

March 8, 2010

Edward H. Hammond
President
Fort Hays State University
600 Park Street
Sheridan Hall 312
Hays, KS 67601

Dear President Hammond:

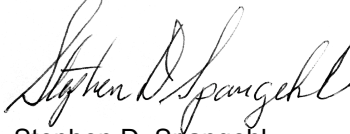
Enclosed is a copy of Fort Hays State University's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report* and enclosures.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

A handwritten signature in black ink, reading "Stephen D. Spanghel". The signature is fluid and cursive, with the first name "Stephen" being the most prominent part.

Stephen D. Spanghel
Vice President

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

FORT HAYS STATE UNIVERSITY

March 8, 2010



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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SYSTEMS APPRAISAL FEEDBACK REPORT
In response to the *Systems Portfolio* of
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EXECUTIVE SUMMARY FOR FORT HAYS STATE UNIVERSITY

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

Category 1: Helping Students Learn

- FHSU is to be commended for being awarded the Carnegie Foundation elective classification in the area of Community Engagement: Curriculum and Partnerships Outreach. The American Democracy Project and the University's Service Learning Initiatives are two outstanding reasons for FHSU's receiving this recognition.
- The University might give consideration to expanding the oversight responsibility for the general education curriculum to include disciplines outside the College of Arts and Sciences to ensure an institution-wide commitment to general education.
- The University might consider establishing a more frequent and straight forward rotational schedule for its curriculum review processes in order to ensure continuous improvement.
- FHSU has well established processes for helping students learn. The University has created an infrastructure for determining program needs and for collecting and evaluating data related to student performance. However, there is a need for a more systematic approach to improving processes in helping students learn. FHSU makes great effort to demonstrate how data collected are used to improve student learning. Although improvements made may be beneficial to student learning, they are seldom clearly correlated to assessment results.
- Data on student satisfaction, as measured by normalized surveys, demonstrates that FHSU consistently scores lower than benchmarked institutions. These results require the University's attention.

Category 2: Accomplishing Other Distinctive Objectives

- While FHSU clearly pursues other distinctive objectives such as research and public service as determined by its strategic plan, there exist substantial opportunities to better

integrate planning for these objectives into strategic planning and to establish appropriate methods of measurement and assessment for them.

- The specific linkages between the two distinctive objectives noted – research and public service – and the processes, results, and improvements articulated are not always clear.

Category 3: Understanding Students and other Stakeholder Needs

- A commitment to understanding and responding to student and stakeholder needs is an established part of the culture at FHSU. As the University acknowledges, there is an opportunity to develop a more extensive and systematic approach to the identification, collection, reporting, and use of results related to student and stakeholder needs.

Category 4: Valuing People

- Extensive data is systematically collected related to faculty satisfaction. It is unclear however, that these processes are equally developed for classified staff. The regular evaluation and assessment of existing processes could contribute to more efficient administrative procedures as well as improved personnel practices.

Category 5: Leading and Communicating

- FHSU's focus on faculty and student satisfaction, as evidenced by the multiple measures it uses to assess that satisfaction, is constructive. It is, however, unclear how the faculty of the Virtual College impacts the internal faculty satisfaction results, the HERI results, or the comparison of FHSU measurements with other four year institutions. A similar focus on staff and external stakeholder satisfaction would strengthen the University's commitment to effective communication and leadership.
- Additional effort could increase faculty buy-in of AQIP principles and practices.
- The University should consider having a regularly scheduled review and evaluation of its mission in addition to its KBOR statement. A three year timeframe might be of benefit to keep abreast of local, state, nation, and global trends that can impact the institution.
- A major element in effective leadership for any organization is the communication of a set of future values expressed in a vision statement. FHSU could take advantage of this avenue of communication through the publication and dissemination of a statement of its vision of itself for the future.

Category 6: Supporting Institutional Operations

- A rapid shift from a traditional on campus institution to significantly virtual institution may require the reengineering of the University's stakeholder and student support needs. This suggests this as an area that requires focused attention. The new online enrollment and billing process demonstrates an ongoing commitment of resources and manpower to improving student support processes. FHSU is particularly strong in technology support services for students, faculty, and administrators. Valid measurements of certain support services are in place.
- The design and maintenance of a crisis plan by a crisis management team can be an opportunity to reach out to the community through coordinated practice 'mock emergency' episodes including local governments, disaster officials and teams.
- Although FHSU's data collection efforts are impressive; continuous improvement efforts could be strengthened if the University more clearly linked improvement initiatives to the results of the multiple measurements it employs to assess support for institutional operations.
- The narrative in this chapter is almost exclusively focused on technology. Support for important functions such as auxiliary enterprises, physical plant (and staff), University Foundation, and vendors is left unclear.

Category 7: Measuring Effectiveness

- Determining which data to collect, manage, and utilize is most beneficial when determined by the units that require and utilize the information. The University could profit from a regular structured process which includes input from an inclusive group of stakeholders.
- The timeliness and accuracy of data and information is a critical consideration for institutions of higher education. The University could profit from a regular structured process which reviews and examines these aspects of the data and information it collects and utilizes.
- FHSU employs a wide variety of means for collecting, analyzing, and distributing information and data used for management and institutional improvement.

- An opportunity exists for the University to describe security audit procedures for the Computing and Telecommunications Center, if such procedures are in place.
- FHSU has an opportunity to clarify how data from the multiple measurements it employs are utilized to set and communicate targets for improvement in measuring effectiveness.
- Information that could provide evidence for measuring effectiveness might include such data as help desk and wireless availability for stakeholders, portal availability, and selected strategic planning data.

Category 8: Planning Continuous Improvement

- Fort Hays State University has a robust planning process and systems that offer opportunities for involvement at all levels.
- The University has an opportunity to develop a fuller understanding and implementation of the principles and practices of effective continuous quality improvement.
- There is a deficiency of data reported that could assist the University in its planning and decision making processes.

Category 9: Building Collaborative Relationships

- Fort Hays State University has a record of significant collaborations with domestic, foreign, government, and military entities that are essential to its mission. FHSU has a maturing basic process for maintaining responsibility and accountability at the closest point of contact with the partner. The creation of an Office of Strategic Partnerships recognizes the importance of these partnerships to the University and demonstrates FHSU's efforts toward improvement.
- Building relationships with minority organizations to facilitate the recruiting of minority students, staff and faculty, and the creation of advisory boards on a program basis inviting relevant community and employer representatives may also help enable collaborative relationships.
- In an environment of diminishing resources, graying demographics, and a shrinking population, FHSU may benefit from establishing clear criteria for establishing collaborative partnerships and specific means of measuring their effectiveness and value added to the University.

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

ELEMENTS OF Fort Hays State University's FEEDBACK REPORT

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

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Fort Hays State University has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Fort Hays State University in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will

help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Fort Hays State University will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- A consistent and structured review and assessment of FHSUs' major administrative processes and their effectiveness could contribute to improvements in those processes as well as internalizing the value and culture of continuous improvement.
- The FHSU portfolio suggests a significant disconnect between the University and a subset of its primary stakeholders: potential non-Caucasian students, staff and faculty. The University faces challenges in the recruitment and retention of students, faculty and administrators of color. FHSU may find more success in the hiring of minority staff and faculty by expanding its recruiting efforts and focusing on the publications and organizations that represent and engage these populations. Doing so could help in the recruiting of minority faculty, staff and student populations.
- FHSU recognizes the challenges associated with future resource constraints, the graying of the region and the sparse population. It is important to highlight the critical need for continuous improvement in strategic planning with foresight and a consistently keyed focus from the leadership of the institution.
- Central to FHSU's planning processes is its decision to be an AQIP institution. Integrating AQIP principles such as benchmarking and outcomes assessment into its planning processes continues to be a major strategic challenge. A broader examination of student satisfaction, as measured by nationally normed surveys and comparable to peer/other institutions, could provide the University with information useful in a competitive market place. Key Performance Indicators (KPI's) are needed for benchmarking institutional performance with both "real" and "aspirational" peers. Benchmarking against other higher education institutions (and institutions outside of higher education) could provide the University with data to further its continuous improvement planning.
- FHSU pays attention to faculty and student satisfaction, as evidenced by the multiple measures it uses to assess that satisfaction. A similar focus on staff and external stakeholder satisfaction would strengthen the University's commitment to effective

communication and leadership. These are important constituencies for an organization of higher education and focused measures of institutional performance could enhance the University's awareness of their needs.

- As an institution serving a region with a dwindling population, FHSU has adopted a forward-leaning strategy to employ distance learning, with special emphasis on its Virtual College. Balancing this strategy with FHSU's commitment to maintaining a traditional on-campus enrollment will continue to be a major strategic challenge.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then

be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal, as well as from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Fort Hays State University, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Fort Hays State University distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- O1a Fort Hays State University (FHSU) is a regional master's University serving western Kansas with a strategic focus on integration of computer and telecommunications technology within the educational environment and extending through a Virtual College to a diverse population of learners within its service area and beyond.
- O1b FHSU has been teaching students at a distance for more than a decade with more than 500 courses, fifteen undergraduate degree programs and ten graduate programs being offered at a distance, and has been a leader in the entrepreneurial utilization of the Blackboard course management system for distance delivery.

- O1c Enrollment in FHSU's Virtual College is now exceeds its on-campus enrollment, and presents a challenge of balancing the growth of the two entities.
- O1d FHSU's main campus occupies about 200 acres. The current physical plant includes more than 40 limestone-faced buildings that serve as the setting for a learning center for students and the surrounding community.
- O1e FHSU is classified as a Carnegie Master's (larger programs) and is approved by the State of Kansas Board of Regents to offer Associates, Bachelor's, Master's, and Education Specialist degrees.
- O1f The University's mission statement, assigned by the Kansas Board of Regents in 1992, was modified in 2000 to reflect the increasing diversity of Kansas and the nation.
- O1g All students graduating with a bachelor's degree must complete the extensive 55-credit hour General Education program including classes in Foundation Studies (composition and communication, mathematics, personal wellness), International Studies, the Liberal Arts Distribution (humanities, mathematics and natural sciences, and social and behavioral sciences), and an integrative course.
- O1h Several programs (Nursing, Speech-Language-Hearing, Music, Social Work, Teacher Education, Radiologic Technology, and Athletic Training) actively maintain disciplinary specific accreditation status.
- O2a As a learning organization, the University has adopted a "*mission-centered, market-smart*" strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships.
- O2b In addition to helping students learn through direct instruction, FHSU focuses on at least two other distinctive objectives as derived from their mission: scholarship and public service.
- O3a Freshmen entering FHSU score an average of 21 on their ACT composite, comparable with other regional Regents institutions.
- O3b Most of the University's students (70%) demonstrate financial need and receive financial aid of \$27 million in grants, loans, and scholarships.

- O3c The traditional high school market of western Kansas has provided the largest number of matriculating students historically. Over the last 20 years there has been a significant population decline in this area. Currently, less than 1,500 students graduate annually from high schools in Western Kansas.
- O3d FHSU has implemented a policy of contiguous tuition for dealing with the low population in Western Kansas.
- O3e Less than 1,500 students graduate from high schools in western Kansas, and FHSU annually enrolls about 500 of those as new freshmen.
- O4a The primary constraint in the continued success in the University's mission-focused objectives has been the recent state appropriation funding crisis.
- O4b During FY2008, FHSU employed a total of 817.34 FTE faculty and staff members.
- O4c Staff members are represented in campus governance through an elected Classified Senate.
- O4d At the end of FY2008, 144 faculty held tenured appointments, and 72 were employed in tenure-track positions. The terminal degree is held by 214 of the teaching faculty. All new faculty participate in an extensive orientation during their entire first year. The faculty is collectively represented by a long-standing elected Faculty Senate and Graduate Council. About 280 faculty members are represented by a local American Association of University Professors chapter.
- O4e Virtual College revenues and attrition have permitted staffing and compensation to remain stable.
- O5a FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making.
- O5b The Kansas Board of Regents is the central governing body for all Regents Universities, ensuring that FHSU's internal leadership system integrates its mission, vision, and values with its actions.

- O5c The University has a substantial internal communication network as well as a University Relations department charged with public relations and marketing efforts. The Executive Leadership team and many other offices provide external communications to positively position the University.
- O6a The process of rebranding, building a new strategic message, and development of a new institutional website has taken two years and will be culminated in the “go live” of the website around January 2010.
- O6b The recent budget instability from state general fund cuts in FY2009 and FY2010 will likely have an impact on the University’s ability to provide exceptional service to students.
- O7a FHSU uses a centralized data warehouse collection and retrieval system (Cognos Impromptu Web Reports) to collect and store information and data. Another major data information tool used across campus is the CICS management information system.
- O7b The primary measure used by FHSU to track institutional effectiveness is the Scorecard of Key Performance Indicators, which is based on system-level goals set by the Kansas Board of Regents and on the University’s mission, vision, and value statements. These indicators are currently being cascaded to lower levels in the institution and connected horizontally across colleges, departments, and nonacademic units.
- O8a FHSU aligns its institutional five-ten-year vision with the needs of learners and professionals within its traditional service area and the global arena.
- O8b Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.
- O9a Most of the key collaborative agreements that exist to support the University can be separated into four categories: local partners that serve to promote the University; a variety of regional and national collaborations that facilitate student recruitment; a variety of international academic partners; and a variety of relationships with external peers and accrediting agencies.

- O9b The University holds membership in the American Society for Quality, National Consortium for Continuous Improvement, and actively supports the Kansas Award for Excellence program.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, and those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

- O1a Fort Hays State University (FHSU) is a regional master's University serving western Kansas with a strategic focus on integration of computer and telecommunications technology with the educational environment and extending through a Virtual College to a diverse population of learners within its service area and beyond.
- O1b FHSU has been teaching students at a distance for more than a decade with more than 500 courses, fifteen undergraduate degree programs and ten graduate programs being offered at a distance, and has been a leader in the entrepreneurial utilization of the Blackboard course management system for distance delivery.
- O1e FHSU is classified as a Carnegie Master's (larger programs) and is approved by the State of Kansas Board of Regents to offer Associates, Bachelor's, Master's, and Education Specialist degrees.
- O1g All students graduating with a bachelor's degree must complete the extensive 55-credit hour General Education program containing classes in Foundation Studies (composition and communication, mathematics, personal wellness), International Studies, the Liberal Arts Distribution (humanities, mathematics and natural sciences, and social and behavioral sciences), and an integrative course.
- O1h Several programs (Nursing, Speech-Language-Hearing, Music, Social Work, Teacher Education, Radiologic Technology, and Athletic Training) actively maintain disciplinary specific accreditation status.
- O2a As a learning organization, the University has adopted the "*mission-centered, market-smart*" strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships.
- O3a Freshmen entering FHSU score an average of 21 on their ACT composite, comparable with other regional Regents institutions.

- O3b Most of the University's students (70%) demonstrate financial need and receive financial aid totaling \$27 million in grants, loans, and scholarships.
- O4b During FY 2008, 144 faculty held tenured appointments, and 72 were employed in tenure-track positions. The terminal degree is held by 214 of the teaching faculty. All new faculty participate in an orientation process during their entire first year. The faculty is collectively represented by a long-standing elected Faculty Senate and Graduate Council. About 280 faculty members are represented by a local American Association of University Professors chapter.
- O7b The primary measure used by FHSU to track institutional effectiveness is the Scorecard of Key Performance Indicators, which is based on system-level goals set by the Kansas Board of Regents and on the University's mission, vision, and value statements. These indicators are currently being cascaded to lower levels in the institution and connected horizontally across colleges, departments, and nonacademic units.
- O8a FHSU aligns its institutional five-ten-year vision with the needs of learners and professionals within its traditional service area and the global arena.
- O9b The University holds membership in the American Society for Quality, National Consortium for Continuous Improvement, and actively supports the Kansas Award for Excellence program.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	General education learning objectives were established by the FHSU faculty, and each program is monitored.
1P2a	S	Program learning objectives are determined by expert discipline faculty, national standards for education, legal regulations of specialized fields, and regional, national, and global trends.
1P2b	SS	In order to systematically link curricula with the University's mission and consistently report student learning assessment efforts, each department is required to construct for its degree programs an "affinity diagram" that

includes the following information: Characteristics of Program Graduates, Expected Learning Outcomes, Curriculum, and Assessment Methods.

These are updated annually by each department and reviewed biannually by the Academic Assessment and Review Committee.

- | | | |
|---------|----|--|
| 1P3-1P4 | S | Environmental scans are conducted and used by deans, other administrators, chairs and faculty to analyze national and social trends. The action plan and strategic planning processes enable grassroots efforts to initiate new programs and courses. Individual faculty and departments submit any new course proposals to the Faculty Senate (or the Graduate School) so that faculty are involved in the process of new course development and approval. The new course approval process ensures that each new course meets four broad goals: 1) it serves the University's mission; 2) it makes efficient use of University resources; 3) it is of University-level quality; and 4) it is clearly described. |
| 1P5 | S | FHSU has academic admission standards related to academic preparation established by Kansas state statute. |
| 1P6 | S | FHSU works to make information and processing of requests a one-stop process. Virtually all information is available online, including the University Catalog and Financial Assistance websites. |
| 1P7 | SS | All FHSU students are assigned advisors; those with declared majors have faculty advisors in their disciplines, and undecided students have advising specialists in the newly reorganized Academic Advising and Career Exploration Center. |
| 1P8 | S | FHSU has clear processes in place to ensure the academic success of students admitted within the 10% exceptions window. |
| 1P9a | S | The Academic Advising and Career Exploration Center offers a variety of diagnostic tools to assist students in better understanding their optimal learning environment. Students who fall into the underprepared categories at FHSU are required to take IDS 103, Succeeding in College. Students also have opportunities through TigerConnect (online |

- networking technology) to self-test and to obtain a referral to Academic Success Programs for further information.
- 1P9b O FHSU has an opportunity to make the topic of teaching to students' different learning styles an element of its faculty professional development efforts.
- 1P10 O Although FHSU supports units dedicated to the special needs of certain student subgroups, including Diversity Affairs, Disability Student Services, and International Student Services, how these student subgroups are connected with these units is unclear.
- 1P11 SS The FHSU Faculty Senate, and various administrative units, have endorsed eight teaching excellence activities which serve as the basis for a newly revised instructional evaluation process that is in its final stages of development. This new instructional evaluation process includes an opportunity for student evaluation of every course and self-evaluation.
- 1P12 O While the Faculty Senate and academic administrators determine which courses are best offered through the Virtual College, FHSU has an opportunity to increasingly utilize individual faculty input in this decision-making process.
- 1P13 S FHSU employs a variety of means to ensure the currency and effectiveness of its curricula. These include yearly curriculum reviews, as well as five-year Academic Audits undertaken at the department-level, and a general education review undertaken on a five-year cycle by the General Education Committee. Program Review is also mandated by the Kansas Board of Regents on an eight-year cycle, with internal reviews happening every four years.
- 1P14 OO FHSU's current program review and discontinuance policies were reviewed by the Faculty Senate in 1996. The University may find it advantageous to assess the frequency and effectiveness of these processes.

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| 1P15 | O | The actual process that the University uses to assess faculty and student needs is not described. The information provided shows that there is support for both faculty and students, but not how those needs are identified. |
| 1P16 | O | FHSU has an opportunity to determine mechanisms to integrate the American Democracy Project and Service Learning initiatives into its Virtual College offerings. |
| 1P17 | S | FHSU assesses graduate success by tracking data through the Career Services Office, the Alumni Office, and departmental surveys of alumni. |
| 1P18 | S | Since FY 2005, FHSU has implemented and consistently improved its annual learning outcomes reporting procedures to include department-selected direct and indirect measures of learning, as well as National Survey of Student Engagement results. Several committees review annual learning assessment results: The Council for Institutional Effectiveness, the Academic Assessment and Review Committee, and the General Education Committee. |
| 1R1 | S | FHSU reports using multiple measures of student learning and development including the Collegiate Learning Assessment and iSkills index, the National Survey of Student Engagement (NSSE), the General Education Survey, and a Senior Survey. |
| 1R2 | OO | FHSU presents a narrowly defined and limited amount of performance results for common student learning and development objectives. FHSU could benefit from setting performance standards for student learning achievement. The gap between standards and actual results could then be analyzed and, if necessary, strategies for improvements could be developed. |
| 1R3 | O | FHSU has an opportunity to develop a systematic means to report on actual program-specific assessment results and how they have been used for curricular change or to improve teaching and learning. |

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| 1R4a | OO | The evidence offered indicates that students generally do not rate FHSU as high as peer institutions are rated by their own students in several of the subscales presented. For example, FHSU has an opportunity to examine NSSE data in categories other than "Supportive Campus Environment" in order to determine why scores are consistently lower than national benchmarks. |
| 1R4b | OO | FHSU does not report departmental student learning outcomes that might provide direct evidence that students have received the knowledge and skills expected by stakeholders. Results presented focus largely on student perceptions. |
| 1R5 | S | FHSU reports positive results for learning support processes. |
| 1R6a | S | FHSU benchmarks student learning through nationally normed instruments, including the NSSE, CLA, and iSkills. |
| 1R6b | OO | While FHSU utilizes comparative data related to several normalized pedagogical and altitudinal measures, maintaining a systematic method for comparing itself with other organizations outside the education community could provide informative and increasingly competitive information. |
| 1I1 | OO | While FHSU indicates an understanding and valuing of the need for continuous and comprehensive improvement, the evidence for a systematic approach to the process is unclear, and evidence of improvements in processes directly related to student learning is not reported. |
| 1I2 | O | Although FHSU indicates that the strategic planning process has driven the selection of processes and targets for improvement, no clear information is provided indicating the strengthening of the use of data to drive change. |

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

<i>Item</i>	<i>Critical Characteristic</i>
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| O1a | Fort Hays State University (FHSU) is a regional master's University serving western Kansas with a strategic focus on integration of computer and telecommunications technology with the educational environment and extending through a Virtual College to a diverse population of learners within its service area and beyond. |
| O2a | As a learning organization, the University has adopted the "mission-centered, market-smart" strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships. |
| O2b | In addition to helping students learn through direct instruction, FHSU focuses on at least two other distinctive objectives as derived from their mission: scholarship and public service. |
| O5a | FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making. |
| O5c | The University has a substantial internal communication network as well as a University Relations department charged with public relations and marketing efforts. The Executive Leadership team and many other offices provide external communications to positively position the University. |

- O8b Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.
- O9a Most of the key collaborative agreements that exist to support the University can be separated into four categories: local partners that serve to promote the University; a variety of regional and national collaborations that facilitate student recruitment; a variety of international academic partners; and a variety of relationships with external peers and accrediting agencies.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	For FHSU, non-instructional initiatives and processes are incorporated into the strategic planning process.
2P1b	S	The temporary Dare to Dream program is a means of aiding in determining other distinctive objectives of the University and assists with developing conduits for feedback.
2P2a	S	The Dare to Dream Task Force charged with determining specific projects, initiatives and program to enhance the University's established strategic plan is a novel approach to invigorate a robust strategic planning system.
2P2b	S	There are identified committees/processes through which distinctive objectives must be reviewed. The University depends on information from KBOR, the State's Governor, the Legislature and the University community to assist with the distinctive objectives.
2P2c	O	How external stakeholders are involved in determining non-instructional objectives is unclear.

2P3	S	At FHSU other distinctive objectives and expectations are communicated to all stakeholders through a variety of communication avenues -- the Strategic Planning process, University governing bodies, meetings, forums, publications, surveys, the web, and feedback mechanisms. Each of these categories provides a medium by which information can either be forwarded to the University community or received back from them.
2P4a	S	Communication about non-instructional objectives occurs through many processes, governing entities, meetings and forums, publications, surveys, and the University webpage. Feedback from internal and external stakeholders is also solicited through these means.
2P4b	S	At FHSU the assessment and review of the appropriateness and value of other distinctive objectives is based on the review of feedback and data collected as part of the process of strategic planning. The process includes the committees and stakeholders regularly involved in the strategic planning procedures.
2P5a	S	At FHSU determining faculty and staff needs relative to other distinctive objectives is based on feedback and data collected and examined by several standing committees.
2P5b	O	How processes specific to the determination of the needs of the faculty and staff are obtained, related to research and public service, are vaguely explained. Demonstrating a more detailed process describing how these specific needs are obtained could benefit University planning.
2P6	S	At FHSU, feedback and surveys are utilized to communicate faculty and staff needs relative to readjusting other distinctive objectives. This information is then forwarded to the Strategic Planning Committee for review and incorporated within the next Strategic Planning decision cycle.
2R1	OO	Much of the data cited by FHSU is not relevant to accomplishing other distinctive objectives or consistent with measures of accomplishing non-instructional objectives and activities.

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| 2R2a | O | FHSU does not present a sufficient scope or amount of data for assessing performance results for other distinctive objectives. A more comprehensive approach could provide the University with improved information for enhanced decision making in this area. |
| 2R2b | O | The University should consider including faculty grants and contracts measures among the Key Performance Indicators for Research. |
| 2R3 | OO | FHSU does not present data for assessing comparisons with other higher education institutions for other distinctive objectives. A more discerning approach to similar institutions could provide the University with improved information for enhanced decision making in this area. |
| 2R4 | OO | Given the dearth of performance results for processes for accomplishing other distinctive objectives, it is unclear how FHSU is strengthened in this area or how relationships are enhanced with the communities and regions served. |
| 2I1 | OO | FHSU does not present data or information describing recent or systematic improvements in processes or performance for accomplishing other distinctive objectives. |
| 2I2a | S | Selecting specific processes to improve and setting targets for improved performance results are identified, established, and communicated through the strategic planning process, the KBOR performance Agreement and AQIP Action Projects. Also, specific units are asked to realistically and accurately set targets for improvement in areas under their direct control. |
| 2I2b | O | FHSU has an opportunity to document specific examples of how it has selected processes and targets for improvement related to non-instructional objectives based on data collected. |
| 2I2c | O | The University acknowledges that through the use of AQIP Action Projects and KBOR Performance agreements more effective continuous improvement can occur. |

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

- O1a Fort Hays State University (FHSU) is a regional master's University serving western Kansas with a strategic focus on integration of computer and telecommunications technology with the educational environment and extending through a Virtual College to a diverse population of learners within its service area and beyond.
- O1b FHSU has been teaching students at a distance for more than a decade with more than 500 courses, fifteen undergraduate degree programs and ten graduate programs being offered at a distance, and has been a leader in the entrepreneurial utilization of the Blackboard course management system for distance delivery.
- O2a As a learning organization, the University has adopted the "mission-centered, market-smart" strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships.
- O9a Most of the key collaborative agreements that exist to support the University can be separated into four categories: local partners that serve to promote the University; a variety of regional and national collaborations that facilitate student recruitment; a variety of international academic partners; and a variety of relationships with external peers and accrediting agencies.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	FHSU uses a variety of formal and informal tools to identify and respond to changing student needs, including: surveys of current and prospective students, student focus groups, feedback from ongoing programs such as orientation, and visitation to community colleges and high schools, as well as mega trends, e.g. government, society, market, etc., as well as informal feedback.
3P2	S	FHSU maintains an open door policy for students; students are given the opportunity twice a year through registration to discuss academic and career goals; students are represented on all search committees; admissions builds relationships with students; and numerous student groups are active on campus.
3P3	S	FHSU uses a variety of formal and informal means for identifying and responding to key stakeholder needs. Responsibility for identifying stakeholder's needs is assigned to specific units. Units engage regularly with stakeholders through informal contacts, focus groups and advisory groups, and invitational campus visits.
3P4	S	Multiple activities, centers and councils are in place to build and maintain stakeholder relationships. These include sporting and social events, community boards, advisory councils, and University institutes and centers.
3P5	S	Processes for determining new student and stakeholder groups are incorporated into strategic planning processes as illustrated by the examples of the Access US program, and the development of certificate and other academic programs. The position of Assistant Provost for Strategic Partnerships has been created to maintain and cultivate relationships with new and existing stakeholder groups.

3P6	S	Formal complaint processes are described in the student and employee handbooks. FHSU has implemented a campus-wide program to train all front-line staff and student workers on handling complaints and improving conflict resolution. The Provost's Office keeps a log of grievances.
3R1a	S	FHSU employs multiple methods to collect and analyze needs and levels of satisfaction of students and other stakeholder groups.
3R1b	O	FHSU has an opportunity to specify timetables for administering and reporting on survey results and developing an increasingly systematic approach to collecting and approaching such information.
3R2	S	Student satisfaction and relationship building results are reported for NSSE and the Noel-Levitz survey of Virtual College students. FHSU notes both positive and negative aspects of the results.
3R3	OO	FHSU reports that results for NSSE indicate shortcomings in the University's relationship building effort with students.
3R4-3R5	O	There is an opportunity to improve methods for measurement of stakeholder satisfaction and collect information which can document results. FHSU does not report performance results for some stakeholder satisfaction or relationships with key stakeholders.
3R6	O	Though it is accurate that finding reliable benchmarking information is challenging, there is an opportunity to better define and develop the institution's approach to the collection and use of comparative data. With the exception of NSSE and the faculty, FHSU does not report collecting or maintaining comparative data for understanding other stakeholder needs.
3I1	O	As noted in the portfolio, there is an opportunity to improve methods for defining and meeting stakeholder needs. FHSU could consider developing tools for determining the effectiveness of its relationships with high schools, community colleges, parents, the local community, international partnerships, as well as prospective students.

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| 312 | S | Strategic planning processes provide a sound foundation for selecting processes and targets for improvement. The performance scorecard agreement with the Kansas Board of Regents formalizes priorities and establishes tangible goals. Communication of planning goals and initiatives is systematic and involves regular updates by the President and the Provost. |
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AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

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| O4b | During FY2008, FHSU employed a total of 817.34 FTE faculty and staff members. |
| O4c | Staff members are represented in campus governance through an elected Classified Senate. |
| O4d | At the end of FY2008, 144 faculty held tenured appointments, and 72 were employed in tenure-track positions. The terminal degree is held by 214 of the teaching faculty. All new faculty participate in an extensive orientation during their entire first year. The faculty is collectively represented by a long-standing elected Faculty Senate and Graduate Council. About 280 faculty members are represented by a local American Association of University Professors chapter. |

- O4e Virtual College revenues and attrition have permitted staffing and compensation to remain stable.
- O5a FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	Prior to advertising positions, specific requirements and job descriptions are carefully reviewed at the department, college, and University levels, as well as by the Affirmative Action Officer.
4P2	S	The hiring process at FHSU is well defined and follows best practices. Academic departments recommend hiring of unclassified staff after job descriptions are developed based on specific departmental needs and following an extensive descriptive process. The search process for classified staff involves following the Civil Service Act regulations set forth by the State of Kansas.
4P3a	S	New employees are recruited using a variety of media including local and regional newspapers, electronic sites, trade journals, and professional conferences as well as through online, higher education and field-specific databases. Administration and faculty follow promotion, merit, and tenure policies and procedures as outlined in the Faculty Handbook and the American Association of University Professors Memorandum of Agreement. Annual review is undertaken at the departmental, college, and University levels as faculty progress through the merit, tenure, and promotion processes. The faculty awards structure is designed to attract and retain quality faculty.

4P3b	O	There is no recognition structure reported to assist with retention of staff employees which would be important since state guidelines do not allow classified staff to be actively recruited.
4P4	S	An initial one-year institutional orientation is provided by a carefully designed series of programs and workshops that assure that new employees are appropriately and carefully acclimated to the University. Included are forums led by the President and Provost that focus on the University's mission and history and encourage innovation and entrepreneurship.
4P5	S	Planning for personnel changes is incorporated into the annual strategic planning process, which allows all units to submit plans including personnel needs related to unit goals.
4P6	S	Annually unclassified employees are able to self-evaluate and renegotiate workload/job descriptions with guidance from unit supervisors and policies in place at the University that promote satisfaction and productivity. Student Efficiency Reports are an effective means by which student employee performance is evaluated.
4P7	S	Ethical practices are described and grievance procedures outlined in classified, faculty, and student handbooks and in the FHSU-AAUP Memorandum of Agreement. Faculty have several options for the redress of grievances involving academic freedom or termination of employment. An open-door policy is in place to encourage informal resolution of grievances.
4P8	S	FHSU reports utilizing needs analyses at a variety of levels to best determine specific training needs to help ensure employee success. Faculty development awards are tied to approved faculty development plans. Employee training needs have been identified through a Gap Analysis Survey, forums and focus groups.
4P9	S	Multiple avenues of professional development are afforded faculty and staff, including reassigned time for faculty, faculty development awards, training sessions related to continuous quality improvement, and

classified staff scholarships. Development opportunities are tied to the development plans and goals of the employees and the needs of the University.

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| 4P10 | S | Classified staff members are evaluated by the use of standard performance reviews. State mandated review forms are used by the employee's immediate supervisor and become part of the employee's permanent file. Unclassified staff members are evaluated through performance reviews conducted at the departmental, college, and University levels. Processes for tenure and promotion of faculty are in place. |
| 4P11 | OO | While a recognition program is reported for faculty, an opportunity exists to provide a level of recognition to classified staff. |
| 4P12 | OO | FHSU does not provide information related to processes for determining or analyzing the key issues related to the motivation of their faculty, staff and administrators. |
| 4P13a | S | Externally analyzed faculty satisfaction surveys such as the HERI are shared with all stakeholders as measures of faculty satisfaction. The Research Environment Survey is used to further one of the University's AQIP Action Projects. Faculty and staff have access to health assessment screening, a fitness center, and counseling services on campus. |
| 4P13b | OO | Although faculty data concerning satisfaction are presented, an opportunity exists to explore and evaluate the satisfaction of other employees. |
| 4R1 | S | FHSU regularly collects and analyzes measures valuing people, using the HERI and satisfaction surveys administered and summarized externally. |
| 4R1-4R2 | OO | FHSU does not report measures or performance results for valuing people as applied to classified staff. |

4R2	O	FHSU faculty satisfaction results are lower than that of the national cohort in seven of nine items reported and are trending downward, suggesting an opportunity to explore factors contributing to faculty satisfaction.
4R3a	S	Evidence of productivity and effectiveness at FHSU is presented in terms of targeted increased enrollment, positive research environment survey results, and external departmental recognition by professional organizations.
4R3b	O	Data related to employee productivity is limited largely to enrollment. An opportunity exists to develop broader measures of employee productivity including the direct contribution of faculty, staff, and administrators toward the achievement of institutional goals
4R4	S	HERI provides comparative data concerning valuing people as it applies to faculty.
4I1a	OO	An opportunity exists for FHSU to create a systematic process for recognizing staff. An appropriate recognition program could significantly enhance staff performance, retention and attitude.
4I1b	S	FHSU has undertaken a process to review and improve its faculty recognition system.
4I2	O	Aside from an unspecified recent process change, the University does not present information regarding how their culture and infrastructure help to select specific processes to improve or to set targets for improved performance results in valuing people. FHSU has an opportunity to utilize data to set and communicate targets for improvements in valuing people.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading and Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating

activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- O5a FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making.
- O5c The University has a substantial internal communication network as well as a University Relations department charged with public relations and marketing efforts. The Executive Leadership team and many other offices provide external communications to positively position the University.
- O6a The process of rebranding, building a new strategic message, and development of a new institutional website has taken two years and will be culminated in the “go live” of the website around January 2010.

Here are what the Systems Appraisal Team identified as Fort Hays State University’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item S/O Comment

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| 5P1 | O | While the final review of mission and values lies with the Kansas Board of Regents, FHSU does not maintain a structured systematic and regular process for review and revision of the University’s mission statement. The University community and its stakeholders understand and value an institution of higher education largely based on its mission statement. Without a recognized and consistent mission statement, even considering |
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		regularly scheduled re-evaluations, that understanding and value can come into question.
5P2	S	Within the framework of the Kansas Board of Regents six system-wide goals, FHSU's Strategic Planning Committee ensures alignment with the KBOR goals and the institution's philosophy of being "mission-centered and market-smart." In a clearly-defined implementation strategy, student needs, market situation, educational and employment trends, economic needs, and access to "high level leadership" are addressed.
5P3	S	The University leadership uses HERI and NSSE data to determine alignment of the University's direction with the needs of students. The strategic goals of the University are also aligned with Key Performance Indicators and student learning outcomes where appropriate.
5P4	S	The Strategic Planning Committee is actively involved in gauging and proposing new opportunities, which has resulted in the development of new programs such as Political Management, Leadership Studies, and Communication. The University encourages an entrepreneurial spirit among faculty and administrators. The strategic planning process ensures that new areas of exploration are consistent with the overall goals set by the KBOR for the University.
5P5	SS	Within the context of a shared governance model, the University makes extensive use of committees, councils, and constituency groups such as Faculty Senate, Classified Staff Senate, the Council for Institutional Effectiveness, Facilities Planning, and the Advisory Committee to the Virtual College to guide decision making.
5P6a	S	The University uses information and results in the decision-making process to assess FHSU's performance relative to the strategic planning process and institutional goals. Leaders use climate surveys and performance scorecard results to guide the process.
5P6b	O	Although FHSU continues to grow, especially in the Virtual College, and uses student credit hour production as a primary indicator of satisfaction of goals, there is an opportunity to focus on other aspects of delivering

education to the benefit of the University as a whole while dealing positively with budget rescissions and a rapidly diversifying population in Western Kansas.

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| 5P7 | S | As a result of significant work around communication issues, multiple channels of communication are used at FHSU, including the newly redesigned web site, strategic forums, monthly budget forums led by the President, and Classified and Faculty Senate events. |
| 5P8 | S | The administration at FHSU annually distributes the University strategic plan to all faculty and staff members. During the last year, the Faculty Senate sponsored numerous forums on regular activity of the University and larger-scale strategic issues. The AQIP process, including its own campus-wide forums for feedback, has increased levels of communication about the University's mission, vision, values and operations. |
| 5P9 | S | FHSU maintains an Academy of Academic Leadership promoting process innovation and clarification as well as shared leadership knowledge, skills and best practices. Internal promotion provides opportunities to develop leadership skills and move upward within the University structure. |
| 5P10 | O | The University does not currently maintain a formal succession planning process. A clearly articulated leadership succession plan would benefit the institution when vacancies become available. |
| 5R1 | S | FHSU collects data to measure leadership and communication processes from several sources, including the HERI survey of faculty and internal environmental surveys regarding workload and research climate. |
| 5R2a | S | Action plan funding connected to the strategic planning process, HERI results, and AQIP Gap Analysis Survey results are presented as measures of leadership and communication processes. |
| 5R2b | O | Although the 2003 survey of faculty regarding perceptions of AQIP indicate FHSU's culture of continuous improvement was progressing |

- slowly, more current data would be of benefit in providing direction into future AQIP contributions to the University. Efforts to better inform faculty about AQIP activities could serve to institutionalize continuous improvement principles and practices. Campus Action Plans could be monitored post-funding to assess effectiveness and efficiency.
- 5R3 O The results presented by FHSU indicate a lower level of satisfaction with processes for leading and communicating relative to other higher education institutions. These results indicate a need for leadership to target and address specific processes and employee issues.
- 5I1 S FHSU reports adopting survey instruments that allow a norm-referenced longitudinal measure of faculty and student satisfaction, and has committed to learning what needs its primary stakeholders have and how to address them.
- 5I2 O It is unclear how culture and infrastructure contribute to the selection of leadership and communication processes for improvement. FHSU has an opportunity to clarify how data from the multiple measures it employs are utilized to set and communicate targets for improvement.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- O1a Fort Hays State University is a regional master's University serving western Kansas with a strategic focus on integration of computer and telecommunications technology with the educational environment and extending through a Virtual College to a diverse population of learners within its service area and beyond.
- O1b FHSU has been teaching students at a distance for more than a decade with more than 500 courses, fifteen undergraduate degree programs and ten graduate programs being offered at a distance, and has been a leader in the entrepreneurial utilization of the Blackboard course management system for distance delivery.
- O1c Enrollment in FHSU's Virtual College is now exceeds its on-campus enrollment, and presents a challenge of balancing the growth of the two entities.
- O1d The main campus occupies about 200 acres. The current physical plant includes more than 40 limestone-faced buildings that serve as the setting for a learning center for students and the surrounding community.
- O3b Most of the University's students (70%) demonstrate financial need and receive financial aid totaling \$27 million in grants, loans, and scholarships.
- O5c The University has a substantial internal communication network as well as a University Relations department charged with public relations and marketing efforts. The Executive Leadership team and many other offices provide external communications to positively position the University.
- O6b The recent budget instability from forced state general fund cuts in FY2009 and FY2010 will likely have an impact on the University's ability to provide exceptional service to students.
- O7a FHSU uses a centralized data warehouse collection and retrieval system (Cognos Impromptu Web Reports) to collect and store information and data. Another major data information tool used across campus is the CICS management information system.
- O7b The primary measure used by FHSU to track institutional effectiveness is the Scorecard of Key Performance Indicators, which is based on system-level goals set by the Kansas Board of Regents and on the University's mission, vision, and value statements. These indicators are currently being cascaded to lower levels within the institution and connected horizontally across colleges, departments, and nonacademic units.

O8b Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a-6P2a	O	Reengineering University student and stakeholder support needs, such as the registration/enrollment process, student housing process, online recruiting and admission process, course evaluations and the assessment processes has been approved by the institution's leadership and by the Kansas Joint Legislative IT committee and the Kansas Information Technology Office using sub-groups to serve as quality assurance with reporting responsibility and accountability to the Kansas Joint IT Committee.
6P1b-6P2b	S	Several processes are in place to identify the support needs of stakeholders, faculty, staff, and students. These include user groups for the Registrar and student information system, special Presidential initiatives such as the Mobile Learning and Teaching Initiative, direct requests from faculty for educational technology services, a campus wide technology committee, and the Information Technology Policy Advisory Committee.
6P3	S	The University has addressed the security and safety needs of the campus specifically through a number of committees including two projects involving a review of compliance with the 2008 HERA and the creation of a Crisis Management Team which produced a Crisis Management Plan.
6P4a-5a	S	TigerEnroll, FHSU's recently implemented online enrollment system, has provided a one-stop portal for class enrollment. An oversight group

meets biweekly to monitor and improve the system. FHSU also manages student support processes through the use of the Affinity Diagram program. These diagrams identify key processes with qualitative and quantitative measures for evaluating performance in their individual areas.

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| 6P4b-5b | O | Processes for determining and evaluating other support services for administrators, students (other than registration), staff, and faculty are not adequately reported. |
| 6R1 | S | FHSU utilizes several measures of student, administrative and institutional support service processes including NSSE, Noel-Levitz, and other surveys. |
| 6R2-6R3 | SS | Results are presented for measures of student and administrative support processes. These include relevant components of NSSE and Noel-Levitz surveys, detailed accomplishments in telecommunications and computer systems, records of Blackboard usage, and a focused TigerEnroll survey of students and advisors. These measures are benchmarked with appropriate institutional peers. |
| 6R4-6R5 | O | FHSU does not provide information regarding student, administrative and institutional areas use of information and results to improve their services. FHSU does not provide information describing their results for the performance of processes for supporting Institutional operations compared with the performance results of other higher education institutions or organizations outside of higher education. |
| 6I1 | O | FHSU reports several initiatives in place to improve the institution for its students and other stakeholders, such as the Mobile Teaching and Learning Initiative and the Dare to Dream Initiative. The University has an opportunity to better utilize data from its multiple measures of support for institutional operations to set and communicate targets and to formulate ways to improve the institution. |

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| 6I2a | S | The contribution of FHSU's culture and infrastructure in helping to select specific processes to improve and to set targets for improved performance is demonstrated by their Portal Development Project. |
| 6I2b | O | FHSU has an opportunity to clarify how data from the multiple measures it employs are utilized to set and communicate targets for improvement related to support for institutional operations. |

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

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| O7a | FHSU uses a centralized data warehouse collection and retrieval system (Cognos Impromptu Web Reports) to collect and store information and data. Another major data information tool used across campus is the CICS management information system. |
| O7b | The primary measure used by FHSU to track institutional effectiveness is the Scorecard of Key Performance Indicators, which is based on system-level goals set by the Kansas Board of Regents and on the University's mission, vision, and value statements. These indicators are currently being cascaded to lower levels in the institution and connected horizontally across colleges, departments, and nonacademic units |
| O8b | Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal |

and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1-7P2	SS	FHSU uses a broad range of nationally benchmarked instruments, data collection and reports required by the Kansas Board of Regents and IPEDS, along with data collected and analysis done for institution specific key performance indicators to measure effectiveness at various levels of the University.
7P3	S	Information needs are determined by ongoing best practices. Institutional Research, the Computer Technology Center, the Assistant Provost for Quality Management and others have met with administrators, faculty, and staff to assess information needs. Other information needs are known by direct request from departments.
7P4	S	Several processes exist for analyzing information and sharing the results, including standard administrative reporting, strategic planning, responses to requirements of the Kansas State Board of Regents, individual meetings with departments, and University website postings.
7P5	S	Three distinct processes are reported for determining needs for comparative data. These are (a) review of indicators from existing data sources and surveys, (b) participation in the Voluntary System of Accountability, and (c) strategic planning.
7P6	S	The President, the Faculty Senate, and the divisions of Academic Affairs and Student Affairs are actively engaged in aligning the collection and use of data with organizational goals. FHSU uses affinity diagrams from every department and unit to help ensure close alignment of departmental and unit goals and objectives with those of the institution.

7P7	S	The Computing and Telecommunications Center is reported as following standard backup and firewall practices to ensure security of information systems.
7R1	O	The measures of performance and effectiveness of systems for information and knowledge management collected and or analyzed by FHSU are unclear.
7R2	O	FHSU reports results for measuring effectiveness are tracked and reported annually across the University, with the responsibility for the results collection falling to the stakeholder/owner in most cases. The data presented describes the process but not the outcome measures or results.
7R3	OO	FHSU does not present data or information indicating how its results for the performance of its processes for measuring effectiveness compare with the results of other higher education institutions or organizations outside of higher education.
7I1	S	Use of the Web Development Task Force to evaluate the effectiveness of information systems illustrates of how the University uses information and knowledge to manage itself and drive performance improvement.
7I2	S	Three channels integral to FHSU's culture and infrastructure underpin processes for setting and communicating targets for improvement. They are internal work groups such as the Web Development Task Force, responsiveness to requests and requirements for data from external constituencies, and federally legislated mandates.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance

projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- O2a As a learning organization, the University has adopted the “*mission-centered, market-smart*” strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships.
- O5a FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making.
- O5b The Kansas Board of Regents is the central governing body for all Regents Universities, ensuring that FHSU’s internal leadership system integrates its mission, vision, and values with its actions.
- O7a FHSU uses a centralized data warehouse collection and retrieval system (Cognos Impromptu Web Reports) to collect and store information and data. Another major data information tool used across campus is the CICS management information system.
- O7b The primary measure used by FHSU to track institutional effectiveness is the Scorecard of Key Performance Indicators, which is based on system-level goals set by the Kansas Board of Regents and on the University’s mission, vision, and value statements. These indicators are currently being cascaded to lower levels in the institution and connected horizontally across colleges, departments, and nonacademic units.
- O8b Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.

Here are what the Systems Appraisal Team identified as Fort Hays State University's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	FHSU has a comprehensive and integrated system of planning processes which occurs at all levels of the University extending to State and Federal expectations. A University open forum allows the FHSU community to have input into the planning process. After multiple intervening consultations and steps, the process is concluded with a public release of the new University Strategic Plan.
8P1b	S	FHSU's Office of Budget and Planning conducts an annual review of action plan recipients to ensure the plan occurred and the allocated funds were expended in the proscribed manner.
8P2-8P3	S	After considering necessary administrative and budgetary requirements, the FHSU strategy selection cycle follows a prescribed multiple step process. Both long and short term goals are developed based on a review of the mission and vision of the University, resources available, and KBOR goals. The strategy selection concludes with the announcement of action plan allocations.
8P4	S	Coordination of planning processes at FHSU occurs through communication between constituencies, committees, task forces, and other entities. The various groups communicate through formal meetings, formal announcements, newsletters, and the University website.
8P5	S	The University defines its objectives, selects its measures and sets performance targets for organizational strategies and action plans via its Strategic Planning Committee. The committee sets the annual Performance Agreement Goals and associated Key Performance Indicators.
8P6	S	The University maintains a consistent review of resources and resource needs throughout the strategy selection process. This review assists with

prioritizing action plans that consider fiscal, human, and physical resources necessary to implement the plan.

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| 8P7 | S | The University has established a Crisis Management Team that has a direct link to mobilizing executive leadership. Criteria have been established to assist the Crisis Management Team in determining the level of risk and what immediate actions need to occur. |
| 8P8 | S | To prepare for changing requirements of organizational strategies and action plans FHSU develops faculty, staff, and administrator capabilities through professional development funding, internal workshops, presentations, and the continued assessment of need. |
| 8R1 | S | FHSU determines planning effectiveness through its annual analysis of Department Annual Reports of Continuous Improvement, and specifically, through reporting of departmental goals, initiatives, and strategies. Departments are expected to align to larger University and college priorities in an effort to cascade planning and performance. The University also utilizes annual surveys, the Performance Agreement Goals and Key Performance Indicators. |
| 8R2 | S | The University presents performance results for accomplishing its organizational strategies and action plans describing funded action plans, revenue comparisons, and expenditures by program. |
| 8R3 | S | The KBOR Performance Agreement for Key Performance Indicators provides a broad set of target goals. In addition, FHSU tracks and projects strategic enrollment management goals for enrollment, retention, and graduation rates. |
| 8R4a | S | Results for the KBOR Performance Agreement provide comparative measures of performance as they relate to planning. |
| 8R4b | OO | Results for planning continuous improvement utilizing other higher education institutions and organizations outside education should be presented and evaluated. The inclusion of these could assist the University in the review of its planning process. |

8R5	OO	The University does not present evidence of the effectiveness of its systems for planning continuous improvement or of measures to evaluate their planning process or activities.
8I1	OO	The University does not present information indicating recent actionable improvements regarding their planning for continuous improvements.
8I2	S	The influence of the University's culture and infrastructure are reflected in the use of survey results to select specific processes and set targets to improve performance results for planning continuous improvement. Some of the surveys utilized are the HERI Faculty Survey, the NSSE, the Research Environment Survey, and the Employee Engagement and Satisfaction Survey.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Fort Hays State University that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- O1b FHSU has been teaching students at a distance for more than a decade with more than 500 courses, fifteen undergraduate degree programs and ten graduate programs being offered at a distance, and has been a leader in the entrepreneurial utilization of the Blackboard course management system for distance delivery.

- O2a As a learning organization, the University has adopted the “*mission-centered, market-smart*” strategy to reflect their commitment to their service area while exploring market opportunities through distance learning and unique academic partnerships.
- O5a FHSU nurtures an atmosphere of participatory management and shared governance. Administrators provide the resources through the use of an annual action planning process and broad-based leadership which allows decentralized control of operational decision-making.
- O5c The University has a substantial internal communication network as well as a University Relations department charged with public relations and marketing efforts. The Executive Leadership team and many other offices provide external communications to positively position the University.
- O8b Strategic planning for continuous improvement is embedded in the culture of FHSU. It includes participation from internal and external stakeholders, and it integrates internal and external changes (e.g. demographic, economic, and legislative), as well as the mandates of oversight bodies such as the Higher Learning Commission and the Kansas Board of Regents.
- O9a Most of the key collaborative agreements that exist to support the University can be separated into four categories: local partners that serve to promote the University; a variety of regional and national collaborations that facilitate student recruitment; a variety of international academic partners; and a variety of relationships with external peers and accrediting agencies.

Here are what the Systems Appraisal Team identified as Fort Hays State University’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	SS	FHSU develops, prioritizes, and sustains collaborative relationships with a number of high schools across the western half of the state, and with community colleges, public and private 4 year colleges, and technical colleges across the state as well as with foreign colleges. The Office of Admission’s frequent visits and the Student Recognition Program (SRP)

		are relationship-building initiatives that honor and recruit high-achieving area high school students.
9P2a	S	Although FHSU views the complexity of building new external partnerships as requiring an informal process, FHSU does rely on a basic process, close legal scrutiny and state level approval for creating significant collaborative partnerships with domestic, foreign, government and military entities.
9P2b	S	The Office of Career Services is charged with maintaining relationships with potential employers for the University's graduates and tracks placement results, resulting in the University's long and mutually beneficial relationship with regional employers. This office ensures open lines of communication, collaboration, and partnership in meeting the educational and vocational needs of the University's service area.
9P3-9P4	SS	FHSU, in pursuit of a more formal process, has created an Office of Strategic Partnerships to develop and maintain collaborative relationships with corporations, government and military entities, and other institutions within the higher education community.
9P5	S	FHSU maintains affiliations with professional educational association and with a number of accrediting disciplinary-specific agencies, at both the institutional level as well as those that are program specific. Institutionally, FHSU holds regional accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools as well as several national educational associations.
9P6	S	FHSU's informal processes ensure that partnerships meet the needs of stakeholders, are adequate to the task, and include the use of leads, liaisons, regular communication with University decision makers, annual departmental review, and review by the Administration and Finance Division and student feedback.
9P7	S	FHSU builds collaborative relationships between internal programs and potential external stakeholders by assigning a host unit with responsibility for each particular relationship. Each collaborative relationship is based

on mission focus and hosted by some unit of the University, with the primary coordination responsibility resting with that unit. The Faculty Senate is empowered with input into all academic partnerships and has established a standing committee specifically charged with consideration of the existing and new special academic partnerships.

- 9R1 O Although it is correct that tracking project results provides some indication of the success of collaborative relationships, where a collaborative relationship is a component of the project, other possible measures are not given, such as number of successful accreditations and re-accreditations, satisfaction of entities involved in collaborative relationships, or number of internship placements. Additionally, no specific data on examples of projects that are measured are presented.
- 9R2 O While, enrollment data by strategic partnerships is a relevant indicator of results in virtual growth and in building collaborative partnerships; FHSU has an opportunity to identify additional results relative to the success of building collaborative relationships.
- 9R3 O FHSU presents only student enrollment data as process performance results indicative of comparative results with other higher education institutions for building key collaborative relationships.
- 9I1 S FHSU has made recent improvements through reorganized enterprise authority for their Virtual College to facilitate various military partnerships in building collaborative relationships. These include improvements in the development of international partnerships and partnerships falling within the customer base of the Virtual College.
- 9I2a S FHSUs' entire partnership operation is reviewed annually relative to processes and expected performance levels by the Provost's Council and other groups.
- 9I2b O FHSU has an opportunity to create specific measures to assess its collaborative partnerships so that processes slated for improvement and the targets for those improvements are based on information and data.