



# Introduction

## The Context

It is useful to provide an overview of core characteristics of the institution today, as a context for the assurance argument.

The Ohio State University is a:

- A public, land grant institution, designations that bring with them expectations related to access and programmatic breadth. It functions through six campuses within Ohio, where its 7,000 faculty and 25,000 staff serve its 65,000 students.
- A Carnegie Doctoral University – Highest Research Activity institution. Research and creative activity are expectations of all tenure-track and research-track faculty; they help shape the content and pedagogical approaches to our academic programming; they represent an important source of funding; and they have societal impacts.
- A Carnegie Community Engagement University, reflecting its long history with Extension programming in each of Ohio's 88 counties and today, its vast array of community engaged commitments - through every college and campus - to the local, state, national, and international communities it serves. Its urban mission is being given increased attention.

This university plays a highly visible and influential role nationally among peer institutions. Its administrators, faculty, and staff, are regularly a part of national-level dialogues and decision-making related to the contemporary issues in higher education. Examples include leadership roles in organizations such as the Association of America Universities (AAU); the Association of Public and Land

Grant Universities (APLU), and American Council of Education (ACE), among others. It plays parallel roles in our large regional partnership – the Big Ten Academic Alliance.

Within Ohio, it is one of 36 public post-secondary institutions – 13 universities, and 23 community and technical colleges. Through Ohio's Inter-University Council (IUC), it works with the other universities on a variety of state-level initiatives, notably through the Ohio Department of Higher Education. It has a growing set of working relationships with Ohio's two-year sector, primarily through transfer and articulation.

Internally, the University functions in a highly decentralized manner and is organized academically through 15 colleges (that include 106 tenure initiating units), with ten main academic support areas organized through vice presidential offices. The decentralization has been reinforced since 2005 with use of a responsibility-based budget model where the colleges/campuses are the “responsibility centers.” Yet importantly, for commitment to collaborative, inclusive decision-making, there is a strong shared governance model, through a University Senate, composed of faculty, students, and administrators, and a vibrant University Staff Advisory Council (USAC).

It is an institution committed to self-assessment and that is adaptive to change – planned and unplanned. Since the 2007 Higher Learning Commission (HLC) site visit, there have been:

- major academic administrative reorganizations, to highlight new programmatic areas of focus, the creation of two new colleges (College of Public Health and the John Glenn College of Public Affairs); and to help bring related academic areas together and foster stronger academic interactions, two major restructuring efforts, merger of the College of Education and College of Human Ecology into the College of Education and Human Ecology, and most notably the consolidation of five separate arts and sciences-based colleges into one College of Arts and Sciences;
- the identification of four interdisciplinary Discovery Themes around which part of its research and educational programming is focusing;
- continued enrollment planning efforts to bring increasingly well-prepared first year students to the Columbus campus – the average ACT is now 29, up from 27 a decade ago;
- a full review and approval of all of its courses and programs through an HLC-approved quarter to semester calendar conversion (2009 to 2012); this intensive work effort was used as an opportunity to rethink the entire curriculum, and in many ways, programmatically, the university now operates and sees itself in a “post-conversion” (post-2012) era.

- a growing, strong commitment to community engagement including internationalization;
- creative, successful efforts at effective fiscal resource stewardship - the establishment (2012) and completion (2016) of a highly successful \$3 billion development campaign and continuing efforts for internal efficiencies and generating new sources of revenue in an era of declining state-level funding – now just 8% of the university's total \$5.9 billion budget.

All occurred through substantial senior leadership change – two presidents; three executive vice president and provosts; and the creation of the executive vice president for Health Sciences and CEO of the Wexner Medical Center leadership position; 17 of the current 19 academic deans have been appointed in that decade, as have 14 of the 16 vice presidents.

Improvement continues. In autumn 2016, with a new president and provost in place, the university:

- developed a new mission/vision statement;
- began a new round of strategic planning – including a re-envisioning process for our regional campuses;
- initiated processes (convening conversations/discussions) to:
  - review its general education program;
  - assess the status of, and plan for, the future of graduate education; and
  - address issues facing the four categories of faculty (tenure-track, clinical, research, and associated), including policies and procedures related to their roles and responsibilities.

This HLC re-affirmation of accreditation includes the Columbus campus, the four regional campuses (created more than a half-century ago and each uniquely co-located with a two-year public technical college), and, since 2015, through an HLC-approved change of control process, the once separately accredited Agricultural Technical Institute (ATI).

**Assurance Argument**  
**Ohio State University - OH**

*2/20/2017*

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### Development of Ohio State's mission and vision

The university's mission/vision statements are regularly reviewed and modified, often with a change in the university presidency. They are developed through a process reflecting the shared governance culture of the institution, and then endorsed by the Board of Trustees (BOT). They guide ongoing strategic planning at all levels of the institution. Outcome metrics are presented regularly to the deans, vice presidents, and the BOT, and rigorous oversight of the entire process occurs through the Office of Academic Affairs (OAA), the office of the executive vice president and provost. This scenario has become standard operating procedure within the institution.

Since the 2007 HLC site visit, the university has had three versions of a mission statement, and three related planning phases. First, until 2010, it adhered to the [2002 Academic Plan](#), but in 2007 the new president added several other contextual dimensions to it, most notably the need for the institution to think and act as "[one university](#)" (page 8). The term remains widely used within the institution and has been remarkably effective in fostering cross-campus and inter-campus thinking and acting.

Second, in 2010, a [new mission/vision](#) document was prepared, primarily through the Offices of the President, Business and Finance, and OAA and was endorsed by the BOT. It included specific vision, mission, and values statements and specified core goals related to teaching and learning, research and innovation, outreach and engagement, and resource stewardship.

For the next six years, a vigorous round of [strategic planning](#) accompanied it. Every academic unit and every vice presidential unit reporting to OAA needed to develop a plan (see 5C) that included alignment with the institutional mission/vision statement. Each plan was monitored and reviewed within OAA, overseen by the vice provost for academic and strategic planning. When there was leadership change in a unit, its plan was reviewed and revised, first by the new leader, and then by OAA. For the institution overall, a [scorecard on progress](#) with institutional planning was developed, through the Office of Institutional Research and Planning. Scorecard updates were presented by the executive vice president and provost at each BOT meeting (see 5D).

To supplement that process, for a decade now, a rigorous [academic unit review](#) process has occurred. Periodic (five to seven year) department/school reviews, that include external review teams, occur. They lead to a Plan of Action that is to be aligned with college and institutional planning. It is discussed/approved at a formal meeting of the chair/director, dean, and provost. The importance of that meeting with regard to institutional mission alignment cannot be overstated.

Third, early in 2015, soon after the appointment of Michael V. Drake as president, OAA led a process to revise the university's mission/vision statement. Particular attention was given to President Drake's 2015 investiture speech with its [emphasis on access, affordability and excellence](#) (page 4). A draft was reviewed, edited, and endorsed by the president, OAA leadership, the deans, University Senate leadership, student government leadership (undergraduate, graduate, and professional students), and then upper level administrative leadership groups – the [Senior Management Council](#), chaired by the executive vice president and provost, and the [President's Cabinet](#) (page 4). In September 2016, the [new statement](#) was [presented to the university Senate and endorsed by the Board of Trustees](#). It clearly specifies the vision of being a model 21<sup>st</sup> century “public, land grant, research, urban, community engaged institution” – a set of formal designations held by very few American universities.

### **Programs and student services are consistent with mission**

The mission specifies dedication to instruction “though a comprehensive array of distinguished academic programs” – undergraduate, graduate and professional. Only a small number of universities, nationally, have the full range of academic units [at one location](#): **arts and sciences** (arts and humanities, natural and mathematical sciences, social and behavioral sciences), **professional** (agriculture, business, education, engineering, law, public affairs, and social work) and **health sciences** (dentistry, medicine, nursing, optometry, pharmacy, public health, and veterinary medicine). Each of these units is a college at this university. Indeed, external reviewers who visit Ohio State regularly note this fact and present it as a distinctive strength and opportunity.

To ensure student support services are consistent with the mission and ensure student success, over the past decade the university:

- opened a new Student Academic Services building for one-stop services, along with a new Student Union;
- renovated the Thompson Library to a state-of-the-art facility;
- built a new north residential district to support second-year housing and developed a Second-Year Transformational Experience Program (STEP) to accompany it; and
- identified academic advising as its Quality Initiative for this HLC re-affirmation.

These and other examples are detailed in Criterion 3.

### **Enrollment profile aligns with mission**

Ohio State's values include access, diversity, and excellence; and, as a public, land grant university, it is by far the largest in the state. Currently there are over 52,000 undergraduates, including about 6,500 students among the four regional campuses and the Agricultural Technical Institute. Graduate student enrollment has remained stable at roughly 10,000 students for many years, as has graduate and professional student enrollment at 3,000 students.

Most importantly, a new vice presidential Office of Strategic Enrollment Planning was opened in

2008 and the university now operates with a formal [enrollment plan](#) that is directly aligned with the university's mission. [Annual enrollment updates](#) are provided at its website and to the BOT every autumn.

Most notably, over the past 25 years the Columbus campus has moved from open to competitive admissions. The [average ACT](#) of approximately 7,100 incoming freshmen is now 29, up from 27 a decade ago and 23 two decades ago. The [first-year retention rate](#) for the Columbus campus is now 94%. The current four-year graduation rate is 59% (relatively stable over the decade) and the six-year rate is 83% (up from 78% a decade ago).

But as a public, land grant university, Ohio State remains committed to access. The regional campuses are open admissions, and students there can make a campus change to Columbus after successfully completing 30 semester hours, assuming that they maintain at least a 2.0 GPA.

The enrollment plan also includes a transfer component. The university admits approximately 3,000 transfer students from other Ohio institutions each year. Ohio has well developed articulation and transfer policies for general education and major programs, and the university is a fully compliant partner. It also participates in dual enrollment as another access route.

Ohio State remains committed to preparing a diverse student body. Among undergraduates on the Columbus Campus, 67% are Ohio residents, 21% are domestic out-of-state, and 11% are international. At all levels, [minority student enrollment](#) has grown from 8,300 to 12,300 over the decade, and [international student enrollment](#) has grown from 3,650 to 6,450.

The university's planning and budget priorities do align with and support the mission (see 5C).

## Sources

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

## Argument

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### Making Ohio State's mission public

The new mission statement appears on the [university's website](#), and currently all [academic and academic support units are embedding language](#) from this document into their unit-level materials for planning and communication. Full awareness throughout the university will take time, but to supplement the distribution to date, in January 2017, OAA sent a [copy to each department chair/school director](#), with the request that it be provided to all members of the unit. It is already being used for the next academic units that undergo academic program review – as the point of departure.

The new mission/vision statement shows the extent of the institution's emphasis on various aspects of its mission and its intended constituencies.

Research and creative activity are a part of every version of our mission statement, and the current one specifies dedication “to creating and discovering knowledge to improve the well-being of communities we serve.” Research activities are coordinated through the Office of Research with a senior vice president. Total research expenditures for 2014-2015 were \$962 million, up from \$934 million five years earlier. Annually the [office monitors expenditures, the numbers of honors and awards for faculty, patents and startups, and publications](#).

In 2010 through a detailed faculty-driven process, four broad focus areas called the [Discovery Themes](#), were identified: Energy and the Environment, Food Production and Security, Health and Wellness, and the Humanities and the Arts. Approximately 80 new faculty have been hired to date in these interdisciplinary areas. Based on recent analyses, in January 2017, the senior vice president for research provided a [plan to the Board](#), focused on efforts to enhance federal and industry funding, and demonstrate progress on hiring in the Discovery Themes.

With regard to teaching and learning, the mission highlights “educating students through a comprehensive array of distinguished academic programs.” Reflecting its land grant mission the university offers more than 500 academic programs: undergraduate (major/minor), graduate (Master's, doctor of philosophy) and professional (law and health sciences fields). Each is detailed at its local website. Quality assurance is central to these programs. All new or substantially revised programs go through a rigorous, multi-level review process within the university (department, college, university, University Senate, Board of Trustees levels) and at the state level through the



Ohio Department of Higher Education (see 3A). Between 2009 and 2012, the university changed to a semester calendar. Every course and program was revisited, as if new. This gave the academic units the opportunity to rethink offerings and develop the best programs that they could offer. Moreover, all programs that have specialized accreditation status are externally reviewed regularly, and today all are fully accredited (see Federal Compliance).

## Sources

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- OAA\_2016\_OAADeanVPVisionMissionNotice
- OAA\_2016\_VisionMissionOAAWebsite
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## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### Ohio State's commitment to diversity and inclusion

The new mission/vision statement states clearly that the university understands “that diversity and inclusion are essential components of our excellence,” that it is dedicated to “preparing a diverse student body to be leaders and engaged citizens,” and that it values “diversity in people and ideas,” “inclusion,” and “access and affordability.”

In March 2015, President Drake unveiled his "[2020 Vision: Investing in Inclusive Excellence](#)" (page 4), reaffirming the university's responsibility to “exemplify what it means to be an inclusive university in the 21<sup>st</sup> century, a place "where diversity is a defining characteristic and source of strength.”

Ohio State embraces diversity and inclusion as inherent ingredients of academic excellence and strives to align with the ever-growing body of research that links diversity to that excellence. Students who attend truly diverse universities become better learners and more active citizens and are better prepared to live, work, and lead in a multi-cultural society and a global economy. The entire university community collaborates to infuse diversity across its faculty, staff, administrative positions, and student body. Throughout its modern history, Ohio State has expressly incorporated diversity into its mission statements to reflect this shared commitment to fostering a richly diverse and inclusive academic community. It has had a well-defined [“diversity” component in its general education program for undergraduates](#) (page 7) for 25 years (see 4B).

The university also recognizes its responsibility as the state's leading land grant institution to educate students from a wide breadth of family backgrounds, experiences, and cultures as the state's demographics undergo rapid change. Although every part of the institution is engaged in diversity work, Ohio State has long exhibited its commitment to deepening its diversity through support for a thriving Office of Diversity and Inclusion (ODI), formerly the Office of Minority Affairs. The mission of ODI as articulated in its [2012-2017 Strategic Plan](#) (page 7), is to “advance academic excellence by increasing and advocating for campus diversity and inclusion.” The office reports directly to the executive vice president and provost.

ODI undertakes initiatives aimed at the recruitment, retention, and success of under-represented students, faculty, and staff by working with academic units, community partners, and national organizations and institutions. The office has helped the university gain national prominence for its diversity and inclusivity practices. It leads through a network of centers, scholarship and academic enrichment programs for recruiting and supporting the success of underrepresented minority and first-generation students, and through assistance in recruiting and retaining women and underrepresented minority faculty. These efforts are exemplified in the following examples.

- [Todd Anthony Bell National Resource Center on the African American Male](#) has helped improve the educational and social outcomes for African American males enrolled at the university. With increasing local and national attention on African American males, staff of the Bell National Resource Center frequently participate in national-level conversations identifying exemplary educational practices, policies, and research to improve quality life outcomes for African American males. The Bell Center has become a recognized resource site for universities, K-12 school systems, state and federal agencies, and community and professional organizations across the country. The College Board and the Congressional Black Caucus have both held up the Bell Center as a national resource for best practices and groundbreaking research on African American male persistence, resilience, and successful life outcomes.
- [Morrill Scholar Program](#) (MSP) is the university's largest merit-based diversity scholarship program, offering scholarships and educational enrichment opportunities to academically exceptional students actively engaged in diversity-based leadership and service. Over the last 30 years, MSP has supported the educational opportunities of over 10,000 students, enhancing student experiences through supplemental curricular activities, such as study abroad, leadership and service learning courses, specialized academic and career programs, living-learning residential communities, and alternative breaks.
- [Young Scholars Program](#) (YSP) improves pre-college preparation, retention, and degree completion among high-ability academically gifted first-generation students with financial need from nine of the largest urban school districts in Ohio: Akron Public, Canton City, Cincinnati Public, Cleveland Metropolitan, Columbus City, Dayton Public, Lorain City, Toledo Public, and Youngstown City. Over its history YSP has supported more than 3,000 pre-collegiate (grades 8 through 12) and collegiate (college undergraduates) scholars, supporting their degree attainment goals with comprehensive academic, career, and personal development. In November 2013, the Association of Public Land-grant Universities named YSP the national winner of the 2013 C. Peter Magrath University Community Engagement Award.
- [Post-Baccalaureate Preparation Program](#) encourages students to explore post-baccalaureate career options through graduate/professional school preparation, comprehensive mentoring, one-on-one advising, and a post-baccalaureate pathways course. Approximately 400 students are served by this program each year. ODI's Graduate and Professional Student Recruitment Initiative, now in its 46th year, hosts a university-wide two-day recruitment program that brings to Ohio State prospective underrepresented graduate and professional students to acquaint them with the university and build connections with them. As many as 50 academic units participate in the recruitment initiative annually. ODI also nurtures the aspirations of graduate and professional students of color to move into the professoriate by hosting two retreat programs each year: Preparing for the Professoriate, which helps prepare current doctoral students of color by creating a scholarly atmosphere where students can share thoughts and receive ongoing feedback on their research ideas, professional interests, and goal setting; and the Dissertation Boot Camp retreat, which provides Ph.D. candidates from underrepresented groups with the space to work on their dissertations alongside other Ohio State students and faculty, helping those students start their dissertations or continue writing chapters to complete their doctoral work.
- [Latino and Latin American Space for Enrichment and Research](#) (LASER), established in 2009, works with faculty, students, and staff to deepen understanding of Latino and Latin American history, culture, education, economics, geography, nutrition, and other areas. LASER has helped build Ohio State's reputation as a center for knowledge production in and around Latino

and Latin American studies and as a space for preparing, recruiting, and retaining Latino scholars from high school through graduate school. LASER activities include a mentoring initiative for area Latino high school students, academic achievement awards, and a visiting speaker series that has hosted high profile scholars and writers such as Junot Diaz, Cristina Garcia and Ana Castillo.

- [ACCESS Collaborative](#), in operation at the university since 1989, helps single parent students with custody of their children earn an undergraduate degree. ACCESS Collaborative provides resources to help single parents overcome the barriers to college completion, including affordable childcare, housing, support systems, and other provisions to holistically sustain student parents and their families. The program serves approximately 35 single-parent Ohio State students each year and an additional 10 to 12 pre-collegiate students through a pipeline program.

Ohio State's determination to create a learning environment that celebrates and supports diversity can be seen in centers, programs, and events such as the President and Provost's Diversity and Cultural Arts Series, ODI's Dialogue and Discussion Series on Diversity, and notably through the year-round work of:

- the intercultural specialists of the Office of Student Life's [Multicultural Center](#);
- The [Women's Place](#); and
- the engaged research of the nationally acclaimed [Kirwan Institute for the Study of Race and Ethnicity](#).

With the arrival of President Drake in 2014, and the appointment of a new vice provost for diversity and inclusion/chief diversity officer in 2015, Ohio State renewed its commitment to becoming a world-class leader in inclusive excellence practices.

In February 2015, the president and provost created a 15-member Diversity Review Committee of administrators, faculty, staff, and students to examine the university's diversity and inclusion efforts and "to develop meaningful recommendations for how we can become a world-class model of inclusive excellence." The June [2015 Diversity Review Committee Report](#) stated, "Because diversity is the work of the entire university, to embed diversity and inclusivity into the fabric of campus culture, diversity must be incorporated into the university's mission and vision statement as a core value and strategic goal." The new mission statement of the university acknowledges this shared responsibility.

Evidence of institutional commitment to diversity is found in ongoing efforts to track progress and outcomes and its creation of incentives supportive of diversity. At the request of the provost, the deans of each of the 15 colleges prepare annual [Diversity Action Plans](#) assessing their diversity gains and setting forth a plan of action to address diversity challenges. These plans are reviewed annually by the provost in partnership with ODI, led by the vice provost for diversity and inclusion/chief diversity officer.

The university also provides strong institutional support to enhance diversity throughout its academic units and academic support programs. OAA's [Special Opportunity Hiring Fund](#) provides financial support to the colleges and departments for hiring decisions that will deepen faculty diversity. In academic year 2014-2015, the provost required implicit bias training for faculty search committees connected with the Discovery Themes initiative. That training has continued to evolve and is expanding to all faculty search committees.

## Monitoring progress

Through the Offices of Human Resources (HR) and Institutional Research and Planning (IRP), the university monitors progress. Over the past decade:

- With regard to the approximately 7,000 faculty (2,800 tenured/tenure-track; 1,300 clinical-track; 100 research-track; and 2,800 associated faculty), HR, ODI, and IRP collaborated to develop a series of faculty data dashboards for use by the deans and their designees. These dashboards provide [trend snapshots of data on faculty](#) counts by track, gender and, ethnicity. There has been an increase in the percentage of females in all categories: tenured/tenure-track faculty from 31.4 % to 35.7%; clinical-track 39% to 47.4%; research-track from 29.7% to 37.7%; and associated faculty from 47% to 49.5%. For underrepresented minorities the changes have been: tenure/tenure-track 6.5% to 8.5%; clinical-track 6.5% to 8.0%; research-track faculty 4.7% to 2.8%; and associated faculty 7.0% to 9.0%.
- With regard to the 66,000 students, enrollment trend data are provided through the Office of Strategic Enrollment Planning, and detailed data for undergraduate, graduate, and professional students, by campus, are available. Over the past decade total [enrollment by gender](#) has been stable at 50 to 51% male and 49 to 50% female. For the Columbus campus [enrollment of underrepresented minorities](#) increased from 9.4% to 12.7% and for all campuses from 9.2% to 12.7%. [International student enrollment](#) on the Columbus campus has almost doubled from 3,639 in 2007 to 6,437 in 2016 – mostly at the undergraduate level.
- With regard to the 25,000 staff (3,000 unclassified senior administrative and professional; 17,000 unclassified; and 5,000 classified civil service), dashboards similar to the faculty data mentioned above were developed to illustrate [staff gender and racial trends](#). Changes in the percentage of female have been: unclassified–senior administrative and professional from 55.2% to 59.7%; unclassified from 67.8% to 68.8%; and classified civil service from 62.4% to 62%. Changes in the percentage of underrepresented minorities have been: unclassified senior administrative and professional from 6% to 8%; unclassified from 11% to 12.5%; and classified civil service from 29% to 30%.

These changes reveal success in increasing gender diversity, notably among faculty. Although that diversity is not evenly distributed across all units, and more remains to be done to achieve gender parity, the university's efforts to develop a culture of shared responsibility to embrace diversity as a strength and defining characteristic are producing results. Efforts to increase the presence of underrepresented racial and ethnic minorities in the student body, faculty, and staff have also produced results, albeit more slowly.

Thus, new leadership in ODI has made this a priority in multiple ways. Recent examples include:

- a new early arrival program for Latino students (Autumn 2016);
- a new Latino Alumni Association (Summer 2016);
- new training of Enrollment Services staff at the start of admissions season (Autumn 2016);
- strengthened relationship between ODI and the University Staff Advisory Committee;
- ODI preparation on Decanal Diversity Impact Reviews as part of the provost's dean review process (2015);
- incorporation of the Women's Place into ODI (2015); and
- ODI oversight of the Diversity Action Plan process for all colleges (2015).

Beginning in 2015 student activism increased nationwide. Students pressed for greater diversity

progress on their campuses, reported bias and hate incidents, and asked for cultural competency training for faculty, staff, and their peers. Ohio State students joined in this new activism, engaging in solidarity marches, rallies, and sit-ins, and meetings with the president and provost, and with Student Life (SL) and ODI representatives numerous times throughout the year. ODI and SL hosted regular meetings with student leaders, including town halls, listening sessions, teach-ins, and group meetings to ensure administrative responsiveness to their concerns.

In 2016, the strengthened relationships that resulted from these frequent interactions with student leaders aided the university's responsiveness to tensions caused by heated discourse surrounding the race for the United States presidency. Following the election, white nationalism posters were found in a number of academic buildings and removed. On November 28, 2016, a campus attack, promulgated by a student, resulted in international attention. Ohio State provided an immediate response and follow-up support efforts for students, faculty, and staff. The university continues to review its crisis response processes.

These incidents, combined with reactions to the election, have created tension and fear on campus, particularly among students identified as Deferred Action for Childhood Arrivals and underrepresented minority communities. President Drake, SL, ODI, and many college deans have issued statements reminding all members of the campus community of the availability of counseling services, and stressing the university's enduring commitment to building a richly diverse campus that is respectful of free expression but will not tolerate threats or violence.

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## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## Argument

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### Ohio State's land grant covenant

The new mission/vision statement clearly specifies that Ohio State is dedicated to “creating and discovering knowledge to improve the well-being of our state, regional, national and global communities,” and to “fostering a culture of engagement and service.” Those statements provide a strong foundation for the university's many long-established, new, and planned activities.

Most fundamentally, Ohio State commits to the public good by educating its many students and focusing on the programs they complete and the support services they need to do so. It now graduates approximately 16,000 students each year from across the arts and sciences, health sciences and professional fields of study, and has 540,000 living alumni around the world. Through the Ohio State University Alumni Association, the university's bridges with its alumni not only serve to assist them in shaping their careers, but also to form a bridge between the academy and the communities in which alumni live and work.

More broadly as a public land grant institution, Ohio State has a long history of identifying external constituencies and responding to their needs – notably through Ohio State University Extension, health sciences hospitals and clinics, and P-12 and business partnerships. In 2002, a separate Office of Outreach and Engagement was established, initially as a vice presidential area. In the past decade, it has become aligned directly with Office of Academic Affairs (OAA). In this way it has formal connections with every college and campus and academic support area. [All strategic plans](#)—colleges, regional campuses, and academic support units—call for the establishment of goals and measurable outcomes for outreach and engagement.

In 2008 the university applied for and received the Carnegie Foundation Community Engaged Classification and it received [re-classification in 2015](#). Just a few of the many examples of outreach and engagement initiatives are:

- the long-established and respected [Ohio State University Extension](#), housed in the College of Food, Agricultural, and Environmental Sciences but also located in all 88 counties, aims to improve lives through research-based education programs in the areas of agriculture, nutrition, and family and consumer sciences;
- the [Wexner Medical Center](#) (WMC) includes, on the Columbus campus, a large University Hospital, the Ross Heart Hospital, the James Cancer Hospital, Ohio State University East, the

- Brain and Spine Hospital and satellite facilities throughout the metropolitan area; WMC has affiliations with the seven health sciences colleges (Dentistry, Medicine, Nursing, Optometry, Pharmacy, Public Health, and Veterinary Medicine with its own Veterinary Medical Center);
- the [Industry Liaison Office](#) cultivates and fosters mutually beneficial relationships with partner organizations worldwide by aligning their aspirations and needs with university students, research, innovations and assets;
  - the [Office of Student Life's Department of Social Change](#) works to connect the university with communities, focusing specifically on programming for individuals, families, and entire communities facing poverty and its consequences;
  - the [Office of Military and Veterans' Services](#) is the university's single point of contact for all military and veterans' services and concerns and strives to ensure the success of our student veterans and active-duty military personnel;
  - the [P-12 Initiative](#) is a university-wide partnership that links Ohio schools to the resources and expertise of the institution and promotes collaboration;
  - the [Office of Service Learning](#) supports the development, implementation, and evaluation of sustainable service learning courses and encourages community-based scholarship across the curricula to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities; and
  - the [Wexner Center for the Arts](#) and the [Arts Initiative](#) serve as strong linkages to a vibrant arts community.

To help address the global dimension of its mission, in 2008 OAA named a vice provost for the [Office of International Affairs](#). The office oversees programs such as Education Abroad, our nine Area Studies Centers, and Global Gateway Offices that connect the university to key international sites with which we have robust research and international student connections.

In an early stage of development today is the [College Engagement Council](#), a university-level advisory group for engagement, with a representative from every college and campus. In addition, Ohio State was instrumental in establishing a local Higher Education/Non-Profit Community Consortium to enhance community/university partnerships in ways that better engage and serve communities.

OAA currently has two faculty/student workgroups addressing the public good dimension of its mission. One is focusing on next steps with our urban mission, notably as it relates to the dynamic Columbus metropolitan area and the urban areas in which each of our regional campuses is located. The other is working on next steps with academic programming related to leadership—another term in our mission. Each group will submit a next steps position paper to OAA by May 2017.

Ohio State's communicates its activities internally through *onCampus Today*, a daily electronic mail communication to the university community. Several social media outlets, overseen by the office of [University Communications](#) (UC) also deliver university messages. UC is home to Public Broadcasting System affiliate WOSU that, for example, has recently produced a set of programs on Columbus Neighborhoods.

With regard to commitment to the public good, the university, with its long history, high profile within the state, nation, and the world, its capital city location, and operating within Ohio's rigorous open records law, is highly visible to the public and under considerable public scrutiny in all that it does, all the time (see Criterion 2).



## Sources

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- ASC\_2017\_ArtsInitiative
- EHE\_2016\_P12Initiative
- FAES\_2016\_OSUExtension
- OAA\_2014\_SPOutreachEngagementTemplate
- OAA\_2015\_CarnegieCommunityEngagementClass
- OAA\_2016\_CollegeEngagementCouncil
- OAA\_2016\_InternationalAffairs
- OAA\_2016\_MilitaryVeteransServices
- OAA\_2016\_ServiceLearningWebsite
- OAA\_2016\_WexnerCenterfor the Arts
- OR\_2016\_IndustryLiaisonOffice
- SL\_2016\_StudentLifeSocialChange
- UC\_2017\_SocialMedia
- Wexner\_2016\_WexnerMedicalCenter

## **1.S - Criterion 1 - Summary**

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Summary**

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The university has recently developed and is implementing a new mission/vision statement that specifies its vision of being a modern 21st century public, land grant, research, urban, engaged institution. Its mission specifies dedication to that comprehensiveness, and commitment to excellence in the scope of research it conducts, the range of academic programs it offers, the student support services it provides, and its outreach and engagement initiatives. Like earlier statements, it is directly aligned to strategic planning for academic and academic support units at all campuses, and to key budget priorities. It was developed through an open inclusive process and is supported by its Board. Diversity and inclusion are specified as essential components of its excellence, and ongoing efforts notably led by the Office of Diversity and Inclusion, show seriousness of purpose. Its land grant mission is more than a heritage. Outreach and engagement are fundamental to what the university is – locally, nationally, globally.

### **Sources**

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

### Argument

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#### Educating for citizenship

Ohio State takes seriously its motto “education for citizenship.” It is part of our history and today enables us to sustain and enhance our mission/vision. That commitment hinges on one of our core values – “integrity, transparency, and trust” - carried out through an extensive and integrated system of faculty rules, university policies, unit operating procedures, and university offices.

- [University Faculty Rules](#) and [policies](#) put forward basic principles, definitions, and parameters that apply across the university and provide a common framework for ethical and responsible conduct. At the same time, they are implemented in, and supplemented by, the operating procedures and practices of individual departments, schools, and support units. This requires continuous communication and coordination between the central offices that maintain the policies and rules and the individual units that implement them.
  - Ethical and responsible conduct is formalized in university rules and policies developed through the university's governance structure. All Faculty Rules originate in the Rules Committee of the University Senate. Once approved, they are reviewed and approved by the Board of Trustees (BOT) and recorded with the [Legislative Service Commission](#) of the state of Ohio. University policies are developed or revised by the responsible office, circulated for feedback to a number of faculty, student, staff, and administrative stakeholders, approved by the Senior Management Council and the President’s Cabinet (see 1A), and then disseminated to the university community. They are reviewed or revised periodically following the same process.
- In addition to the faculty-led university-level process, there is shared governance with/among a number of other key stakeholders, including:
  - Externally: the Ohio legislature, which establishes state ethics laws and other legislation, provides an overarching framework of integrity and transparency; the Ohio Department of Higher Education, which sets policies that affect the 36 public post-secondary institutions in Ohio; federal and state regulators, who oversee the diverse activities undertaken in the university; and the citizens of Ohio, alumni of the institution, vendors, and other external stakeholders, who interact with the university on a regular basis.
  - Internally: Deans and department chairs, who are responsible for creating unit-specific patterns of administration and promotion and tenure criteria (see 3C) on a regular basis; the medical director and other leaders of the Wexner Medical Center, who are charged

with complying with standards for [safety and quality](#) control as well as [patient privacy](#); the staff of the university, who support its academic mission and are charged with assisting units with their goal of providing relevant information and complying with relevant policies; and the students enrolled in the university, who abide by certain principles of academic and behavioral conduct.

- In order to help coordinate the efforts of these various stakeholders, in 2012, the university established the [Office of University Compliance and Integrity](#) (OUCI), led by a new vice president and chief compliance officer, who is charged with monitoring compliance practices across the university as well as identifying and mitigating risks associated with the implementation of these practices.
  - OUCI was developed, at the request of the BOT, following a comprehensive review of the many compliance functions across the university to ensure that it had appropriate processes, reviews, and protocols in place and was striving for the highest standards. This review focused on compliance as a matter of institutional integrity.
  - Within the office there is a director of policies and training; a streamlined university policy process providing for the pre-development, development, and implementation of university policies as well as a dedicated [searchable web site repository of all university policies](#); and [a standard template for organizing the information in policies and unit operating procedures](#).
  - By establishing OUCI, the university aspires to be a leader in articulating the importance of risk management and compliance to the mission of a major research and educational institution. The office's efforts are focused on integrating existing teams, solving critical problems, and developing needed processes to support the university's vision, mission, and values. The university strives to build a compliance function that sets the standard for higher education and believes that strong compliance practices are foundational to successful shared governance and to the ongoing health of the institution. Strong compliance practices are essential to an appropriate conjoining of responsibility and accountability at Ohio State.
- The university has added the following resources and offices since its 2007 re-accreditation review in order to support the commitment to ethical and responsible conduct:
  - the university's [research misconduct policy](#), adopted by the University Senate on May 29, 2008, and approved by the federal [Office of Research Integrity](#);
  - an [anonymous, confidential, third-party reporting website and phone line](#) to report activities that may involve unethical or otherwise inappropriate activities or behavior in [violation of university policies](#); and
  - a [background check policy](#) that applies to all university employees, applicants, and third-party staffing vendors.

The university remains committed to creating clear communication channels for coordinating and implementing its rules, policies, and unit operating procedures. Senior leadership has a shared responsibility to anticipate and articulate issues and areas that need university-wide guidance and compliance within a dynamic educational and regulatory environment. At the same time, the faculty must continue to exercise their rights and responsibilities with regard to research, peer review, and curriculum in order to preserve the academic integrity of the institution.

Academic functions are conducted ethically and responsibly with the oversight of Office of Academic Affairs (OAA). Academic course and program development follows a rigorous internal review with adherence to the [Academic Organization, Curriculum, and Assessment Handbook](#). All courses/programs are faculty developed and then reviewed at department, college, and university

levels, with new programs also requiring University Senate, BOT, and state-level approval. Course and program enrollments are monitored closely at the college/campus level to ensure effective use of resources and availability for student program completion. In 2016, the state set expectations that institutions would monitor and address low enrollment courses and programs.

OUCI and OAA work with the university's 15 colleges and four regional campuses to ensure the establishment of and adherence to university policies that promote fair and ethical behavior. The university is committed to creating an academic culture in which citizenship is valued in relation to academic units, the larger university community, and the profession. OAA holds [annual orientations for new chairs/directors, and for new faculty](#) where such policies are discussed. It also hosts a monthly Council of Deans meeting, and a meeting with department chairs/school directors each semester, and it regularly brings policies and processes for review and revision. This work is led by the vice provost for academic policy and faculty resources, who works closely with the Offices of Legal Affairs, Human Resources, and OUCI, as well as with the University Senate's Rules Committee and Committee on Academic Freedom and Responsibility.

Regarding financial functions (see 5A), Ohio State operates within a distributed organizational structure that defines colleges and major support units as separate budget centers. This budget model had just been implemented at the time of our 2007 re-accreditation. Since then [it has been regularly reviewed](#) and adjusted to ensure that there are no unintended consequences emerging from it; to provide targeted funding for key university-wide initiatives; and to provide periodic budget rebasing. In this way, the BOT, the president, the provost, and the Senate Fiscal Committee continue to give central oversight to budget distributions while also allowing individual colleges and support units, through their deans and the vice presidents, to make unit-specific decisions about priorities and new initiatives. Like the governance model, the budget model serves the academic and strategic vision of the university while also allowing for operational flexibility within various academic and support units.

Ohio State's financial functions are integrated through the [Office of Business and Finance](#), which includes oversight of its treasurer, payroll, internal audit, vendor, and other financial functions. It is led by the senior vice president for business and finance and chief fiscal officer, a member of the President's Cabinet, and who works closely with the University Senate's Fiscal Committee.

The university's [capital and infrastructure needs are overseen by the vice president for administration and planning whose office](#) presents clear policies for contractors, bids, and other building initiatives, as well as a unique tool for real-time assessment of the state of all of its buildings. This office also plans for and communicates instructions for [real-time emergency crisis management](#), which includes emergency notifications regarding threats to public safety. It publishes information about [parking and traffic](#) on campus, including real-time tracking of how many vehicles are in its major parking garages. In addition, it provides transparent information about its continued stewardship of its land and buildings, which was memorialized in [2010 as the Framework Plan](#) and the new [2016 Framework 2.0](#).

In the decade since the last re-accreditation, other initiatives to enhance these commitments to creating an academic culture that explicitly values ethics, integrity, and citizenship include:

- revising the [Faculty Rule on complaints against faculty](#) to include more direct oversight by the provost while still emphasizing the importance of peer review in the form of faculty college investigation committees (previously cases could end at the dean level);
- identifying more clearly defined [management plans for potential nepotism issues](#), particularly in the context of a growing number of dual-career couples within the university;
- recognizing the importance of hiring dual-career couples as part of a respect for work-life

- balance and fostering long-term retention;
- founding the Office of Gender Equity and Science, Technology, Engineering, Mathematics, and Medicine (STEMM) to spearhead dual-career hiring and other resources for faculty in STEMM, drawing on an National Science Foundation [Advancement of Women in Academic Science and Engineering Careers](#) grant;
- [establishing the position of faculty ombudsman](#) who provides a neutral office for receiving and mediating faculty disputes and issues; and
- ensuring that tenure initiating unit governance documents have a section on grievance procedures that includes: [nondiscrimination policy](#), [sexual misconduct policy](#), [hearing procedures for complaints against faculty](#), [code of student conduct](#), professional student honor code, and reference to the [university's anonymous reporting line](#).

## Sources

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- BOT\_2016\_CodeStudentConduct
- BOT\_2016\_FacultyComplaintHearingProcedures
- BOT\_2016\_UniversityFacultyRules
- DPS\_2016\_Emergency
- FO\_2016\_FacultyOmbudsman
- OAA\_2016\_OrientationforChairsDirectorsFaculty
- OAA\_2016\_Policies&ProceduresHandbook
- OAA\_2016\_USORI
- OAA\_2017\_AOCAHandbook
- OAP\_2010\_FrameworkPlan
- OAP\_2016\_Administration+Planning
- OAP\_2016\_Framework2.0
- OBF\_2014\_BudgetReviewProcess
- OBF\_2016\_Business&FinanceWebsite
- OHIO\_2017\_LegislativeServiceCommission
- OHR\_2014\_NepotismPolicy
- OHR\_2014\_WhistleblowerPolicy
- OHR\_2015\_NondiscriminationPolicy
- OHR\_2016\_AnonymousReportingLine
- OHR\_2016\_BackgroundCheckPolicy
- OHR\_2016\_SexualMisconductPolicy
- OR\_2015\_ResearchMisconductPoliciesAndProcedures
- OR\_2016\_ADVANCE
- OUCI\_2016\_AnonymousReportingLine
- OUCI\_2016\_Compliance
- OUCI\_2016\_UniversityPolicies
- OUCI\_2016\_UniversityPoliciesTemplate
- PARC\_2016\_CampusParc
- WEX\_2016\_WexnerMedCtrPatientPrivacyPolicy
- WEX\_2016\_WexnerMedCtrSafetyAwards

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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#### Presenting Ohio State to the public

Ohio State has an extensive set of resources making it available to students, parents and families, alumni, staff, faculty, and the public. The [home page](#) of the university website provides extensive information and resources, including links offering guidance for future and current students, alumni, faculty, and staff. The [Future Students](#) link takes visitors to information on undergraduate and graduate programs, campus visits, tuition and fees, and financial aid. The home page provides links to important admissions, class schedules, financial aid, and academic sites. The site is also dynamic, with information highlighting recent student, staff, and faculty accomplishments, as well as headlines in the university news. Further, the university has a strong [social media](#) presence, using Facebook, Twitter, and blog sites, all of which are accessible from the university's and college/unit websites.

Specific information in key units augments the materials available to the public. Since the last re-accreditation the university has established the Office of Strategic Enrollment Planning. It includes Admissions, University Registrar, Financial Aid, and First Year Experience offices, among others. Its [Office of Enrollment Services](#) provides access to the requirements for admission both to the university and to particular programs or majors and provides full descriptions of the requirements for all degree-granting programs, including all pre-requisite courses. Its website also [describes requirements for acceptance of transfer credit, including how credit is applied](#) to degree requirements (see 4A). Particularly through the [Student Service Center](#), Enrollment Services also provides prospective and current students with information on all [student costs](#), including [tuition and fees](#); [financial aid](#) policies, practices, and requirements. These resources include a financial aid estimator and assistance searching for appropriate scholarship opportunities.

The [Office of Student Life](#) (SL) has a [Parent and Family Relations](#) webpage with resources for academics, health and safety, campus visits, among others. It lists programs and activities as well as news and information in addition to linking to the University Registrar's page with the policy, annual notification, and information on the Family Education Rights and Privacy Act. The SL website also includes documents helpful to students, such as the [Code of Student Conduct](#), [alcohol policy](#), and the [nondiscrimination policy](#).

The [Office of Academic Affairs](#) (OAA) website provides the public with the [university's vision, mission, values and goals](#) and access to its Office of the Chief Information Officer's [Research in View](#) database, a complete list of all instructors and their academic credentials. Lecturers and tenured and tenure-track faculty are listed on the website of their respective departments. The curricula vitae of part-time and full-time lecturers and tenured and tenure-track faculty are available in department offices. Through the University Faculty Rules, OAA provides policies regarding academic good standing, probation, and dismissal. OAA also provides access to the [university's accreditation status](#) and maintains records on the accreditation status of each of its academic programs (see Federal Compliance).

Through its [Public Records Office](#) the university actively complies with the Ohio Public Records Act. This law enables any member of the public to receive, upon request, any public record maintained by the university. The website includes a link to the [public records policy that informs the public on the process of submitting a public records request](#) and guides university employees about how to respond to the public records requests they receive.

## Sources

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- BOT\_2016\_CodeStudentConduct
- COMM\_2017\_FutureStudentsWebpage
- COMM\_2017\_OSUWebsite
- ES\_2016\_EnrollmentServicesWebsite
- ES\_2016\_SFA
- ES\_2016\_StudentServiceCenter
- ES\_2016\_UndergradTuition
- OAA\_2016\_AcademicAffairsWebsite
- OAA\_2016\_OAAAccreditationWebsite
- OAA\_2016\_VisionMissionValuesGoals
- OAA\_2017\_ResearchinView
- OHR\_2015\_NondiscriminationPolicy
- OUCI\_2013\_PublicRecordsPolicy
- OUCI\_2016\_PublicRecordsOffice
- SL\_2016\_StudentLifeWebsite
- SL\_2017\_AlcoholPolicy
- SL\_2017\_ParentandFamilyRelationsWebpage
- UC\_2017\_SocialMedia
- UR\_2012\_TransferCreditPolicy
- UR\_2016\_TransferCredit
- UR\_2016\_Tuition&FeeTables



## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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#### Ohio State's governing board

Appointed by the governor, Ohio State's [Board of Trustees](#) (BOT) exercises fiduciary responsibility for the institution, in conjunction with a separate Board for the Wexner Medical Center, and is the final decision-maker in approving changes to the bylaws and rules of the institution. Ohio State and the BOT act in compliance [with Ohio law](#), which specifically outlines the general powers of Ohio's public universities and includes authorizations of and restrictions on numerous activities, including expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and hiring and evaluation of the university's president. The BOT has the legal obligation to ensure "the proper maintenance and successful and continuous operation" of the university, including the employment, compensation, and removal of the president and any other faculty and staff it deems necessary. The BOT [bylaws](#) make clear that the Board "does retain the final authority and responsibility" for the university.

The BOT is comprised of 20 trustees responsible for the oversight of academic programs, budgets and general admission, and employment of faculty and staff. The governor appoints 15 voting members who serve nine-year terms and two student members. The undergraduate student trustee and the graduate/professional student trustee each serve two-year, staggered terms and vote at the committee and Board level and attend Board executive sessions. The remaining positions are filled by three non-voting charter trustee members, who are selected by the BOT and must be non-residents of Ohio.

The Board holds five regular meetings per year in addition to any other special meetings. Trustees receive ethics training provided by the Office of University Compliance and Integrity (OUCI). Prior to each regular meeting, each of the seven BOT committees meets, and any matters or resolutions recommended by a committee are presented to the full Board for consideration.

The business before the Board is responsive to the needs of students, faculty, staff, community members, and citizens. The BOT serves as the chief fiduciary and strategic body of the university, considering both internal and external issues and opportunities before the institution. Examples of the

former include campus master planning, development, and investments, and the fiscal responsibility for all facets of university operations. Examples of the latter include enrollment planning, research and teaching strategies, and advancement strategies. The Board's decisions shape the future of the university; directly impact students, faculty, and staff; and impact the citizens of Ohio, regional economies, and the higher education community.

Trustees must serve the Board with independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. The BOT adopted a [Statement of Expectations in 2007](#) that further outlines obligations the trustees have to the university and the Board itself, and [in 2015 adopted a Statement of Ethical Conduct and Leadership Integrity](#). As public officials, the trustees are required to file financial disclosure statements annually with the Ohio Ethics Commission; the Commission then works in collaboration with the Office of Legal Affairs to identify Board matters in which a member might have a conflict of interest. When a conflict is identified, the trustee is required to abstain from all discussion and voting on that matter. Obligations of state law also extend to all employees of the university.

The BOT committees include the following: academic affairs and student life, advancement, audit and compliance, finance, governance, master planning and facilities, and talent and compensation. Board member assignments to committees occur annually, and each committee is chaired or co-chaired by Board members.

While the BOT decides [certain institutional matters](#), Ohio State's large and integrated system of policies and processes governs the day-to-day aspects of its operations. University administrators are charged with ongoing management of the institution. For example, while the Board receives updates on key compliance issues (upon which it relies to make informed decisions for the university), it is the vice president and chief compliance officer who administers the university compliance model, strategic plan, annual compliance plan, and day-to-day management thereof. The faculty attend to academic matters. For example, when the BOT approved the transition from quarters to semesters in 2009, it delegated the responsibility for revising the curriculum to the faculty of each program. Similarly, when it wanted to re-examine the Faculty Rule regarding complaints against faculty, it delegated that task to an ad-hoc committee led by faculty leadership from the University Senate.

## Sources

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- BOT\_2007\_StatementofExpectations
- BOT\_2015\_Bylaws
- BOT\_2015\_EthicalConduct&Integrity
- BOT\_2016\_Agendas
- BOT\_2017\_BOTWebsite
- OAA\_2016\_ORC3334.02-04

## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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#### Commitment to academic freedom and responsibility

As stated in its [University Faculty Rules](#) (page 21), Ohio State endorses the principle that “academic freedom and academic responsibility are twin guardians of the integrity of institutions of higher learning.” It believes that academic freedom is a right that extends to all members of the academic community, including the rights of students to learn in conditions “conducive to the attainment of the free search for truth and its free exposition.”

In order to emphasize this ongoing commitment to academic freedom, since the last accreditation review the university has:

- endorsed the [ACE statement on Academic Freedom and Responsibility](#) and encouraged departments to include the link to this statement in all departmental governance documents;
- expanded the purview of the University Senate [Committee on Academic Freedom and Responsibility](#) to include studying conditions that affect the academic freedom of all of its faculty, including hearing grievances from non-tenure-track as well as tenure-track faculty;
- revised its Faculty Rules to allow lecturers and other associated (formerly “auxiliary”) faculty members to have governance rights if approved by the majority of tenure-track faculty in a unit;
- in 2012 convened a [No Place for Hate Task Force](#) to consider how to address hate speech on campus; and
- in 2014 established a [Bias Assessment and Response Team](#).

The following standing committees of the [University Senate](#) are charged with shared oversight of freedom of expression and pursuit of truth: Diversity Committee, Fiscal Committee, and Committee for Evaluation of Central Administrators.

In addition, Ohio State provides significant guidance that provides frameworks and conditions for various kinds of speech, including [guest speakers](#) and [political campaigns](#). It also has a well developed code regarding [student and academic conduct](#) (page 3).

### Sources

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- BOT\_2012\_NoPlaceforHate
- BOT\_2016\_AcademicFreedomandResponsibility
- BOT\_2016\_CodeStudentConduct
- BOT\_2016\_CodeStudentConduct (page number 3)
- BOT\_2016\_UniversityFacultyRules
- BOT\_2016\_UniversityFacultyRules (page number 21)
- BOT\_2017\_3335-5-06

- [OAA\\_2016\\_ACEAcademicRights&Responsibilities](#)
- [OLA\\_2017\\_PoliticalActivityGuidelines](#)
- [SL\\_2016\\_BART](#)
- [US\\_2017\\_UniversitySenateWebsite](#)

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### Academic honesty and integrity at Ohio State

Ohio State is committed to ensuring students, postdoctoral fellows, and faculty conduct their research in an ethical manner and has an [office established](#) to provide support regarding research practices. A university policy requires that all work with [human subjects](#) be reviewed and approved by one of the [Institutional Review Boards](#) (IRBs). The university has three in-house IRBs, one each for behavioral research, biomedical research, and cancer research. In addition, industry-sponsored clinical trials projects are reviewed by an [external IRB](#) (Western IRB). These IRBs manage over 5,000 active protocols across the university. Further, investigators doing work with research animals must have approval from the [Institutional Animal Care and Use Committee](#) (IACUC). This committee manages approximately 800 active animal protocols. Each IRB requires training for investigators and all key personnel. Ohio State, like most universities, uses online training provided by the Collaborative Institutional Training Initiative (CITI).

All students and postdoctoral fellows working in National Science Foundation-funded laboratories are required to receive [training in the responsible conduct of research](#) (RCR). At the present time, this requirement is fulfilled by completion of the CITI RCR training course. Students and postdoctoral fellows funded by certain categories of grants from the National Institutes of Health (NIH) are required to receive more extensive RCR training that includes some face-to-face coursework. Because the NIH requirement states the training must include discipline-specific components, these individuals work in concert with their college offices to determine what courses fulfill this requirement. Many colleges have developed RCR courses that meet the discipline-specific mandate of NIH, and more are currently under development. Examples include: Vision Science 7960, *Ethics in Biomedical Research*; Biomedical Engineering 6983, *Research Ethics*; and Veterinary Medicine 6565, *Introduction to Animal Welfare*.

Ohio State researchers are subject to both federal regulations and provisions of Ohio law regarding conflict of interest. Ohio State requires faculty, staff, and students involved in research to complete an annual Conflict of Interest disclosure. This document requires researchers to provide information on any possible activities or connections that might generate a real or perceived [conflict of interest](#) in pursuing a research endeavor. When a potential conflict of interest is disclosed, it is evaluated to determine whether a management plan can be put in place to allow the research effort to go forward. A standing Conflict of Interest Advisory Committee is consulted in particularly difficult or complicated cases.

Ohio State's policy on [research misconduct](#) defines research misconduct as "falsification, fabrication,

or plagiarism.” Allegations of research misconduct are referred to the senior vice president for research and undergo a preliminary assessment by the research integrity coordinator and the dean of the relevant college. If an allegation is deemed sufficiently credible, a committee of initial inquiry is formed that includes representation from the University Research Committee and the Committee on Academic Freedom and Responsibility. If the initial inquiry shows credible evidence of misconduct, the matter is referred to a full investigation under [Faculty Rule 3335-5-04](#) for faculty, the Graduate School for graduate students, the Committee on Academic Misconduct for undergraduates, or the supervisor of the employing unit for staff.

In addition, the university’s Center for Ethics and Human Values works to create university-wide conversations on ethics. Each year, its [Conversations on Morality, Politics, and Society](#) program selects a theme for ethical discussion and debate across the university. Focus groups within the center foster discussions in a variety of ethics areas, including research.

New student orientation/First Year Experience includes multiple training opportunities for students to familiarize themselves with [relevant policies](#) regarding using sources wisely. These include handouts about relevant policies as well as [sources from the University Libraries](#).

The University Center for the Advancement of Teaching also offers an [annual orientation for graduate students](#) who are being appointed as teaching assistants about how to incorporate responsible use of sources into their syllabi and assignments. The [Graduate School](#) (page 94) also helps students with relevant information about how to avoid research misconduct. This includes directing them to the [Writing Center](#) in the Center for the Study of Teaching and Writing.

The Committee on Academic Misconduct (COAM) maintains a [Frequently Asked Questions](#) on issues regarding academic misconduct, including responsible use of information resources.

A particular challenge is helping our large percentage of international students understand the university’s policies regarding academic honesty and integrity. The [English as a Second Language Program](#) offers [courses](#) in composition that include information about proper citation and plagiarism. The [orientation for international students](#), administered by the Office of International Affairs, includes information on academic misconduct and an academic misconduct quiz. The university also offers a pre-departure orientation in Beijing and Shanghai for Chinese students and their parents that includes academic norms and expectations in the United States.

Student policies on academic honesty and integrity are encoded in the [Student Code of Conduct](#) (page 3) and [adjudicated through COAM](#). Cases involving a graduate student include a representative of the Graduate School. COAM acts on issues that arise and produces an annual [report](#) on its cases.

Faculty and staff policies on academic honesty and integrity are encoded in the policy on [research misconduct](#) and adjudicated through the research integrity coordinator and dean of the relevant college, following the process described above.

## Sources

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- ASC\_2016\_WritingHandouts
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## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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Integrity, transparency, and trust are central values of Ohio State's new mission/vision statement.

The university has created and coordinated an extensive matrix of institutional policies and unit operating procedures that articulate these essential principles. It also has processes for implementing them university-wide.

An extensive set of resources is available to faculty, staff, students, parents, alumni, and the public provided through the Offices of Academic Affairs, Student Life, and Enrollment Services, among others. In 2012, Ohio State established a new vice presidential Office of University Compliance and Integrity.

Ohio State has a 20-member Board of Trustees (BOT) that includes students, that operates in compliance with Ohio law and its bylaws, and that has adopted a Statement of Expectations (2007) and a Statement of Ethical Conduct and Leadership Integrity (2015). The Board's activities and deliberations guide the institution in a manner that preserves independence from undue influence, and it delegates day-to-day management of the university to the administration and faculty.

The university is fully committed to the centrality of tenure to academic freedom and responsibility. Indeed, Ohio State aspires to be a national leader in recognizing that academic freedom must be extended to all members of the university community, including non-tenure-track faculty. By voting to allow non-tenure-track faculty to participate in governance and to have possible infringements of academic freedom reviewed by the Committee on Academic Freedom and Responsibility, the University Senate and BOT have actively endorsed the centrality of academic freedom to the academic enterprise.

Ohio State provides effective oversight and support services to ensure the integrity of research scholarship and practices; provides students guidance in the ethical use of information resources; and has and enforces policies on academic honesty and integrity.

### Sources

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*There are no sources.*



## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

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Consistent with its mission to provide a world-class education, Ohio State has well-established policies, procedures, and levels of review that ensure that academic courses and programs, in all locations and modes, are current, and expectations of student performance are appropriate to the level of the course or program.

#### **Institutional processes that support academic programming**

The Office of Academic Affairs (OAA) Academic Organization, Curriculum, and Assessment Handbook outlines the policies and procedures for [approving new or revising existing programs](#) (page 34) and [courses](#) (page 78), regardless of [mode of delivery or campus of offering](#) (page 8), to ensure conformity to university standards and individual programs' learning outcomes. In each academic unit, a committee of faculty, with expertise in a given field, develops and reviews recommendations for new programs and courses and revisions to existing offerings. These committees make recommendations to college-level committees, whose membership includes faculty. The college-level curriculum committee, in conjunction with the dean and associate dean(s) for curriculum, evaluates the program or course proposals for their rigor and fit within the structure of the college but also for consistency across disciplines. For undergraduate interdisciplinary programs, such as Ohio State's new [Data Analytics major](#), a committee with representation from the leadership of all participating programs develops the curriculum and submits it through the relevant college(s) for approval. Once approved, the college designates unit(s) to serve as the administrative seat of the program. For [graduate interdisciplinary programs](#) (page 63), graduate studies committees, in conjunction with graduate faculty of the programs involved, develop program proposals. Once approved, proposals are forwarded to the Council on Academic Affairs (CAA) which reviews proposals for new and revised programs from colleges and schools and makes recommendations to the University Senate. As appropriate, members of the Graduate Council review proposals for new and revised graduate programs in concert with CAA. Finally, the Board of Trustees approves new programs before the proposal is reviewed by the [Ohio Department of Higher Education](#) (ODHE). New graduate programs are additionally reviewed by the [Chancellor's Council on Graduate Studies](#) of ODHE, which ensures

that graduate degree programs are compliant with both university and state guidelines

Faculty keep Ohio State's curricula current through the proposal revision process which follows the same steps as initial approval. All programs and courses were revised during Ohio State's conversion to a semester calendar (2009 to 2012). Revised program proposals were reviewed by CAA and OAA. During the conversion, the university updated [course and program proposal templates](#) for the review and developed an electronic system for tracking various stages of the submission, revision, and review process. The university also adopted a new [course numbering system](#) (page 99) for semester courses which distinguish course levels. For example, courses deemed to be at the pre-college developmental level are assigned a course number (between 1000 and 1099) indicating that credit earned for such coursework does not count toward an Ohio State degree. Between [2014 and 2016](#), CAA approved 166 program revisions, 49 new programs, minors, specializations or tracks, and the elimination of 9 programs. Programs and courses may also be revised to remain current with standards required for specialized accreditation. In addition, programs are reviewed every seven years during the academic unit review (see 4A).

### **Faculty articulate learning outcomes**

Faculty articulate outcomes for student learning for the degree programs in their respective units, appropriate to the degree level ([undergraduate, graduate, and professional](#)). [Graduate faculty](#) specify outcomes for graduate programs. While the goals may be the same for many Master's and doctoral programs, the faculty expectation for the level of performance is distinguishable (see 4B).

In support of this activity, the University Center for the Advancement of Teaching offers regular [course and curriculum design institutes](#) and other sessions which provide faculty training on the development of appropriate and measurable learning goals and objectives.

### **Quality across the curricula**

To ensure institution-wide consistency of program quality and learning, a single [course catalogue](#) is used for all campuses and delivery formats. [Faculty at regional campuses](#) are tenured through their appropriate academic unit on the Columbus campus. A Columbus academic unit also approves all its courses taught on the regional campuses. In the last five years, Ohio State has taken steps to enhance the online delivery of programs and courses. The conversion of approved face-to-face programs to online delivery requires both university review and notification to ODHE. This ensures that online delivery [meets quality standards and expectations](#). Distance education courses have the same learning outcomes and engagement with instructors as traditional face-to-face courses. Nevertheless, distance education courses receive additional review by the Office Distance Education and eLearning and, in most cases, by college-level information technology services to ensure that technology and student support systems meet the same standard as traditional courses. Ohio State also subscribes to [Quality Matters](#), a national program whose standards are an internationally recognized benchmark for online course design.

Ohio State follows the requirements outlined by ODHE for the [state's dual credit program](#), College Credit Plus. The university's approach to [College Credit Plus](#) has three components: Ohio State Academy, a limited number of partnerships with selected Ohio high schools, and online general education (GE) courses. The Ohio State Academy oversees the admissions and registration processes for qualified high school students to enroll in existing Ohio State courses. For the partnerships with Ohio high schools, Ohio State academic departments certify that all aspects of a course [meet the same criteria](#) as those taught at the university (see 4A). Ohio State also offers selected GE courses online.

Formalized consortial agreements and other contracts are reviewed at the university level to ensure that they are consistent with Ohio State's mission and that they meet its academic standards. The [University Registrar catalogs](#) consortia, partnerships, and articulation agreements on its website. Academic credit awarded in relation to any such agreement is managed by the University Registrar.

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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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As a research Carnegie Doctoral-Highest Research Activity institution and a member of the Association of American Universities, Ohio State espouses intellectual inquiry and integrative learning in its educational programs. Undergraduate education encompasses a general education (GE) curriculum distinguished by its focus on breadth of learning with [expectations](#) for integration and application of knowledge. Graduate education necessitates depth of intellectual inquiry in the creation of new knowledge and requires the integration of a broad background of knowledge applied to a new area.

### A living framework for undergraduate education

Ohio State's GE program was first introduced as the [GEC Model Curriculum](#) in 1988. It was founded in the liberal arts and aimed at ensuring that students achieved the breadth of knowledge a college-educated person should have. Since its implementation in the early 1990s, the Model Curriculum has been periodically reviewed and revised, with new areas and additional flexibility built in to allow students to achieve breadth across the Arts and Humanities, Natural and Mathematical Sciences, and Social Sciences categories. The most recent revision in 2012, during conversion to a semester calendar, resulted in new options to further increase flexibility and leverage high-impact educational experiences for integrative and applied learning such as service-learning. The next review will be initiated in spring 2017.

The GE program maintains a liberal arts foundation and, as noted in the [curricular statement](#), is aimed at educating students to think critically, logically, scientifically, and creatively, and to be engaged and responsible global citizens. Expected learning outcomes ([ELOs](#)) have been developed for each of the required areas/categories and [mapped](#) to broader curricular goals, ensuring that students can attain curricular goals through the GE program. Baccalaureate degrees across colleges require a minimum of [43 to 72 semester hours of GE](#), exceeding the Ohio Department of Higher Education ([ODHE](#))

[requirement](#) of 36 hours. Associates and Applied Associate degrees follow [ODHE requirements](#), while students completing certificates and graduate programs are not required to complete the GE curriculum.

College-level GE templates are vetted by the [University-Level Advisory Committee for GE](#) (ULAC-GE) formally approved, along with program-specific requirements, by the Council on Academic Affairs (CAA). ULAC-GE also routinely reviews the general education program, keeps abreast of emerging practices, and makes recommendations as appropriate.

The [Arts and Sciences Curriculum Committee](#) (page 39) evaluates and approves proposals for GE courses, which must state which goals and expected learning outcomes a proposed course addresses and explain how course components address the ELOs; a GE assessment plan must be included. Proposals are then formally approved by OAA.

Approved GE template requirements for every college offering a baccalaureate degree are based on GE requirements for the College of Arts and Sciences (ASC). The ASC GE [template](#) requires coursework in Writing and Communication, Foreign Language, Literature, Visual and Performing Arts, Historical Study, Quantitative Reasoning, Data Analysis, Natural Science (Biological and Physical), Social Science, Social Diversity in the United States, and Global Studies. Students are required to select two additional GE courses in any area, which, with appropriate advising, promote either concentrated study in a non-major area or additional breadth. These GE courses can also be completed in four further areas - Cultures and Ideas, Cross-Disciplinary Seminars, Education Abroad, and Service Learning - which enhance students' integration and application of knowledge of local and global issues and their participation in high-impact experiences.

GE templates for the 12 other colleges which offer Baccalaureate degrees differ from the ASC GE template primarily in terms of the foreign language proficiency requirement. Bachelor of Science degrees typically have distinct science and mathematics [requirements](#).

The purpose and content of the GE are conveyed in multiple ways.

- Entering students enroll in a one-credit university course which introduces them to academic degree [planning](#), including the GE and its purpose, as well as policies, services, and resources for academic success.
- GE requirements are conveyed to students through academic advisors. For example, [advising sheets](#) in ASC include rationale statements for required coursework in distinct GE categories and a list of course options for that category.
- All [GE course syllabi include](#) the GE ELOs approved for that course, along with a statement explaining how the course will help students achieve the ELOs.

### **Engaging students in a rich and diverse academic experience**

Through GE foundation requirements, students in every program are engaged in active learning and hone skills that allow them to successfully navigate a complex global environment. For example, one ELO in the Historical Studies GE category is that “Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical context.” Courses in the Natural Science and Social Science categories incorporate methods of scientific inquiry, while courses in the Literature and Visual and Performing Arts categories engage students in methods of historical, aesthetic, and humanistic inquiry. A large enrollment GE Biology course is being [redesigned](#) to expand its offering of Course-based Undergraduate Research Experiences (CUREs). Furthermore, expectations for developing critical thinking skills, essential for

being able to adapt to changing environments, are [infused](#) across several GE categories, while diversity GE [coursework](#) (page 5) further prepares students to better understand the pluralistic nature of institutions, society, and culture in the United States and across the world.

Beyond the GE, disciplinary programs offer students opportunities to engage in independent study and research, internships, service learning, and education abroad, such as required capstone projects in the College of Engineering, methods courses in the Department of Psychology, and field placement experiences in the College of Social Work. Ohio State offers more than 80 [service-learning courses](#) each year in a variety of disciplines and more than 200 [education abroad](#) programs.

The [Undergraduate Research Office](#) (see 3D), established in 2006, serves as a central clearinghouse for research opportunities, sponsors a Summer Research Institute and the Fall Undergraduate Research Forum, and helps coordinate the annual Denman Research Forum in which more than 600 undergraduate students participate. Undergraduate research opportunities are offered on [all OSU campuses](#). Furthermore, many undergraduates enroll in independent studies, work in research laboratories, and participate in research projects as part of the Honors and Scholars Program or through the Second-Year Transformational Experience Program (see 3D).

Co-curricular programs offer students still other opportunities to build skills for adapting to changing environments. For example, the Fisher College of Business holds an annual [Business Plan Competition](#) in which students can develop business ideas and form business plans that are judged and can be used to seek outside funding for startup businesses. The College of Engineering's [Center for Automotive Research](#) provides advanced facilities and support for students to work on automotive projects, including the BuckeyeBullet, the world record-holding electric land speed vehicle.

The Graduate School [awards](#) approximately 800 doctoral and 2,700 Master's degrees annually, each with an expected scholarship component. Graduate education provides students with advanced knowledge and skills so they may engage in research and scholarly activities, teach, and become practitioners. Ohio State expects doctoral students to engage in the synthesis and communication of information, master a mode of inquiry [appropriate to the level of study](#) and discipline, and acquire skills needed for advanced work or practice in the discipline. Graduate students' engagement in collecting, analyzing, and communicating information is embedded in coursework and assessed in Master's examinations, candidacy examinations, thesis or dissertation documents, and final oral examinations required of students in some Master's and all doctoral programs. To support Ohio State's commitment to graduate student learning and pursuit of scholarship, the Graduate School provides approximately \$20 million annually to fund stipends, tuition, and fees for graduate fellows and graduate associates. In addition, 200 graduate students are selected annually through a competitive and rigorous selection process to present their work at the [Hayes Graduate Research Forum](#).

Human and cultural diversity is unequivocally recognized in curricular and co-curricular educational experiences offered by Ohio State. As noted above, the GE program includes required [coursework](#) in Social Diversity in the United States (one course) and Global Studies (two courses), and options for [coursework](#) in Cultures and Ideas, Education Abroad, Service-Learning, and Foreign Language. In addition to the emphasis on diversity within GE coursework, the university offers numerous undergraduate and graduate programs with a diversity focus, such as African American and African Studies; Women's, Gender and Sexuality Studies; International Studies (undergraduate only); and numerous foreign language and culture programs. As part of the institution's focus on internationalization, a [Global Option](#) was created in 2012 as a curricular enhancement program that could be integrated into students' primary programs and through which students could acquire documented international expertise. The Colleges of [Engineering](#) and [Fisher College of Business](#) have already created these options with more under development. In addition, Ohio State has opened [Global Gateway](#) offices in Shanghai, China; Mumbai, India; and Sao Paulo, Brazil, with others in the

planning stages. These Gateways facilitate research and learning opportunities for both faculty and students. In 2014, Ohio State received the Senator Paul Simon Award for Campus Internationalization for Comprehensive Internationalization, which recognizes institutions for overall excellence in internationalization efforts as evidenced through best practices in engagement, programming, curriculum/faculty development, and outreach.

Within the co-curricular experience, students have access to more than 100 student organizations categorized as [ethnic/cultural opportunities](#) and numerous courses, programs, and services designed to foster multicultural learning. The [Multicultural Center](#) provides programs, resources, services, and courses that recognize and embrace student diversity. The Office of Student Life's [Department of Social Change](#) hosts service opportunities through which undergraduate, graduate, and professional students serve diverse populations in the Columbus area, while Buck-I-Serv provides students structured opportunities during academic breaks to work with a variety of [organizations](#) focused on children and youth, health and wellness, and homelessness. Various service-learning opportunities also connect students with diverse populations. In 2012, Ohio State was named to the President's Higher Education Community Service [Honor Roll](#) with distinction indicating the university has a strong commitment to service and has formed compelling partnerships in the community. In 2016, the executive vice president and provost charged a [planning committee](#) to develop a comprehensive blueprint to further enhance service-learning opportunities and outcomes through both curricular and co-curricular experiences.

More broadly, the university recognizes diversity as a key component of excellence, promotes the values of equal opportunity and multiculturalism, and is committed to helping underrepresented students achieve success (see 1C). In addition to the many programs offered through the Office of Diversity and Inclusion, Ohio State participates in the following programs: the [Louis Stokes Alliances for Minority Participation Program](#), a collaborative of ten Ohio colleges and universities are working to increase underrepresented student success in science, technology, engineering, and mathematics education; and the [Summer Research Opportunities Program](#), designed to help historically underrepresented students explore opportunities for graduate study and academic careers. Ohio State also actively engages in research related to diversity. As examples, the university established the [Kirwan Institute for the Study of Race and Ethnicity](#) in 2003 and in 2016, joined the [Collaborative to Advance Equity through Research](#), a national initiative to increase research on women and girls of color.

### **Realizing its mission through commitments to academic excellence**

Consistent with its [mission](#), Ohio State makes strategic investments in endeavors that encourage and support the active engagement of faculty and students in scholarship, creative work, and discovery. Recent among these investments are the expansion of the Wexner Medical Center; the broadening of industry partnerships; construction of new research spaces (see 3D); and the [Discovery Themes](#), the university's initiative for addressing the globe's most pressing challenges through research, teaching, and engagement.

Students contribute to research and scholarship in a number of ways. In addition to the examples previously described, Ohio State has a robust and active [Honors and Scholars](#) program (see 3E) through which many students have been recognized. In 2016, for example, eight students received the United States Department of State Critical Language Scholarships, four the Barry M. Goldwater Scholarship and Excellence in Education Program, 12 a Fulbright Scholar grants, two a Churchill Scholarships, and one a Rhodes Scholarship. Many more undergraduates enroll in independent studies, work in research laboratories, and participate in research projects, underscoring the university's conviction that research experience can be a dimension of learning outside the classroom,

providing essential skills and knowledge that will benefit students regardless of their future career path. Also as noted above, research and scholarship are essential aspects of graduate education, and graduate students enroll in thesis and dissertation hours when actively conducting their research and scholarship.

Expectations for research and scholarship for tenure-track and research-track faculty are outlined in each college's appointments, promotion and tenure document, and are evaluated critically in faculty annual reviews and promotion and tenure reviews (see 3C). Faculty research productivity compares favorably to that at similar institutions. Recent Academic Analytics [data](#) show Ohio State ranked 7th among the 400 institutions included in the Analytics database for total number of faculty-authored articles. Faculty scholarly prominence is further demonstrated by Ohio State's number of members of the National Academy of Sciences (11), National Academy of Engineering (13), Institute of Medicine (9), and American Academy of Arts and Sciences (19). The university's total of 208 members of the American Association for the Advancement of Science makes its contingent one of the largest in the United States.

A number of other metrics demonstrate Ohio State's contribution to scholarship, creative work, and discovery of knowledge. The university's research expenditures from sponsored research grants and contracts totaled \$817.9 million in 2015. When an additional \$144 million in funding and cost share for a new radiation oncology facility are added to the National Science Foundation (NSF)-reported number, Ohio State's [total research expenditures](#) were nearly \$962 million for fiscal year 2015. Major portions of this funding come from federal agencies (National Institutes of Health, NSF, Departments of Energy, Education, and Defense), as well as from industry research partnerships.

The NSF data include only sponsored research and underestimate the scholarly work performed by faculty in areas such as the arts, humanities, and some areas of social science. In 2015, Arts and Humanities faculty published 127 books, along with scores of articles in scholarly journals. Faculty and students in the performing and visual arts are also active scholars, illustrated by the number of performances listed in various monthly calendars, such as the [monthly calendar for the School of Music](#). A "[Field Guide to Arts at Ohio State](#)" is published each semester and features select performances, exhibitions, and events open to the public.

Also consistent with its mission, Ohio State leverages its [research strengths](#) including collaborations, both internally and with industry and community partners, to produce innovative solutions to the issues facing the state of Ohio, the nation, and the world. Within the state, [Ohio State University Extension](#), which has a presence in all 88 Ohio counties, links communities, businesses, and the general population to the research and development resources of the university. Such activities demonstrate both Ohio State's contributions to discovery and scholarship, and their applications to improve the well-being of our communities.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

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Ohio State actively recruits, develops, and retains a world-class cadre of 7,072 faculty members, of whom 2,788 are tenured and tenure-track.

### Guaranteeing the quality of an Ohio State education

The [ratio](#) (page 18) of students to faculty on the Columbus campus is 19:1.

Each of Ohio State's 106 tenure-initiating units has a [Pattern of Administration](#) (POA) that establishes committee structures and leadership positions that are responsible for curricular oversight. The majority of units have separate faculty undergraduate and graduate studies committees that are involved in reviewing majors and minors and proposing new courses. Colleges also have curriculum committees that review courses and forward them to the relevant university review committees (see 3A). The largest such college committee, in the College of Arts and Sciences, is overseen by an associate executive dean charged with facilitating faculty involvement across the [college](#) (page 9).

Some colleges also have separate faculty committees that oversee assessment (see 4B) as well as the honors programs in their units. Faculty are involved in setting learning outcomes for the [courses](#) (page 131) and [programs](#) (page 35) they offer. Faculty input from [focus groups](#) has also been used in assessing expected learning outcomes in general education. Assessment contacts are identified within each program to facilitate regular reviewing and reporting of outcomes.

Ohio State has long emphasized the importance of hiring faculty who can teach in emerging and cross-cutting areas as well as in core areas. The approximately 300 new tenured and tenure-track faculty who are being brought to the university over the next decade through the [Discovery Themes](#) initiative are vital to the university's research and teaching mission and will help ensure that students are able to take classes from and join in research projects with scholars and researchers at the

forefront of their fields.

Each college has a [strategic plan](#) that includes a section on longer-term plans for faculty hiring. Ohio State has emphasized the importance of hiring new faculty members who can teach in emerging and cross-cutting areas, as well as in core areas of instruction. Since decisions about positions for future hiring are determined at the college level, deans work with department chairs and faculty to determine priorities. Although this strategic planning process necessarily involves some debate about how to frame those priorities, it ensures that hiring decisions are made with an eye to ongoing and future needs.

The university has also ensured continuity of instruction by [appointing clinical faculty](#) (page 91) (professors of practice) to teach courses in applied knowledge. The majority of these faculty teach in health science and professional programs. Such faculty have renewable terms of three to five years, only the first of which is probationary. Units wishing to employ clinical faculty put forward proposals to the Council on Academic Affairs, which are then reviewed by the University Senate.

Ohio State employs more than 100 full-time associated faculty including [lecturers](#), who receive full benefits. There is a promotion mechanism for those with the formal designation of “senior lecturer.”

The appointments, promotion and tenure (APT) documents in each unit establish the minimum criteria for appointing faculty as well as processes for searching for and making offers to new faculty. Appointment decisions for tenure-track faculty positions must be based on criteria that reflect a candidate’s strong potential to attain tenure and advance through the faculty ranks. A [minimum requirement for appointment](#) (page 79) at the rank of assistant professor or higher is an earned doctorate or other terminal degree in the relevant field of study or possession of equivalent experience. The university requires [national searches](#) for all tenure-track and clinical faculty positions and establishes guidelines for successful searches.

Lecturers must generally have a Master’s degree in the field in which they are hired to teach. Exceptions to this policy are rare, requiring approval of the college dean and the Office of Academic Affairs (OAA), and are granted only when the professional experience and credentialing of the faculty member is equivalent to advanced work in the field. Graduate students involved in undergraduate instruction as teaching assistants go through a competitive admissions process and receive [orientation and training](#) at both the university and unit level.

Institutions in the Big Ten Academic Alliance have a long history of sharing faculty expertise by making specialized courses available to students from member universities. This consortium is overseen by the institutions' provosts, who are responsible for establishing appropriate credentials for instruction. Most of these institutions are members of the American Association of Universities, and all of them are accredited by the Higher Learning Commission. The deans of Arts and Sciences at each institution have oversight of [CourseShare](#), a visionary program that offers distance learning courses to students at Big Ten Academic Alliance campuses.

In general, university faculty teach dual credit courses, but Ohio State complies with Ohio Department of Higher Education [guidelines on qualifications for dual enrollment](#) instruction if the instructor of record is not a member of the faculty.

### **Assuring faculty quality, development, and nurture**

Each tenure initiating unit is [responsible for establishing criteria](#) for appointment, reappointment, and promotion and tenure, and for ensuring that all appointment, reappointment, and promotion and tenure

recommendations follow expectations consistent with the established criteria. Under the [Faculty Annual Review policy](#), an annual written performance review that looks both backward and forward is mandated for every continuing faculty member. Faculty undergoing promotion reviews are required to present at least two peer evaluations of teaching; some units require many more. OAA requires that each unit's [APT](#) (page 28) document have a specific section outlining how it gathers student and peer evaluations. For example, the APTs of the departments of [Human Sciences](#) (page 32), [English](#) (page 27) and [Veterinary Clinical Sciences](#) (page 56) provide examples of the ways that departments and schools define the specific aspects of peer evaluation and/or review. The [University Center for the Advancement of Teaching](#) (UCAT) (page 10) helps academic units to develop and implement appropriate peer review of teaching systems.

Students evaluate instructors each semester using an established [Student Evaluation of Instruction](#) system (SEI), which allows for anonymous evaluation based on an established set of questions and provides opportunity for written feedback. As a complement to the online form, a [mobile application](#) for delivering the SEI was launched in the fall of 2014. It has helped increase student participation rates. A committee of faculty, staff, and administrators oversees the SEI and monitors its application across the university. Most units use this system but may substitute one that suits their needs better.

The university provides considerable resources to ensure that faculty are current in their discipline and have opportunities for professional development. All departments offer faculty professional development funds that enable faculty as well as graduate students to attend professional conferences, travel to other laboratories or archives, and to maintain their professional connections. All tenure-track faculty are eligible for a [Faculty Professional Leave](#) (FPL) or sabbatical after seven years of service, a time period established by the Ohio legislature for all public institutions in Ohio. FPLs give faculty either a semester or a year to invest in a project that will enhance their professional development. Faculty must submit proposals for these projects and commit to returning to the institution for a year after completing the FPL. FPLs provide faculty full salary for one semester or 2/3 salary for the year and must be approved by the Board of Trustees.

Ohio State also makes extensive use of [Special Assignments](#) (SA). Faculty on SAs are not on formal sabbatical but are able to have a temporary reassignment of duties to work on a specific professional project, either on campus or at another site. Since the last reaccreditation, the university has broadened its policy on SAs to include opportunities to focus not only on research and scholarship but also on teaching and service.

Additional resources for professional development are provided by [UCAT](#), which offers a wide range of support to faculty members, graduate teaching associates, staff, and units to assist them in offering high quality teaching and learning experiences. The Office of Distance Education and eLearning (ODEE) sponsors programs for faculty interested in enhancing their teaching through technology. ODEE also offers [grants](#) to faculty pursuing large-scale redesign of specific courses, individual skill development, and implementation of mobile technologies. Ohio State has partnered with Apple on a [Digital First initiative](#) that inspires [faculty innovation](#) through emerging technology. The Office of International Affairs offers [grants to faculty](#) to help develop and enhance study abroad programs.

In 2016, the University Senate approved the establishment of the [University Institute for Teaching and Learning](#) in response to a call from President Drake that Ohio State be as highly regarded for world class teaching and learning as for research. The purpose of the Institute is to integrate/enhance ongoing teaching and learning efforts and to elevate the visibility of such work to the institutional level. It advances an environment that supports all Ohio State instructors in their pursuit of lifelong learning in teaching.

### **Ohio State faculty: engaged in and beyond the classroom**

Accessibility of faculty and instructors is a value at Ohio State that manifests itself in a variety of ways for students. Full-time faculty members are [expected](#) to be on duty for an average of 19 working days a month. The OAA Policy and Procedures Handbook [specifies](#) (page 49) that while on duty, faculty members are expected to be accountable for interaction with students even if they have no formal course assignment that term. Individual colleges and departments have office hour expectations for faculty and instructors, and departmental web sites post office hours of their faculty and instructors each semester. [Graduate faculty advisors](#) are heavily engaged in their advisees' graduate education and also provide periodic and regular evaluations of progress toward degree.

Many other systems are also in place to ensure that Ohio State faculty and instructors are accessible to students. Instructors typically include their email addresses, office phone numbers, and often cell phone numbers on syllabi and course websites. The “Find People” tool on the Ohio State [homepage](#) allows individuals to find contact information for instructors, who also engage with students through [Carmen](#), the university’s electronic Learning Management System. Carmen supports the distribution of course materials and assignments but also provides a platform for student-to-student discussions, group discussions with instructors, or one-on-one engagement between a student and an instructor. More than 80% of regular classes and more than 90% of those with enrollment of 50 students or more use Carmen. In addition to Carmen, which has discussion forums, chatrooms, and quick email capabilities, ODEE provides resources such as Adobe Connect for live audio/video chat, drawing spaces, and break-out rooms.

Faculty are also accessible to students in a variety of co-curricular programs. The [Undergraduate Research Office](#) facilitates one-on-one research opportunities with Ohio State faculty and hosts an annual research forum that is judged by an extensive team of faculty members. Faculty are actively involved in the Second-Year Transformational Experience Program (see 3D) that offers students opportunities to form strong faculty connections in concentrated personal and professional development endeavors.

### **Ensuring expert, responsive student support services**

Ohio State provides considerable training and professional development opportunities for student support staff. The university’s Office of Human Resources [offers](#) online classes, workshops, and materials to enhance staff professionalization. The university also provides a [tuition assistance program](#) that allows any regular staff member to enroll in up to ten credit hours per semester. The benefit allows for enrollment in any course, though enrollees typically use the program to pursue a degree or coursework to augment their professional performance. Departments can also provide onboarding activities and training to ensure that support staff are appropriately prepared for their responsibilities as they evolve over time.

Financial aid advising is provided by administrative staff from both [Student Financial Aid](#) and the [Student Service Center](#). Both offices have dedicated trainers who collaborate to maintain and provide a curriculum for new hire orientation activities and ongoing professional development of current staff. Staff focus groups, detailed checklists, and scorecards are used to ensure that ongoing qualitative and quantitative benchmarks are met or exceeded. Staff members routinely share best practices as presenters at professional conferences.

The Office of Student Life's (SL) strategic plan has as a [focus area](#) the attraction and retention of a talented workforce. SL department directors ensure that the staff are engaged in training; SL staff members are guided by the quality standards and core competency recommendations published by the

[Council for the Advancement of Standards in Higher Education](#), [American College Personnel Association](#), and [National Association of Student Personnel Administrators](#). Many SL staff belong to professional organizations in their respective fields. [Staff](#) also regularly attend or present at regional and national conferences and earn credentials, degrees, and certifications relevant to their departmental work, such as registered dietician and licensed professional clinical counselor.

Ohio State has committed significant resources to ensure that advisors are prepared to work with its changing student population and that they continue to grow professionally during the course of their employment. Academic advisors are trained in the academic unit (the college and/or department) in which they work, and they are trained centrally on a number of common topics. The [Office of Undergraduate Education](#) (see 3D) provides opportunities for ongoing training and professional development to academic advisors across all Columbus and regional campus undergraduate units in areas of common concern to complement training particular to specific units. The Academic Advising Association at The Ohio State University (ACADAOS) provides additional opportunities for [training and growth](#) through a thoughtful, incentivized program of professional development. Ohio State's [Quality Initiative](#), Enhancing Academic Advising, is focused on academic advising and identifies goals to enhance further training and professional development for advisors. The Graduate School includes a list of [best practices](#) for advising graduate students in its Graduate School Handbook.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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Ohio State offers a wide range of services that meet the needs of its [diverse student body](#) and helps ensure that similarly diverse resources and opportunities accommodate them.

#### Numerous support services for Ohio State's students

Ohio State has a wide variety of academic support services available to students, including the following:

- The [Writing Center](#) within the Center for the Study and Teaching of Writing offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants work with clients on a range of documents, from research papers to laboratory reports, dissertations to résumés, and proposals to application materials.
- The [Younkin Success Center](#) is a hub for student support services such as the Dennis Learning Center, Student-Athlete Support Services Office, free tutoring services, including tutoring for veterans and Reserve Officer Training Corp members, Mobile Assistance with Research Students, and student study spaces.
- The [Mathematics and Statistics Learning Center](#) provides free support to students in many undergraduate mathematics and statistics courses at Ohio State. Student help is available in the form of trained tutors online resources, practice examinations, and workshops.
- The Office of International Affairs (OIA) offers [academic success workshops](#) on a variety of topics, including studying, writing papers, presenting speeches, taking notes, and taking examinations.
- The Office of Diversity and Inclusion offers the [Tutoring and Study Skills](#) program.
- Free [peer tutoring](#) is also offered to students living in the residence halls in mathematics, physics, and chemistry.
- Ohio State offers developmental English and mathematics courses, designated as 10xx in the course catalog and offered predominantly at the regional campuses, for those students who are under-prepared for university-level instruction in these subjects.

Each regional campus also offers academic support services such as writing centers, mathematics

learning centers, and tutoring to students enrolled on the campus.

The Office of Enrollment Services provides support to incoming students as a foundation for student success, retention, and graduation. For example, [University Orientation](#) offers tailored sessions for newly enrolled students, both first-year and transfer, that are specific to the term of enrollment. During orientation, entering students have the opportunity to complete placement testing and meet with academic advisors in their college/enrollment unit prior to scheduling their courses. For graduate students, the Graduate School provides an [annual program](#) to welcome to new students.

First Year Experience offers the [First Year Success Series](#), designed to help new students transition to university life. [Required University Survey courses](#) orient students to the campus, the curriculum, and university services. The [Exploration Program](#) advises students who are undecided about a major.

All sophomores have the opportunity to participate in the [Second-Year Transformational Experience Program](#) (STEP). The program, designed to more fully engage students and facilitate success, complements Ohio State's [2016 requirement](#) that all sophomore students live on campus, with few exceptions. STEP participants meet regularly with their STEP faculty member and attend specified meetings throughout the academic year. Participants are required to attend one financial literacy program and three professional programs within the following categories: global citizenship, career exploration/preparation, academic success/information literacy, and health and wellness. Students may then submit a budget proposal that details their use of a fellowship for one of the six educational experiences, which is subject to review and STEP faculty approval. In the current academic year, 134 faculty are participating to support the 2,484 students engaged in the program. STEP has recently been [awarded](#) the National Association of Student Personnel Administrators Excellence Award and the American College Personnel Association Collaborative Excellence Award.

University support services also include those designed for specific populations of students at all levels. For example, the Office of Diversity and Inclusion provides services to underrepresented students (see 1C). OIA provides [support](#) to international students, who comprise 10% of all students at Ohio State. The office offers orientations, immigration information and resources, as well as programming and other opportunities for engagement. The Lima Campus offers support for first-generation college students through its [Generation One Learning Community](#).

The [Office of Military and Veterans Services](#) promotes academic success by providing a single point of contact for all military and veterans services and concerns. Students using Veterans Affairs (VA) education benefits must work with this office as a part of their registration and enrollment. The office has been recognized nationally for the services it provides to veterans, which include VA verification and registration for education benefits for veterans and their dependents, coordinated benefit and payment activities, assistance in accessing critical resources, and connections for students with state and federal agencies.

The [Buckeye Careers](#) program offers career development assistance for all Ohio State students. [Buckeye Careers Network](#) is an online resource that connects students with employers for jobs, internships, and career opportunities. [Buckeye Internships](#) assists students in finding internships and co-op positions. [OnPACE](#) features a series of career development modules and other resources that can help students to manage their careers, from identifying and exploring interests and different academic options to getting prepared for a job search and the first year in the workplace. [Career Counseling and Support Services](#) provides individualized career assistance to students, including one-on-one career counseling, job campaign assistance, workshops and group counseling, and career assessments and resources. Colleges and regional campuses also offer [localized career](#) services to students and alumni.

The [Student Wellness Center](#) offers [Scarlet and Gray Financial](#), a one-to-one peer-facilitated educational service focused on helping students navigate the complexities of personal finances by developing financial capability, addressing financial stress, anticipating and offering just-in-time education, and supporting students in financial crisis. The program was acknowledged as a national best practice by then-U.S. Secretary of Education Arne Duncan. To enhance these efforts, SL and the College of Education and Human Ecology collaborated to launch the multi-institutional [National Student Financial Wellness Study](#) in November 2014. The Student Wellness Center also offers support such as the Collegiate Recovery Community for students struggling with alcohol, tobacco, and other drugs.

In addition to the services highlighted above, the Office of Student Life hosts the following services designed to enhance students' learning and overall success:

- [Counseling and Consultation Service](#)
- [Disability Services](#)
- [Off-Campus and Commuter Services](#)
- [Parent and Family Relations](#)
- [Recreational Sports](#)
- [Residence Life](#)
- [Social Change](#)
- [Sorority and Fraternity Life](#)
- [Student Activities](#)
- [Student Advocacy](#)
- [Student Conduct](#)
- [Student Health Insurance](#) and [Student Health Services](#)

Academic advisors and counselors provide students with information about Ohio State's programs and services, as well as the institution's policies and procedures. At the undergraduate level, [academic advising](#) is provided in the college/department in which the student is enrolled; advisors are hired and trained by the college/department in which they will work. Faculty in some colleges serve as advisors to undergraduate students. The Office of Undergraduate Education provides some [central support](#) for the more than 200 undergraduate advisors, including a centralized component of training. All advisors are trained to make appropriate referrals and help students navigate the university. Graduate advising is provided by program faculty (see 3C).

In 2016, Ohio State administered the [National Survey of Student Engagement Advising Module](#) (page 8) to freshmen and seniors on all campuses. Overall, 71% of first year students reported that their advisors were available when needed and listened closely to their concerns and questions. In addition, 64% reported that advisors informed them of academic support options, and 48% helped them get information on special opportunities, such as study abroad and research projects. Consistent with national trends, responses declined in the senior cohort. Ohio State is taking several steps to enhance advising efforts through its [Quality Initiative](#) endeavor, including joining the Student Success Collaborative as part of the [University Innovation Alliance](#) (see 4C), and investing in a new advising platform, [OnCourse](#).

### **Infrastructure and technology that support success**

Since the last reaccreditation visit, Ohio State has made significant investment in academic infrastructure, as guided by [Ohio State's Framework Plan](#).

The institution supports more than a million square feet of space directly related to instruction, not including research support spaces. These spaces take the form of traditional classrooms, laboratories, and performance spaces. In addition to technology that aids the instructor, each classroom has the capacity for three wireless connections per student seat to support the variety of wireless devices used by students. The Classroom Readiness Committee, a partnership of the Offices of Academic Affairs, Distance Education and eLearning (ODEE), Strategic Enrollment Planning, Administration and Planning, and the Chief Information Officer (OCIO), ensures that the university's [teaching and learning spaces are effective](#), support the needs of faculty and students, and allow for innovation and discovery. The committee collects feedback from instructors and students about the effectiveness of teaching spaces, academic technology, and other support. Furthermore, the institution provides access to computer laboratories and software to support teaching and learning.

### Instructional Space

- The [Chemical and Biomedical Engineering and Chemistry Building](#), completed in 2014, created an environment that is focused on interdisciplinary research.
- The university is undertaking a \$200 million investment in a campus [arts district](#) to create both a hub for performance and discovery and a destination for the university and the community. This project allows the university to highlight existing facilities, including the recently renovated Sullivant Hall and the [Wexner Center for the Arts](#), a world-renowned arts center that serves as a laboratory, exhibition gallery, and performance space for contemporary arts.
- The Ohio Union [boasts 320,000 square feet](#), much of it dedicated to student discovery through professional conferences, student organizational opportunities, and cultural experiences.
- Hagerty Hall is home to the [World Media and Culture Center](#), which provides students access to global media and language training.

### Libraries

- Ohio State University Libraries provide support for effective teaching and learning with preeminent collections, extensive services to students and faculty, and award-winning facilities. With more than 7,000,000 volumes, the Libraries consistently rank among the top members in the [Association of Research Libraries](#) for annual investment in collections and staffing. Memberships in [OhioLINK](#), the Big Academic Alliance Library Initiatives, and the Center for Research Libraries further expand student and faculty access to library collections. The recently renovated and award-winning [Thompson Library](#) provides abundant spaces for individual study as well as collaborative work; the 18<sup>th</sup> Avenue Library, the university's 24-hour library, features a [Research Commons](#) (page 13). [Each OSU regional campus](#) has its own library and collections. Regional campus students and faculty also have access to most of the same electronic collections available on the regional campus.
- University Libraries provide significant resources designed to guide students in the effective use of research and information resources. For example, the [Libraries' Research Services](#) (page 7) provides basic reference and advanced research consultation to students, including [how to find](#) (page 4), use, and evaluate resources. Services are available in person or by phone, chat, or email. A number of [online guides](#) (page 10), [tutorials, and movies](#) (page 2) are also provided to assist students with research strategies, finding appropriate sources, and many other topics. One-on-one research tutoring is also available. In addition, the Libraries' Instructional Services offers [course-related instruction](#) (page 16) and [online instructional programs](#) (page 14) to teach students to use information resources effectively for course assignments. [Subject librarians](#) (page 8) work with course instructors to tailor instruction to specific course topics and goals, develop information-rich assignments, and create course-specific resource pages in [Carmen](#).

[Courses for credit](#) (page 6) are offered by the Libraries to help students learn and practice effective research skills. Course Enhancement Grants are offered to instructors to enhance a course by substantially integrating library resources, services, and information literacy instruction for students. The Libraries also design [STEP workshops](#) (page 11), such as "Seeking Multiple Stories: Information Skills for Global Citizenship," and sponsor an annual Library Research Prize competition for undergraduates.

### Museums and Collections

- A wide range of multi-faceted museums and [collections](#) (page 12) provide resources for teaching and research and serve as both an archive and a connection between the university and the local and national community. These include:
  - [Billy Ireland Cartoon Library and Museum](#)
  - Historic [Costume and Textiles Collection](#)
  - [Jack Nicklaus Museum](#)
  - [Jerome Lawrence and Robert E. Lee Theatre Research Institute](#)
  - [Museum of Classical Archaeology](#)
  - [Orton Geological Museum](#)
  - [University Museum](#)
  - [Ohio Congressional Archives including the John Glenn Archives](#)
  - [Byrd Polar and Climate Research Center](#)
  - [John C. and Susan L. Huntington Photographic Archive of Buddhist and Asian Art](#)
  - Molly Caren Agricultural Center, home to the [Farm Science Review](#), an annual exhibition agricultural research, products, services, and experience, and the [Gwynne Conservation Area](#)
  - [Biological Sciences Greenhouse](#)
  - [Chadwick Arboretum](#)
  - [Museum of Biological Diversity](#)
  - [Urban Arts Space](#)
  - [Hopkins Hall Gallery](#)

### Technological Infrastructure

- The OCIO provides technological [services to support student learning](#), such as OSU Wireless services, BuckeyeLink (which provides access to online student services, including scheduling, financial aid, and degree audits), the Ohio State App, email, and site licensed software. In addition to training, ODEE [provides faculty with tools](#), such as the Carmen course management system (see C3) and a complementary suite of technology including CarmenConnect (Adobe Connect), Carmen Wiki (Confluence), Mediasite, and U.Ohio State (EduBlogs). ODEE regularly conducts workshops on these tools, provides online text and video tutorials, showcases best practices, and offers customized workshops and consultations upon request. ODEE also coordinates tools to support emerging trends and initiatives including digital textbooks, iTunesU and Coursera.

### Research Facilities

- The Office of Research provides support and oversight for a number of multidisciplinary research centers, including:
  - Academic centers: [Byrd Polar and Climate Research Center](#), [Center for Emergent Materials](#), and [Institute for Materials Research](#);
  - Core facilities: [Campus Chemical Instrument Center](#) and [Campus Microscopy and](#)

- [Imaging Facility](#); and
- Centers funded directly by the Ohio Department of Higher Education that serve all University System of Ohio institutions but are housed at Ohio State: [Ohio Academic Resources Network](#) and the [Ohio Supercomputer Center](#).
- Additionally, near 80 [academic centers and institutes](#) have been approved by the Council on Academic Affairs as official university centers.

### Clinical Spaces

- Medical and Pharmacy students have the opportunity to practice under the supervision of faculty in the [Wexner Medical Center](#), including [hospitals and clinics](#), and the [James Comprehensive Cancer Center](#).
- The [Technology Learning Complex](#) in the College of Nursing provides experiential learning opportunities to nursing students through nursing simulations using computer controlled human patient simulators.
- The colleges of [Dentistry](#) and [Optometry](#) operate clinics, which offer students the opportunity to see patients while being supervised by faculty.
- The College of Veterinary Medicine operates several [clinical research and teaching spaces](#), including the Veterinary Medical Center, consisting of a veterinary hospital in Columbus and a satellite clinic in Dublin, the [Daniel M. Galbreath Equine Trauma, Intensive Care and Research Center](#), the Marysville Large Animal Clinic, and the [Alice Lloyd Finley Memorial Veterinary Research Farm](#).

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- ODI\_2017\_TutoringandStudySkills
- OIA\_2017\_InternationalStudents
- OIA\_2017\_InternationalStudentWorkshops
- OIA\_2017\_StudentSupportServices
- OPT\_2017\_OptometyServices
- OR\_2017\_CenterEmergentMaterials
- OR\_2017\_ChemicalInstrumentCenter
- OR\_2017\_InstituteMaterialsResearch
- OR\_2017\_MicroscopyImagingFacility
- OR\_2017\_OARnet
- OR\_2017\_OhSupercomputerCtr
- REG\_2017\_GenerationOne
- SL\_2013\_CounselingAndConsultation
- SL\_2013\_CounselingGroups
- SL\_2013\_GreekAnnualReport
- SL\_2013\_HousingExcellence
- SL\_2013\_InterCulturalFramework
- SL\_2013\_NeighborhoodServices
- SL\_2013\_ParentFamilyRelations
- SL\_2013\_StudentAdvocacy
- SL\_2014\_CCSS
- SL\_2014\_CommuterEngagement
- SL\_2014\_FinancialWellnessStudy
- SL\_2014\_SocialChangeEastSide
- SL\_2014\_StudentAdvocacyProcedures
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- SL\_2017\_CCSSBrochure
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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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Consistent with its mission to educate students and prepare them to be leaders and engaged citizens, Ohio State provides a high quality education by offering an extensive range of academic programs with supporting co-curricular offerings that, together, provide an exceptional student-centered learning experience (see 3B and 3D).

#### Co-curricular programs lead to student success

Programs offered by the Office of Student Life (SL) align with the institution's [mission and values](#) and are consistent with both the diversity and the scale of the student population. With more than [1,000 student organizations](#), over 300 of which are specifically targeted to graduate and professional students, students can select engagement experiences aligned with academic and career goals and cultural and personal interests. Other programs engage students in community involvement and leadership development, with the particular lens of exploring social justice and global awareness.

- The [Buckeye Leadership Fellows Program](#) is a cohort program for juniors and seniors designed to build, in partnership with alumni and community leaders, unique transformative experiences for undergraduate students so they are prepared for their post-graduate pursuits and remain connected to the university.
- Students who participate in Ohio State's Greek Life are held to established [academic standards](#) and offered intentional, structured opportunities to participate in guided leadership development and personal reflection.
- Several intentional cohort experiences are offered to students, many of which include a residential component. Programs such as the [Mount Leadership Society](#) are designed to assist students in integrating their classroom experience with their co-curricular activities.
- [Multicultural Understanding through Non-traditional Discovery Opportunities](#) (MUNDO) is a program that encourages students to engage in a yearlong exploration of their personal identities and the ways in which others' values and beliefs were formed, and to develop ways to promote cross-cultural dialogue and action through a series of workshops, classes, travel, and service-learning.
- [Pay It Forward](#) is a student cohort that educates and exposes students to avenues of civic engagement in a variety of areas, including voting, access to education, direct service, and long-term service commitments.
- [Buck-I-Serv](#) is a substance-free alternative break program, designed to engage students in reflection, social justice, and civic engagement via week-long community service projects throughout the United States and beyond.

In addition to co-curricular programming that engages students in service and service-learning (see 3B), the university also provides them with multiple opportunities to develop leadership skills. For example, students gain leadership skills through involvement in university governance that includes [Undergraduate Student Government](#), the [Council of Graduate Students](#), and the [Inter-Professional Council](#), or through leadership positions in student organizations. SL also provides programming designed to help students become stronger and more effective leaders, including [LeaderShape](#) and [Leadership Week](#).

Examples below illustrate exceptionally enriching educational experiences, some highly [ranked](#), and all with strong academic ties.

- [Living Learning Communities](#). Students living in residence halls have the opportunity to participate in one of 18 Learning Communities. They also have the option to apply to live in Honors housing or one of 17 Scholars Programs supported by the Honors and Scholars Center. Each Learning Community is unique in the mission, goals, and events offered, but all provide students with a direct connection to the classroom experience, focused events and experiential learning opportunities, and dedicated staff members to ensure their success within the community. Approximately 1,300 first- and second-year students choose to participate in a Learning Community, and another 1,700 students live in Honors housing.
- [Service-Learning](#). The Office of Service-Learning supports the development, implementation, and evaluation of sustainable service-learning courses and encourages community-based scholarship across the curricula to enhance student learning, develop student engagement, and foster ongoing collaboration with local and global communities. In the last academic year, more than 80 courses in nearly 40 departments reached some 2,500 students who contributed over 30,000 hours of service at home and abroad. These service-learning courses provided for experiential education that took students out of the classroom and into communities, allowing them to work with partners to meet real community needs and learn how to connect academic experience to active citizenship.
- [Education Abroad](#). The Office of International Affairs works with academic units to identify and coordinate international programming of curricular relevance to major and degree programs. The office provides a wide range of support services to students engaged in field research, Third Party Provider programs, service-learning, or international internships, as well as to students who are participating in Ohio State faculty-led study abroad programs. Students at Ohio State can participate in over 200 study abroad programs in more than 50 different countries and on six continents. These programs give students an opportunity to develop global competencies and have a rewarding educational experience in numerous fields of study. Close to 20% of undergraduates have a study abroad experience before they graduate.
- [Research opportunities](#) (see 3B). The Undergraduate Research Office provides a variety of opportunities and guidance to students who are interested in participating in research. Research participation has increased since the office was established in 2006. [Between 2008 and 2014](#) (page 16), student enrollment in courses offered for research credit increased from 1,347 to 2,296, and the number of students presenting at the annual Denman Undergraduate Research Forum increased from 415 to 629. Students also have the opportunity to submit manuscripts to *The Journal of Undergraduate Research at Ohio State*, a student-led, peer-reviewed online publication. In 2011, the Board of Trustees approved a proposal to allow all students the option to complete an undergraduate research thesis in order to graduate with research distinction. For the 2013-14 academic year, 98 students graduated with Research Distinction and 238 students graduated with Honors Research Distinction.

- [Honors and Scholars](#). The University Honors and Scholars Center offers Honors and Scholars programs for high-achieving students. It also provides support for all Ohio State undergraduates who wish to apply for prestigious post-baccalaureate fellowships. In Honors, approximately 4,000 highly motivated students are able to pursue an enriched academic experience that integrates curricular and co-curricular opportunities, including a rigorous curriculum, experience with scholarly research, exceptional leadership, dedication to service, and global competencies. Ohio State offers over 500 Honors sections of courses, Honors housing, special study abroad programs, and the opportunity to graduate “with honors” or with “Honors Research Distinction.” The Honors program also includes two specialty sub-programs. The Collegium supports about 50 students in their second year with self-reflection in the pursuit of their goals. The Eminence Fellows program consists of about 100 students who have been awarded the university's top full-cost-of-attendance merit award. A staff member guides each class in developing a cohort-based service project, and also mentors and connects students with faculty. These students typically attend top graduate and professional programs after they graduate from Ohio State. The [Undergraduate Fellowship Office](#) is another resource for undergraduates pursuing national scholarships and fellowships such as Rhodes, Marshall, Truman, Goldwater, Udall, Fulbright, and National Science Foundation.
- [Graduate/Professional](#). Several of the professional colleges, including [Dentistry](#), [Law](#), [Medicine](#), [Nursing](#), and [Pharmacy](#), offer students opportunities to gain practical experience while serving the community.

Survey data show that involvement in curricular and co-curricular programs has positive effects on student development. On the most recent [Student Life Survey](#), over 75% of involved students reported that being involved had helped them form a sense of community, made them feel connected to the university, made them more confident and helped them learn their own strengths/abilities. Similarly, on the [2015-2016 Graduation Survey](#), 90% of undergraduates, 87% of Master’s students, and 86% of professional degree students indicated they were either somewhat satisfied or satisfied with their experience at Ohio State. On the [Ohio State Alumni Survey- Gallup-Purdue Index](#) (see 4A), Ohio State alumni were more likely to agree that their university prepared them well for life outside of college than graduates in any of the comparison groups.

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## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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Ohio State offers current, leading-edge educational programming appropriate to the undergraduate, graduate, and professional level at which it is offered. The general educational (GE) experience of students is fully supported by well-qualified faculty, an effective infrastructure, and a wide array of enriching educational experiences. A review of the GE began in spring 2017.

The university's conversion to a semester calendar resulted in an extensive curricular review which established standards of quality in both courses and programs. The revised GE program that emerged enables undergraduates to attain breadth of knowledge; communication, inquiry, and analytical skills; and a knowledge and perspective of a diverse global world. The new GE program also incorporates options in service-learning, education abroad, and cross-disciplinary seminars to encourage student engagement in educational experiences known to enhance success. Ohio State's policies further dictate that educational programs' expected learning outcomes are the same, regardless of mode of delivery or campus location.

Instructional faculty are highly qualified as evidenced by institutional hiring and review processes. Faculty are supported in their work through wide-ranging professional development opportunities offered by the University Center for the Advancement of Teaching, professional leaves, and participation in their respective disciplinary associations and meetings. Faculty also engage with students in regular curricular activities as well as through co-curricular programming, exemplified by the Second-Year Transformational Program.

Ohio State's infrastructure in support of its educational enterprise includes an extensive library system which offers programming as well as resources, and an ever-growing technological infrastructure, including an updated course management system and digital union spaces. The university's academic advising will be further enhanced through the continuation of its Quality Initiative.

Ohio State offers enriching educational experiences and opportunities both inside and outside the classroom. These include writing- and inquiry-intensive coursework, capstone projects, research possibilities, diversity coursework and global learning opportunities, service-learning and living/learning community options, internships and other field experiences, and additional possibilities to participate in organizations and leadership roles.

### Sources

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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Ohio State maintains rigor and advances its educational mission through multiple quality improvement strategies, including regular academic unit reviews, established curricular review processes, specialized accreditation, and ongoing attention to student success.

#### **Program review: key to ensuring and enhancing academic excellence**

[Academic unit review](#) is a data-driven, analytic, improvement-oriented effort to identify unit-level patterns, issues, and steps to advance strategic goals. The scope of a review includes all research areas, undergraduate, graduate and professional academic programs, and outreach and engagement efforts. During the process, units carry out a data- and constituent-informed self-study that identifies issues and proposes strategies to address them. An external team of experts reviews the self-study, conducts a site visit, and provides a report with recommendations. Units develop a written plan of action in consultation with university leadership. Progress toward meeting goals that emerge from the review become an integral component of strategic planning and communications among the unit, college, and the Office of Academic Affairs (OAA). Since 2008, 79 [units](#) have undergone program

review.

## **Transferring to Ohio State**

Ohio State policy is to accept [transfer credit](#) only from other regionally accredited higher education institutions. Students, prospective and currently enrolled, can compare coursework from other institutions with Ohio State equivalencies using Transferology, a national database of courses that allows for comparisons across institutions. Transfer credit that is not course-specific is considered “special credit” and may be used to fulfill degree requirements upon approval of the college office.

Ohio State follows the [Ohio Department of Higher Education](#) (ODHE) transfer credit [policies](#). By cooperative articulation agreements among Ohio public institutions of higher education, and as overseen by ODHE, the [Ohio Transfer Module](#) provides for the automatic transfer of approved general education (GE) courses with agreed-upon learning outcomes, and through the [Transfer Assurance Guides](#) for the automatic transfer of certain foundational courses for major programs with approved learning outcomes.

In addition to transfer credit, Ohio State awards credit based on prior knowledge or study. This evaluation is done via [examination credit](#). Ohio State participates in nationally recognized and accepted programs for examination, including Advanced Placement (AP), College-Level Examination Program, International Baccalaureate, and the Defense Activity for Nontraditional Education Support program. For AP, Ohio State follows ODHE guidelines using a score of 3 or higher for accepting credit. For the other programs, faculty and academic departments determine the level at which credit is awarded. Ohio State also has a credit by examination program in which students are tested in a proctored environment based on testing materials developed and assessed by faculty within the specific discipline.

The quality of accepted transfer credit is assured through institutional policy, agreed-upon ODHE guidelines for automatic transfer credit, and/or review by faculty who have subject matter expertise. Ohio State faculty [participate](#), along with representative faculty from other Ohio public higher education institutions, in the review of learning goals that become part of the articulation agreements. The awarding of transfer credit for a specific course not already approved via articulation agreements is determined by the applicable Ohio State unit through the evaluation of course content and outcomes by faculty within that discipline.

## **Responsible oversight advances graduate success**

Institutional authority over courses and curricula is maintained and exercised by OAA as outlined in the [University Faculty Rules](#) (page 98) and the [OAA Curriculum and Assessment Handbook](#) (page 78; see 3A). Course approval, including an assessment of appropriateness, rigor, prerequisites (pre- and co-), and expected learning outcomes, begins with a proposal within an academic unit from faculty with expertise in the discipline and follows college and OAA guidelines for curriculum development and approval. Proposals are then reviewed by a college-level curriculum committee made up of faculty members, and the Curriculum Committee of the Graduate Council, as appropriate. The committee next makes its recommendations to the Council on Academic Affairs (CAA), also a faculty committee, and OAA. All course proposals for [GE status](#) (page 79) are reviewed by the Arts and Sciences (ASC) Curriculum Committee to ensure appropriateness for category-specific expected learning outcomes before being forwarded to OAA. OAA, through the Office Undergraduate Education, oversees dual credit options (see 3A).

Once courses are approved, prerequisites appear with the course description in the catalog and class



search options for students and advisors. For the majority of prerequisites, the student registration system prevents registration without permission from an advisor and/or instructor. A "failed prerequisite" check process completes the audit of a student's record in cases when the registration process has already taken place but the prerequisite is still being completed.

Qualifications of faculty who provide subject matter expertise for curricular review are assured through faculty appointment and review processes (see 3C), as outlined in the [University Faculty Rules](#) (page 79) and implemented by OAA. Each tenure initiating unit must develop an [Appointments, Promotion, and Tenure document](#) (page 8) detailing criteria for appointments. Graduate faculty, who have attained [graduate faculty status](#) (page 86) through a separate reviewed appointment, oversee and assure the appropriateness and rigor of the graduate curricula.

Ohio State's [curricula](#) (page 8) are the same regardless of campus or mode of delivery. Learning resources for the delivered curricula are available at all campuses. For example, the Office of the Chief Information Officer and the Office of Distance Education and eLearning (ODEE) work closely with all campuses to provide access to computers and software necessary for success, as well as technology and learning space design support.

### **Indicators of Student Success**

Ohio State collects and disseminates data from a wide variety of sources to determine its graduates' success. It thus helps affirm the quality of its educational programs while also helping affirm that its programs prepare students as intended. The [Office of Institutional Research and Planning](#) (IRP) and the [Center for the Study of Student Life](#) (CSSL) administer and make available student surveys that contain information on student outcomes and success, including the Graduating Student Survey, the Graduate/Professional Survey, and the Doctoral Exit Survey. On the [2015-2016 Graduation Survey](#) (page 4), for example, 72% of undergraduates, 85% of Master's, and 91% of professional students indicated that paid employments were most likely to be their principal activity after graduation; of those, 76% of undergraduates, 77% of Master's, and 82% of professional students reported that Ohio State prepared them very well or generally well for the job market. An additional 24% of undergraduates reported that graduate or professional school was most likely to be their principal activity after graduation. On the most recent [Doctoral Exit Survey](#), 68% of doctoral students reported that employment best described their post-graduate plans, while 32% indicated that they were pursuing a post-doctoral position or further training. Ohio State recently collaborated with Gallup (2014 to 2015) to administer the [Ohio State Alumni Survey -- Gallup-Purdue Index](#) that examines the degree to which Ohio State baccalaureate alumni are thriving in their lives and engaged in their work. Findings revealed that Ohio State students were significantly more likely to strongly agree or agree that their university prepared them well for life outside of college (73%) than graduates from other Big Ten and very high research universities. A majority of Ohio State alumni agreed or strongly agreed that the university provided them with the necessary skills and training to obtain a good job after completing their undergraduate degree.

Other indicators of undergraduate student success include first-year retention and four- and six-year graduation rates that are shared with the [Council on Enrollment and Student Progress](#), a standing faculty committee of the University Senate, and individual colleges and campuses (see 4C). In addition, as part of the university's participation in the Voluntary System of Accountability, IRP features the [Ohio State College Portrait](#) on its website. The Portrait incorporates National Student Clearinghouse data for the Student Achievement Measure, and also includes National Survey of Student Engagement (NSSE) and Collegiate Learning Assessment Plus (CLA+) findings (see 4B).

For graduate students, the latest release of [Academic Analytics](#) lists 2,846 Ohio State doctoral recipients as faculty at research universities. Of these faculty, 1,084 are in the top tenth percentile for productivity with regard to at least one form of scholarship, including articles, citations, grants, awards, or books. The Graduate School also collected placement data as part of a 2007 to 2008 [assessment of doctoral programs](#). To be more regular and systematic, Ohio State is developing a template to present achievement information beginning with doctoral programs and then expanding to include Master's programs. The information will include student retention, degree completion, and time-to-degree by program, plus known employment outcomes.

Individual programs also designate appropriate indicators for evaluating the success of their graduates. Ohio State offers more than 100 academic undergraduate, graduate, and professional programs that are [accredited](#) by nationally recognized accrediting organizations (see Federal Compliance). Colleges, departments, and academic units that offer accredited programs or prepare students for licensure collect placement and/or passage rate data and make it available, as illustrated by the published statistics on the websites of the [Moritz College of Law](#) and the [Fisher College of Business](#) (FCOB). FCOB in particular leverages use of The Ohio State University Foundation's software, The Advancement System, which maintains information on individual alumni, to track information on its graduates. Specific programs monitor the success of their graduates, including licensure passage rates and employment, in conjunction with assessment and academic unit review.

## Sources

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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Ohio State is committed to ensuring and improving student learning through assessment.

#### **An institution-wide commitment to assessment**

Ohio State's educational mission is supported and advanced by its overarching commitment to assessment. The university has taken notable steps over the last decade to bolster its core goal of teaching and learning, exemplified most recently by President Drake's establishment of the [University Institute for Teaching and Learning](#) in 2016. The Institute, among other endeavors, will advance a more comprehensive approach to teaching and learning through data analytics and robust qualitative analyses. Outcomes assessment has support from all levels of the university, from the [Board of Trustees](#) (page 210) to faculty who set and maintain high educational standards and engage in assessment as a component of effective teaching. Ohio State provides steadfast leadership and oversight for assessment through the [Office of Academic Affairs](#) (OAA) (page 34). This has resulted in the systematic expansion of assessment, based on good practice, since the university's last reaccreditation in 2007. An invited speaker to one of Ohio State's assessment conferences has also provided a set of [observations](#) indicating that Ohio State is dedicated to its students' education and to progress in instilling an enduring culture of assessment and improvement.

#### *Key steps taken over the last decade to advance assessment*

- 2008
  - Appointment of an associate provost to spearhead assessment university-wide; allocation of Institutional Research and Planning analyst time to support reporting
  - Expansion of assessment to [regional campuses](#) with a focus on general education (GE)
  - Creation of the [Center for the Study of Student Life](#) (CSSL) which oversees assessment of learning outcomes for co-curricular programs
- 2009
  - Establishment of a centralized process for annual assessment reporting in undergraduate programs university-wide, overseen at the local level by college curricular deans
  - Administration of the [National Survey on Student Engagement \(NSSE\) and Collegiate Learning Assessment Plus \(CLA+\)](#) on regular cycles in support of the institution's participation in the [Voluntary System of Accountability](#)
- 2009-2012

- Incorporation of assessment in curricular review processes during the university's conversion from a quarter to semester calendar; this included expectations for updated semester-based assessment plans, required [mapping of program learning goals](#) (page 4) with courses/curricula for undergraduate programs, and recommended [preliminary assessment plans](#) for graduate and professional programs
- 2011
  - [Participation](#) in the Association of American Colleges and Universities (AAC&U) General Education and Assessment Institute to re-envision Ohio State's GE assessment plan for the new GE semester-based curriculum
  - Creation of an annual regional [Student Affairs assessment and research conference](#)
- 2013
  - Establishment of a university-wide annual [academic assessment conference](#) with faculty attendance from all colleges
  - Creation of a [Graduate School Assessment Committee](#) and plan to advance graduate assessment
- 2014-2016
  - Acquisition, configuration, and implementation of enterprise software, [Nuventive's TracDat](#), to facilitate reporting and use of assessment information

### **Ohio State employs effective assessment processes**

Ohio State has proceeded systematically over the last two decades to expand and develop a culture of assessment. Given the large number and types of programs at Ohio State, formal assessment was established initially for GE and undergraduate degree programs. Formal assessment practices have been extended more recently to graduate programs, along with expectations for regular assessment report updates from professional ones. Today OAA oversees and coordinates academic outcomes assessment across 15 colleges in more than 100 departments and 400 undergraduate, graduate, and professional programs. The vice provost for academic programs and administrative staff work with college curricular deans to ensure that all programs develop, implement, and report on assessment annually. Plans require (1) learning outcomes, (2) methods to assess outcomes, and (3) indications as to how information is shared, used, or results in actions.

For GE, the majority of the program is delivered through the College of Arts and Sciences (ASC). An ASC Assessment Panel creates and implements the GE Assessment Plan for the entire program, including GE courses not delivered by ASC, and shares findings with both the ASC Curriculum Committee and the University-Level Advisory Committee for GE (ULAC-GE). ULAC-GE [monitors](#) institution-level outcomes data and the efficacy of GE outcomes and makes recommendations to the Council on Academic Affairs (CAA), the University Senate's council charged with curricular oversight. This process ensures university-wide oversight of the program, with substantial input by faculty who deliver it.

Undergraduate degree programs, as part of a regular reporting process, are [expected to assess](#) (page 113) at least one outcome annually and all outcomes over a three-year period, and to include direct assessments. Regional campus curricula are formally part of the Columbus campus programming, and relevant assessment findings from the [regional campuses](#) (page 10) are included in that reporting process. [Online](#) (page 10) offerings are expected to adhere to assessment practices consistent with program expectations and to be included in [reports](#) (page 125), as applicable. Summary assessment reporting statistics are compiled across these programs and shared with leadership to provide an institutional-level gauge of the endeavor. An assistant vice provost provides general feedback to the curricular deans. The University Center for the Advancement of Teaching (UCAT) provides in-depth [consultations](#) on assessment to individual programs as needed.

OAA works with the associate dean of the Graduate School who, through a Graduate School Assessment Committee composed of graduate faculty, has established reporting expectations for graduate program assessment. Ohio State's seven professional degree programs (DDS, DVM, JD, LLM, MD, OD, PharmD) have extensive specialized accreditation requirements. These programs therefore provide annual assessment summary updates that typically include licensure passage rates.

Expectations for effective assessment are also strategically embedded in the teaching and learning components of the institution's [academic unit review](#) and [curricular review processes](#) (page 34), and thus have strong faculty involvement. Colleges establish internal mechanisms and practices, typically through committees with curricular responsibilities, so that new programs and degrees have sound assessment plans. Assessment information is expected to be considered as relevant in proposals to revise the curricula.

Within colleges, the following examples illustrate processes that facilitate effective assessment.

- Arts and Sciences has a combined [Curriculum and Assessment Services Office](#) and charges its Curriculum Committee with formal [oversight for assessment](#) (page 98). The committee uses faculty panels to review program proposals that require assessment plans and updated curriculum maps. The committee also approves all university course proposals requesting GE status (page 39) for specific GE categories; plans for assessing course-relevant GE expected outcomes are required in these proposals. A separate assessment panel establishes and directs implementation of the [GE Assessment Plan](#). The associate executive dean and curricular deans meet with program chairs biannually to discuss progress.
- Education and Human Ecology has a combined Curriculum and Assessment Office with a director who, along with the curricular dean, meets annually with program assessment representatives; a college-specific [workshop](#) was developed to review plans/reports in both specially accredited and non-accredited programs.
- Engineering has an Outcomes and Assessment Committee that addresses ongoing compliance with specialized Accreditation Board for Engineering and Technology requirements in undergraduate programs.
- [Food, Agricultural, and Environmental Sciences](#) has a director of assessment who coordinates assessment, meets with all college assessment contacts annually to advance practices, and in 2015, organized a college team to attend a summer [HLC Assessment Workshop](#) aimed at use of assessment data.
- Pharmacy has an [assessment office](#) and specialist who advances assessment in the college's PharmD and other programs.

For broader discussions on curriculum and assessment, the vice provost for academic programs convenes an Academic Program Advisory Committee comprised of regional campus and college curricular deans, the dean of undergraduate studies, associate dean of the Graduate School, the assistant vice provost who works with assessment, and the associate director of Distance Education and eLearning. [Executive summaries](#) of colleges' assessment activities and relevant [institution-level information](#) about student outcomes are periodically [shared](#) with the advisory committee.

The decentralized approach for managing assessment processes within colleges, combined with centrally established expectations, provide flexibility and assurance for effective assessment.

Co-curricular assessment is managed through [CSSL](#), which oversees annual [assessment](#) in all 34 units in the Office of Student Life (SL), particularly those that provide co-curricular programming. CSSL staff provide [support](#) to units in developing, assessing, and using information for improvement. They

provide quantitative and qualitative assessments and help design potential research projects associated with assessment. Units that provide co-curricular programming outside SL, such as the [First Year Experience](#) (FYE) office housed in Enrollment Services, have hired staff or adjusted position descriptions to ensure that learning outcomes assessment is occurring in these programs.

### **Ohio State's programs engage in the iterative assessment cycle**

#### *Curricular and co-curricular programs identify learning outcomes*

During the university's conversion from a quarter to semester calendar (2009 to 2012), ULAC-GE developed and CAA approved a [Curricular Experience](#) statement that articulated the knowledge, skills, and perspectives undergraduates should achieve because of their curricular experience. The statement further distinguished GE as the aspect of the curricular experience that focuses on breadth of learning beyond specialized study. In the semester-based GE program (see 3B), [Expected Learning Outcomes](#) (ELOs) were developed, revised, or reaffirmed by the ASC Curriculum Committee for each of the program's 14 GE categories (for example, the Diversity or Social Science category). ELOs were then mapped to the Curricular Experience goals, ensuring all graduates have opportunities to achieve the overarching curricular goals through the GE program.

Also during the calendar conversion faculty created, revised, or reaffirmed [learning outcomes](#) in undergraduate programs as part of the review and approval of semester-based programs. Post-conversion, the Graduate School Assessment Committee piloted assessment planning with a small set of graduate programs and subsequently appointed two graduate faculty fellows to work with all programs. Almost all (95%) of Ohio State's semester-based graduate programs now have formally articulated [outcomes](#) for assessment. Professional programs assess outcomes required of their specialized accrediting bodies.

Ohio State recognizes that student learning and development are comprised of both curricular and co-curricular experiences. Units both within and outside SL that provide co-curricular programming have program-specific [learning goals](#). Building on work from a prior [Student Success Taskforce](#) in 2009, representatives from the Offices of Undergraduate Education, Enrollment Services, and SL are developing university-level [co-curricular learning domains](#). Once developed, program-specific goals will be mapped to the university-level domains.

#### *Programs gather and use information to improve learning*

Assessment at Ohio State is a broad-based activity that occurs at institutional, program, and course levels. Evidence about student learning is collected and evaluated by teams, including curriculum and assessment committees and other advisory groups. Findings are evaluated and may result in specific actions such as changing the curricula or pedagogy to improve learning.

Overarching curricular goals. [NSSE](#) (page 61) and [CLA+](#) (page 66) findings provide a broad gauge of student learning related to Ohio State's skill-related curricular goals. NSSE data (2013) show seniors reported that their Ohio State experience contributed to their knowledge, skills, and development in communication and critical and analytical thinking at levels that were the same or significantly greater than those of students at other Association of American Universities public institutions. CLA+ data, which provide an authentic direct assessment of students' critical thinking, communication, analytical reasoning, and problem-solving skills, showed that a sample of Ohio State seniors (2014) performed at a level greater than 95% of seniors who took the test nationally and at a Proficient mastery level. Findings from these reports are reviewed by ULAC-GE, which makes any ensuing recommendations to CAA. As another indicator of student

learning, Ohio State administers an exit survey in which students' opinions about their learning related to curricular goals are collected. Findings from the [2016 Graduation Survey](#) showed that more than 80% of seniors report Ohio State coursework contributed to their gains in acquiring a broad education and developing communication, critical thinking, analytical reasoning, and integration/application of knowledge skills. Gains were also reported for perspective/attitude-related curricular goals, though to a lesser extent. GE ELOs mapped to curricular goals are also monitored.

[General Education](#). Assessment of GE category-level ELOs follows an established [plan](#) that was formally revised in 2013 to accommodate semester-based changes in the program. Because individual courses are approved for category-specific GE status, such as Social Science, the new plan continues to emphasize [course-level reports](#) (page 125) in which student achievement of relevant ELOs is addressed. Two to three categories are assessed in five to ten courses annually. Large-enrollment courses are targeted, as these are the courses taken by most students to complete their GE requirements. The revised plan also incorporates and emphasizes use of common rubrics so the same scale can be used to assess learning within and across courses and categories. To launch the revised plan, [rubrics](#) (pages 86-90) were initially created and applied to student reflection writing assignments in new GE Education Abroad and Service Learning categories. Rubrics are being developed with faculty input for other categories based on relevant Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) models. Examples of reports below confirm ELOs are being achieved, and demonstrate that assessment findings inform actions for ongoing improvements in student learning in specific course contexts.

[Education Abroad and Service-Learning Summary Reports](#). Education Abroad and Service-Learning were newly added GE category options to encourage student participation in high-impact experiential courses. These categories were therefore the first assessed under the new program and plan. Findings from 12 Education Abroad and four Service-Learning courses in 2012 to 2014 showed students were achieving expected milestone ratings. Areas for improvement were identified. Among Education Abroad instructors, plans were made to provide more opportunities for students to interact with peers in the host country and to implement language classes throughout the duration of the program. A theme from instructors' analyses in service-learning courses was to strengthen student integration and immersion with the community partner.

[Data Analysis-statistics courses](#) (page 81). Data Analysis ELOs were assessed in five statistics courses (1350, 1430, 1450, 5301, and 5302) using pre- and post-testing in the 1000-level courses and embedded testing with a rubric in the 5000-level courses. ELOs were achieved, but differential outcomes provided evidence for specific follow-up. In the 1350 course, for example, the amount of time spent on and coverage of specific content will be modified to focus on concepts students find most challenging. Comparisons of students at the Columbus, Columbus online, and regional campuses revealed regional campus students made gains between pre- and post-tests, but overall performance was lower. Planned next steps are that Columbus campus instructors follow up with regional campus instructors to exchange materials and foster ongoing collaboration to improve outcomes for these students.

[Second-Level Writing-Communications 2367](#) (page 183). Communications 2367 enrolls more than 1,500 students annually and fulfills a second-level writing requirement. Writing ELOs were achieved to a high degree using both direct and indirect assessments. Because students gave lowest marks to the ELO associated with their ability to evaluate critical information in a written form, this ELO is a focus for improvement. Instructors will update sample papers that are shared



with students and provide additional writing examples that highlight critical evaluation of evidence using a wider variety of topics. The director of the program will work with instructors to more effectively communicate the goals of the assignments.

[Psychology courses](#) (page 70). Psychology 1100 is a large enrollment course (more than 3,500 annually) approved for GE status in Social Science and Social Diversity categories. Outcomes have been evaluated routinely over the past decade and procedures have become sophisticated, including recent capabilities to offer student feedback on GE ELOs on each examination. Psychology 2367.01 (approximately 600 annual enrollment) is approved for Social Science and Second-Level Writing categories. Across multiple sections, including an Honors and an online offering in Psychology 1100, relevant category ELOs were assessed. Methods included embedded testing, rubric-based evaluations of reflection papers (1100) and writing assignments (2367.01), pre- and post-testing (1100H), and student opinion surveys (1100, 1100H, 2367.01). Social science outcomes were achieved to a greater extent in the higher-level 2367.01 compared with the introductory course using a common rubric. Findings further showed course-dependent distinctions in achievement across the ELOs which will inform future planning and delivery. Instructor workshops will be aimed at developing teaching resources for ELOs in which students did not perform as well.

[Degree programs](#). Programs use diverse means to assess outcomes based on program-specific plans. [Findings](#) (page 17) from the 170 of 181 undergraduate programs that submitted [TracDat](#) assessment reports in 2016 showed that the most frequent types of direct assessments were embedded testing (46%), writing assignments (28%), and other classroom assessment methods (24%). Conducting student surveys (40%) was the most frequent indirect assessment method used. How the findings are used varies by program and reporting cycle. In years immediately following calendar conversion (2012 to 2013), 13% of programs reported revising the major program based on outcomes, and 23% made course revisions. In the 2016 reporting cycle, the most frequently reported program action was to continue to monitor findings (41%), followed by making changes in instructional delivery and learning activities within courses (15%). More than 80% of programs indicate the findings are analyzed and trends discussed with the unit's faculty. While reporting is not yet at 100%, the summary findings nonetheless demonstrate that undergraduate programs—with significant faculty involvement—are actively engaged in assessing their programs' outcomes. Curricular deans continue to work with the few undergraduate programs that have not yet developed complete plans or reported on them.

[Undergraduate programs](#). The following examples illustrate how specific programs assess outcomes and take actions based on the findings.

[Construction Systems Management AS](#) (page 22). This program, offered at the Agricultural Technical Institute, regularly assesses eight outcomes that support four learning goals using embedded testing. Current results show students are reaching minimum achievement criteria for all outcomes, and some reach aspirational-level criteria. Summary findings are shared with the unit's faculty to discuss ways to improve learning. As part of the administrative structure of the College of Food, Agricultural, and Environmental Sciences, the program also follows college processes, which include a comprehensive outcomes assessment review every six years.

[Biochemistry BS](#) (page 3). This program assesses all outcomes over a three-year period using multiple embedded testing and survey means, such as the Classroom Undergraduate Research Experience survey. Most outcomes are achieved at or above established learning criteria, but the program has noted continued challenges with students' abilities to apply

thermodynamic principles. In response, more emphasis was placed on problem-solving, and students have now begun to show improved learning. Students also responded positively about their gains the knowledge and skills outcome areas.

[English BA](#) (page 41). Assessment in the newly revised English major emphasizes pre- and post-testing in required courses and capstone experiences. Pre- and post-assessments collected in upper-level courses included sections from both the Columbus and regional campuses and showed that students' learning met or exceeded achievement criteria for improvement. Course changes have been made based on assessments for an outcome related to communication. Findings are reviewed by both the Undergraduate Studies Committee and the English Department Council. Future assessments will include post-graduate outcomes.

[Industrial Design BSD](#) (page 48). Portfolio reviews are the primary means of direct assessments in this accredited program and are conducted when students first apply to the program, mid-way through their pre-design year, and at the end of their program when required comprehensive senior projects are publicly exhibited. Faculty discuss student proficiencies in relationship to the expected outcomes and identify potential adjustments to course content and sequence of learning during a year-end retreat. Findings from the 2015 to 2016 report show students achieved most outcomes at aspirational levels. Faculty will continue to refine the portfolio review, develop forms to collect comments from guest critics, and develop exercises to encourage students to address more socially relevant problems.

[Political Science BA](#) (page 60). Assessment in the Political Science program has evolved and grown. In the most recent reporting cycle, direct assessments using pre-, post-, and embedded testing were expanded to sections of six introductory-level courses, to regional campuses, and to upper-division courses that will be rotated by sub-field. Future analyses will include information disaggregated by campus and mode of delivery. To close the assessment loop, the program will follow up on key issues raised in the previous report, such as addressing the need for a stronger connection between lower- and upper-division courses.

[Social Work BSW](#) (page 83). This accredited program uses a required final-year field practicum to assess outcomes. Minimum criteria are consistently met for all competencies, and in the most recent report, aspirational criteria were met for ten of fourteen outcomes. The program was able to distinguish among these and found especially strong performance for "adherence to professional roles," "application of ethical principles," and "advancement of human rights and social justice." Students' first-time passage rate on the Association of Social Work Boards licensure examination was 85%. Although higher than the national average (78%), the findings indicated room for improvement and led to the development of a new course on material emphasized on the examination.

**Graduate programs.** As noted earlier, graduate programs are at an earlier stage of formal assessment practice. A large majority (72%) of Ohio State's more than 150 Master's and almost 100 doctoral programs have plans and are poised to implement them. Sample plans from the [Animal Science MS](#) (page 3), [Medical Science MS](#) (page 24), [Dance MFA](#) (page 14), [Biomedical Engineering Ph.D.](#) (page 10), and [Germanic Languages and Literatures Ph.D.](#) (page 19) illustrate the range of program types across colleges and show how programs are leveraging graduate performance milestones, such as thesis, comprehensive, and dissertation oral and written examinations, along with other specialized assessments, to evaluate their identified expected outcomes. Graduate faculty fellows will continue to work with programs to complete planning and implementation of annual reporting beginning spring 2017.

Professional programs. Professional programs are typically more advanced in assessment practices, as illustrated by the [PharmD](#)'s (page 37) fully implemented plan. The program regularly conducts “objective structure clinical examinations” in a capstone course, provides individual feedback to students, and uses findings to inform curricular modifications and revisions to the degree. The program also monitors student outcomes using the North American Pharmacists’ Licensure Examination (97.5% passage rate in 2015 for first-time test takers, exceeding the 92% national rate).

Co-curricular programs. Co-curricular programs offered through SL and their associated learning outcomes are monitored through CSSL using quantitative and qualitative assessments, evaluations, and research, when appropriate. Annual reports include a summary of direct and indirect assessments completed in the previous year, findings, intended use of the resulting data, and outcomes-based assessment activities planned the next academic year. Co-curricular programs not formally under the SL umbrella, such as FYE, also develop and assess program specific outcomes. Beyond the specific examples below, assessment information guides improvement in broader student programming to improve outcomes.

[Multi-Institutional Study of Leadership](#) (MSL). Student Activities staff used the MSL to assess relationships between involvement in a SL leadership cohort program and gains in stated student leadership development outcomes. The 2012 MSL administration indicated that students in leadership courses reported greater gains on all seven Socially Responsible Leadership Scales (SRLS) compared with students in a random sample. Sequenced programmatic experiences based on the Social Change Model were developed and implemented for leadership cohorts. In a 2015 follow-up assessment designed to evaluate gains based on programmatic changes, students in an oversampled cohort scored significantly higher on all but one SRLS than the random sample.

First Year Experience. Ohio State’s FYE (see 3D) offers multiple student initiatives and programming. Among these are the [Peer Leader Orientation](#), [Buckeyes First](#) program, and the [First Year Leadership Collaborative](#). Outcomes are assessed in each, and practice implications are generated for follow-up considerations. FYE also administers the [College Student Inventory](#) to better understand the motivations and concerns of incoming students; the summary and planning report provides recommendations for specific students.

[Second-Year Transformational Experience Program](#) (STEP) (see 3D). Multiple assessments were developed during the initial planning of STEP and administered during the pilot launch in 2013 to 2014. Assessment information from faculty and student surveys was used extensively to inform practice as the program expanded. For [students](#), findings led to additional small-group time with faculty mentors, more guidance regarding use of STEP Signature Project stipends, additional reflection exercises, and a common curriculum to promote student development. For [faculty](#), findings led to more structure and enhanced support. Additional supplemental activities and experiential learning opportunities have been incorporated including a STEP Ambassador program, a fall and spring STEP Expo, and planned greater alignment with forthcoming overarching co-curricular competencies to guide sequenced success series and professional development programming as students progress between the first and second year. Annual reports collected during the regular assessment cycle have resulted in a number of significant changes with regard to guidelines for high-impact practices, faculty mentor training, stronger ties with campus partners, and greater student engagement and self-awareness. The STEP Executive Committee, CSSL staff, Faculty Advisory Committee, and STEP Implementation Team review each report and

assessment plan annually and provide feedback and recommendations for next steps.

As noted earlier, broad co-curricular outcomes are under development. These outcomes will be assessed using AAC&U VALUE-based rubrics along with appropriate existing scales, and incorporated into the already established SL assessment processes

### **Effective practices**

Ohio State employs sound assessment practices beginning with engaged OAA leadership and faculty participation. As noted previously, faculty within departments and through relevant committees, such as graduate faculty who serve on graduate studies committees, are involved in setting learning outcomes appropriate to the [program](#) (page 34). Faculty discuss [assessment information](#) (page 17) and learning trends and drive the assessment cycle. The assignment of assessment to already established curriculum committees reflects both [strategic and efficient practice](#) (page 4).

Assessment specialists and faculty representatives from relevant assessment and curriculum panels stay abreast of assessment trends and best practices. A GE faculty panel attended the [AAC&U GE and Assessment Institute](#), which resulted in the adoption of rubric-based assessments across GE courses; a college-team attended an [HLC assessment workshop](#) on effective ways to use assessment information; and the Graduate School adopted recommendations for creating a culture of assessment from the national Council of Graduate Schools.

Faculty and instructional staff are supported in assessment activities by assessment specialists and directors who assist in the design and implementation of assessment plans. OAA sponsors an [annual assessment conference](#) with assessment experts, panels, workshops, and information sessions. The conference is attended by faculty representatives from each department as well as assessment support specialists. [UCAT Course and Curriculum Design Institutes](#) provide in-depth instructor training on backward design and assessment. Together with instructors, the Office of Distance Education and eLearning (ODEE) reviews [Quality Matters](#), a course design rubric geared to continuous improvement in student learning for online offerings. ODEE also shares information from formal research projects to improve the design of technology-empowered instructional models with colleges, instructors, and instructional designers. [OAA](#), the [Graduate School](#), and other offices make available multiple resources to support those engaged in assessment.

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## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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Ohio State demonstrates commitment to educational improvement through an almost three-decade record of enrollment planning and retention endeavors that have dramatically improved both the academic readiness of its undergraduate student body and retention/persistence outcomes.

#### Twenty years of improving student quality

Before the mid-1980s, Ohio State had open admission and admitted those who applied first. On the Columbus campus, admission has grown increasingly competitive over the last 20 years, with the average profile of Columbus campus entering freshmen increasing from an average ACT score of 22.8 (SAT: 1074) in 1995, to a score of [29.1 \(SAT: 1269\) in Autumn 2016](#). Consistent with Ohio State's land grant mission, enrollment remains open on Ohio State's regional campuses. Regional campus students can change to the Columbus campus with a 2.0 Grade Point Average and at least 30 credit hours completed after high school.

#### Ambitious success goals

Complementing Ohio State's ongoing efforts to improve student success is the Ohio Department of Higher Education-endorsed institutional [Completion Plan](#) for undergraduates. Ohio State's plan incorporates various completion goals, activities, and strategies for success. As indicated in that plan, Ohio State provides accessible, high-quality, undergraduate and graduate education for qualified students who are able to benefit from a scholarly environment in which research inspires and informs teaching. The ambitious but obtainable goals for student retention, persistence, and completion are consistent with Ohio State's [mission](#), land grant heritage, and globally diverse student body. These goals are accomplished through strategic enrollment planning that includes input from the academic programs, university leadership, and support units. The university's [enrollment plan](#) (2016 to 2020) focuses on all students on all campuses and explicitly aligns with its mission. In the plan, specific Columbus campus goals for undergraduate first-year retention, and four- and six-year graduation were established as follows:

- 1st Year Retention Rate of 95%
- 4-Year Graduation Rate of more than 60%
- 6-Year Graduation Rate of more than 85%

These goals are monitored throughout the year and raised as earlier goals are met. As of [Autumn 2016](#), for the Columbus campus, the first- to second-year retention rate was 94.2% and the six-year retention/graduation was 83.6%.

### **Continuous monitoring**

Each term, the Office of Enrollment Services Analysis and Reporting (OESAR) compiles [enrollment information](#) from the Student Information System at the census date. Cohorts of students are developed from the term-based enrollment information. Most analyses of retention and graduation rates focus on undergraduate students and include the following sub-groups: [new first-year student](#), [transfer student](#), [regional campus change student](#), and campus of enrollment. These populations are analyzed based on a wide variety of demographic and quality attributes that include gender, ethnicity, test scores, initial college of enrollment, honors or scholars status, residency, and rank. The number and type of [degrees conferred](#) are compiled each term and annually. Data on retention and graduation are shared routinely with faculty governance through the [Council on Enrollment and Student Progress](#), and with colleges, executive leadership, and the [Board of Trustees](#). Graduate and professional retention and graduation data are typically reviewed at the program level. Analyses of retention and graduation data are also distributed to support units within the Offices of Student Life (SL) and Enrollment Services (OES) as illustrated below.

### **Promoting retention, persistence, and completion**

The steady rise in [retention and graduation rates](#) can be attributed to multiple factors that include the higher academic preparation of the incoming class, strong curricular and co-curricular support, and enriching, engaging experiences (see 3D; 3E). Additionally, regular updates on student progress to constituents who have helped inform enrollment planning and retention/success goals can lead to informed actions to improve student success at institutional as well as program and unit levels.

- Retention and graduation analyses have revealed that some groups of undergraduate students are more at risk for graduating than others, for example, first-generation students, Pell grant recipients, and minority students. In response, OES, in partnership with the offices of SL and the Office Undergraduate Education, formed the [Student Retention Workgroup](#) to guide further inquiry and address barriers to success in a coordinated way. This committee, comprised of students, faculty members from colleges that deliver courses typically taken by first-year students, and staff members in key support areas, such as academic advising, financial aid, and residence life, uses student retention and persistence data to guide further inquiry, and set recommendations to improve student success. The committee will also evaluate the effects of implemented recommendations on policies, processes, systems, and services.
- Colleges use retention and graduation information to help inform their strategic planning efforts. As an example, the College of Engineering's strategic plan incorporates goals for increasing the diversity of its graduates and for placing students into the job market. The [college tracks](#) (page 5) the number of students completing degrees, their demographic profile, and students' completion of engineering-related work experience.
- Graduate and professional student retention and graduation data are typically incorporated into



a unit's self-study conducted during its academic unit review, and as part of doctoral program assessment. Retention and completion information are also typical components in the self-studies of professional programs that undergo specialized accreditation.

- Support units within SL and OES use analyses of retention and graduation data related to the specific mission of the unit. First Year Experience, for instance, hosts an [annual conference](#) with over 300 faculty and staff partners to share and analyze information on retention success for specific student demographics, and to develop strategies the institution can implement to assist all students.

Ohio State has also engaged in notable and innovative initiatives to improve further persistence and completion consistent with its mission.

- Ohio State is one of 11 public research universities participating in the [University Innovation Alliance](#) whose primary goal is to improve outcomes for all students through the sharing of innovations. Ohio State's first endeavor with the Alliance is to integrate predictive analytics in its advising strategies, also a component of the institution's [Quality Initiative](#) to enhance academic advising. Such strategies are expected to promote further gains in students' persistence, retention, and graduation success.
- As first-year persistence has improved to near 95%, Ohio State has next taken steps to maintain and enhance student engagement by creating a [Second-Year Transformational Experience Program](#) (STEP) (see 3D). STEP connects students with faculty mentors and encourages participation in such enrichment activities as undergraduate research, service-learning, and study abroad.
- In the spirit of its land grant heritage and enrollment planning strategies, Ohio State recently joined the [American Talent Initiative](#). The Initiative is a collaboration among colleges and universities committed to significantly increasing the number of highly qualified, low- and moderate-income students enrolled in top colleges and universities. The Initiative will start as a two-year pilot program, with 15 to 20 leading colleges and universities developing the core elements of the program. Over the long term, the Initiative aims to increase the number of students of low-to-moderate income enrolling at the top 275 colleges and universities by 50,000 by the year 2025.
- Ohio State has taken a number of steps to remove the financial barriers for student success and completion. Undergraduate in-state tuition has not increased since the 2012-2013 academic year. For 2015-2016, the university froze costs for in-state undergraduate students including not only tuition but also room, board, and other fees. This was the first comprehensive freeze for Ohio State in more than four decades. In addition, in 2015 Ohio State launched the [President's Affordability Grant Program](#) to provide new need-based aid to low- and middle-income students on the Columbus campus. In 2016, President Drake announced that the program would be expanded in academic year 2016-2017 to the regional campuses. To date, the university has invested \$35 million in this initiative.

### **Best practice**

The processes and methodologies that Ohio State uses to analyze student enrollment, retention, persistence, and completion adhere to standard and commonly used higher education definitions. To the extent possible, the Integrated Postsecondary Education Data System (IPEDS) definitions of student classification, enrollment, cohort identification, retention, and degree classification are used to

develop not only Ohio State IPEDS information, but also internal analyses. This approach allows for consistency in the information provided. In the cases where IPEDS does not specifically address the topic, Ohio State strives to follow the underlying philosophy of the IPEDS methodologies. For example, IPEDS does not specifically address the retention of transfer students. In this case, Ohio State develops the transfer cohorts in a very similar manner to the new first-year student cohorts and applies the same techniques for determining retention and graduation. However, since transfer students may come in at any academic level, the institution also determines the academic level and provides retention and graduation analyses at that level. When IPEDS methodologies do not exist, the practice is to look to other commonly accepted higher education methodologies. For instance, time-to-degree is not addressed by IPEDS. In this case, Ohio State uses the Association of American Universities Data Exchange definition as the basis for analysis.

OESAR produces standard reports on an annual basis. In most cases, the general analysis is further disaggregated by student characteristics, such as gender, ethnicity, and test scores, or academic characteristics, such as college of enrollment and Ohio State GPA. The following analyses are done regularly:

- enrollment
- retention and graduation
- degree completion
- time to degree
- mobility between campuses
- mobility between colleges
- Ohio State performance

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## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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Ohio State demonstrates its commitment to providing quality education by executing multiple review processes. All of these are aimed at ensuring that standards are met, excellence is promoted, and student learning and success are achieved. These processes occur at multiple levels within and across the teaching and learning environment, including reviews of curricula and units that offer and support curricular learning.

The institution has numerous processes and policies to ensure that fundamental and traditional metrics of quality are met. Rigorous review of the curricula and policies for assigning credit assure that all transcribed credit is earned. All courses and programs were reviewed in accordance with the Ohio Department of Higher Education and Ohio State guidelines during the institution's conversion from a quarter to semester calendar. Internal and external policies are applied to transfer credit and to credit awarded by testing and experiential learning.

Evaluation of student learning through assessment has become increasingly systematic and routine. Undergraduate assessment planning and execution have evolved based on experience and emerging trends, and have been refreshed for semester-based programs to ensure the programs promote student learning as intended. Formal assessment has expanded to graduate programs; assessment in professional programs with specialized accreditation is well established. Variation remains in the extent to which all programs practice assessment effectively, and leadership continues to take steps to advance programs' efforts in this area.

Enrollment, retention, and graduation data are monitored following approved planning guidelines. Improvements in student persistence and graduation rates are notable. [President Drake's 2020 Vision statement](#), which emphasizes access, affordability, and excellence, further demonstrates the institution's commitment to student success.

Ohio State continues to assure excellence in its learning environment through reviews of academic units and specialized accreditation, all of which routinely consider teaching and learning. Actions resulting from these reviews are monitored and foster Ohio State's overarching aim to be a model 21<sup>st</sup> century public, land grant institution.

Various policies, oversight processes, and review endeavors which incorporate and focus on the university's core teaching and learning goal unambiguously show Ohio State takes responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through ongoing improvement strategies. Ohio State's rise from 18<sup>th</sup> in 2014 to [16<sup>th</sup> in 2016](#) among public universities in *U.S. News & World Report* rankings provides further evidence that the university's efforts are proving successful.

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## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Argument

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### Fiscal resources

As one of the nation's largest and most comprehensive 21st-century land grant institutions, Ohio State is dedicated to educating more than 66,000 students on six campuses. The [mission](#) of the university is supported by an [annual expenditure](#) of \$5.9 billion (\$2.7 billion in the academic medical center), and the dedicated effort of more than 45,000 [employees](#). Ohio State has a strong fiscal position, with sources for the budget including general funds (primarily state support and student fees), earnings, restricted funds, and health system funds. The university holds [\\$3.2 billion in debt](#), maintaining a high [bond rating](#) of [Aa1 \(Moody's\)](#), as of May 2016.

Ohio State, like many universities across the country, has seen substantial changes to its finances over the last decade. This includes state subsidy that has not kept pace with inflation and shifts in federal research dollars. The university has remained committed to affordability and has held tuition flat for in-state students for the last five years. Ohio State has the Big Ten's lowest rate of tuition increases for in-state students over the past decade. To generate needed resources that do not rely on tuition and tax dollars, the university has taken a creative approach, including monetization of assets, affinity and other partnerships, and fundraising. All of these efforts are designed to bring additional resources to support the academic mission of the university.

In 2013, Ohio State monetized its parking assets by creating a 50-year lease. The resulting upfront payment of \$483 million was invested in the university's endowment to [provide ongoing support](#) to strategic academic priorities: student scholarships, new tenure-track faculty hires, campus transportation, and facilities for the arts. Thus far, endowment earnings have generated more than

\$105 million for these priorities. In the past year, more than 400 student scholarships were funded using parking endowment support, including more than 100 comprehensive Eminence Fellows Program scholarships. In addition, the university's [Discovery Themes](#) initiative is hiring tenure-track faculty into eight focus areas. As of November 2016, 82 faculty had been hired with 82 additional searches underway.

Ohio State has established a coordinated effort to create mutually beneficial relationships with outside partners. For example, in 2012, the institution entered into a partnership with Huntington Bank that has created 177 internships, funding for classroom renovations, and support for a student financial advising program. In 2016, the university extended its relationship with [Nike](#) to support university priorities, including student scholarships and faculty development. Ohio State placed \$10 million of the proceeds in an endowment to support the new [University Institute for Teaching and Learning](#). Another example is an affinity agreement with Coca-Cola that provided \$10 million toward the construction of the Ohio Union, as well as annual support for student leadership and financial counseling initiatives.

In 2009, the university launched a major capital campaign that has surpassed its \$2.5 billion fundraising goal, exceeding [\\$3 billion and attracting support](#) from more than 750,000 donors by the end of the campaign in September 2016. These funds are being used to fund key areas, including supporting students and faculty, creating modern learning environments, and strengthening Ohio State's research. The capital campaign has aided in growing the [university's endowment](#), which, as of 2016, had a value of \$3.6 billion.

Beyond generating new resources, the university has focused on efficiencies that can reduce costs, improve services, and benefit the academic mission. The university's [2020 Vision](#) includes a five-year plan for generating \$200 million in efficiencies to support access, affordability, and academic excellence. To accomplish this, academic and support units are working together to achieve cost savings. The university's transition from quarters to semesters in 2009 to 2012 created the opportunity to carefully examine the use of classroom space. By optimizing the scheduling of classes, the university was able to raise the average utilization rate from 56% pre-conversion to 73% post-conversion, resulting in substantial space savings. In addition, the regional campuses, along with their co-located technical college partners, spent a year studying opportunities to maximize efficiencies. The result was an increase in shared services. For example, Ohio State Marion and Marion Technical College are sharing counseling and testing services, while Ohio State Newark and Central Ohio Technical College are sharing tutoring and some administrative support services.

The university continues to be a state and national leader in efforts to drive administrative efficiencies, with cost savings that can be directed to benefit students and the academic mission. The university's chief financial officer (CFO) was the chairperson of the [Ohio Task Force on Affordability and Efficiency in Higher Education](#), which worked with public institutions across the state to develop tangible action steps to enhance cost-savings. The university has volunteered to be the first in the state to undergo a performance audit from the Ohio Auditor of State that will identify administrative efficiencies.

### **Budgeting and resource allocation and monitoring**

The Office of Business and Finance (BF) is charged to lead the university's efforts to ensure financial sustainability and promote operational efficiency and effectiveness. Its guiding principle for doing so is that academic strategy drives funding priorities, and financial strategy drives resource availability. The [strategic plan for BF](#) details the steps that the office is taking to ensure the ongoing fiscal stability of the university such that Ohio State programs, wherever and however delivered, will have the

resources necessary to support them. The Board of Trustees (BOT) is actively engaged in the university's financial planning, with a finance committee that meets regularly and approves the university's plans and budget annually, and monitors actual performance against that budget at each meeting. For example, at the [September 2016 BOT meeting](#) (page 18) the finance committee reviewed the data in the financial scorecard.

Ohio State's academic resource allocation system is based on a modified Responsibility Center Management model (Responsibility Based Budgeting or RBB), combined with the strategic investment of central funds. Colleges receive resources based on a mix of credit hour generation and indirect cost recovery. Shared services, such as admissions, are covered through central services taxes. The university's budget is segmented into major areas. The Wexner Medical Center operates its budget independently of the academic enterprise, also through a responsibility based system.

The State Share of Instruction (SSI) is estimated based on an outcome-driven formula defined by the state and linked to strategic factors such as credit hours completed by students and numbers of students who graduate. The university then distributes SSI funds within the institution using an internal formula similar to the state's formula.

Each academic unit and all vice presidential units reporting to the Office of Academic Affairs (OAA) have [strategic plans](#) (see 5D). These units allocate resources to realize their plan goals. For example, the [College of Engineering](#) is focused on building new professional Master's programs, and the [College of Public Health](#) is focused on building interdisciplinary capacity. This decentralized budget model entrusts academic and support unit leaders with significant control over how financial resources are invested, supporting informed decision-making and leading to outcomes that advance the university as a whole.

[BF](#) monitors the revenue and expense flows in a wide variety of processes across all BF units. For an example, a portion of the revenues from Athletics is distributed to benefit academic priorities: the department contributed \$5 million toward the 2006 to 2009 renovation of the Thompson Library.

- Controller's Office – The Controller's office produces a detailed monthly report of revenue and expenditures for the leadership and for the BOT. This report is used to monitor the activity on a regular basis and includes a written analysis comparing current financial data to the same data from prior years. Similar information is prepared for the [Fiscal Committee](#) at each of the BOT meetings.
- Financial Planning and Analysis (FPA) – FPA monitors the budget in various ways. A financial profile scorecard is produced each month for the critical drivers of the budget and key units that could impact the financial health of the entire university, such as the Wexner Medical Center. In addition, the office monitors actual enrollment versus projections to assure that the budget is staying in line with the estimate parameters. These scorecards are also shared with the BOT.
- Financial Analysts – BF employs several financial analysts whose responsibilities include comprehensive financial reviews of individual offices, colleges, and support units. Scorecards used for the analyses include five years of data that compare expenditures in teaching, research, advancement, and earnings operating units. The scorecards are used to monitor actual performance as compared to history and budget. Each college and support unit's financial profile is reviewed monthly by FPA and with the dean or appropriate vice president annually to monitor actual performance compared to the budget. Reviews with college/support unit leadership occur more often if financial trends warrant.
- Other areas of BF are charged with monitoring specific areas of the university's finances, including the endowment investments and fundraising activities.

Senior university leadership has the ability to shift resources, as appropriate, to support the highest priority needs of the institution. Central decision-making by leadership includes recommendations to the BOT on tuition for all students (residents, non-residents, professional), all fee changes (increases and new fees), room and board rates, enrollment estimates and parameters, and salary increases. Staff in various units provide scenario analyses for review by leadership prior to making final decisions or recommendations to the BOT.

Local decisions by the deans and vice presidents include budgeting their funding into spending categories that support the strategic direction of their units. This information is provided to the BF where it is compiled, reviewed, and shared with central leadership. Given Ohio State's decentralized budget management system, most of these financial decisions are made by the deans and vice presidents.

This process is also followed by the major auxiliaries at Ohio State. These include the Wexner Medical Center, Office of Student Life, and Department of Athletics. These units all have a substantial number of financial staff that develop and submit their budgets to their respective boards or oversight committees. Once their boards/committees review and approve their budgets, the approved budgets are submitted to the central budget staff and combined with the university budget for the final submission to the BOT for approval.

The Senate Fiscal Committee (SFC), a committee of the University Senate, plays a large role in reviewing and recommending specific budget drivers. SFC selects specific topics to focus on annually. For example, in academic year 2013-2014, SFC undertook a [major review](#) (page 49) of the university budget model. SFC is involved in the review, analysis, and management of the budget model for distributing funds to the colleges and support units and is supported by staff in BF. SFC reviews the model for unintended consequences, needed changes, or updates to the base model. In addition, SFC reviews all assessments within the model, including the plant operations and maintenance rate, the overhead rate, the composite benefit rate, and the central tax. Once SFC has reviewed these items, it makes recommendations to the provost and CFO, who take these recommendations into account as part of the annual budget decision process. SFC additionally holds hearings for the support offices, which submit requests for additional funding. SFC reviews these requests, holds hearings, and makes funding recommendations to the provost and CFO. SFC also reviews student fee requests and makes recommendations to the provost and CFO.

All funding proposals are then compiled by FPA and reviewed with central leadership. Central leadership finalizes all budget decisions and funding levels and forwards the budget to the BOT for approval annually.

In planning, the university looks at current and projected sources of revenue, space, and strategic priorities. The university's [enrollment plan](#) forecasts and plans for enrollment through 2020. Enrollment decisions are made collaboratively by the vice president of enrollment services and the academic units at the undergraduate level, while academic units make decisions on enrollment at the graduate and graduate-professional level.

The CFO is responsible for tracking resources and expenditures and developing a long-range financial plan, including sources of revenue, projected expenses, and strategic investments. This plan forecasts numerous assumptions, including demographic and environmental factors, such as changes in state share of instruction, in-state versus out-of-state enrollment, research activity, fundraising, and expense projections. In addition, financial scenarios are projected to inform significant transactional decisions. For example, an analysis was done to gauge the impact that the leasing of the university's parking garages would have on generating new revenue to support investment in academic priorities.



The colleges are responsible for their own forecasting and planning based on fluctuations in enrollment, research activity, and economic upturns and downturns. With the RBB budgeting system, each college manages these budgetary changes. To mitigate sudden changes, the university uses a two-year rolling enrollment model, averaging the number of credit hours generated over a two-year period for the purposes of distributing credit hour revenue to the colleges and regional campuses.

The university's four regional campuses are self-contained budget centers, responsible for their own revenue and expenditures. The Agricultural Technical Institute at the Wooster campus is funded in a similar manner, though its oversight is through the College of Food, Agricultural, and Environmental Sciences. The regional campus budgets, which are principally enrollment driven, are prepared in a manner similar to that above. State subsidy for regional campuses is received at the Columbus campus and distributed to the regional campuses through a formula. The provision of student financial aid is a shared responsibility of the Columbus campus and the regional campuses. The [President's Affordability Grant Program](#), launched in 2015, is available to students on all six campuses (see 4C).

## **Human resources**

[Supporting the university's](#) delivery of its academic and clinical offerings are 2,788 tenure-track faculty members, 1,343 clinical track and 106 research track faculty, 2,835 associated faculty, and 4,294 graduate students with appointments, of whom 2,138 hold graduate teaching assistant positions; 20,027 administrative and professional staff members; and 5,010 civil service staff as of autumn 2016. Through Ohio State's six campuses, 15 colleges and 106 departments, and 80 university centers and institutes, this personnel team allows the delivery of some 12,000 courses annually, leading to approximately 200 undergraduate major programs; 150 Master's degree programs, and approximately 120 doctoral and professional degree programs.

Every three years, the university undertakes a [culture survey](#), providing the opportunity for faculty and staff to share their experiences at Ohio State. In 2014, the overall satisfaction rate was 79%. Staff report high levels of satisfaction with leadership, supervision, and the work environment but feel they need more opportunities for professional growth. In part as a response to the need for greater professional growth and development, the university launched the [BuckeyeLearn](#) platform in 2015 as a way to provide easy access to training and professional development for all employees. This platform includes a [wide range of courses](#) on such topics as effective meetings, empathy and emotional intelligence, and fair labor standards. In 2015, the university expanded its training of faculty search committees to ensure that they consider implicit bias.

Ohio State focuses on providing professional development to allow growth across a career (see 3C). The Office of Human Resources (HR) offers assistance in hiring new employees and supporting the development of existing employees as a whole, while OAA provides support for the development of faculty. All new faculty participate in a [new faculty orientation](#) and have the option to participate in a [professional development program](#) to advance teaching effectiveness. The [Women's Place](#) offers leadership development programs for staff and faculty, such as the President and Provost's Leadership Institute, which is designed to develop a pool of potential leaders. Graduates have gone on to become department chairs, associate deans, deans, and vice provosts. New department chairs participate in a year-long program through OAA, providing development in strategic planning, diversity, finance, and human resource issues.

The HR [OE@OSU](#) program was launched in fall 2012 as a proactive approach to improving process efficiency and effectiveness across the university through the application of Lean Six Sigma methodology and tools. The program currently has participation from 15 different areas, including

five academic units and 10 support units. OE@OSU has identified and trained 66 high-potential employees to become Green and Black Belts capable of leading teams and facilitating change. Additional levels of training, such as Yellow Belt and Lean Facilitator training, continue to expand the program and shift the culture toward continuous improvement. Every certified Belt is expected to complete a strategic and cross-functional project with the goal of making process better, cheaper, and faster.

Hiring decisions are made at the level of the individual unit, which defines the needed qualifications of its faculty and staff. The University Faculty Rules stipulate the minimum criteria for appointment as faculty. For example, as defined in [Rule 3335-6-02](#) (page 80), a minimum requirement for appointment to the rank of assistant professor is an earned doctorate or other terminal degree in the relevant field of study or possession of equivalent experience (see 3C). OAA provides oversight by reviewing all hires at the rank of associate professor or higher. All faculty and staff positions are posted through a central HR portal. Recruitment and screening of applicants is governed by [HR policy](#) to assure that candidates have the qualifications stipulated in the job advertisement. Individual departments typically provide detailed expectations about [screening processes and eligibility](#).

Each year the university goes through an [Annual Merit Compensation process](#) that determines salary increases for all employees. Ohio State actively works to recognize and reward high-performing faculty and staff. This includes unit-level as well as [university-level awards](#), such as the Alumni Award for Distinguished Teaching.

### **Physical resources**

Ohio State's physical resources reflect the university's mission, including research, teaching, and extension centers. The university, across the six campuses, has more than [1,300 buildings on 16,000 acres of land](#), including 598 buildings on 1,904 acres of land on the Columbus campus. To guide its ongoing physical development, the university is using the [One Ohio State Framework Plan](#), updated in January, 2017, which is implemented through the university's five-year capital plan. Maintenance and repair of university facilities, as well as the construction of new and the renovation of existing facilities, are overseen by Facilities Operations and Development within the Office of Administration and Planning. To aid in guiding facilities investments, the university maintains a facilities condition index for all university buildings, and through the Framework planning process, determines space needs. The university authorizes between \$250 million and \$400 million a year in new capital projects to continually improve university facilities. In recent years, Ohio State has built the [Chemical and Biomolecular Engineering and Chemistry Building](#), renovated historic Sullivant Hall supporting the arts, renovated the south residential district and expanded the [north residential district](#), and opened a major medical center expansion. Plans for the upcoming years include a focus on renovating buildings in the academic core. These renovations enhance existing academic units and also allow for the addition of new areas of endeavor. For example, the renovation of Pomerene and Oxley Halls will support the university's substantial investment in data analytics; the renovation of Koffolt and Fontana Laboratories will support investment in advanced materials; and the renovation of Postle Hall will support the College of Dentistry. In addition to these major renovations, the [Classroom Readiness Committee](#) (see 3D) refreshes central pool classrooms on a three-year rotation. All potential capital projects flow through a [capital planning process](#) that is ultimately approved annually by the BOT. Projects are funded through a mix of state capital appropriations, development, and university resources.

Ohio State consumes large amounts of energy, operates its own distribution system, and relies on natural gas and wind energy. In 2012, the university entered into a [contract](#) to purchase 50 megawatts of wind energy, making it the largest single purchase of renewable energy by any university in the

country, and meeting 21% of the institution's energy requirements. Ohio State has a [green build and energy policy](#) to reduce energy consumption. The university is also currently undertaking a [comprehensive energy management project](#) that seeks to increase its energy efficiency by 25% over the next ten years.

### Technology resources

As the needs of the university have evolved, technology resources have also evolved. Ohio State's Office of the Chief Information Officer (OCIO) oversees [technology initiatives](#) on all six campuses. The OCIO has a [strategic plan](#) that advances technology and enriches teaching and learning by offering, for example, bootcamps and workshops on using learning technology. The OCIO works directly with the information technology offices of each of the colleges, campuses, and support units to meet the needs of faculty, students, and staff members. The OCIO is working with units to expand to 35 distance education programs with 3,000 students by 2020. The College of Medicine, for example, has recently added an [online Master's in Bioethics](#).

The OCIO also maintains the [university's technology policies](#). The university has an enterprise resource planning tool that enhances its financial and student information and human resource capabilities. The university uses [Carmen](#) (on the Canvas system) as its primary Learning Management System. Distance education support services are provided through the Office of Distance Education and eLearning (ODEE). ODEE operates on a [shared revenue model](#) between that office and the academic unit providing the programming. Other distance education human and fiscal resources are distributed throughout the university to provide enterprise-wide support services. Ohio State is in the process of replacing its faculty information system with a new more flexible system called Vita, which will simplify workflow for faculty as they update their profiles for annual reviews and promotion and tenure.

The institution's breadth, careful and transparent allocation of its significant resources, and its administrative processes ensure that Ohio State can realize the lofty goals of its [mission](#) statement (see 1A).

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## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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#### Ohio State's governance and administrative structures

Ohio State relies on a number of rigorous governance documents, including the [Ohio Revised Code](#), [Code of Student Conduct](#), [Bylaws of the Board of Trustees \(BOT\)](#), and the [Rules of the University Faculty](#). These documents guide the university in its engagement with its external governance bodies, which include the State of Ohio legislature, the Ohio Department of Higher Education, and the OSU Board of Trustees; and internal governance bodies, which include the [University Senate](#), [Undergraduate Student Government](#), [Council of Graduate Students](#), [Inter-Professional Council](#) and [University Staff Advisory Committee](#).

The BOT is comprised of 20 [trustees](#) responsible for the oversight of academic programs, budgets and general admission, and employment of faculty and staff. The governor appoints 15 voting members, who serve nine-year terms, and two student members. The undergraduate student trustee and the graduate/professional student trustee each serve two-year, staggered terms and vote at the committee and Board level and attend Board executive sessions. The remaining positions are filled by three non-voting charter trustee members, who are selected by the Board and must be non-residents of Ohio. The BOT meets [five times a year](#) and is governed by the [Board's bylaws](#).

The BOT office provides a robust orientation for new trustees. Following their appointment, they engage with key members of the Board, including the chair, vice chair, and the governance committee chair. They are invited to the Columbus campus for a formal orientation process that includes meeting with members of the [President's Cabinet](#) (page 4) and the Board secretary to gain an understanding of BOT policies and bylaws, ethics, the operations of the university, strategic priorities, demographic and financial information, and opportunities and challenges that face the university.

BOT members sit on seven committees, providing oversight for the institution's financial and academic policies and practices. The [seven board committees](#) are: Academic Affairs and Student Life; Advancement; Audit and Compliance; Finance; Governance; Master Planning and Facilities; and Talent and Compensation. The Academic Affairs and Student Life committee includes a faculty member.

The [University Senate](#) is made up of 70 faculty members, 26 administrators, and 41 students. It meets

seven times a year to discuss academic policy and processes. To promote collaboration university wide, the Senate regularly engages in discussion of a wide range of topics across its 19 committees.

The [Council of Deans](#) and the [Senior Management Council](#) (page 2) are two Ohio State bodies that lead and work with academic and academic support units to align strategies with resources. Both meet monthly and are convened by the executive vice president and provost.

Some units opt to provide additional avenues for shared governance. For example, the [College of Arts and Sciences has a senate](#) which discusses issues of concern to the college, such as admission trends.

The setting of academic requirements is delegated to individual academic units. Each academic unit has a [Pattern of Administration](#), which outlines how decision-making will occur.

A number of internal groups, including the President and Provost's Council on Women, the [President's and Provost's Advisory Committee](#), the [President and Provost's Council on Sustainability](#), also bring forward key issues for consideration. For example, the [President and Provost's Council on Women prepares an annual report](#) outlining its recommendations for advancing women at the university, such as adding online courses to address gender bias.

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- [OAA\\_2016\\_UniversitySenate](#)
- [OAA\\_2016\\_USAC](#)
- [OAA\\_2016\\_USG](#)
- [OAA\\_2017\\_CouncilofDeans](#)
- [OAA\\_2017\\_SummaryStatistics](#)
- [OHIO\\_2017\\_OhioRevisedCode](#)
- [OP\\_2017\\_CouncilonSustainability](#)
- [OP\\_2017\\_PresidentandProvostAdvisoryCommittee](#)
- [US\\_2017\\_UniversitySenateWebsite](#)

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### Strategic visioning at Ohio State

Ohio State has long engaged in large-scale [strategic planning](#) to ensure that the university achieves its [mission and core goals](#) (see 1A) and to guide its decision-making and resource allocation. It has become increasingly transparent, using scorecards (see 5D) with metrics that are tied to goals, for regular review by the Board of Trustees (BOT). Since the last reaccreditation, [templates](#) have been created to align with the university's missions/vision/core goals and to support unit-level strategic planning.

In the last ten years, strategic planning, with the leadership of the Office Academic Affairs (OAA), has become well defined, with processes and expectations clearly laid out. All academic units, all vice presidential units that report to OAA, and the four regional campuses have fully developed, vetted strategic plans that are updated every five years. These plans are reviewed by OAA for alignment with the mission and priorities of the university. Vice presidents and deans typically engage their constituencies, both internally and externally, in the planning process. College planning is also informed by academic unit reviews (see 4A) at the department/school level.

A new round of university-level strategic planning began in autumn 2016, aligned with the new mission/vision statement. It is being led by OAA and the Offices of Business and Finance and Legal Affairs. A draft of the plan will be presented to the BOT in April 2017.

The university consistently allocates resources in support of its mission and strategic priorities. Because the university uses a responsibility based budgeting system (see 5A), the units control the resources needed to implement their strategic plan goals. In addition, central funding may be available to advance university strategic initiatives. For example, the Discovery Themes are funded centrally according to [guiding principles](#).

#### Linking assessment processes

Assessment (see 4B) is a significant component of the university's evaluation activities and improvement strategies, all aimed at ensuring students learn what is intended in their educational

programs. Assessment occurs at a number of levels, from the institutional, such as collecting information using the National Survey of Student Engagement (NSSE), to the course, for example, in course redesign initiatives. It is expected in all educational programs, and is a significant component of programs with specialized accreditation. Because it is so broad-based, assessment is integrated in various and key planning, evaluation, and budgeting processes that support teaching and learning at Ohio State. This multi-dimensional, multi-method approach and the analysis of this growing array of learning-centered assessment information reflect and build upon a culture of research and critical inquiry.

Examples showing how assessment is integrated in Ohio State's planning, evaluation, and budgeting processes appear below.

- Teaching and learning is a required focus area for every college strategic plan, and colleges can incorporate assessment of student outcomes within that area. The [plan of the College of Pharmacy](#), for example, includes assessment among its implementation initiatives.
- Integral to strategic planning is [academic unit review](#) (page 5), which must be undergone by every academic unit every seven to eight years (see 4A). How units use student outcomes assessment can be included in the self-study component of the review.
- The Office of Student Life (SL) similarly reviews its units. Each SL department outlines at least one assessment project as part of its annual report. Each report outlines plans to make changes to fiscal and human resources, programs, or services relevant to student learning as a result of the assessment data. As part of [SL's strategic plan](#), annual performance metrics are derived from assessments of co-curricular student learning, and SL allocates funding for the Center for the Study of Student Life's (CSSL) operational, staffing, and research needs. It uses data from these layered measurements to guide annual unit and division budgeting processes.
- The [University-Level Advisory Committee for General Education \(GE\)](#) considers GE outcomes and information from institution-level surveys, such as [NSSE and the Collegiate Learning Assessment Plus](#) (CLA+), to evaluate and recommend adjustments to GE requirements that affect students university wide (see 4B).
- The BOT uses [scorecard metrics](#) to monitor progress and accountability in academic initiatives linked to student outcomes. These include six-year undergraduate graduation rates; NSSE high impact practices participation; and the Gallup-Purdue Well Being Index.

### **Supporting assessment activities and infrastructure**

Ohio State directly allocates resources for assessment endeavors and infrastructure that enhance the teaching and learning environment. In just the last three years, OAA has provided more than \$1.7 million in support of [assessment-related activities](#). These include:

- acquisition of [Nuventive's TracDat](#) software to facilitate organization, documentation, and reporting of programmatic assessment activities;
- institutional-level testing and surveys, such as NSSE and the CLA+;
- an annual university-wide conference on assessment;
- support personnel; and
- course redesign in large enrollment GE science, technology, engineering, and mathematics courses based on student learning outcomes.

Individual colleges and units contribute additional resources through personnel assessment specialists in college offices and SL's CSSL (see 4B).



Ohio State invests in classrooms and collaboration spaces with flexible technology components, consistent with the [classroom readiness strategic plan](#) (see 3D). For example, the university recently renovated Campbell Hall Room 100 to include maximum seating flexibility and the latest technology. The university has a strategy for the growth of distance education with a [revenue sharing program](#), incentivizing academic units to participate in developing programming.

### **Planning with an eye to the future**

Ohio State is forward-looking, anticipating and planning for such factors as enrollment shifts, emerging technology needs, and new global opportunities. Strategic planning takes account of these trends, as exemplified in the plans below.

- The [Access, Affordability and Excellence enrollment plan](#) forecasts and plans for enrollment at the university through 2020; for example, it anticipates the decline in the number of high school graduates in Ohio, with enrollment projected to be flat over the next several years; this demographic shift will be balanced with out-of-state and international students.
- The [Office of International Affairs strategic plan](#) focuses on developing three strategic international gateways in Brazil, China and India, expanding the educational and research partnerships between these countries and Ohio State.
- The [Office of Distance Education and eLearning strategic plan](#) recognizes the rapid shift in technology and the growth in eLearning and proposes strategies for the university to take advantage of technological innovation.

### **Sources**

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- BOT\_2016\_AcademicInitiativesScorecard\_Sept
- OAA\_2011\_StrategicPlanningOverviewTemplate
- OAA\_2015\_2016-2020EnrollmentPlanSummary
- OAA\_2015\_Assessment-RelatedExpenditures
- OAA\_2015\_GallupAlumniSurvey
- OAA\_2015\_ULACStatusReport2015
- OAA\_2015\_ULACStatusReport2015 (page number 61)
- OAA\_2016\_AcademicUnitReview
- OAA\_2016\_AcademicUnitReview (page number 5)
- OAA\_2016\_DiscoveryThemesGuidingPrinciples
- OAA\_2016\_NSSEEngagementIndicators
- OAA\_2016\_StrategicPlanningGuidingPrinciples
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- OAA\_2016\_VisionMissionValuesGoals
- OAA\_2017\_TracDatManual
- OAA\_2017\_ULACGE
- ODEE\_2014\_StrategicPlan
- ODEE\_2016\_BusinessModel
- ODEE\_2017\_ODEEStrategicPlan
- OIA\_2012\_StrategicPlan
- PHARM\_2015\_StrategicPlan
- SL\_2017\_StudentLifeStrategicPlan

- UR\_2013-2018\_ClassroomReadinessCommitteeStrategicPlan

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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#### Monitoring performance to ensure ongoing excellence

Ohio State routinely evaluates its performance across a spectrum of activities. It assesses those evaluations, and takes actions, as necessary, to promote the ongoing excellence of the institution.

To ensure that institutional goals are being measured and met, the [Office of Institutional Research and Planning](#) (IRP) oversaw the development of six scorecards for use by the Board of Trustees (BOT). These focus on academic initiatives, medical center initiatives, resource generation, advancement, talent, and physical environment. The scorecard data are updated in advance of each BOT meeting and then reviewed by the relevant Board committee. For example, in fall of 2016, the Academic Affairs and Student Life Committee studied the [Academic Initiatives Scorecard for September 2016](#), which highlighted the growth of eLearning programs and student financial aid. The BOT uses these scorecards for monitoring progress and accountability.

To enhance institutional effectiveness, the university is implementing [Workday](#) as a cloud-based enterprise resource planning tool.

At President Drake's [direction](#) (page 5), the university has studied its operations and developed an operational efficiency plan to create \$200 million in administrative cost savings over five years. Support units have generated operational efficiencies through budget cuts, and academic units are currently creating plans to create efficiencies between fiscal years 2016 and 2020. The funds generated from operational efficiencies will be invested in advancing access, affordability, and academic excellence. For example, operational efficiencies from support units were sufficient to fund the [President's Affordability Grant program](#).

Ohio State is committed to stewardship of the environment. In tracking its environmental footprint, the university determined it needed to develop a series of wide-ranging [Sustainability Goals](#). These goals call for the implementation of university efforts to reduce resource consumption, neutralize carbon emissions, and minimize waste. The goals include becoming a zero waste institution by 2025. The Marion campus is the first to reach the zero goal--and did so in 2015.

In addition to overall institutional planning and evaluation, Ohio State learns and applies that learning for improvement in its various components of the institution's operations. Prominent illustrations of these activities include rigorous and routine college-level and support unit-level strategic planning (see 5C), with the requirement that these plans be revised or reaffirmed upon the appointment or reappointment of the unit's leader. To promote accountability, deans' annual reviews are based, in part, on progress toward accomplishing their unit's strategic goals. In academic unit review (see 4A), units complete self-studies and take actions based on the findings. Outcomes assessment (see 4B), as

a strategy to improve student learning, results in targeted evaluations of learning and subsequent modifications in pedagogy and content to improve that learning. The university also monitors retention, persistence, and completion data and takes actions to ensure student success (see 4C). To assist university units in measuring progress through their self-identified goals, and in assessing and improving operations, IRP routinely provides them with data as well as assistance in developing metrics that are unit-appropriate through its annual [statistical summary](#) and on demand reports.

Together, these practices show Ohio State is a learning institution, committed to the regular review of processes and personnel, and taking steps to improve its effectiveness based on these analyses.

## Sources

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- BOT\_2016\_AcademicInitiativesScorecard\_Sept
- COMM\_2016\_AffordabilityGrant
- OAA\_2016\_StatisticalSummary
- OAA\_2016\_SustainabilityGoals
- OAA\_2017\_IRPWebsite
- OCIO\_2017\_Workday
- OP\_2015\_DrakeInvestitureAddress2020Vision (2)
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## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Summary**

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Ohio State uses its human, financial, physical, and technology resources to advance the university's mission, ensuring that resources are allocated in alignment with that mission. The quality of Ohio State's educational programs is maintained and strengthened by the institution's planning, governance, and resource allocation processes. Management, support, and oversight of fiscal, capital, and human resources are shared across the administrative units of the university.

Ohio State is organized to provide units with maximum flexibility to identify and hire the most highly qualified faculty and staff. Through its integrated planning efforts, the university is working to ensure its ongoing excellence. This includes but is not limited to investments in faculty and staff and physical facilities that enhance the experiences of the university's students and advance the research conducted here.

### **Sources**

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*There are no sources.*