anything to improve SSU. However, I have been here almost 15 years and have seen so many of these projects started and then just "fizzle out" never to be heard from. I think this is caused by not dedicating enough resources (as in men/women power).
	I'm happy with the improvements that I see thru some parts of campus for example more housing, new programs being added, but we really need to see some improvement with the parking. I see this as a huge issue.
	The university could use an overhaul in its quality improvement because IMHO some/most folks are complacent in their current positions. Lazy in fact in some instances. Quality improvement would, in fact, improve the quality of some/most departments. Crack that whip!
	The university needs to adopt a process for continuous, integrated improvement across all of its activities.
	Skeptical. There are so many committee and plans all set up but no feedback or communications from either are ever conveyed.
	I am enthusiastic about the University and its potential.
	I'm enthusiastic, but maybe not optimistic. Institutional change is hard. Maybe our new president can lead us.
	I think that feedback is imperative to a system addressing it's weaknesses and promoting strengths. This is good business management and quality assessment.

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	I am very excited because we have so much potential here at SSU. As a growing institution, we have some many areas in which we can grow and improve, but not enough funds to do the kind of job we would like to do.
	I think this survey speaks to the desire of our administration and faculty to improve existing services and really move Shawnee State forward.
	Excited, but a little apprehensive.
	I have no problems with such efforts as long as all constituencies have the chance to be heard and taken seriously, as opposed to being told from the top the way things are going to be. At the same time, faculty already have enough to do without having to devote countless hours to data-gathering tasks that are better suited to administrators.
	I am Baldrige-trained, Covey-trained, and believe in it wholeheartedly.
	I am very enthusiastic about this institution at this point and feel it will improve greatly over the next several years. Teh quality of students we have been getting are great and make us all proud.
	I am very enthusiastic about participating in a continuous improvement initiative for Shawnee State University. Shawnee State offers a wonderful university education and experience for our students and it is a great place to work. This opportunity to further improve and build upon quality will help us achieve true excellence.
	I think it is a wonderful opportunity to open some discussion across the campus in order to focus on improving our campus community. We are a relatively new university and we need to build strong relationships between all departments, and staff. Students also need to be included in our discussion.
	I am very excited about continuing the quality of education offered at SSU and one way to continue that is by striving to do better and I think we can accomplish that by using different methods.
	I'm glad to see the AQIP process being instituted. Continual improvement is the only way to successfully measure our progress.
	I am all for improvement as long as it does not involve massive memos and forms that only work to slow down the process. At this point I am enthusiastic and positive.
	I would describe my current level of enthusiasm as excited and eager to improve the institution. It is a great institution for students and quality improvement would make it an even better educational tool for students.
	High level, because improvement can help the University continue to grow and help the students achieve their goals.
	We are always looking for ways to improve and streamline our area. I am always willing to step up to the next level. That is what keeps SSU exciting.
	I am very proud and feel blessed to be working at SSU. I think students get a well rounded education here. I reccomend it to family and friends.
	I believe that SSU is improving in almost all levels, but there is still much to do.
	To keep abreast of knowledge required whether it be attending meetings and training sessions and/or reading or studying after work hours. My best ideas usually come at the end of the day, so I write them down. I am always anxious to learn more about my job.
	Positive enthusiasm for any type of quality improvement.
	Systematic quality improvement is needed for easier data collection for those programs who are nationally accredited. Much of the data needed for reports and accreditation are difficult to obtain here on campus
	I believe Shawnee State is making a wonderful contribution to the area, but know to keep up with the demands of education, constant ways to improve must be investigated. I am willing to do anything necessary to help Shawnee State continue to grow and improve.
	I like the basic idea of improving our institution in a continuous basis rather than huge amounts of work each 10 years or so. However, I am troubled by the lack of attention to the general education portion of the curriculum displayed by North Central in recent years. At a time when general and liberal education really need the support of regional accrediiting bodies, North Central seems to be retreating from its support of general education. For instance, there were a few hints at general education in this survey, but not much, really. shouldn't accredited institutions be held to certain standards regarding the centrality of general education to its mission? The major has the professional accrediting body and general

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	education only has the regional accrediting body for support. Again, the basic idea of AQIP is a good one, and one that I am enthusiastic about, but AQIP need to be coupled with strong requirements for general education.
	I think this is a great opportunity for us to look at some of the everyday processes and find ways to improve them even more.
	Very important
	I whole heartedly support the quality process as I worked for many years in healthcare. We utilized the QA process to evaluate our programs and ascertain what areas we needed to improve in. The system works very well.
	High, I feel that QI is the only way to continue to improve, and strive to become a better university that is recognized state-wide and even nationally.
	I have a high level of enthusiasm for improving the institution. There is always room for improvement. May serve to improve university's image.
	I haven't been here long enough to answer this question.
	positive and anticipating change
	I have a high degree of enthusiasm for wanting to help improve the institution. I believe that Shawnee has the potential to compete on a par with other universities nearby like Ohio University or Morehead. I think employing systematic QI would work well.
	I feel that Shawnee State has made great strides in insitutional improvement. The improvement in morale at Shawnee State continues to be very important to me.
	Very high because I love what I do.
	I am very enthusiastic toward authentic, do-able, pragmatic measures to improve quality. I am against phony measures and "Villages of Potempkin" which were shams. I think each person's workload--hours necessary to carry out current responsibilities needs to be taken into account before loading on more committees, paper work, reports, retreats, etc. etc.
	Fairly strong enthusiasm. SSU has a lot of potential.
	The union mentality is holding the University back. We cannot move forward with the old guard holding onto the past. It is depressing to have faculty threatening strikes when they are well-paid with minimal expectations for working full-time.
	I like the idea of quality improvement through involvement. I am skeptical about administration supporting good ideas which may have a negative impact on the administrative structure. I think one of the biggest obsticals to change is the current union structure of faculty and staff.
	Desperately needed.
	low
	I am very supportive of improving the institution. It is a good place to work and attend classes, but it can always be better.
	My current level is high and I would like to see a vast improvement in all areas. I am hoping that this process will increase our enrollments and the quality of the educational experience.
	No opinion.
	Cautiously hopeful as I have seen past attempts to improve fall by the way side. Students have complained that they have heard former students who complained of the same problems they have now and "nothing ever seems to be done about them".
	I hate the word systematic. The expression "systematic quality improvement" is even more insulting. Are there no humans left in the universe?
	Very High. I believe in Shawnee State!
	Quality improvement in Shawnee State University is extremely important. I am excited to be a part of a growing university, and I am enthusiastic about becoming a full time faculty member once I meet the required credentials. Improvements and growth seem to be imminent, and I look forward to serving this unviversity for many years.

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	As an adjunct professor, I feel we are not at all being effectively used by the institution, and more directly by the departments. There should be more funding sought for reducing the number of adjunct faculty by hiring full time faculty. 40% of classes in a given quarter taught by adjuncts is far too much when many adjuncts are not adequately trained to teach the classes.
	Anything can help that opens the lines of communication and makes administrators, faculty and staff accountable and responsible for their actions.
	Until faculty and administration have respect for one another and there is some type of accountability for why we are here, my enthusiasm continues to go downhill.
	I feel excited that the university is taking the necessary steps in order to improve itself through these systematic improvements.
	Great enthusiasm; little hope.
	What enthusiasm there is is stifled by the university's lack of communication.
	Minimal enthusiasm....Provost is not receptive to ideas that differ with his
	I am very enthusiastic to be involved with the quality improvement process. In the relatively short period of time I've been with SSU, we've had 4-5 different (including interim) presidents and several different ideas for institutional improvement. I have seen several different strategic planning processes occur. I trust our current leadership and have faith that this process will be well thought out, implemented, and, hopefully, followed through with and that we won't try another method 2-3 years from now.
	I think it is important to monitor and review both faculty/staff attitudes toward the University and student satisfaction levels. If faculty/staff are confident and comfortable in their positions/assignments, their job performance will reflect a positive attitude, which will in turn reward students with a positive experience at the University. This will help retain current students and encourage other potential students to attend the University. I think systematic quality improvement is an excellent idea because it also shows the public that Shawnee State wants to take an active role in evaluating our performance and then perhaps raise the standard.
	It is exciting to see the potential of quality improvement for SSU. It's a win-win situation and everybody benefits.
	Very enthusiastic. It will force us to identify areas of improvement and actively move forward to achieve success.
	Enthusiasm, on a scale of 1-10, I would say it is about a 5. I am concerned about increased work on already small and overworked departments.
	This will be wonderful. We need to keep on track of our long range plans and not just every 10 years. This will keep a consistent plan in motion.
	I am not clear on what is meant by "systematic quality improvement" so I feel unqualified to answer this question. If it refers to making positive changes across our campus - I'd say it is a lofty goal to reach for. Our constituent groups do not work together very well because of the self-interests of each group. It is difficult to reach agreement of all the parties involved. I am always enthusiastic for positive changes, but I do not necessarily believe they are attained without some pain. Finding time to participate in activities that cross the work day is very difficult due to job demands that require immediate and sustained attention.
	I believe that systematic quality improvement is in everyone's best interest. Improving the institution can only be good for all- employees, students, community. Everyone can benefit.
	moderately enthused this system is used extensively in our college's departments so I am familiar with quality improvement. The timing was not too great since we are also converting to semesters at the same time.
	I believe that this will ultimately be a positive change for SSU but I feel it will be an extremely difficult task. I previously worked in an environment that used systematic quality improvement for all aspects of the organization. It created a very positive and structured environment in which to work and I enjoyed it very much. I do not believe that the campus as a whole understands what this even means nor to they understand what will be expected of them during this process. I have experienced a great deal of resistance to change in my years working at SSU and I think this will hinder the process as well. It is critical that the campus be educated as to why we are doing this and what it truly means. It is also critical that they truly accept it and begin to practice it at all levels. They cannot view this as an alternative form of accreditation only. They cannot view this as an exercise to get the right words on paper to continue our accreditation. They have to

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	accept and internalize the change in mind-set that accompanies this process in order make it a success.
	Whose idea of quality?
	I think almost everyone who works at SSU is really concerned about the students. Also, many individuals have worked here for many years and have a personal investment in this institution.
	Shawnee has real opportunities to identify areas for improvement and develop plans to make those improvements.
	I have high hopes.
	I am all for it but sometimes improvement is hampered by cost.
	I have a great deal of enthusiasm for improving the institution through the use of systematic quality improvement. I am looking forward to a "transparent" system with which we are all familiar and work together.
	No I can not see the relevance of this survey or others like it to me personally.
	Good. considering the changes that are taking place
	I think it's a good idea and I'm in support of it so SSU's strengths and weaknesses can be determined.
	I have reservations about how well quality improvement will be able to facilitate any improvement. The current attitude on campus is not supportive of assessment activities and their usage for university improvement.
	positive
	It is a good idea but needs to be well organized and efficient. If work is done then the opinions and ideas of the group need to be heard and acted upon. I beleive in reflection and research and hope that if done properly we will improve the educational expereince for our students and build a stronger and more productive university community.
	Enthusiasm level - High. Some people on campus have the right ideas, and slowly the "old school" thought processes are being changed.
	Level of enthusiasm is high. I think this is something we need to accomplish to grow and improve.
	Level of enthusiasm is high. SSU is fast becoming one of this communities biggest assets. The faculty and staff need to be enthusiastic in order to motivate the students to do their best and in turn get the community it serves to support it.
	Because I believe the observation that "not everything that counts can be counted," and feel strongly that the "no child left behind" type of assessment we're currently enduring is misguided and damaging to the spirit and ideals of education in its best sense (as opposed to vocational training) I am not enthusiastic about this prospect.
	Very little, if any thing, will be done with the results.
	Enthusiastically support quality improvement of our services, especially improvement to main support providers.
	N/A
	Very enthused. System in place would make it easier to plan.
	I feel good about the university, I think there is always room for improvement however we can achieve it. We need some way to find out our weaknesses.
	I am somewhat enthusiastic. I am favor of the improvements if they do not interfere with the educational process.
	Cautiously optimistic
	Low
	I am interested, but there doesn't seem to be enough time in the day to complete anymore tasks.
	Very enthusiastic! Systematic quality improvement has been proven to work well in a wide number of organizations and I think it would do wonders at SSU.
	Too little communication from administrators. Poor leadership, managment, and trust in current administration. One exemption is Rita Rice Morris, current president. She is an assett for the university and has a future that is bright for us. She needs new leadership under her.
	Consistant analyzation would make evident problem areas that could then be addressed on a regular basis. Hopefully this would make a difference.

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	I want to see us get better. I want to see the barriers between faculty and administration broken!
	I'm all for anything that improves the quality of education that students receive here at SSU. Communicating the processes effectively is the key, across all departments.
	Would be most enthusiastic about quality improvement. Admin needs to be on board WITH faculty
	I believe this is an important step in having the faculty and staff take ownership of both the success and progress of the university, as well as helping the institution to continue to mature.
	I am very enthusiastic about systematic quality improvement if it can be implemented effectively and fairly. A system that ties a assessment, performance, and resources could help this institution achieve its goals.
	I am fairly enthusiastic, but I have some small reservation about using the systematic projects to involve the quality of education. Completed projects should not just sit on the shelf but be disseminated and integrated into the faculty's teaching
	average
	Impartial, not sure I grasp what systematic quality improvement means. Sounds like a bunch of flowery words.
	I am always very enthusiastic about improving or improvements here at SSU. I am always concerned about the people "who could care less" and reflect badly towards those of us that do care. I will need to hear move about systematic quality improvement to voice any thing more.
	I have high level of both enthusiasm and reservation. Being here for a long time, I understand what it takes to make SSU a good university and our dept a strong unit. The system does not reward good work, specially the work most associated with the unit or institutional mission. The future of SSU depends on its academics with a strong team of faculty supported by everyone.
	My current level of enthusiasm for improving the institution through the use of systematic quality improvement is a good one. I feel that there is always room for improvement, and Shawnee State is improving.
	Fair. I have not seen the president moving around campu in three months. Maintenance personnel have difficulties in replacing light bulbs and maintaining uniform building temperatures.
86.	Overall, how would you describe your professional satisfaction at Shawnee?
	I have only been here one and a half years, the group of people that I work with are very respectable of themselves and others. Professionalism is an outstanding quality that comes from various departments, you are made to feel welcome once you enter these doors. Ideals to change past procedures are accepted with open arms and you are encouraged to share new ideas.
	I enjoy my job responsibilities and the colleagues in my department
	Professionally, the organization is lacking. The university could be so much more. Enrollment has been steady, but at the current status of the university, it will likely decrease. We need more qualified and committed faculty and adjuncts. In addition, we need administrators that are willing to look to the future and put in the time and energy to expand SSU into the next century. For instance, SSU is so far behind on online courses/degrees. This should have already been up and running for associate degrees and most bachelor degrees.
	Overall, I am satisfied with Shawnee State. Hopefully, this survey will help to make us better employees and Shawnee State a better learning institution. Also, we are still a young university and we have alot of growing to do.
	Professionally this is an excellent institute to work with.
	It could be better.
	My time here has been challenging and always interesting.
	I'm very happy to be a part of our University. I consider it a privelege to help serve our community in this capacity.
	Not high at the moment but I'm hopeful for better years to come. Not everyone is focused on the goal of this institution, "being the best it can be." There is too much "covering one's ___"; showing up colleagues or making someone look bad instead of collegiality toward a united goal. We do not know how to communicate well at SSU, to address problems and issues head-on by meeting and talking. We need to look for the best in our colleagues and treat each other as we'd like

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	to be treated.
	Shawnee is a dream institution! It is well staffed, clean, current in most respects and has a student body to match it.
	I have been very happy with my time at Shawnee State.
	At this point below average
	N/A
	high
	Despite it's many faults I am very satisfied at SSU. I suppose my great pessimism comes from the fact that I see so much potential, yet so little progress. I hope that AQIP will allow us to achieve greater strides in our quest for greatness.
	Looking back at my survey, I am surprised that I have spoken of our institution in such a negative way. I am actually very happy here, but there are just so many things that are done so poorly and need improvement. I think the 'union' has hurt us in so many ways. The faculty are so protected that they don't have to do their job, there seems no way to remove them short of voluntary retirement. It is sad. Most of the faculty take a 'you make me' attitude and in return the administration either backs away, or spends too much energy fighting petty battles sometimes getting caught up in the mess.
	Overall I am highly satisfied with my professional opportunities at SSU. I feel SSU supports professional satisfaction most of the time, but that better processes need to be in place to address ongoing needs of growth, development, and change across and within programs, departments, and courses.
	I am a happy employee who feels fortunate to work here.
	Using a scale of 1 through 10, my professional satisfaction is squarely a 9.
	I am happy. I have had the opportunity to move for more \$, but I like our students, my co-workers, and the expectations under which I work. I have the tools to be a good representative of SSU.
	Fine - with only the normal small complaints here and there.
	When I began working here nearly fifteen years ago, I remember thinking that I had found the place I wanted to work until retirement. Now that I am halfway there, that opinion hasn't changed. I am proud to be part of Shawnee State, and look forward to being part of the institution as it grows and evolves over the coming years. I have grown professionally and continue to be given new challenges and new opportunities that keep me highly satisfied as part of the Shawnee family.
	I very satisfied in my work but not with some elements of micromanagement that take place in various areas of the institution.
	On most days, I am extremely satisfied. We have wonderful students and I feel lucky to be at an institution that is really focused on undergraduate education. I will point out that I am happiest when I am giving my full attention to my students and my subject area. Much of the energy spent on accreditation type stuff does not contribute directly to my satisfaction.
	Very well satisfied. I have seen great progress and I am proud to be an employee.
	Adequate. There is freedom to pursue academic interests and to explore new areas.
	I am fortunate to be part of a department that supports its employees and encourages freedom to make student learn given enough freedom to work within the classroom
	I love teaching here.
	Professional satisfaction is at a low right now. When faculty train and advise students in a professional manner we will have more student satisfaction here on campus. Faculty are here for the students, not the students for the faculty.
	I am satisfied with the university, but as with any institution of our size we have our issues. We are a growing campus and there are current and future issues that this process will help us overcome
	I am very satisfied professionally. I have been allowed to pursue and achieve most goals that I have set for myself.
	Very high, however, I believe that an institution of higher education should reward and or recognize its staff when they receive higher degrees.
	I am grateful to be working at SSU. It is a good institution with a bright future. I think better communication beyond departments would improve things tremendously.

Shawnee State University Comments from Constellation February 2005

No.	Question/Response(s)
	Very satisfied.
	High. I have been given opportunities to do things here that I would never have been given at other institutions.
	My professional satisfaction could not be better.
	Personally I have no satisfaction. It's a job. I do hope the next few years will prove differently.
	somewhat satisfying
	I am sufficiently challenged by the work. I am also frustrated at the lack of support.
	I am somewhat satisfied.
	Professionally, I love my teaching position and my department, and receive real satisfaction from my career. I really enjoy working with students and see their understanding and knowledge of a course increase.
	Very satisfied.
	SSU is a remarkable institution that serves a critical need for a population who would otherwise be without access to higher education or opportunities for the improvement of their human condition. We have some challenges, however, in communication and building a sense of value among the personnel which, ultimately, translates into service issues for students and general attitude on campus.
	with constant cutbacks from the state50%
	Quite satisfied.
	Very satisfied.
	Pretty satisfied. Relatively understaffed in my department which increases the work load. At times, too bogged down by work on various university committees. Not enough participation in some constituency groups leads to relatively few people taking on the responsibilities of many. Can be very discouraging and somewhat overwhelming at times.
	I am satisfied within my dept.
	Very satisfied with Shawnee. It is an excellent work place.
	I have worked in several different jobs and at another state funded institution and working at Shawnee State has been a very pleasant experience and I hope to make this university my home. The university, compared to the state institution I previously worked in, is very well managed at all levels and has a clear vision for the future.
	very good
	Moderate. I'd like to incorporate more research and development projects into my academic career, but I have concerns over the university's attitude towards intellectual property.
	SSU is a terrific place to work. In comparison to the other schools in the region, we are in a league of our own.
	I am some what satisfied. I can see room for improvement both on my part and the University's. I realize this is a two way street and much of the responsibility falls back on me.
	I am well satisfied but I feel there can be a few upgrades.
	I'm a lot more satisfied than my answers to the earlier questions would make it seem. I do like it here, but I found a lot of the questions difficult to answer because they were so general. I could think of specific positive examples and specific negative examples when I looked at most questions.
	I am satisfied with my roles at Shawnee.
	Professional satisfaction is very low right now because SSU seems to reward faculty who are "very unprofessional" at the same rate as those who are hard working. Emphasis seems to be upon passing students rather than good teaching.
	I'm pleased. Would like to see promotions, based on performance in place.
	SSU has been very generous to me. No complaints at all. Now as to professional satisfaction, that's another matter but the responsibility there is personal not institutional.
	Professional satisfaction could be improved for Shawnee. I feel that overall improvement on campus would occur if there were merits for people with continuous improvement in their particular areas of work. If people are rewarded for doing outstanding work in their departments it will create a more improved department.

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No.	Question/Response(s)
	Marginally satisfied.
	I rate satisfaction at a low-average level, currently. So many areas need improvement and change is encountered with such consistent resistance that it makes it difficult to see the light at the end of the tunnel at times.
	Very satisfied.
	Personally, I am highly satisfied with Shawnee State. I have some concerns about the experiences of younger faculty here.
	I have seen this institution grow beyond the expectations I had when I arrived over 15 years ago. There are minor areas where things could be different, but overall, this place has been amazing.
	Overall, Shawnee resists improvements.
	I feel underrated. I remember a board member who insisted on referring to faculty as "teachers." the attitude in administration and the local public is much like that. I don't know if anyone knows my background.
	Very content.
	Satisfied.
	I enjoy working here. I feel lucky to be employed by an institution that should make everyone in this community feel a sense of pride. I think that Shawnee has taken great strides to become a fantastic institution, however, I believe that we can always improve. I would like to see more interaction among departments that would facilitate greater success of this institution.
	I am very happy with Shawnee State University as an employer. I would like to see bonuses for outstanding work.
	Excellent
	Very satisfied.
	For the most part, SSU is a good place to work. However, if the lines of communication would improve the good would go to great.
	Satisfied, but administrators at the college (Arts and Sciences) and provost level need to establish clear goals.
	I have been employed here for over 15 years and have seen many positive changes, both to the institution and to my personal professional development.
	very good
	Above average
	I am very pleased. I really enjoy my job and appreciate and respect everyone I work with. That is very rare.
	Very high!
	Sometimes I feel as though the learning process is secondary to the administration at SSU. When that should always be our primary purpose.
	Very high; I love the work and the students.
	Good
	I am very discouraged. I have furthered my education and would like to grow. There is no encouragement or even tolerance of growth for staff at SSU. I desperately want new challenges. I would like to be involved in the planning, etc., but only the "cliques" are included in such.
	Fair to good.
	I feel that there is little loyalty to SSU among both academic and administrative staff. The hourly staff is generally lazy and unqualified while administrators often put in long hours each day often to make up for the lax hourly staff.
	fair---nobody cares what the adjunct faculty thinks.....a long as the school can save money by only hiring few fulltime faculty, the school will stay a mediocre university
	I love my job and the people I work with, but I don't feel that all hourly employees are equally assessed (do the same job, but don't get the same job title).

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No.	Question/Response(s)
	Well pleased, of course there is always room for improvement.
	I love SSU. It is one of the best places I have ever worked. I am proud to be an employee of SSU.
	Okay.
	I am satisfied at Shawnee State.
	I enjoy working at SSU. My co-workers are wonderful in our department. My satisfaction is very high. It is a privilege to be a part of the institution and the atmosphere on the campus.
	Good. It would be nice to be recognized for all the work I do! And to be paid for doing it!
	Extremely satisfied
	I love and enjoy working at Shawnee State. It gives you a sense of satisfaction to know you have helped students attain their goals.
	Very high.
	Good
	Not overly satisfied or unsatisfied.
	Exceptional
	I like my job at Shawnee. I like the students, my peers, and supervision. I do feel that certain programs need to be reevaluated as to the number of instructors allowed.
	as an hourly and with the current administrator - poor
	N/A
	It has been a great place to grow- I am bothered that the home page has a place for anonymous comments in the center of the page---seems like we are inviting tabloid-style problems.
	Shawnee has departments that are very dedicated to the students and working with other groups. However, for other departments or groups change is not a good thing.
	SSU has a great group of students, and I am very satisfied with my teaching.
	The
	SSU is a wonderful place to work with students who appreciate what we do. Our faculty on the whole want to make a difference in our students lives so do our staff. I could not be more satisfied with our current leadership and know that with some added planning efforts we can create a clear vision that makes us even more positively viewed by employers and the community.
	Satisfaction is 100%
	I love my work at SSU! I'm very satisfied. I keep very busy and that's how I like it!
	Quite simply, I love Shawnee State. I feel challenged every day to perform at my best; no two days are ever the same. There are times I feel overwhelmed with all I have to do and the sparseness of my staff, but I always feel a sense of pride when I go home at night. I'm made to feel that what I do matters.
	Good
	Personally, I'm very well satisfied to be an employee of this University.
	I'm going to say my satisfaction is getting better.
	I am pleased to say that I work at Shawnee.
	I'm not very satisfied professionally at SSU. There is no room for advancement in my position here and I'm not in a position to leave the area to look for employment elsewhere.
	SSU could and should be a wonderful and fulfilling place to work. SSU tends to put a deaf ear to some of the most important voices -- the students and those that work closest with them.
	I feel Shawnee State University is very professional in everything they do.

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	I have to keep reminding myself that I get paid (poorly) to do the absurdly time-consuming volume of low-level grunt work that I am stuck with. I'm not satisfied because I have to battle (and work overtime) to do any interesting or challenging work that benefits this unit (that is duller than ditchwater and extremely resistant to change.) I am very ambitious and have no chance for any upward mobility in this dead-end, dead-end, ultimate dead-end job / department. It is simply too depressing to spend any more time writing about.
	I love it here at SSU. If I had a bit more information provided from academic departments as well as Fin. Aid and Registrar etc...it would make my job better.
	Enjoy my work.
	I have a great deal of professional satisfaction at SSU.
	I love my job. I love working with the people in this office. Lately though, I haven't been please with the university's treatment of it's employees. I don't feel that we are trusted in our jobs, and if there is so much distrust, many of us feel like we can not do our jobs to the level we want. When other offices question your work or butt in to something that is really none of their, it makes you wonder who you can trust.
	Very satisfied
	I receive a certain amount of professional satisfaction from my position here at SSU and am happy with my day to day job, but become frustrated sometimes at the lack or inability for some areas to improve processes and procedures that would make all our lives easier.
	Good.
	Very good.
	I am very happy with my professional life at SSU.
	have very much enjoyed my years here - communications have not been
	On a scale of 1 to 10 I would say 5. SSU dosen't promote staff improvement even though we are in the education business.
	I'm very satisfied.
	Since there is no room to promotion within the staff relm, then I am currently striving to move to a "different level" within the university. Professionally satisfied, however, trying to move upward.
	Professional satisfaction is "satisfactory." Still too many vested interests/entities that exist within the institution to the detriment of working together to solve problems, and to stifle continuous inprovement because it would mean giving up control. Control is a big thing in the administrative side of the university, especially the business office and university information systems.
	Somewhat satisfied. As with all, always way to improve.
	It's been ok. I am alumni, so it made it nice to come back and teacj post-masters.
	I am satisfied.
	My professional satisfaction is high within my unit. This is the best working environment I've had. However, it is hard to connect with other units and our committee structure is usually coopted by administration.
	I have been very satisfied working at this University.
	I would best describe my professional satisfaction in terms of a grade, which would be a B. I say this because we have no mechanism for promotion or advancement for administrators. While I love SSU and intend to stay here, there is not much to look forward to for bettering myself.
	love ssu and i'm very satisfied.
	I am very happy at Shawnee and feel fortunate to be working here. Since I'm not of the "old guard," I am holding my judgement and am open to a trusting, mutually rewarding relationship between administration and faculty. It's time to rewrite history, and become more than just a functioning University. We can really have a fine reputation, but our name needs to be associated with excellence, not with dissention within.
	Shawnee State has been a wonderful place to work and has allowed me to grow both professionally and personally.

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	Fairly low. The teaching load is already difficult, and for faculty who assign writing it will only get worse with the conversion to semesters, which will likely give us more students in our classes per term. The semester conversion itself is a problem. Even if one accepts the administration's claim that the faculty didn't disapprove of semesters when a vote was taken a number of years ago, we're a different faculty today. It seems like it's been forced on us. Also, there's little institutional support for scholarship.
	I feel empowered but not embraced.
	This is the best job I have had in a long lifetime and the faculty, staff, and administrators in my opinion are really improving the quality of education given at our institution.
	Highly satisfied. Shawnee State is a great place to work.
	Very satisfied.
	I am very satisfied with the professionalism demonstrated by my peers and co-workers at SSU.
	I would like to see more professional development for staff.
	It has been good so far. The faculty and secretary have been very helpful. Faculty of other departments have been friendly. Overall the students are polite.
	I would describe by professional satisfaction at Shawnee State as being pleased and satisfied.
	I am very happy at Shawnee State University, I enjoy my job and my work environment is a pleasant one. It is great when you like what you do.
	Very satisfied.
	I feel SSU allows me to grow and learn at a rate that is suitable to myself. I am encouraged to take classes to better myself.
	I owe a lot to Shawnee State, but I also feel that I give back!
	I give my best and do the job very well.
	I feel very fortunate working at Shawnee for so many years. It is the top, positive employment in the city with so many industries, merchants leaving the area. We're doing good things at Shawnee.
	There is a room for autonomy in the classroom and opportunity for university involvement to an extent. Unfortunately, much of the work by committees is in vain, as Administration ignores the committee work and makes their own decision in the end or the committee work is put aside and ignored. This is not good for moral.
	I am very proud to be a part of Shawnee State.
	I am very satisfied with Shawnee State. This is my eleventh year here, and I hope to retire from here. I wanted a place I could work where I was not only identified by my academic specialty. SSU provides many opportunities for faculty members to branch out of their disciplines and to work with others on campus. SSU values teaching most highly, which is also what I was looking for. Also, things are never dull at SSU since we are in such a rapid pace of growth and change. Finally, I am encouraged by faculty and administrators we have hired in recent years...we are becoming a fine university.
	Very satisfied
	average
	My overall professional satisfaction at Shawnee State University is very high. SSU has supported my requests for further educational development by approving attendance at seminars, conferences, etc. Many of the students in my program challenge me as well as I do them.
	Good
	Somewhat satisfactory.
	I love my work, just wish it paid more.
	satisfactory
	I am very satisfied.

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No.	Question/Response(s)
	I am very satisfied. However, the remuneration for adjunct faculty is very poor. This needs to be reviewed and improved.
	I am very satisfied with my professional career at SSU.
	My professional satisfaction is about average. I am an adjunct professor, and in the English classes I am teaching, I am finding that the intellectual appetites and the level of discourse are on the same level (or in many cases LOWER) than the students I teach in high school. Perhaps my expectations are too high, but I am shocked each time I get papers turned in from college students. My high school students would never dream of turning in a paper in the condition that I receive these.
	Not good. Being an hourly employee, I have found that many administrators and faculty treat hourly employees poorly. Some have even made the comment that they won't deal with hourly employees. We should be treated as equals--all working for the same goal.
	Very good.
	I am very satisfied professionally at SSU
	I am extremely well satisfied professionally. I have a strong sense of Academic Freedom within the guidelines of quality measures for all sections of a course. I have nearly always had strong administrative support for trying new ideas, making modifications, going to professional conferences.
	Good.
	Rita Morris has set a new positive atmosphere on campus. I hope it will be able to carry-over into making positive change. It is hard to work in the largely negative environment created by conflicts with unions and to deal with faculty members who don't want to be here but have no other options.
	Overall satisfaction is good. I feel that the faculty and staff promotions are too related to the union structure and political in nature. Middle administrators can be unsupportive and unwilling to listen to new or different perspectives/ideas.
	Reasonable.
	unsatisfied
	I am mostly satisfied at Shawnee.
	Professionally I have enjoyed being at Shawnee State, but like all professionals I feel that improvement is an on going process.
	Good. I receive complimentary remarks from my students that encourages me to do my best in all areas of my teaching. My superiors encourage me and offer any help that is needed.
	I am currently an adjunct and am impressed with Shawnee University. I attended other universities for my undergrad and graduate degree and believe that Shawnee strives for excellence.
	Good.
	This is a difficult job because we lack a "critical mass" of capable students.
	Very high.
	As an adjunct faculty member, I been shown nothing but cordial respect. Colleagues have not diminished my role or contribution to the (English) department despite my recent hire or part-time status. The classes I have been given are sufficiently challenging without being overwhelming. I am quite satisfied with my experience at SSU thus far.
	I have been please with the overall quality and fairness evident at Shawnee State. Each working member, faculty, staff, etc., are treated equally and appropriately.
	Poor. My expertise is not utilized by the department, and full time faculty are teaching courses that I am much more qualified to cover (since they are my are of specialization), but instead of thinking of the importance to the student there is more concern over 'academic turf' than quality of program.
	Average
	There is not much professionalism in existence at SSU. Too much animosity among peers.
	I feel satisfied. Certainly there are areas that need improvement but overall Shawnee is a school on the rise and a good place to work.

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No.	Question/Response(s)
	SSU has provided some professional satisfaction within certain boundaries. I do feel that there are a number of students who never would have made it through this labyrinth without my office and I feel good about that. I am, however, consistently dismayed at how much we could accomplish as opposed to how little we do. I am hoping that President Rita will be an effective catalyst.
	Within my department it is excellent. Support from administration is nil.
	average...others colleges and universities are better, but some are worse
	In general, I am very satisfied with my employment at SSU. We are given many benefits that, in most cases, outweigh any detriments. SSU is a beautiful and friendly campus. And, I feel that I have been given many opportunities for learning and developing in my current position. However, there are definite inconsistent personnel practices and there is an inability to be "promoted" or progress through the ranks in a predictable manner, at least for administrators.
	Although Shawnee State is the only institution of higher education for which I have worked, I can honestly say I "love my job." The campus community is a very close-knit group; someone is always willing to help in a time of need, whether it be with a University event, or on a personal level, such as a when an employee has health problems or has a death in the family.
	I am extremely satisfied with SSU. It is a wonderful environment in which to work. Knowing that at the end of the day, I may have positively influenced a student's life gives me an enormous amount of satisfaction.
	Very satisfied
	Overall, good!
	Very. I am very fortunate and proud to be employed by SSU. It also feels wonderful to also have community support.
	I LOVE Shawnee State University. My director has been extremely supportive with my continued professional development. I believe this university is dedicated to its students and their educational needs to enrich their future lives. Higher Education is just a worthwhile field to be a part of and makes me feel as if my chosen field has been with one that can only be beneficial to people and not so self-serving. The exchange is a fair one.
	As a relatively new employee, there are many questions that I am not qualified to answer. I think SSU has much potential & am very happy to be employed here. Everyone I have worked with or had any contact with has been very helpful & not at all "put out" to help a new employee with many questions.
	Department satisfaction: extremely satisfied University satisfaction: just satisfied To me, faculty are still the "enemy" in the eyes of the administration.
	I personally am very satisfied with my job. I enjoy what I do and enjoy the company of the people in my department. Their certainly is room for improvement in some areas, such as compensation for achievement instead of having to revise your job description. I also have a concern that the university as a whole has less of a "spark" than it should. It would be nice to see the passion for the university and what we do renewed somehow
	Isolated.
	I am very proud to work here and I think that this is a very professional university. Our facilities and campus are beautiful. As previously stated, the students are the focus of the people who work at SSU.
	Shawnee State is a wonderful place to work. Quality work is promoted, supported and appreciated.
	Improving
	Pretty good
	I have had more opportunities at SSU than I could have imagined. My professional satisfaction at SSU couldn't be higher.
	It's one of the best jobs I've had so there not much room for complaint.
	Satisfied, however, I feel that we need more funding for professional development
	I have been and remain very happy in my position at SSU.
	I am very happy here. My main interest is in teaching and Shawnee supports a teaching mission.
	Satisfied overall

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No.	Question/Response(s)
	Shawnee is a good place to work. There is satisfaction in knowing that my efforts to teach students helps them acheive their goals. I would like more time and support to do more research and professional development.
	Very High. My position has been able to work within the framework of our office very well, as well as with great guidance from my director.
	Very satisfied. I love Shawnee State and what it offers!
	Excellent
	The program allows highly motivated instructors to live up to their calling and experience great satisfaction.
	Shawnee should be a GREAT place to work, but it isn't. It is a very stressful environment. Emploeyss are not treated with respect nor are they encouraged to grow and develop.
	Very satisfied.
	I enjoy working here more than any job I've ever held.
	Very satisfied.
	good
	Very Satisfied.
	Job satisfaction is diminshed by the frustration of dealing with the barriers to completing projects
	Okay
	On a scale of 1-10, I would rate it a 7. Pay inequality exists for some females at SSU.
	I am really disappointed in the spoonfeeding and handholding that occurs in some classes. They make it a glorified high school.
	I am satisfied with the significant amount of freedom we have in choosing how to teach the course content. I am extremely unsatisfied with SSU's very inefficient business processes and its inability to make important institutional data available.
	poor +
	Disappointed
	The working environment/climate is good. Monetary support or encouragement for administrators to attend training for their positions is missing.
	I am not currently seeking a new position.
	I feel that I am accepted as a professional and allowed to interpret my job description, and implement it, within my personal strengths and weaknesses. Professional development is encouraged and supported financially, which is great! Overall, I really enjoy working here and I feel we do good work with our students. However, I sometimes feel that the program I work with is overlooked or devalued by some colleagues on campus.
	Satisfactory
	Overall environment has been supportive. A bit concerned that support of faculty and faculty development have not kept pace with enrollment growth.
	Satisfied. No better job in the world today (except for the \$\$\$).
	Very satisfied.
	Very good
	very pleased
	The anonymous complaint web site is cut-throat...need I say more.
	Very good.
	BOth good and bad. Good because I have had opportunities to do many things. Bad because there is not enough support and understanding for keeping the good.

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No.	Question/Response(s)
	Overall, I am professionally satisfied at Shawnee State University.
	Good
87.	What are 1-3 examples of processes, areas, programs, etc., at Shawnee that have established an improvement cycle?
	1) Hopefully this QI program will improve SSU's operations and status. 2) It is nice to see "some" (very few) faculty working on expanding the current degrees offered. This MUST be required of each department.
	1. Enrollment is up. 2. Our facilities are continuing to be better. 3. Technology in registering for classes.
	This AQIP survey. The change to semesters.
	The Title III grant program has been quite successful, in part because they started with clearly stated goals, measured accomplishment, and changed the goals when appropriate. Several recent disciplinary accreditations such as the nursing and teacher education programs follow a clearly identified set of improvement processes. Academic outcomes assessment, though uneven at the department level, has systematically reviewed and modified its university-wide activities, making mini-grant awards to encourage innovation.
	Shared governance -- AQIP -- Functioning committee's
	I do not know unfortunately. I know that we have a plan to upgrade technology in different departments on a systematic basis, and that is a good thing.
	1. Student on line registration 2. Staff access more information on line 3. The student success center
	Teacher Education, Allied Health programs--those that must meet accreditation approval.
	no comment
	N/A
	not sure
	I really can't say. The problem is that the committee structure and the lack of communication between administration and faculty makes it difficult to pinpoint successes outside of one's own domain.
	Most health science programs have an improvement cycle, as mandated by their accrediting agencies.
	The majority of degree programs that require accreditation (health sciences, engineering technologies, etc) have structured evaluation programs/cycles that address the process the change, growth, and improvement.
	Success center is great.
	1. NCATE accreditation 2. Consideration of semester conversion has caused reflection and a deeper understanding of our mission, although I personally feel this step is an unnecessary evil in the process of providing excellent educational services.
	I think the admissions office is doing a good job. The library functions very well.
	1. grounds-keeping and landscaping. 2. Selection of faculty to enhance existing programs (at least in the Dept. with which I'm familiar).
	1. Faculty Learning Communities - I wish we could expand these to include administrators! 2. Facilities work teams - the custodial and grounds staff do an excellent job keeping our campus beautiful.
	Hmm... improvement cycle. I think that most people who work at Shawnee State monitor their own effectiveness, try new approaches, and reflect on the effect of those approaches.
	Building upgrades - excellent - Participation of all the in the decision process
	The library surveys users at least once a year.
	1.The English/Humanities Department has a clear list of improvements for each year and painstakingly works to implement them. 2. Student advising approaches are better, though they may not be evaluating for further improvement. 3. Action to involve alumni in SSU seems to be producing improvement.
	I don't know of any.

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No.	Question/Response(s)
	I am not sure
	Some of the Health Sciences programs have been using feedback (exam pass rates) to adjust instructional offerings.
	not sure.
	I cannot answer because I do not know what you mean by "improvement cycle"
	Unknown
	developmental education and the freshman composition program
	1. Public awareness 2. Additional accreditation by various degree programs 3. More courses being offered at night for the non-traditional student
	Honestly, I have no idea.
	n/a
	Efforts at an improvement cycle have been made with assessment. The writing program recently obtained minigrants to improve the quality of the writing program. Some departments have undertaken review and improvements in advising. Through Title III we have done some good things with technology and preparing students for college level work.
	(1) The Teacher Ed Program has been NCATE approved and constantly works to improve their standards.(2.) We critically review and make sure our courses match the SPA standards by identifying measurements that reflect this.(3.) We have regularly scheduled faculty and committee meeting to discuss important topics and issues.
	Teacher Education Department and the health sciences programs are probably the best examples of continuous improvement on campus because of accreditation issues and the need to collect data and make decisions based on that data. Other academic areas may not have such requirements that go beyond the internal program review process.
	none yet
	None come to mind
	There are several committees in place to evaluate & improve area on campus. The Facilities department has a department survey in place for evaluation of maintenance & custodial issues.
	I am unaware of any that have implemented improvement plans.
	The technology area has shown progressive growth; the facilities and grounds continues to improve with very little additional resources.
	NA
	upgrading basic math classes to help students do better in later math classes
	I am unaware.
	1. I do believe all the Health Science programs are required to evaluate their progress so that is an ongoing area of improvement and evaluation. 2. The evaluation of students entering and graduating from the University is being tracked now which is good. 3. I believe the teacher education programs are also required to track students progress.
	I feel the degree programs have come a long way.
	The mini-grants that the assessment office has offered the past couple of years are a great idea. I hope that program will continue.
	I know of no true continuous improvement efforts at Shawnee.
	Not aware of any.
	I believe Admission is a strong department
	There has been some use of Praxis results (for Education students) to indicate where improvement in academic discipline coverage might be needed. And of course Health Sciences departments have feedback from pass/fail rates on state/national boards that may necessitate some "improvement cycle". For better or for worse, most of the academic fields in Arts and Sciences do not have any comparable board exams to be passed in order to be "licensed".
	The library surveys on a regular basis and implements improvements based on the collected data. As does the GEP program.

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	The health sciences area, along with the facilities group and the Business College all seem to be on board with good QA programs.
	?
	Departments have 5-year review programs. Minigrants are available for faculty to assess their courses or programs and to undertake specific measures for improvement.
	Most programs have some type of assessment in place.
	Joining with other universities to ofer masters programs, Outreach alnd upper bound programs.
	N/A
	Aggressive recruitment and promotion of SSU within Tri-State area and beyond have certainly helped increase the enrollment since the past 2 or three years.
	I belive the Registrar's office has improved greatly with the addition of online registration.
	1) Registration, 2) Advising 3) Grounds and facilities
	I have not been here long enough to answer that question.
	Trio Programs, Women's Forum, My SSU
	Math department has started working on this. Strategic Planning Committee.
	None that I am aware of
	advising, student activities, clubs
	1. MySSU - the electronic communication revolution in interracting within the University and beyond, is a very positive avenue through which job performance on various Institutional businesses becomes highly effective. 2. Observations reveal that people are positively responding to changes that effect quality improvement. 3. New programs like the Computer Gaming courses in Fine, Digital and Performing Arts, Nursung courses and Engineering curricula, are all excellent examples of established improvements.
	Web registration is wonderful when all parties work together. It makes things easier and more efficient for students and staff.
	Yes!
	???
	more hours for the library and success center
	none
	1-Our recruitment has definitely improved. 2-We have improved in our assessment as we are collecting data; now we need to find ways to use the data. 3-Since I came here many years ago, technology has improved 100%; we now have a computer replacement rotation so that staff/faculty gets new computers every three years.
	??
	Technicological improvements: new computers, audio/visual equipment, high-speed and wireless Internet. That's about it.
	who would know...
	Advanced Connections Training - Was a very good idea, but the ones who really needed it either didn't take it, or didn't relate themselves to it.
	Student advising and registration; Dept. of Education; Health Sciences dept.
	Ifyou mean by cycle that there is consistent groth and improvement I can think of none.
	Every department at Shawnee State has an improvement cycle. The five-year program reviews are a part of that cycle. Between reviews, departments implement the changes mentioned in the review report. In addition, many programs have outside accrediting bodies which they must report to. Assessment and analysis done for this reporting allows identification of changes which can be made to improve the program. Besides these programmatic areas, each faculty member makes regular evaluations of his/her classes and implements changes to improve student learning.

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	One improvement is having the graduate courses offered at SSU. Another is the renovations to Kricker Hall and the soon coming renovations to the Health Science building.
	Title III advising program. The Student Success Center retention efforts. The new student housing. The new graphic arts programs
	Student Technology Library Student Activities
	New Programs
	Areas involving student admission and registration, departments that serve students' academic needs outside the classroom (Library etc.)
	I have not been here long enough to adequately answer this question.
	??????
	na
	N/A
	Being in the Humanities department, i have seen the composition process evolve and grow into a productive unit over the past few years.
	Advising Program, Student Support Services & communication.
	Don't know of any.
	I think HR is moving in the right direction with a new emphasis on orientation and training (I am not an HR employee :-). I think there is an attempt to improve our International program but I think it is still struggling and needs to focus more on counseling and supporting the students we recruit. UIS has done a great job of bringing up new systems and software but is reeling under the number they must juggle. I think we do a great job of putting on an impressive graduation each year that is a celebration of our campus and our students. Our new MySSU seems to be a success. Our recent campus renovations have been much needed and well done, we need to look at other buildings that remain to complete the picture.
	There have been great improvements on the recruiting of students from tours and family functions all the way down to the Natural Sciences departments Animal Biology lab where students come through and see the various animals kept to promote the natural Sciences department and animal behavior classes. Every tool available is used to capture the attention of future students and give them a real view of what Shawnee State can do for them.
	We are constantly improving sports at SSU as well as occasionally adding new ones. Our Intramural program is working very well at present.
	From what I understand of our student assessment program, I believe that is one area that has worked at building improvement in the learning process.
	purchasing
	Newer and improved housing for students; An increase in improving buildings and classrooms
	Potential change to semesters.
	Registrar Office you can now register on-line.
	Nursing, Occupational Therapy, Maintenance/Custodial
	Advanced Connections - Customer (student) service
	I am a new faculty member at SSU, so I cannot answer this question.
	Housing - Since 1994, housing has increased it's numbers dramatically with only one housing coordinator. Student Involvement - The number of student clubs and organizations has grown a lot in the past 6 or 7 years. Student Activities - Weekend programming
	???
	While I can name several areas that NEED improvement cycles, I can't name one that has an improvement process in place.

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	1. increased enrollment, 2. more degree offerings
	Unknown
	The business programs, The Allied Health programs and the Teacher Education programs. These three programs immediatly come to mind when thinking of the most improved over the years I have worked at SSU.
	The building of more housing
	The university should take a look at introducing some/more internet based classes. Sometimes it is good to "keep up with the Jones".
	The use of academic advisory committees to help programs update the currency of their academics.
	Registrars office with online registration, major improvement. Need to continue to with advancement on-line, i.e. pay bills, degree audits, financial aid status, clearance with Faculty and advisors, etc. Masters programs will also be another major improvement.
	We did advanced connections training, but that's not really a cycle. I'm not aware of any cycles.
	I think that the Professional Study programs do an excellent job to improve their individual departments.
	The Student Success Center seems to help a great deal of students with both advising and tutoring.
	1) New president; 2)improved enrollment; 3)???
	Upgrading technology at the institution -- computers, networking needs, software.
	I don't know what an improvement cycle is.
	UIS is very effective in its online follow-up following services; Department of Teacher Education, the CLC, accredited programs who answer to state/national standards.
	The efforts of administration areas, oache, admissions, and outreach show a wonderful area of recruitment and staff and faculty do all they can to keep students returning and graduating with a good education.The establishment of a reciprical agreement with our bordering communities in other states has also helped in our continuing growing enrollment.
	n/a
	One example of improvement processes would be regular evaluation of staff. Annual departmental goals and objectives would be another regular improvement process. Student evaluations of programs and staff also demonstrate a willingness to improve our services.
	I think the Physical Therapis Assistant program is improving in many ways such as new equipment to provide students with up to date information and knowledgeable instructors with enthusiasm.
	1. SDWT members have used this process for many years. They are constantly reviewing ways of improving processes and cost savings. 2. TE has a multi-level admission program driven by ODE and NCATE.
	I am not sure what you are after on this question.
	1. There are 2 new majors that were recently developed for students. 2. Enrollement increases every year. 3. Online registation is now available for students when registering for classes.
	1. Student Activities, continue to improve on the different events they bring to campus for the students. 2. Admissions have continued to set high goals in their recruiting process, which they have exceeded each year.
	Currently they are starting to use digital scanning. They already have this available in the Adm. and Registrar area. It has made their information more readily available to help students. We are beginning the process in our office to do this also. This will help with the files in our area. This is a major improvement.
	Registration going online.
	Admissions is doing a bang up job with getting potential students where they need to be and excited about attending SSU.
	I learned the new CARS system and was able to write all the degree audit programs successfully. I also attended CAS (Course Applicability System) training, seminars, and conferences and undertook the responsibility of loading CAS requirements for our institution.

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	1. Outreach workshops for staff members 2. More activities & interactions among staff members. 3. Cars and Feith systems have improved record compiling information on health science applicants.
	The General Education Program was noted as being one of the leaders on campus regarding the use of assessment results for the improvement of academic programs. We have made a number of changes to the program based on assessment results. We recently decided to stop the use of the Academic Profile Exam, which was a major step. Now, however, we are in the process of developing our own exam to measure students' progress toward general education goals, which is invigorating in that it holds the potential of developing ownership on behalf of faculty members for the assessment of general education.
	New emphasis of leadership to develop strategies for improvement is the right step for progress.
	The health management program at SSU utilizes the quality improvement process. I utilize both student satisfaction and employer satisfaction surveys. From the responses received, the curriculum and teaching approach is changed to reflect the student's needs.
	Begin to develop more master's level programs. Which would include several processes such as, hiring new highly trained staff, recruitment of students, use of supportive personnel at the university, etc.
	USA/AQUIP/Women's Forum
	The Office of Financial Aid has significantly improved its image and awarding processes.
	I speak from a limited perspective, but I find that the adjunct meetings we have are helpful. I am looking forward to the one on March 4 when we will actually sit down as a group and grade some papers. I am most anxious to learn what the other adjuncts and full-time profs do when they assess writing.
	1. Building of the sports programs. 2. Increasing student activities. 3. establishing Student Success Center.
	Programs within departments;
	We have University-Wide Committees with representatives from all four major constituencies, where anyone can put forward an agenda item, and if important enough, can be transmitted directly to the President.
	Not sure what an "improvement cycle" means. SSU needs a healthy balance of professional training and education as an end in itself. It seems to do the former passably well, and hasn't a clue about the latter. The emphasis upon "improvement cycles" will only exacerbate the problem, I'm afraid.
	1. Accredited programs in health science. 2. AQIP process. 3. Learning communities.
	Program enhancements completed from student evaluation of overall program.
	n/a
	1. The establishment of the MySSU online advising and registration system.
	The English Department meetings on developing a set rubric to use for all written papers.
	I believe all of the programs that require accreditation do this automatically as tough standards have to be met or exceeded for re-accreditation (ex-health sciences).
	????????????????????
	n/a
	The Humanities department has set up committees for improvements in student education in writing. The college of business utilizes the ETS MFT in Business for evaluation and benchmarking. The student success center has created easy access for students requiring assistance with registration, educational planning, special needs, and many other areas.
	Have not been privy to department meetings until this fall, so I have no idea.
	None of which I am aware.
	James A. Rhodes Center has seen significant improvements.
	The Success Center is marginally better than the old Learning Center. Art, obviously, has improved, if only in a haphazard way, by entered the digital world. Natural Sciences continues to be a model of how to build ties, community, and an alumni base. We all have a lot to learn from those folks.

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	Additional residence units.
	I do not know of any that have established effective, functioning improvement cycles
	Financial Aid: College Goal Sunday. Participants are asked to complete a satisfaction survey following the presentation and the comments are used to improve the event for the following year. Human Resources/Payroll: JAQ's. If an employee's job description or duties change, the employee can submit a JAQ to request that the position be re-evaluated and perhaps upgraded to reflect the change. This is a very positive incentive for employees to expand their duties (and knowledge) in a particular area.
	recruitment development
	Registration.
	This new process of AQIP is an example. Many areas are now accredited and others looking for appropriate accrediting agencies. This will only strengthen our institution.
	???
	I do not feel qualified to answer this question.
	I do not know
	I cannot think of any areas that have true examples of this on campus at this time. I think we are starting with raw material here.
	What is an "improvement cycle?"
	Enrollment is up. The technology is constantly updated. The students can register on-line. They are very excited about this. ,
	1. The Library has evaluated its processes and sought input from users to improve its operation. 2. The student orientation program of the Success Center and Admissions staff has sought to regularly evaluate the program and improve it through input from students, parents, and SSU faculty/staff.
	MIS
	stream lining and automating manual processes.
	1. President Morris meets regularly with the leadership of all constituency groups, both individually and as a group. She has opened the lines of communication and seems to genuinely listen and provide feedback as well as take action. Next time you meet with her she talks about the results from the last meeting. Impressive. 2. Teacher Education has a well-established program for improvement for students wishing to earn admission. The process is communicated to students in a variety of ways (quarterly advising, handbooks, handouts in specific classes, etc.) and consistently followed. It allows for intervention and guidance throughout the multi-tiered admission plan.
	NA
	Bringing diversity to the university environment, the creation of new minors that bridge disciplines, technology improvements...
	Facilities Dept. conducts survey to measure campus-wide satisfaction and learn how to improve services.
	General Education Program; Health Science Programs such as Dental Hygiene and Nursing
	The move from POISE to CARS system.
	Teacher Education is involved in doing this with NCATE.
	Admissions, Student Success Center, Physical Facilities.
	I have noticed that UIS communicates all of its improvement goals and annual accomplishments on its Web site.
	Attendance checks after the first two weeks of classes to identify students not attending for purposes of financial aid; possible problems with scheduling.
	I think the General Education Program has been moving in this direction, and I know that conscientious instructors across the board are constantly doing this.
	Cannot think of any.

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	Working with the community to inspire the future generations of college students to reach for the stars. Helping students find the resources to make college a reality. Realizing the income of the surrounding Appalachian community when voting on tuition increases.
	Admissions, building and grounds maintenance, and course offerings
	Admissions, Student Success Services, and Trio Center
	Facilities, The Dental Hygiene program,
	Connections
	NA
	Teacher's Education has an evaluation tool in process that they use for feedback and improvements.
	I do not know of any.
	The group meetings encouraged by the President of faculty and staff to get to know each other and learn how to interact with others/students in a more professional manner made a dent in what needs to be done. Follow up meetings need to happen... Learning communities was a good idea and well supported...Blackboard trainings have helped tremendously, especially new hires.
	Academic Advising is working toward that goal - still a long way to go. Student Activities & programming has come a long way since I began working here 5 years ago.
	1. The process and staff in the Financial Aid office have greatly improved since I've been working here. 2. The increased use of technology has enhanced the classrooms, record-keeping, class scheduling, etc. at SSU, making it more competitive with the bigger colleges. (ie, Blackboard, MySSU, CARS, Gaming & Simulation major, etc.) 3. SSU has made great strides in reaching out to the surrounding community via the VRCFA, volunteerism, graduate educational programs with other universities, the Planetarium, etc.
	N/A
	Department 5-year reviews have been useful in forcing academic units to examine their work and product. I think this system has led to important and beneficial academic changes. Faculty negotiations over the past 17+ years have led to better work environment for faculty.
	I think the search process in our department seems to get better each year. Also, the placement programs have improved.
	1. Dorms 2. enrollment
	1. enrollment, continues to climb; 2. housing, new dorms and we seem to keep filling them;
	1. faculty and staff parity. 2. no runaround for students.
	Units and programs with external accrediting requirements.
	An example of an established improvement cycle at Shawnee State is the use of goals and evaluations that staff must go through yearly.
	The environmental engineering technology program has increased efforts to recruit students, provide technical assistance to high schools, and technical assistance to water utilities. This technical assistance includes distribution of excess materials and specific research literature.
88.	Overall, how would you describe the success of Shawnee State University in meeting the needs of the people of the southern Ohio region?
	I believe Shawnee is a value to it's community, it's a place to receive a great education with lot's of individual attention. There was a hugh growth to the number of students attending when the fall quarter began.
	Overall, I think SSU is succeeding, though is critical that the university continue to keep it tuition low. However,

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	increased pay for newer faculty is essential for SSU to retain young innovative scholars and teachers, which is essential to providing a high quality education down the road.
	SSU is strategically located in Southern Ohio. The offering of additional dorms was an excellent effort put forth to grow student count. But additional degrees/certificates need to be added to SSU offerings. They must move forward with technology and expand into the online arena. Many of the local adult population would benefit from the online courses. Students are beginning to go to the OU branches, due to the fact that they have online course which allows them to continue to work full-time.
	We have many programs to offer to the students of the southern Ohio region. We can offer housing to area students who want to live on campus and students who do not, can commute. Our athletic program is excellent. We have a great girls and boys basketball team for the community and Golden Bears to support. We have girls and boys track and a soccer team to support. Overall, I think that the success of Shawnee State University is meeting the needs of the people of the southern Ohio region and it will continue to do so as it grows in enrollment.
	I think that Shawnee meets the needs of the many diverse people in Southern Ohio as well as throughout the entire state of Ohio, and other surrounding states.
	It opens many opportunities to its students they couldn't otherwise dream of without attending this kind of institution.
	Although the faculty and staff may experience a lot of frustration, the university is absolutely central to meeting educational needs in this region. We enrich the lives of many people in diverse ways.
	I think we have provided a much needed service to our region. Now, in our growing climate, we must be careful not to become complacent. I think we need to set aside some differences and function in a more team oriented environment. The causes of this separation are very apparent. We should be aggressive to prevent the mistakes of our past. We have the formidable task of being the teacher of the teacher's. We must make sure we live up to that expectation from a professional standpoint.
	Extremely successful. I'm proud of where we've come! Every leader has had their strong and weak points. They all played a role in bringing us where we are now. Our faculty is stronger and more diverse - we need that in southern Ohio.
	I believe that this relationship has just begun and will develop to outstanding success in the future.
	Shawnee State provides a means for an area that doesn't have much else going for it to get an education. Many of the students at Shawnee State would never think of going away from home to college.
	The university meets the needs of the region. As an institution must point out that the high school students attending are often under prepared for college level work.
	Overall, Shawnee State University has done an excellent job meeting the needs of the people in southern Ohio. The critique is that they are not meeting the needs of people who intend to leave southern Ohio for different areas and industries.
	It does a very good job
	SSU is vital and important to meeting the needs of Appalachian Ohioans. There is no question that the university brings a much-needed vitality and viability to the region. Again, however, there is so much more that could be done. We are only scratching the surface, and I'd love to see us go deeper.
	Overall, we are making southern Ohio a better place for our citizens, but we can still do much better with community service efforts.
	Very successful in helping the area population in achieving their personal and professional goals for learning in many contexts (degree programs, Outreach services, etc).
	SSU has answered the challenge and has been very successful
	Shawnee State University is an institution rich in resources and understanding for the Appalachian region it serves. The students and families whose lives have been improved, the communities whose population has become more self reliant and the opportunities made available to those who would have never been given an educational option, support the importance and mission of Shawnee State University in a very concrete way.
	Let's get past Southern Ohio. We need to go global to succeed. We will never meet the needs of the people of this area until we can be the catalyst for more quality industries, jobs, in this area. We need to work with area industrial

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	development. Our graduates deserve more than minimum wage jobs if they choose to stay here. But, we also need to attract employers to campus who can offer our students jobs. Our job fair needs strengthening.
	Considering the resources available: excellent.
	I think our role as an open-access institution is an important one - to provide higher education for students who may otherwise not consider college as an option. I think as we have grown, our image has actually improved quicker outside of this region than within our own area. I think there are still many opportunities for this institution to be even more responsive to southern Ohio and to be a true agent of change in area that still struggles with its economic and cultural "place".
	SSU is truly the future of this region. Economic development, teamwork between organizations, etc. will look to SSU for its leadership in making things happen here and improving the quality of life in this area.
	Shawnee State has done an excellent job of meeting many of the needs of the people in the southern Ohio region. Students can get excellent educations here. We are a friendly student-centered campus.
	I feel that we have improved greatly over the years. We need to continue in a positive vein as we have been doing. Good administrative support to staff.
	SSU does well in serving the immediate community in its program offerings, tuition level, and community involvement.
	While Shawnee State University has gained acclaim in meeting the health-care related needs of the area, SSU has not partnered enough with local businesses to place students in careers within their respective fields of study. Also, SSU makes decisions (such as the semester conversion) without discussing the issues with anyone other than administrators. SSU never takes into account the impact of any of its decisions on the general local area. In many respects it has become this isolated business located along the river. Some of this is perception, but perception is reality. One perception is that regardless of qualifications, unless you're under 35, don't expect to be interviewed, much less hired over a recent SSU graduate--even if you yourself are also a graduate of SSU.
	SSU is educating students successfully. Many would not have gone to college otherwise.
	Apparently we are not meeting the needs of the community when people within walking distance in the city of Portsmouth have not even been on campus. Communication with the news media is slow and often events are printed when they are over or do not give enough information for people to know if they want to attend. People often get the Shawnee Shuffle here.
	I am a graduate of SSU. I have lived in the area since I was very young and I believe that if the university was not present I would not have made it to the point in my career that I have. For me and for many current students SSU is the only option they have for a higher education, because many will not or would not go away to school. There is always room for improvement, but I believe that through this process the university is on the right track to serving and meeting needs of people in this area.
	SSU, generally, has been very successful in meeting the needs of southern Ohio. I am concerned that we have not been as responsive as we could have been in adjusting our educational program offerings. We should be rotating stagnant programs off-line and bring new programs on-line to replace them. While this has been tried, the process to remove existing programs is not as straightforward.
	I believe that this university is a life line to the area. Without it, there would be little value or no reason to stay. VRCFA and the enrichment opportunities for our youth are the most beneficial.
	Very successful
	High. All of us are aware of our students' background and try to work with that in mind.
	The success has been very good for local citizens but could be even better with a good marketing program. Not many people, even in our State, know who Shawnee State is.
	Shawnee State is student friendly and does seem to care about the surrounding community. I think they need to work more on the working environment within Shawnee State. Employees should be encouraged instead of discouraged, shown respect and let them know they are a valuable asset to the University.
	Satisfactory. We need to increase or standards and expectations of outcomes.
	We are losing. We ignore our service demographic and continue to impress traditional academic dogma on an unwilling

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	and unprepared market.
	Currently, the University does an admirable job overall considering the resources available to us, but this may be threatened in the wake of the semester conversion process in which the school is engaged.
	I think the Southern Ohio area has been very positively affected by having SSU in the community. We have offered an educational and cultural opportunity to many first-time college students in families where no family members attended college before. We have emphasized the need for continuing education, which is important with the poor economy in the area. We serve many non-traditional students and meet their needs.
	Very successful.
	SSU is a life saver for many of its students. We provide opportunities for students who would otherwise be very limited, if not excluded, from educational advancement if SSU did not exist.
	I think if it had a more workable monetary plan it could do quite well. It has been proof in action that you can't be a real university on community college tuition. The founding business plan here would never have passed Business 101. If the question is do we educate lots of teachers then we are successful. If the question is how have we actually improved or even tried to improve the economic conditions of the region outside that very narrow window then we don't have much to point to. We graduate 700 or so seniors most of whom move away to have lives elsewhere or they stay here to become substitute teachers.
	Not too successful. SSU is presently very interested in recruiting students from areas far removed from Scioto County and environs. Traditional students that will fill the Dorms are heavily recruited. Evening programs are being de-emphasized in areas of Professional Studies (Health, Business, Engineering Tech). Non-traditional students that can only attend evening classes are not being served.
	I think we are moving away from meeting the needs of the region due to wanting to increase enrollment.
	The University is a great asset to the community that enables people that have never had the opportunity to attend college to do so in their home town area.
	At times I feel we are doing a disservice to many of our students. This, I believe, is a function of being an open enrollment institution. I truly believe that a fairly significant number of our students would be better served if someone told them they simply weren't college material. Instead, we tend to pass them through. I have served as an adjunct faculty and many times felt that I had to lower my assessment standards or I would have to fail the majority of students in my class. I think we do a very poor job of "retraining" students to write. Most of our students come to us with very little writing ability. I don't see significant improvement throughout their careers at SSU. I feel that many of the non-educational functions (ie the center for the fine arts programs) are aimed at a very small target market (most of the programs tend to appeal to older audiences). I think we could do a better job of providing cultural activities that would be appealing to a much broader audience, especially our students. We also need to do a better job promoting the value of higher education across the region. I believe that it is not valued by a VERY high percentage of the population in the region.
	Overall, SSU is successful in meeting the educational needs of our region.
	It is the one bright spot in an area that is economically depressed. SSU offers opportunities to people who simply would not be able to improve their circumstances without the university. SSU strives, overall, to provide increasingly higher quality programs to the community.
	I believe that Shawnee State University has and is serving the southern Ohio region very effectively. The university has been consistent on maintaining a low cost tuition, when compared to other universities. This is very important especially in an area that is as economically depressed as southern Ohio. The university has made progress in updating facilities, landscape, and university resources. However, we need to continue to build upon these progresses in order to keep our appeal to students. I am a 2002 graduate of SSU and the improvements since I was a student are dramatic and are a good reflection of the goals/visions that Shawnee State is trying to accomplish.
	very good
	We need to focus on producing better graduates. And we need to step out of our traditional approach to doing so.
	SSU is significantly more oriented to the community than other Appalachian colleges. That is not to say that no more needs to be done. Art and Entertainment, yes, but what about Health Issues, Employment/Economic development, and the pesky Environment.

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	I think the University does a satisfactory job in most cases, as you can see from my responses on the survey, but I think there is a lot of room for improvement which would make the University and Outstanding regional University.
	I feel the needs of the people have been met to a certain extent. Better communication between faculty and student could be improved. Overall I think Shawnee is doing it's job.
	Currently, good. I worry that the state will force us to cut some much-needed developmental programs.
	Shawnee is filling a vital need in the regions it serves. We should always strive to improve.
	We do very well in some areas especially those where there is a state or national test/standard to be met. (In programs where students are "selected" SSU does well.) However, our overall level of academic quality needs to be improved.
	I believe the University has grown as the need arises. SSU is a wonderful addition to the state and the community
	No one institution can meet all the needs (even if limited to educational needs) of the entire population of a region. None the less, I think SSU's had a positive impact . . . but one shouldn't expect any regional transformation. Ohio University located in a similar setting for over two hundred years and with a current staff and budget perhaps 7-8 times as large as SSU's demonstrably has not transformed its region.
	I feel that Shawnee State has made a great impact on the Southern Ohio Region. It has given many area students a chance to receive a better education at an affordable price. Many students would not have an opportunity to receive a degree in higher education without Shawnee State being located here.
	Absolutely provides educational and cultural opportunities not met by any other local programs.
	This depends upon the department or program. Some are doing very well-the health and medical sciences provide fairly high quality graduates to local and regional health care facilities. Other programs seem to promote mediocrity and do not monitor quality at all.
	Very successful
	I think SSU does a very good job in this area.
	It would be hard to overstate the importance of SSU to this region. The professional programs especially have played a great role in allowing local people to get the education to work at skilled jobs in the local economy.
	With each passing year SSU becomes more and more like a major state school, but keeps part of its focus on providing opportunities for this region.
	So so. SSU and other education institutions should work on the general attitude of local people, of all socio-econ. strata, on education.
	I believe that the University has given thousands of students opportunities that they would have otherwise not have had.
	Very good. But definitely SSU will do better and better with quality improvement.
	Being a lifetime resident of Appalachia, I think that Shawnee State is one of our great success stories. We are so fortunate to have this institution in our own backyards. Shawnee State allows the people of Appalachia to see that going to college is a possibility for everyone.
	I think Shawnee State University has been a wonderful place for many people in southern Ohio and northern Kentucky who never dreamed they'd be able to attend college or complete a degree. I think we have many sensitive employees who are very good at their jobs. They are friendly and happy, and that makes it a great place.
	I believe it is highly successful.
	I have nothing negative to report. As far as I can see, Shawnee State University is a very bright spot in the southern Ohio region.
	Shawnee State could be more effective if the communication lines were used more.
	Shawnee State meets some immediate needs. Open admissions is a problem. SSU students must learn about the world outside southern Ohio.
	While SSU has embraced the community it serves, sometimes I feel that the community does not embrace the university. I believe that SSU is one of the few bright spots in Scioto County at this time.

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	Shawnee student needs are quite well met despite lots of misguidance and many delusions emanating from SSU's institutional practices.
	I think that we are doing an above average job but need to continually assess what programs and services are needed to accommodate a changing population and challenging employment environment.
	I think SSU is a hidden treasure, just waiting to be found, I think build and they will come!
	Considering the numerous educational activities and excellent programs administered by Shawnee State University to upgrade the communities, the economic and social life of the people of southern Ohio region, I think that success d'estime attributable to Shawnee State University is nearing measureless magnitude.
	Shawnee State has done an excellent job in meeting the needs of this poor, unemployed region. The fact that many Shawnee recruits many students from outside this area is a testament to that. Why come here when they could go elsewhere? That speaks volumes. It gives the people who do live in this region an affordable way to better their situation. It's a shame that they may have to leave the area after graduation; but, while they are here, they are getting a quality education and enhancing the community.
	Doing a very good job!
	We are a major contributor to the needs of our area. However, SSU needs to remember that what the population in this area needs are opportunities to acquire an education which will lead to bettering the individual, family, & community. This means that students need skills and information to be able to compete and find jobs in their discipline. The Health Science majors, Nursing, Business, or Technology students make a real contribution to the community once they receive their degrees. We need to make sure that we don't forget what vital services they provide to all of us! The Professional Studies degrees are a big part of our success!!
	We are fortunate to have SSU here in Portsmouth; a great alternative
	good
	The university has been pretty successful at meeting the area's needs. Before it's inception, very few from this general area attended, let alone graduated from, an institution of higher education. With the university here, financial aid available, and encouragement given, many, many have now at least attended the university. That experience is invaluable. In the early years the graduation exercises were touching--to see the families there.
	I believe Shawnee State is the mainstay of southern Ohio and we have an opportunity, as well as an obligation to be the best we can be.
	very successful
	SSU gives students a chance to have a university experience, but I doubt that many of the students take advantage of it. It might be that the students are really not that competitive in the workplace when put up against graduate of other universities. There are some specialized programs that do provide good employment including nursing, graphic arts, plastics. SSU provides outstanding cultural opportunities and has the leading community-based cultural arts program in the tri-state area. However, the university refuses to acknowledge the potential gain in students and prestige by having a formal degree program in the theater and performing arts. The staff of SSU in most instances do not interact with the community including most of the top and middle management. Very few of the academic staff participate in community affairs including volunteerism, political or business areas.
	fair
	Wonderful.
	Overall, very good, however we need to stay focused so that as we grow we do not lose sight of the special needs of this unique region.
	SSU is the beginning of a positive move in the Southern Ohio, Northern Kentucky area. If there were local jobs to support all our graduates... Employment is so depressed here.
	We are a relatively new institution, an excuse we will use for 75 more years to explain why we can't improve the quality of the education we bring to students.
	Shawnee State University is doing a good job of meeting the needs of people in Southern Ohio. Many people in this area come out of poor, rural, public school systems which do not do a good job teaching the basics. Therefore, many

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	developmental classes are needed at SSU. The university has done a good job of providing these classes. People of this area need education which can prepare them for a career. Through the many professional programs offered, SSU has done a good job of providing this. The university also does a good job with assisting non-traditional students who make up a large portion of our student body. Students in this area also need an affordable means of receiving higher education. SSU's low tuition is a great benefit to them.
	SSU is growing and expanding in so many ways. The communities of Southern Ohio are being reached by offering so many different opportunities. It is also reaching further into Eastern Kentucky. SSU is not only a great educational institution but is offering great employment opportunities.
	We do a SUPER job!!
	Extremely successful!
	I think Shawnee State is very successful and with our many improvement programs we continue to grow and provide outstanding educational degrees to students.
	Very good, excellent.
	Good
	Shawnee State University does a wonderful job meeting the needs of the people of Southern Ohio and the surrounding area. With strong leadership and better cooperation with the local community Shawnee State University has a great opportunity to revive a once great city.
	Shawnee State has been responsible for providing educational opportunities to an economically depressed area. Their presence affords this community a chance to move beyond their immediate circumstances, and into a world of opportunity and promise. SSU has been successful in providing this community with a say in what its future will become and a choice in how to attain that future.
	Excellent!!! Shawnee provides a service that no other University is capable of providing here and many people are able to get a college education or speciality education here that they would otherwise not be able to achieve.
	the admission process appears to to an excellent job
	Very successful outstanding
	This is a unique region with unique needs. We are in Ohio, but definitely are grounded in Appalachia. The development programs need to be expanded- not reduced.
	Mostly okay, I think SSU could do better with the low-income, first-generation students who are extremely overwhelmed and intimidated just walking onto the campus for the first time. Many give up, walk away, and never come back when they hit a stumbling block or they struggle too much with their first courses.
	It is my opinion that SSU is a great asset to this region. They encourage students and lend guidance when needed.
	Need to be more involved in Economic Development of the area.
	The University has formed articulation agreements with other regional institutions and Community Colleges that serve students from the tri-state of Ohio, Kentucky and West Virginia.
	At SSU, we change lives! We have students who would not get a college degree if we were not here. By getting a degree they improve their family's lives and their community. We need to attract more students, build more programs, and continue to positively impact our community and region.
	This is my Home town and I not only work here I am a student as well. Shawnee State University is the best thing to happen to Southern Ohio and ensures a chance for progress for anyone who is willing to put forth the effort to obtain a degree.
	Wonderfully!
	Shawnee State University is, in my opinion, one of the brighter lights in the southern Ohio area. We make an excellent education affordable to area residents, and we, regularly, provide cultural activities that would not otherwise be available.
	Good
	I feel SSU does a very good job of helping students meet their educational and career goals. SSU is still the best kept secret in southern Ohio. We need to get more publicity on the University-ie,Robin Hagen Smith on

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	It has been a great help in promoting education in a area that 15 yrs ago would not have the chances to do so.A lot of our youth can now get a education they otherwise would not receive.
	Shawnee State's presence in southern Ohio has been one of the few bright spots for the area over the past few decades.
	SSU meets the needs of students in this area in terms of the programs it offers, etc. However, many students would better profit from their education if they left the area, but many don't because of "cultural" factors. Basically, it's the public educational (K-12)system in this area that desperately needs improvement to provide a better educational foundation for students entering SSU in this area.
	Sometimes I feel we are letting them down. We are recruiting and educating them but we are making it difficult for them. The rising cost of tuition is a hinderance to students being able to continue their education. Resources are not available for them. We need to be more creative with resources to help students afford higher education.
	Very successful!
	The Dental Hygiene department provides dental care to people without insurance. Without the Dental clinic there would be a lot of people that would not be getting their teeth cleaned. It is a place to get a Great education without going to far from home and to most of the people that go there, that is very important.
	I think SSU's Health Sciences and Pre-Med programs have been extremely beneficial both to the community in general and to the students who have completed those programs, but I'm ambivalent about praising the other programs here at SSU as I have not seen the same sorts of positive impacts directly associated with them. I think that having SSU (and Rio Grande, OU Ironton, Marshall, Ashland Community College) in the local community is extremely important in focusing the community's attention on the ready and immediate availability of higher education and in regards to providing an alternative cultural reference point. I also think having SSU here provides a positive focal point within what is otherwise a very negative community and that the faculty who have come to Portsmouth have enriched the local community in many ways. I do not, however, think that SSU has succeeded in penetrating the local rural culture and do not think that SSU differs from any of the other area colleges and universities in this respect.
	I think in the years I've been here I've seen a huge improvement from all aspects. I think we here at SSU do a very good job of serving students.
	Overall, I feel SSU is doing a very good job. It will be good to see through this process how we can be even better.
	As a lifelong member of this community, I feel SSU has been successful in meeting the needs of the people of southern Ohio. I have seen the university grow and hope to continue to see it grow in the future.
	Good, but we tend to forget that the number of students who aren't from this area is growing.
	Good but room for improvement
	Good.
	Very good. More people are learning about us every day.
	Students who come and work are well served. Many will accomplish far more than their parents did.
	excellent
	SSU has filled a much needed void here in southern Ohio. But, since becoming a university SSU has moved more toward the "traditional" student when in fact there are alot more working adults in the area if given the opportunity would seek higher education.
	No Comment
	It does meet the needs of people in the community. I believe our efforts to broaden our area of reach has also improved. Recruitment is greatly improving...word of mouth travels fast that SSU is growing and graduation numbers are increasing.
	I would give it about a 75%. Since a large portion of this demographic (stereotypically) are "working poor", then more needs to be done to improve the course offerings. More evening or weekend classes would help this demographic.
	Satisfactory.
	Somewhat successful, opportunities are here and available if people are interested in obtaining an education.
	Fairly good. they try their best to accommodate a vast region in Southern Ohio.

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	I believe the University is meeting the needs of the people in our area.
	Overall, I feel it is successful: we recruit students and they graduate. We perform an important role in the region. Other than graduation, though, I'm not aware of success or measures of success.
	I think Shawnee State does an excellent job of serving Southern Ohio.
	We are the best show in town, and we still have a way to go. Academic program reviewing should begin again to better change our programs to fit the needs of our economy. Also, for those in the southern Ohio region that try SSU, but cannot "make it", I feel we should develop a few certificate programs to allow students to come here for a year and walk away with a marketable skill.
	excellent
	We have an interesting dilemma at Shawnee as we have been a University providing "second and only chances" to our community. But as University, we must also move toward improving our academic standards. Thus, we have the difficulty of becoming a fine academic institution and still serving our community, many of whom need much academic resources and support. Balancing between the two will be quite challenging in the next decade and beyond.
	Shawnee has filled a need for students who could not afford to leave home to attend college. The close proximity has allowed a large number of students to live at home, work to pay for tuition, and still earn a college degree. I think the institution is at a point right now where they can begin concentrating on other audiences, academic achievement, and marketing degrees that are unique to SSU.
	Shawnee State has greatly improved the southern Ohio region by providing higher education opportunities as well as scholarships to the young people of our community. The university is also a large source of employment in our area.
	Mixed. We do serve many people who would find it difficult to attend college elsewhere. However, in accepting everyone, we're setting up some students for failure while happily taking their money before they flunk out.
	Great, but I'm not sure the people of southern Ohio mirror the state as a whole and we want/and are working harder at meeting the needs outside southern Ohio. Yea! We are in a position to impact the face/economics of southern Ohio as a leader.
	The best in the region, none better
	I believe Shawnee State has been very successful in meeting the needs of the region. It is open enrollment and open access to encourage all to attempt higher education. Developmental courses help students prepare for college level study. University Outreach Services and affiliated programs create many opportunities for people of all ages to participate in events on campus to build their interest in higher education.
	I believe that SSU has provided educational and cultural opportunities that didn't exist before the university. If Scioto County and Portsmouth did not have Shawnee State University, the future would look very dim. I am proud to be a small part of a great educational institution.
	I think SSU is a great institution for higher learning. If students want to learn and succeed, they have the resources right here in Portsmouth, OH.
	Overall, SSU is adequately meeting the goals of southern Ohio. It has opened doors to students that would never have had the opportunity to attend college. People in the region are hesitant to leave the area and SSU gives those students the availability of a university and staying close to home. SSU is also becoming a more traditional college setting with the development of housing.
	Shawnee State University is very successful in meeting the needs of the people of the southern Ohio region. The university offers a wide variety of majors, programs and advising to meet the needs of the people from the region.
	I think that Shawnee State University has met the needs of the people of the southern Ohio region. And will continue to provide students with the education needed to achieve their career goals.
	I think the university is very successful in helping people of our area. Students who never thought about attending college because of the expense and lack of family support are now able to complete their education.
	I think SSU has been an avenue of higher education to people who would have never ventured into the college world.
	SSU has been a God send to for people in this depressed area and it will continue to be a driving force in the fight against poverty and ignorance. It can do much more.

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	Our faculty and staff work together to make improvements at SSU and continually improve. We meet the needs of students of different backgrounds and cultures. Students have made comments that SSU is friendly and caring, and they feel very comfortable.
	Shawnee State has been a God-send to the people of southern Ohio. With all the different areas that Shawnee reaches out to the people, it has improved the morale of the area. Also, so many non-traditional students have received a college education simply because Shawnee State is in the local southern Ohio region.
	Unfortunately, people from the area tend to be at a remedial level and there seems to be inadequate advising for the remedial student in making the right decisions regarding their career path.
	Shawnee State prepares students to successfully perform in many different careers and helps students advance to institutions providing various professional degrees.
	SSU meets the needs of the region extremely well. We need to make sure that we hold our students to national standards and not lower standards because our students are less well-prepared academically. On the whole, I think that we do this fairly well.
	I think we do a very good job overall, however we can always look for better ways to get our message to the people to improve their quality of life.
	It needs steady improvement
	Overall I believe that SSU is making a concerted effort to meet the needs of area students. I do find many of our students who seem to be "working the system". I would have to say that SSU does meet the educational needs of our area though.
	Good
	Very successful
	I believe the institution does a remarkable job with the small amount of funding it receives.
	Satisfactory. In the past few years, there has been a lot of focus on the arts, with the VRCFA. I think the university should focus on other areas as well to prepare students for jobs in this area, the few that exist.
	Very successful. Community is fortunate to have the university.
	Excellent!
	moderately effective but can be improved
	I believe that Shawnee State is the best thing that has happened to the southern Ohio region. It has and will continue to allow many first-generation students to realize their dream of a college education.
	Overall, I would give Shawnee an average grade. I think that we have quite a few kids who would stay around if they level of rigor were a little higher at Shawnee...or if they offered a few more majors. I am most interested in the education department. I really wish the pay were better at Shawnee...but as it is, I cannot afford to leave my high school job. I would have to take a significant cut in pay to teach at SSU. But I really dream of working there in the education prep dept. I think I have a lot to offer education majors. Overall, though, SSU serves the people of southern Ohio fairly well.
	Very good!!
	Satisfactory.
	Although the University has made vast improvements, I think we need more technical degrees in order to meet the needs of the appalachian area.
	People in the community have a good feeling about SSU. In general the university seems to have met a lot of the needs of the people in the region.
	Excellent, overall.
	In the 10+ years I have been on the faculty, I think SSU has done an outstanding job of being sensitive the educational needs of the people of southern Ohio region. For example, we have quite a few student support services, tutors, etc.
	Fairly good, except that we appear to be training students so that they can leave the region. This isn't SSU's fault, nor the region's.

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	Vern Riffe had a vision. And if he could be at SSU's Graduation's in the spring of the year, I think he would be very, very proud of what has been accomplished since July 2, 1986. He has given courage and hope to those that would never had the opportunity otherwise. I have been here since then and I know that when I look at the number of Graduates each year at Graduation,it brings tears to my eyes and a lump in my throat. I thinks this sums up what SSU has done.
	SSU has has a major impact on the region and the individuals served by the University. However, it could have even more impact if we could raise our expectations of our selves and our students and move beyond the hurts of the past.
	SSU has a great impact on the knowledge and values of the population of southern Ohio. Diversity appears to need to be a higher priority even though it serves the Appliachian region well. Student expectations are related to Applichain goals and values and do not appear to be global in nature.
	Poor.
	between poor and satisfied
	SSU has been very sucessful but still needs to improve.
	affordable, high standard of education
	WE COULD HAVE DONE SO MUCH MORE IF WE HAD JUST BEEN ALLOWED TO DO "OUR JOBS" ACROSS THE YEARS. THE WORD "VISION" AT SHAWNEE JUST MEANS ANOTHER BUNCH OF DISRUPTIVE AND TIME CONSUMING WORKS IMPOSED BY ANOTHER SHORT TIME-PASSING THROUGH MANAGER. SO MUCH OF OUR RESOURCE HAS BEEN WASTED ACROSS THE YEARS. IT IS REALLY A SHAME.
	Shawnee has grown over the years and is now a university that is considered a true academic learning center. Many of the students in the area would not attend if a university was not in the area. Shawnee truly provides a great service to the people living in southern Ohio.
	Very good.
	As an isolated station in higher education,we are what we are--the last chance, first chance university.
	Excellent.
	I feel SSU is very successful in meeting the needs of southern Ohio because this institution combines the best aspects of a community college and a private university. By balancing an open-enrollment policy with educational/academic excellence, SSU provides the southern Ohio region with a much needed opportunity for personal, social, economic, and cultural advancement.
	Shawnee State University not only provides a safe and powerful outlet (through education) to the Southern Ohio area's problems of high poverty levels, but it also provides an exceptional working environment for employees. This university should be highly successful and show powerful growth in the near future.
	I think we are doing the people a disservice. With the current open enrollement system we accept students that are not qualified to be in college, have not been taught at secondary schools how to think out problems. A great many of these students will not succeed in college anywhere, and would be much better served by directing them to vocxational programs where they are more likely to succeed, more likely to go on and get fulfilling careers, and therefor contribute more to society. Shawnee spends a great deal of money to retain students that will not make it at college, and that have their self asteem lowered by the failure. I am sure that some of the impetus to retain them is the financial incentive for the state subsidy money recieved for each student.
	Marginally satisfactory.
	Having the College in Portsmouth is a fantastic oppourtunity for students who cannot afford to go out of town for a college education.
	I feel it is good to give students of southern Ohio, who may not have a chance to go to another school, the oppourtunity to attend college. It helps these students improve both academically and socially.
	Pretty much that of a well-fed, pampered and thankless brat. We draw our cushy salaries and, by and large, give little back to that which can be called community. The other side is that there are students who might not hold degrees right now if we hadn't been here. I take some cold comfort in that.
	Average.

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	SSU is meeting some of the needs of the people of Southern Ohio, but it could be doing a lot more than it is now.
	I think that SSU does a great job in reaching people in southern Ohio, because there are a lot of people going to collage that would not have been able to do so if we didn't have SSU. They can travel and live at home or live on campus. The high school student can take classes here before they graduate. There is the chance for the education for some people that just dreamed of collage and never thought they could go. SSU has a big selection of degrees to choose from. Some students are excited about being enrolled at SSU.
	I think Shawnee State is very successful in meeting the needs of the people of the southern Ohio region. We offer an Upward Bound program, which provides academic, social and counseling services needed to generate motivation necessary to succeed in college. We offer a full range of Financial Aid, including state, federal and institutional grants, as well as scholarships and student loan programs to assist funding higher education. The Student Success Center provides tutors for students who are in need of extra assistance in class.
	Shawnee State University is more than effective in meeting the needs of the people of southern Ohio. It is changing lives one person at a time.
	improving steadily
	I beleive that Shawnee State has been very sucessful in meeting the needs of Southern Ohio, Northeastern Kentucky. Especially culturally, and academically in the Health Science area.
	The community and Shawnee State are partnering in many activities. With additional housing, Shawnee State is addressing a long needed area for our students. With night classes we address the needs of many non-traditional students. Overall I feel we are addressing the needs of Southern Ohio. If we know about it, we can do it.
	Excellent success rate! Many of our graduates go on to work in the community or at the University. Since our region is relatively small, many move to larger cities or back to where they came from to begin their careers.
	SSU has definitely grown through the years. I believe we are meeting the needs by implementing programs that meet employers' needs. I do wish there was a better connection between student/ graduate and employer. We have quality instructors here who believe in SSU and are good at what they do. They "know their stuff" and pass it on to students. But the connection is often lost after graduation, or did I expect too much???
	very successful but could have been much more progressive with stronger and more visionary leadership in the eighties and nineties
	I think we do a very good job of meeting the needs of the people of our region but I think we should consider helping them raise their expectations. I think many of the people in this area are easily satisfied with the status-quo. I think as an institution of higher education it is our job to call them to raise their standards, to empower them to do more. I think we should help them see their strengths and help them implement them. I have not seen statistics but I would guess that self-esteem and confidence among our students is not statically as high as those that go away to other schools. Not by any fault of SSU but they come to us that way. Anything we can do to foster that and help improve that in our students will only increase their success. I also still hear horrific grammar on campus. I was born and raised in this community and I understand the Appalachian influence on speech - however I also have lived in other places and know the importance of proper grammar and speech. I think anything we can do to teach these students the power of language is vital to their future as well as the future of our community.
	It's trying.
	It has been very successful in meeting the needs of the people of Southern Ohio.
	Very well. We have a unique population and I think SSU reaches out and meets the needs of the people of the southern Ohio region. We should be very proud of our institution. We need to focus on the positive things that are happening on our campus. We need to assess our institution, but we also need to appreciate what we have done and what we are accomplishing.
	Shawnee has had a tremendous impact on the region by providing high quality programs close to home for many first generation college students. There is room for improvement as we work to increase college going attendance and provide new programs that serve the needs of the region.
	Improving. We must increase the rigor of the programs and stop the grade inflation. We must have consistent course outcomes and rid ourselves of the cover of academic freedom and SEA. Faculty need to review their courses regularly

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	and seek to improve. Measures of assessment in all programs and possibly at the course level need to be implemented.
	Lately very effective. SSU appears to have returned to its focus on local students and their needs. I feel this very important as the majority of the students here will be from here. If they are embraced and welcomed then they will in turn tell others. Which becomes a win win situation for all.
	on track
	We do a good job but there is always room for improvement.
	SSU is meeting the needs of people in southern Ohio and I have seen specific evidence of that very recently. A single mom who is a student is having difficulty just getting through the last couple of quarters financially. She is getting the help and support she needs so that very soon she will be in her chosen profession and providing a good income for her and her child. That is a story that has been repeated time and time again at SSU over the years. This institution has provided much needed education and a lift up for many of my friends, neighbors, and acquaintances. It has provided opportunities that weren't there before, even when we were a very good technical school. Three cheers for SSU!
	They do a good job meeting the needs of the area. A great example is the low expenses that accompany students who attend the university. Shawnee needs to make efforts to keep the price of education at the university the lowest in the state. For a state funded university it is important that Shawnee represent the area with dignity, but a dignity that meets the lower incomes of the area.
	Doing fairly well
	I think SSU is a true asset to the community it serves as for many years, people in this area didn't have the opportunity to attend college.
	Southern Ohio depends heavily on the University for jobs and programs to help improve the economic base of the community. Shawnee is making a very positive impact on the community.
	They do a good job of meeting the needs of the people of southern Ohio.
	Much more can be done in terms of retention efforts.
	Fairly good job some programs could be added to more closely meet the professional development needs of people such as a masters degree for area teachers. I'd also like to see more programs that will help minority and low socio-economic students gain the basic skills.
	Very well, however, the University needs to be prepared to change in areas that have been slow to respond in the past.
	Highly successful
	Good
	Excellent. SSU has provided more residents of southern Ohio the opportunity to further their education because of its locality, cost, and programs offered.
	SSU seems to be gaining more recognition throughout our area for its efforts to enhance the quality of life here, although I'm not convinced that students are entering the program with a good sense of what their deepest needs really are.
	Shawnee is committed to meeting the needs of the student population and has continued to improve in this area. Also, Shawnee continues to work with community leaders for economic development. The VRCFA continues to bring cultural enrichment to southern Ohio. We are doing an outstanding job in all three areas.
	Very successful.
	SSU has improved the area 100%. I know first hand the effects the college has on the future of the community. Without the enrichment programs to high school students, who knows what my life would be like now. As a first generation college student, I was not only inspired to improve my quality of life, I was made aware of all the resources to make it possible. Thank you SSU, for giving me a ticket out of poverty.
	Great success story.
	I think we do a very good job, but like before we could always learn ways for improvement
	I believe that they are on target for meeting the needs of the region, but always room for improvement.
	I meet more and more people who have graduated from SSU, so we must be doing something right!

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	Okay
	Just ok not great
	This can not be answered without first knowing exactly what the needs of the people of the southern Ohio region are.
	It serves the needs of the tristate area and allows many to attend college that would not be able to just a few years ago.
	The university does very good
	We are making a difference. Our students are the proof. Others see them and want to know where they got their training. Word of mouth has always been our best seller...Faculty and students have become advocates in OH and other states as they give presentations at conferences. More money needs to be provided for these efforts...SSU needs to allow itself to grow. Hiring our present president has made a difference.
	Really pretty well
	I think we are making higher education much more available for them, but we can still improve the degrees/majors that we could offer. If we look at the types of employment opportunities that are available around here and are sought by our students, we should look seriously at resurrecting a Criminal Justice program and at an accredited Social Work degree.
	Good
	At this point, SSU is primarily an institution of only chances and second chances for students. Would like to see activities geared toward attracting higher quality students. We have all the developmental students we can handle. Moving away from open admissions would be risky, in my opinion, as it would necessarily exclude some of the people who could benefit most from higher education. Still, I worry that too many graduates lack the "polish" of a college educated individual, and leave us still pretty "rough around the edges."
	We have provided a large number of people with their only opportunity to attend and complete college. Many of our students will not or cannot attend institutions outside of this area. For them, it's SSU or bust. Our graduation rate may be low; however, our success stories are far more spectacular than those of our sister institutions.
	We certainly can do better, but we provide a crucial service in providing a college education for many people in the area who, without SSU, would likely not obtain this education.
	Very good, as good as any other could have done!
	I feel it is still early to completely identify the effect SSU is having on this region. I feel that we are on target for offering higher education to a group that didn't have this opportunity before. I also feel education is something that is generational. We won't see true results until sons and daughters of alumni begin enrolling at Shawnee.
	...poor to fair. Health and education related jobs, lure students into those fields. Students need to be encouraged to enter the fields of their dreams. We could increase graduation rates if we could somehow encourage students to set their sites on their dream jobs, outside of Ohio.
	I think it is very good. I do think more degrees should be added - ie: hotel management and ultrasound.
	SSU is the center of the community. People expect a lot from us. We have great students who need a lot of help.
	I feel that Shawnee State University is very successful in meeting the needs of the people of the southern Ohio region.
	SSU is the best thing to hit the area since the end of the steam locomotive era. Its true value will not be recognized for another generation.

Shawnee State University Comments from Constellation February 2005

Table of Statements/Questions on Constellation Survey for Your Institution

	Statement:(What is held in highest value/importance?)
4.	Shawnee State uses student assessment results to improve teaching and learning.
5.	Student Affairs departments provide programs and services that complement Shawnee's academic curricula.
6.	When making institutional decisions, administrators consider the impact on students and learning.
7.	Shawnee State clearly communicates its learning expectations to both current and prospective students.
8.	Shawnee State intentionally promotes excellence in teaching.
9.	Shawnee State makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.
10.	Faculty and staff have a shared understanding of Shawnee's educational goals for students.
11.	Processes are in place to determine which new educational offerings to develop.
12.	Shawnee State regularly evaluates the effectiveness and relevance of its courses and programs.
13.	Shawnee State has processes to ensure that students are prepared for the programs and courses in which they enroll.
14.	Shawnee State identifies specific targets for improving student learning.
15.	Shawnee State maintains a climate that encourages students to express their ideas, even unusual or unpopular ones.
16.	People working here understand the significance of Shawnee's objectives that are <i>not</i> directly related to educating students.
17.	Shawnee State's non-educational activities and objectives harmonize or fit with its fundamental mission, vision, and philosophy.
18.	Shawnee State regularly solicits feedback to improve offerings and services to the communities it serves.
19.	The results of Shawnee's non-educational work strengthen the overall institution.
20.	Shawnee State carefully defines and analyzes the unique needs of different groups of people it might serve.
21.	Shawnee State responds rapidly to the changing needs of students.
22.	Shawnee State measures how effectively it serves its students.
23.	Measured student satisfaction with Shawnee improves steadily.
24.	Shawnee State maintains strong relationships with former students.
25.	Shawnee State makes improvements based on the complaints it receives.
26.	Shawnee State has effective processes to use the feedback it gets from its students and its other stakeholders.
27.	Shawnee State regularly evaluates the effectiveness of human resource and personnel processes.
28.	Shawnee State makes certain that faculty and staff get the training and professional development their work requires.
29.	Evaluations regularly provide faculty and staff with concrete feedback on ways to improve.
30.	Shawnee State's hiring processes make certain the people it employs possess necessary credentials, skills, and values.
31.	Shawnee State seeks out the views of faculty and staff on ways to improve operations and performance.
32.	Shawnee State trusts faculty and staff to do their work effectively.
33.	Faculty and staff are recognized for their contributions and accomplishments.
34.	Institutional leaders communicate a clear vision for Shawnee's future.
35.	Shawnee State's core values stress the centrality of learning.
36.	A clear understanding of Shawnee's priorities guides faculty and staff in their work.
37.	Institutional leaders empower faculty and staff by clearly delegating areas of authority.
38.	Shawnee State analyzes the effectiveness of its decision-making processes.
39.	Organizational and committee structures support good decision-making.
40.	Institutional leaders ensure that faculty and staff have the resources they need to do their work.
41.	Appropriate maintenance ensures that both facilities and equipment can be used effectively.
42.	Support services harmonize with Shawnee's focus on education and learning.

Shawnee State University Comments from Constellation February 2005

	Statement:(What is held in highest value/importance?)
43.	Technology is up-to-date and well-supported.
44.	Budgeting processes ensure resources are effectively allocated.
45.	Shawnee State effectively identifies the support service needs of its faculty and staff, units, and departments.
46.	Support services are regularly evaluated to identify improvement opportunities.
47.	Student needs are identified regularly so that appropriate support services can be provided.
48.	Shawnee State ensures that students have easy access to the people and services they require to be successful.
49.	Departments can show their contribution to meeting Shawnee's overall goals.
50.	Shawnee State regularly measures its progress toward achieving its goals.
51.	The processes for gathering and analyzing data serve the needs of faculty and staff and departments effectively.
52.	Shawnee State regularly assesses whether students achieve program and course goals.
53.	Faculty and staff have access to the data and information that they need to improve the quality of the work they do.
54.	Faculty and staff know the key measures of Shawnee's success.
55.	Departments set specific targets for the goals they want to achieve.
56.	Shawnee State has well-understood strategies to ensure it will continue to be effective in the future.
57.	Departments set specific targets for improving their work.
58.	Shawnee State compares its own performance with that of other higher education institutions.
59.	Shawnee State has processes to ensure it is innovative and agile.
60.	Shawnee State allocates resources effectively in support of its plans and future goals.
61.	Shawnee State measures its progress in accomplishing institutional strategies.
62.	Faculty and staff share a vision of what Shawnee will be like in the next 5-10 years.
63.	Shawnee State encourages its faculty and staff to collaborate with others on new projects.
64.	Shawnee State builds relationships with the institutions and organizations from which its students come.
65.	Shawnee State builds effective relationships among faculty, staff, and administrators.
66.	Shawnee State's key partnerships with other institutions and organizations are well-known.
67.	Shawnee State creates and builds relationships with external organizations that provide services to our students.
68.	Shawnee State meaningfully involves its faculty and staff in institutional work.
69.	The faculty and staff feel they are in a partnership with administrators.
70.	Students have good access to faculty outside of scheduled classes.
71.	Advising processes work effectively to get students in appropriate courses and programs.
72.	Shawnee State provides cultural enrichment activities for the communities it serves.
73.	Shawnee State supports civic, social, and/or environmental issues in the area it serves.
74.	Shawnee State increases the size of its endowment.
75.	Shawnee State's basic education or developmental offerings effectively prepare students for courses and programs.
76.	Shawnee State has effective policies that ensure responsible conduct.
77.	Communication occurs effectively up, down, and across different units of the organization.
78.	Enrollment processes effectively recruit and admit students.
79.	Accounting policies and procedures are clearly and consistently followed.
80.	Planning processes improve Shawnee's effectiveness.
81.	Departments work effectively as teams.
83.	Shawnee State builds relationships with other educational institutions and with employers that depend on the college to provide them with students and graduates.
84.	Shawnee State regularly collects and analyzes measures of effectiveness in building collaborative relationships across departments.