



STATEMENT OF AFFILIATION STATUS

SHAWNEE STATE UNIVERSITY
940 Second St.
Portsmouth, OH 45662-4344

Affiliation Status: Candidate: Not Applicable
Accreditation: (1975- .)

AQIP PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A, B, M

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master's in Occupational Therapy.
Approval of New Degree Sites: Prior Commission approval required.
Approval of Distance Education Degrees: Prior Commission approval required.
Reports Required: None.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Admission to AQIP: 12/14/2004
Year of Last PEAQ Comprehensive Evaluation: 1997 - 1998
Year of Last System Appraisal: 2008 - 2009
Year of Next System Appraisal: 2012 - 2013
Year of Last Reaffirmation of Accreditation: None
Year of Next Reaffirmation of Accreditation: 2011 - 2012
Date of Last Action: 10/21/2005

Name Change:

Shawnee State General and Technical College to Shawnee State Community College (1978) to Shawnee State University (1986)



Posting *Strengths* from your Systems Appraisal as *Innovative Practices* on AQIP's

Innovation



Exchange

AQIP's *Innovation Exchange* serves two purposes: it forces an AQIP institution to discuss and celebrate the strengths identified in its Systems Appraisal, and it provides a means for AQIP institutions to share these accomplishments with the broader higher education community. Expect to get calls, emails, or invitations to consult from those who want to learn more about the Innovative Practices you post. Use the *Innovation Exchange* to show your faculty and staff how proud you are of their ingenuity, creativity, and hard work.

Describe three SS or S items from your Systems Appraisal Feedback Report.

Select from the Systems Appraisal Feedback Report three items that your Appraisal team identified as strengths (SS or S) of your organization. Choose items that you agree are strengths, ones that might help other colleges and universities searching for help in solving problems and challenges they face. In creating the text that will describe your Innovative Practices on the *Innovation Exchange*, think about what you write from the point of view of other higher educators searching for practices that will help them solve problems — for example, make sure to include in your answers those key words or terms upon which others might be likely to search. Don't attempt to force your institution's name into the title or into your responses to questions 1-9, since question 10 asks you to identify your institution and your "contact person."

For inspiration, study others' postings on <http://www.AQIP.org/InnovationExchange/>, the "sample" Innovative Practice AQIP has posted, and the *help* file.

Title & Category

Make sure that the title you assign your Innovative Practice will be easily understood by someone searching the *Innovation Exchange*. Poetic or visionary titles ("*La Vita Nuova* for Advising") do not communicate what a practice covers clearly. Use a simple, literal, direct, and concrete sentence of 10 or fewer words, built around a action verb in active (not passive) voice. Good examples are "Advisor training increases student persistence" or "Streamlined process cuts faculty search process time to four weeks" or "Succession policy prevents organization from losing valuable experiential knowledge."

Assign a category to your Innovative Practice that best fits it. Use the AQIP Category item number under which this practice was identified as a strength in your Systems Appraisal feedback. If a Quality Checkup team or other process identified the Innovative Practice, choose the category that will make it easy for others to search for it.

1. What does this Innovative Practice do and how does it work?

Concisely describe your Innovative Practice in a way that other higher education faculty, staff, and administrators will be able to understand and appreciate it — and what makes it valuable. Don't try to give *all* the details, but explain enough of the practice or process to show how it differs from less innovative approaches.

2. What motivated you to develop or adopt this Innovative Practice?

How did you identify the problem area(s) or process flaws that required your attention? Did you invent a new process or policy, incrementally improve one over time, or adopting one originally developed elsewhere?

3. How long did it take you to develop and implement this Innovative Practice?

When did you begin using the Innovative Practice? How long before that did you begin the work that resulted in the Innovative Practice's development and implementation or adoption?

4. What did it cost you to develop and implement this Innovative Practice?

Realistically report or estimate what it cost you (in dollars, resources, people, etc.) to develop this Innovative Practice. Include the cost of initial implementation, but not ongoing operation.

5. What resistance did you face in developing and implementing this Innovative Practice, and how did you reduce or overcome it?

Change initiatives always face resistance. When you developed, adopted, or adapted this practice, what obstacles did you face? Explain briefly how you surmounted them.

6. What does it cost you to maintain and operate this Innovative Practice, and what does it save you?

Realistically report or estimate what it costs you annually (in dollars, resources, people, etc.) to employ this Innovative Practice. Do not include the cost of initial development or implementation. What are the savings (in money, time, people) that resulted?

7. How do you measure or check whether this Innovative Practice performs the way you intend it to?

Explain the metrics you use to evaluate how well this Innovative Practice achieves the goals and objectives you had when you developed it?

8. What print or web documents are available to provide more detail and explanation about this Innovative Practice?

If possible, explain how someone interested can get additional documentation about your Innovative Practice — or see it in use. You can provide a web link here that will take people to additional information on your website. Tell how and by whom it was externally judged to be an *innovative, best, or useful practice* of your institution.

9. How does your organization currently use this Innovative Practice?

Briefly identify your organization and the traits relevant to use of this practice (e.g., size, location, scope, programs, stakeholders). If the Innovative Practice is not used organization-wide, identify the subunit, office, or area where it is used.

10. Whom at your organization should people should contact for more information or help about this Innovative Practice?

Provide the name, title, phone number, and email of the one person at your organization that others interested in your Innovative Practice should call or write.

Before you submit your Innovative Practice, make sure you *preview* it and *proofread* it carefully — to make certain it looks the way you want it to when AQIP publishes it on the Innovation Exchange.

If it is badly written, AQIP will ask you to revise it before it publishing it.

You can save your Innovative Practice as a draft and return to it later. Often, coming back to a piece of writing before you submit it for publication alerts you to opportunities for improving it that you might miss if you write and submit it in one session. But don't procrastinate;

After it is published, you can return to it and revise it, although AQIP must review it again before re-publishing it.

<http://www.AQIP.org/InnovationExchange/>



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After Your Systems Appraisal

After receiving feedback on your Systems Portfolio and prior to coming to the second Strategy Forum, it is imperative that your campus AQIP team prepare properly. This preparation will shape the quality of and results achieved from the Forum for your institution. It should be structured in a manner that allows for a direct connection between the Portfolio and Strategy Forum.

It is important to keep the following in mind as your AQIP team debriefs the information in the Feedback Report:

- Several meetings and discussions should take place at regular intervals between the time of receiving the Feedback Report and attending the second Strategy Forum. Prior to these meetings, everyone involved should have read the report and should be prepared to make comments and suggestions. The output from these meetings should be taken to the next Strategy Forum.
- It is ok if there are differing opinions on certain issues that arise from the Feedback Report. What is important is that there be a consensus on how to proceed forward, and that everyone carries this out accordingly.
- On your campus prior to the Strategy Forum, every attempt should be made to identify solutions and create actionable plans for areas of opportunity noted in the Feedback report. Any stumbling blocks that arise in this process should be noted so they can be worked through at the Forum.
- **Those involved in the AQIP process at your institution must attend the Strategy Forum. The absence of any of these people will significantly weaken the synergy of your AQIP team and halt certain progress from being made.** Among those who attend the Strategy Forum should be your institution's president, chief academic officer, AQIP liaison, faculty and staff leaders, and at least one board member.

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

SHAWNEE STATE UNIVERSITY

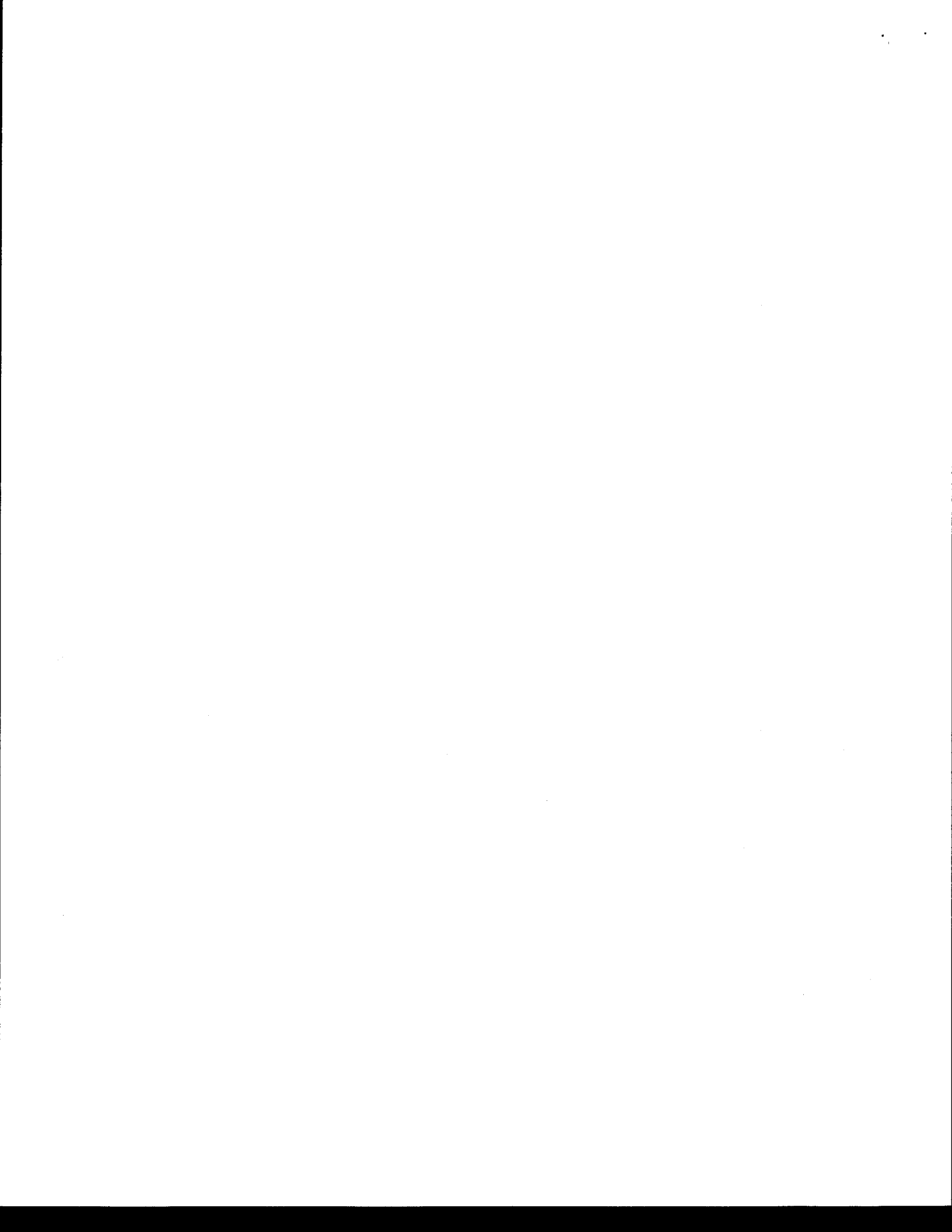
March 10, 2009



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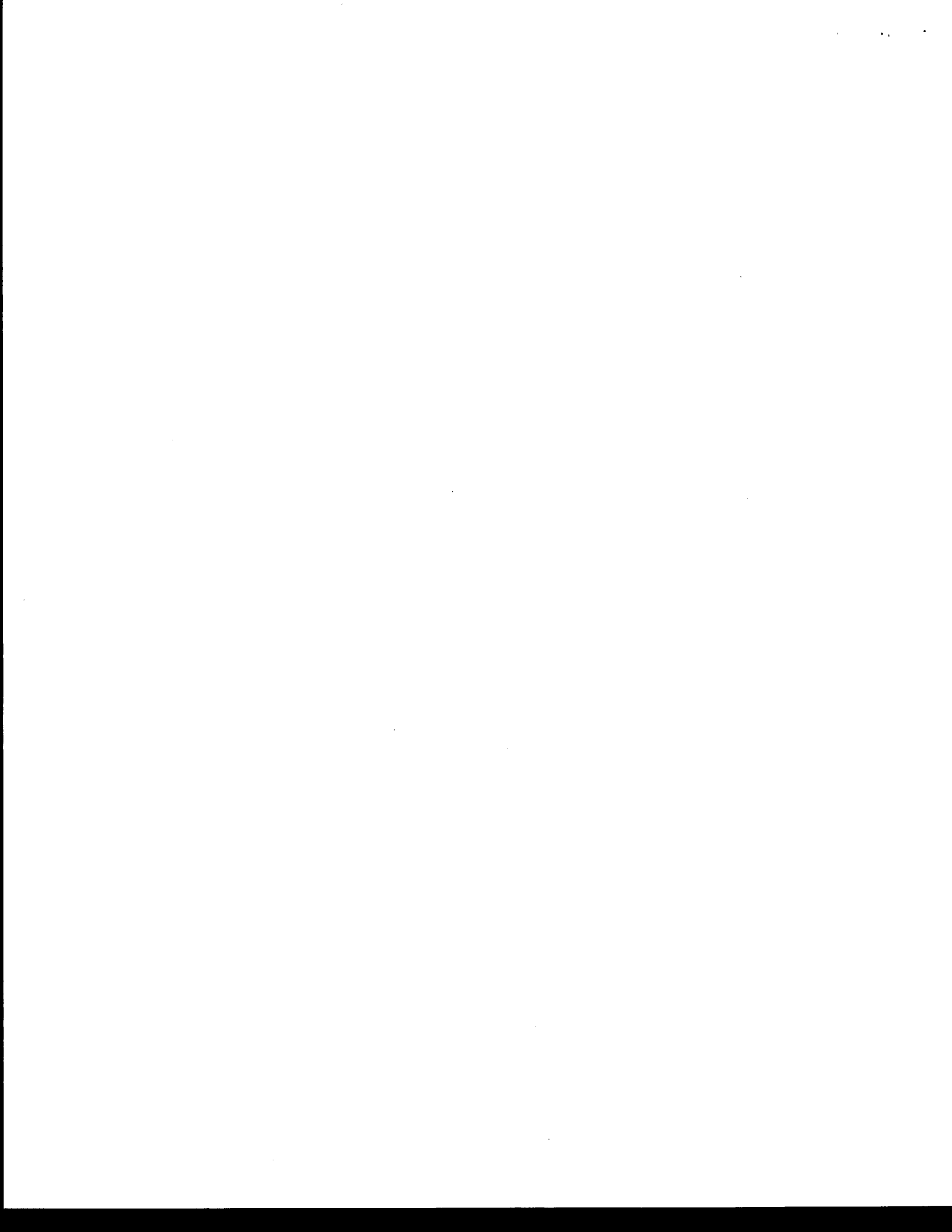


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EXECUTIVE SUMMARY FOR SHAWNEE STATE UNIVERSITY

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

- Shawnee State University has made a number of significant changes within the last several years. These include the conversion from a quarter to a semester system, adoption of AQIP, and participation in the newly formed University System of Ohio (USO). Initially, the University identified improvement projects using the AQIP process and then collected data to implement improvement projects. Major stakeholders have been surveyed to monitor progress of each project and student surveys have been used to help monitor faculty performance. Given the implementation of these processes, the institution has an opportunity to build on these strengths by ensuring that it also has in place systematic methods of assessing the effectiveness of these processes and improving them on a continuing basis.
- The University has identified a wide range of other distinctive objectives and matched appropriate activities to these objectives. Under the leadership of the president, these objectives are identified using cross functional teams comprised of faculty, staff, students, and community members. Shawnee State has made significant progress toward accomplishing these other distinctive objectives and is well positioned to develop a more data driven assessment system which should allow University leadership to make more sophisticated judgments about its progress and to better understand and adapt to the competitive environment in which it works.
- Shawnee State University has a strong commitment to building and maintaining positive relationships with students and other stakeholders. Consequently, it uses a number of independent measures to collect data in its efforts to understand the needs of these stakeholder groups. Given these efforts, the University has developed a foundation upon which to build a systematic data collection and continuous improvement process. The development of such a process should enhance the University's ability to respond to the needs of both students and other stakeholders by systematically coordinating, evaluating, and continuously improving its programs and services.

- Shawnee State University has established a shared governance model that encourages participation by all work groups within the institution. To support this model, the University has established formal committees that promote participation by employees and provide them with a mechanism for input into the governing processes. Shawnee State also values its employees through orientation programs, communication processes, and a variety of programs that support and encourage professional development, and employee health and fitness.
- The University uses a variety of processes to identify, measure, and address opportunities to value its employees. Many of these processes are embedded in its system of shared governance. As it continues to develop an organizational culture of continuous improvement, the University has an opportunity to create new systems for assessing the effectiveness of those processes related to Valuing People and for the continuous improvement of those processes.
- Shawnee State University has made positive progress in creating an institutional "culture of planning" in support of the institution's mission and vision. The institution's systems for leading and communicating reflect this evolving culture: First, survey instruments which will allow senior leadership to benchmark leadership and communication factors with other institutions regionally and nationally have been identified and administered; Second, the 20/20 Planning Process has been reinstated within the framework of the new Ohio Strategic Plan for Higher Education; and Third, based on initial survey results, process improvement initiatives have been implemented which are designed to improve staff satisfaction with leading and communication.
- The Shawnee State 20/20 Strategic Plan is used as a major tool to set institutional goals and then measure results against those goals. The University has a number of campus-wide committees, which participate in one or more aspects of its measuring effectiveness processes. With the new state-mandated goals established for Shawnee State, the University has a significant opportunity to assess and redesign its multiple processes into a systematic and comprehensive system which will address both state- and University-specific goals; and, to develop a second process to examine how the institution collects, analyzes, distributes, and uses data to manage its operations and increase its effectiveness.

- The University acknowledges that its planning process is in its infancy. The 20/20 planning structure as described appears to provide a foundation for a robust and inclusive strategic planning process, which will facilitate alignment throughout the institution. Integrated into this evolving system are the following elements: 1. focusing on the requirements of the University System of Ohio and the mission of the University; 2. translating these state-mandated and mission-driven goals into long- and short-range plans for the institution; and 3. ensuring that departmental action plans support and enable these comprehensive goals as well as the mission of the University. Once in place and functioning, the system and its processes should enable the University's commitment to planning for continuous improvement and, in so doing, meeting the educational needs of the state and region it serves.
- Shawnee State University recognizes the importance of establishing and maintaining relationships both internally and externally. University representatives are members on a variety of community boards, meet with potential students and community employers, and participate in a variety of state initiatives designed to support student transfer. As the University continues to develop systematic processes to assess, integrate, and plan improvements to its processes for building collaborative relationships, Shawnee State University will be better able to improve its institutional capacity for building those relationships that contribute to accomplishment of the institution's mission and goals.

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

ELEMENTS OF Shawnee State University's FEEDBACK REPORT

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