

Five-Year Self-Assessment

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Introduction

My self-assessment describes the Newark campus's progress since 2014, the year in which I started my current term as dean/director. At that time, the university's strategic focus areas were teaching and learning, research and innovation, outreach and engagement, and resource stewardship. Those focus areas set the framework for the [2012-16 Regional Campus Cluster Strategic Plan](#), which called for the regional campuses "to become distinctive destinations of choice for students seeking a preeminent public university experience at a small campus." In pursuing that vision, the Newark campus's Strategic Planning Steering Committee created and annually updated an implementation plan between 2012 and 2016. These were our primary goals:

- Develop the infrastructure to support an additional residence hall by constructing a physical-facilities building and expanding our recreation facility
- Construct a residence hall
- Develop plans for a science and technology building
- Develop learning communities
- Expand course offerings and degree programs
- Increase student aid for Education Abroad

In 2012, we also released our [Framework Plan](#), a fifty-year plan for the physical development of the campus. That plan set forth the following objectives:

- Provide space for academic growth
- Modernize the learning environment
- Provide for housing growth
- Provide for service needs
- Address facility conditions and deferred maintenance
- Advance the campus transformation
- Address land resources and sustainability
- Improve definition of the academic quad
- Improve building relationships
- Improve and expand parking
- Provide flexible phasing

In 2017, after the Regional Campus Cluster Strategic Plan expired, the Office of Academic Affairs produced the [Regional Campus Vision and Goals](#) document, which offered a new vision that extended to 2030. That document set forth goals and initiatives under five focus areas:

- Broadening Access
- Fostering a Vibrant Student Experience
- Striving for Inclusive Excellence

- Reframing the Image of the Regional Campuses
- Deepening Community Partnerships

The new vision was flexible and permitted each campus to emphasize different focus areas. Shortly after the Office of Academic Affairs released the Regional Campus Vision and Goals document, the university announced its new strategic plan, [Time and Change](#). Those two documents, along with President Drake’s 2020 Vision and the Newark campus’s Diversity and Inclusion Action Plan and Assessment, pointed the Newark campus toward a single strategic focus: student success. That focus became the centerpiece of the campus’s new strategic plan for 2018-2023, [On Seas of Care](#), which we launched earlier this year. Here are the plan’s key performance indicators:

Table 1. Key Performance Indicators	Baseline	Goal
First-to-Second-Year Retention Rate	68%	73%
Four-Year Graduation Rate	17%	20%
Underrepresented/Other Students Gap in Retention Rate	57%/71%	62%/75%
Underrepresented/Other Students Gap in Graduation Rate	8%/19%	15%/23%
Percentage of Students Graduating with \$20,000 or More in Debt	53%	40%
Percentage of Graduates Satisfied with Ohio State Experience	61%	65%

Strategic Vision for Ohio State Newark

As the introduction to my self-assessment illustrates, the evolution of the university’s planning framework for the regional campuses has evolved considerably, even over just the past six years. In that period, the planning framework shifted from a single pane, emphasizing collective goals, to a double pane, emphasizing collective and campus-specific goals. That change allowed the campus to develop a new strategic vision that recognized a fundamental shift in our mission.

In my letter for the On Seas of Care strategic plan, I wrote that the founding vision for the campus—to provide access to Ohio State for citizens in our region of Ohio—had also served as the campus’s mission for several decades. Over the past two decades, however, increasingly competitive criteria for admission to the Columbus campus, smaller tuition increases at the Newark campus compared to those at the Columbus campus, a reduction in travel time between Columbus and Newark, and a modest amount of campus housing have made the Newark campus very attractive to Ohioans from beyond our region. Our students come from nearly 70 of Ohio’s 88 counties.

Thus, our mission has transitioned from one of providing access to the university for people in our region to one of providing access for the entire state. Recognizing that change, our Strategic Planning Steering Committee and the Ohio State Newark Board led us through a dynamic and transparent planning process that involved consultation with members of the community, area businesses and industries, alumni, K-12 representatives, parents, benefactors, campus partners, leaders from the Columbus campus, faculty, students, and staff. Together, we produced a new vision, which is to become a national model for regional campuses of public universities.

Progress toward Previous Goals

In this section of my self-assessment, I report on the implementation of initiatives we have made over the past five years, and provide metrics showing our progress toward our new strategic

plan’s goal of improving student success. Although the initiatives stem from multiple planning documents, they fit fairly well into the strategies of our new strategic plan (enhancing the student experience, improving access and affordability and expanding academic programming), and the “deepening community partnerships” and “striving for inclusive excellence” strategies of the Regional Campus Vision and Goals document. Therefore, in this section of my self-assessment, I have organized the initiatives and metrics into those five categories.

Enhancing the Student Experience

In my previous five-year self-assessment, I indicated that my highest priority would be to enhance student success by building on the success of our Buckeye Generation Learning Community. We not only expanded the Buckeye Generation Learning Community, but also added the Engineering Learning Community, the Teaching and Learning Community, and the Scarlet and Gray Excellence learning community. Furthermore, we have increased our staffing devoted to student retention and success, and have raised external dollars to make Education Abroad courses more accessible to students (e.g., by subsidizing their travel costs and paying for their passports). The metrics in Figures 1 through 7 show that we are moving in the right direction.

Figure 1. First-to-Second-Year Retention

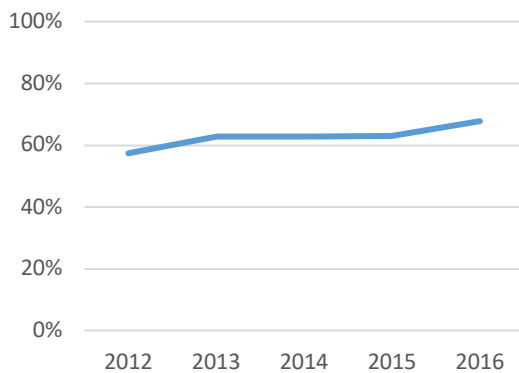


Figure 2. Four-Year Graduation Rates

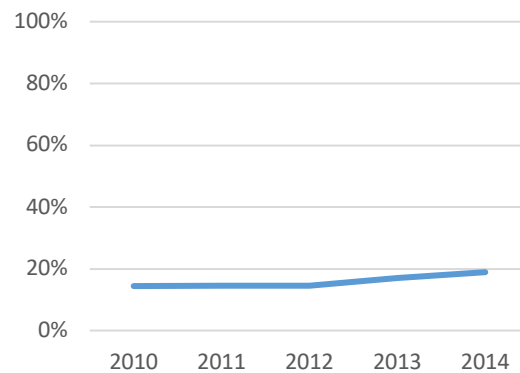


Figure 3. First-to-Second-Year Retention of Pell-Eligible Students

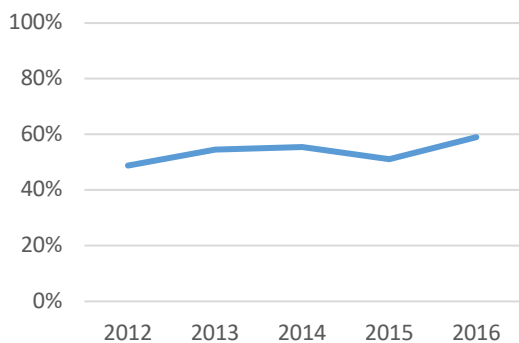


Figure 4. Four-Year Graduation Rates, Pell-Eligible Students

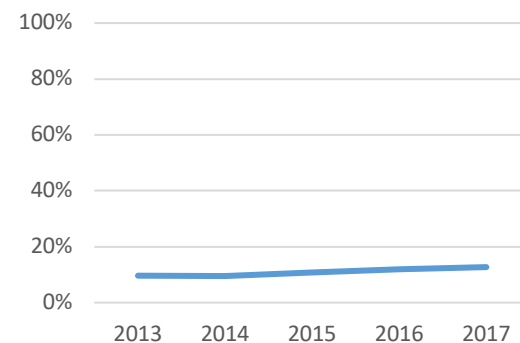


Figure 5. First-to-Second-Year Retention of First-Gen Students

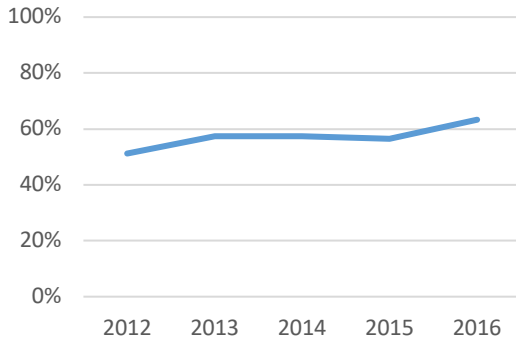


Figure 6. Four-Year Graduation Rates, First-Gen Students

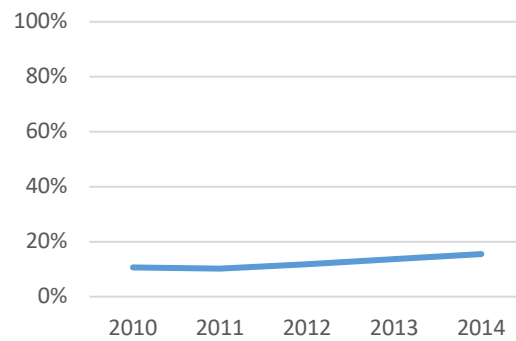
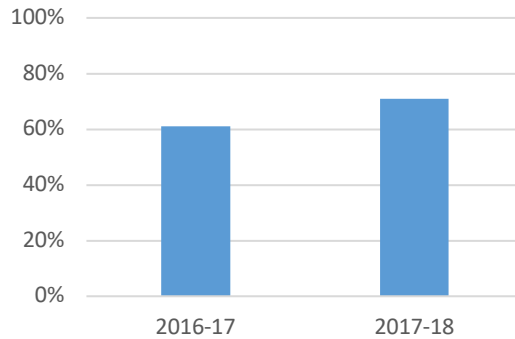


Figure 7. Percentage of Graduates Satisfied with Overall Experience

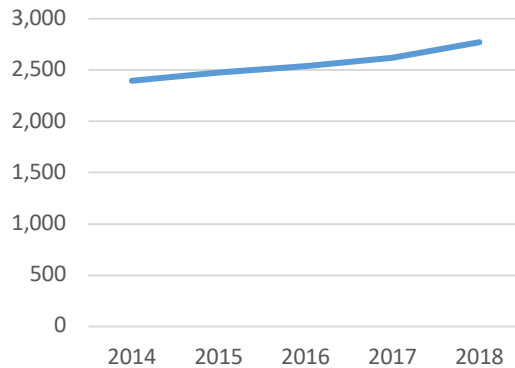


Improving Access and Affordability

Access

Improving access to Ohio State through the Newark campus is not only a theme of On Seas of Care but also a theme of our Framework Plan and the Regional Campus Vision and Goals document. The Framework Plan calls for expanding student housing over the next 45 years. We took a big step toward fulfilling that goal by constructing the Jane C. and William T. McConnell Residence Hall, which opened in the fall of 2017. To prepare the campus to support the students who are now living there, we needed to expand the Adena Recreation Center, and to do that, we needed to move our facilities operations out of Adena Hall. The first step in preparing the way for McConnell Hall was, then, to construct a new building to house our facilities operations, which we did in 2015. Once our facilities operations moved into the new facility on the south side of the campus, we renovated Adena Hall and opened our new recreation center in January of 2017, in time to support the first students to live in McConnell Hall. As we added those facilities to the campus, enrollment increased as we expected. Figure 8 shows that enrollment increased steadily over the past five years and reached a record high in the fall of 2018.

Figure 8. Autumn Headcount



We expect enrollment to continue to grow, and demand for campus housing to remain strong, but we do not have the academic facilities we need to accommodate more growth. Therefore, we are raising money to construct the John and Mary Alford Center for Science and Technology. We have made rapid progress on that campaign and are likely to move into the public phase in late-2018 or early-2019. The Board of Trustees has approved the design phase of the project, and we have reviewed bids for the design work.

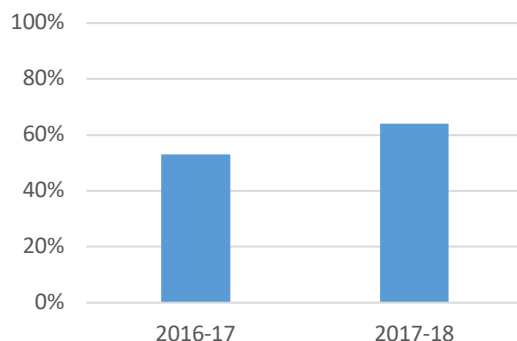
We have also received capital funding from the state to enable us to move forward on the design work for the renovation of Founders Hall. That renovation will occur after we open the Alford Center for Science and Technology.

Affordability

By 2017, most pledged gifts from donors who participated in the Next Generation Challenge Scholarship campaign had been fulfilled. Soon, perhaps even this year, the annual funding that those gifts yield for scholarships for Ohio State Newark students should exceed \$1 million. Furthermore, many of our students now receive tuition grants from the President's Affordability Grants and/or the Buckeye Opportunity Program. My hope is that all of those programs will make it possible for our students to borrow much less money to pay for their degrees. The metrics we have on student debt suggest that we have plenty of room for improvement.

The Graduation Surveys reports published by the Office of Student Life have recently begun to include data for student who started at the regional campuses. Data are available for the 2016-17 and 2017-18 reports. Figure 9 shows that over those two years, the percentage of students who started at the Newark campus and graduated with \$20,000 or more in debt increased. Continuing to monitor that metric will be necessary to measure progress on our initiatives to reduce the cost of an Ohio State degree.

Figure 9. Percentage of Graduates with \$20,000 or More in Debt



Expanding Academic Programming

Degree programs

We have added the BS in social work to the array of programs that students can complete at the Newark campus, and the College of Engineering is exploring the possibility of creating a BS in engineering technology for the regional campuses. Recently, Bern Melnyk, dean of the College of Nursing, vice president for health promotion, and chief wellness officer, proposed that the regional campuses consider offering the BS in Health and Wellness Innovation in Healthcare. We will begin advertising the program to prospective students this year. Students can already complete the first year of the program at the Newark campus. We will begin offering second-year courses in the program in 2020-21, third-year courses in 2021-22, and fourth-year courses in 2022-23.

Second-year STEM courses

We are hoping to add second-year courses for the BS in computer science and engineering in 2019-20. Demand for biology and chemistry courses is high, but we will not be able to add many additional chemistry courses until we have constructed the John and Mary Alford Center for Science and Technology.

Enriching learning opportunities

Thanks to a private gift, we have increased the funding we use to subsidize students' travel costs for Education Abroad courses. We are also subsidizing those costs by using the money we received from the university's affinity agreement with Huntington.

Deepening Community Partnerships

Our community ties run deep. Since the founding of The Ohio State University at Newark, the community has been a tremendous force in advancing the campus's mission. Without that support, our students' experiences would not be so positive, we would have little hope of enhancing our capacity to conduct research in STEM disciplines, we could only dream of expanding academic programming to connect student interests with workforce needs, and we would not be preparing as many students to be engaged citizens. Our community understands the value of the campus and knows that investments in the campus have a high rate of return. That return is evident in wonderful new things that our community partnerships have produced over the past five years. I offer the following examples.

2017 Explore Licking County Impact Award for Best Collaboration

The Works: Ohio Center for History, Art and Technology and Ohio State Newark received this award for our collaboration to build and operate the SciDome.

2016 Excellence in Community Partnership Award (bestowed on The Works)

Ohio State's Office of Outreach and Engagement selected The Works for the 2016 Excellence in Community Partnership Award, noting that "Ohio State Newark has partnered with the nonprofit museum The Works: Ohio Center for History, Art & Technology for more than 10 years to benefit the community and promote science education, a partnership that has allowed the campus to extend its reach deep into the community." Over the past five years, our partnership with The Works has involved the following:

- Construction and operation of the SciDome
- Kids Tech University
- STEMfest
- Camp Architecture
- Internships

Community Intercultural Relations Conference (CIRC)

Many great partners have worked with us to offer CIRC, and this past year, the Licking County Foundation and The United Way contributed funding to help us bring Tim Wise to campus to be our keynote speaker.

Newark Earthworks Center

This past year, the Licking County Foundation committed to providing approximately \$25,000 in annual funding for Central Ohio Technical College (COTC) and Ohio State Newark. We and COTC agreed to split the funding, and I made a commitment to direct our half to the Newark Earthworks Center annually.

Proposal for World Heritage status for the Newark Earthworks

The Ohio History Connection, Ohio State Newark, various members of the Licking County community, and members of various groups outside Ohio, collaborated to ask the National Park Service to nominate the Hopewell Ceremonial Earthworks to be included on the World Heritage List of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has succeeded. In May of this year, after consulting with the Federal Interagency Panel for World Heritage, and reviewing public comments, the National Park Service decided to request that a draft nomination be prepared.

FIRST Tech Challenge and LEGO League Tournaments

Several years ago, we partnered with COTC to sponsor FIRST LEGO League tournaments. In 2015, we began sponsoring FIRST's Tech Challenge tournaments. Both tournaments provide opportunities for central Ohio youth to participate in science and technology activities and to build their interest in STEM fields.

Internships

Park National Bank, The Works, and Polymer Technologies are just a few examples of area organizations that have provide internships for Ohio State Newark students over the past five years. The campus has also worked with the JobReady Ohio program, funded by the state's Ohio Means Internships and Co-ops Program, to secure internship opportunities and funding for our students.

Pelotonia Fundraising

Over the past five years, we have raised somewhere in the neighborhood of \$250,000 to support cancer research at Ohio State through Pelotonia. This year, we received support from the more than 10 organizations, and we raised \$51,544.54.

Striving for Inclusive Excellence

With respect to our goals for students, there is some overlap between the themes of striving for inclusive excellence and enhancing the student experience, especially with respect to student success. Our Diversity and Inclusion Action Plan and Assessment called for us to develop initiatives to reduce racial and ethnic disparities in retention and graduation rates. Consequently, we expanded our Buckeye Generation Learning Community and created Scarlet and Gray Excellence, a learning community for students of color. Figures 10-11 show that we have made modest progress.

Figure 10. First-to-Second-Year Retention of Underrepresented Minorities and All Other Students

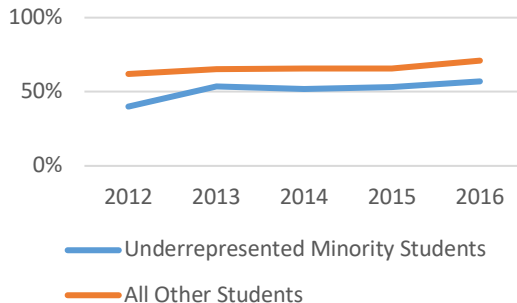
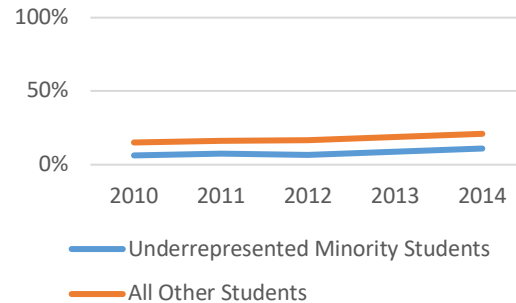


Figure 11. Four-Year Graduation Rates, Underrepresented Minorities and All Other Students



The Newark campus celebrates and deeply values the wonderful racial/ethnic diversity of our student population. In the fall of 2017, African American students, American Indian students, Asian students, Hispanic students, and students who identified as being of two or more races comprised 26% of our undergraduate population. Several faculty members, staff members and students have been working with community organizations to encourage the community to embrace the racial/ethnic diversity of our student population. Additionally, in the hope of enhancing underrepresented students' sense of belonging to the campus, the university, and the community, we are studying the experiences our students are having on campus and in the community. We participated in the Multi-Institutional Survey of Leadership in the spring of 2018, have commissioned a survey (currently in the field) by the Center for the Study of Student Life, and have included a module on diversity and inclusion in the National Survey of Student Engagement, which will soon go out to our students.

Our Diversity and Inclusion Action Plan and Assessment called for us to increase the diversity of our faculty to match that of our student population. I am proud of that bold goal and I realize that we will not accomplish it overnight. The size of our faculty is increasing slowly. Between the spring of 2014 and the spring of 2018, the number of tenure-track faculty shrank from 53 to 51, and the number of associated faculty (full- and part-time) grew from 92 to 98.

We are doing better with gender diversity than with racial/ethnic diversity. In the spring of 2018, 50% of our professors, 38% of our associate professors, and 36% of our assistant professors, and 59% of our associated faculty were female. That same semester, with respect to our

tenure-track faculty, 2% were American Indian, 6% were Asian, 4% were African American, 8% were Hispanic, 74% were white, and 6% chose not to disclose. With respect to our associated faculty, 2% were American Indian, 5% were Asian, 4% were African American, 78% were white, and 9% did not disclose.

Staff diversity varies across the three staff categories: “classified,” “unclassified,” and “senior administrative and professional” (SAP), and here, too, we are doing better with gender diversity than we are with racial/ethnic diversity. In the fall of 2017, 46% of classified staff, 63% of unclassified staff, and three of the five SAP staff were female. In the fall of 2017, 4% of our classified staff (which totaled 26) identified as being of two or more races, 4% were African American, 88% were white, and 4% did not disclose their race or ethnicity. In that same semester, 2% of unclassified staff (which totaled 51) were American Indian, 10% were African American, 6% were Hispanic, 69% were white, and 14% did not disclose. Four of our SAP staff were white, and one did not disclose. Thus, the racial/ethnic diversity of our unclassified staff is closer to that of our student population than is the racial/ethnic diversity of our classified and SAP staff, which means that we have room for improvement.

Financial Strength

Thanks to good financial planning, major budget adjustments we made about three years ago, a stable tuition plan, growing enrollment, and amazing benefactors, the campus is in strong financial health. We have a rainy-day fund of \$6 million, a revenue stream that will pay the debt service for the John and Mary Alford Center for Science and Technology, and a revenue stream to help us pay for the construction of our next residence hall. Because the college-going population in our region will continue to increase, we expect revenue from tuition and state subsidy to continue to increase. Thus, I expect our financial health to remain strong and enable us to implement the initiatives of our new strategic plan.

Cultural Momentum

As I have already reported, the results of the Graduation Surveys suggest a positive change in the satisfaction that students who start at the Newark campus have with their overall experience at Ohio State. The direction of that change and the changes in retention and graduation rates suggests that our student culture has positive momentum.

The momentum of our faculty culture is positive as well. The 2017 Culture Surveys showed many positive changes and only a few negative changes between 2014 and 2017 in the perceptions our faculty have of the campus’s work environment. The results indicate that we can do more to integrate our associated faculty. From 2014 to 2017, the proportion of associated faculty who were satisfied with their teaching responsibilities increased, but the proportion reporting that the work environment was collegial declined, and the proportion feeling ignored by the administration increased.

The Culture Surveys revealed positive changes in our tenure-track faculty’s perceptions of collegiality, resources, and unit fit. Changes in the perception of unit fit were especially pronounced, with a higher percentage of tenure-track faculty indicating satisfaction with opportunities to collaborate with faculty in their primary Columbus departments, a higher percentage saying that their colleagues value their teaching, and a higher percentage feeling included in their departments’ informal networks.

The culture of our staff, too, has positive momentum. The 2014 Culture Surveys showed that over 90% of our staff responded positively to the item on overall satisfaction. The results of our 2017 employee-satisfaction survey showed that the average score on the 1.0—5.0 (low satisfaction—high satisfaction) Ruffalo Noel Levitz satisfaction scale was at or just slightly above 4.0 for both cost-shared and non-cost-shared staff, which has been our goal. Nonetheless, the results suggested that advancement opportunities, staffing levels, and wages are areas where satisfaction is less strong.

Goals for an Additional Term

Over the past five years, the campus has achieved some important goals and made great progress toward others. My contribution to that success is small compared to the collective contribution of the campus community. Our talented and dedicated faculty, staff, students, friends, and alumni deserve most of the credit. Working with them has been a great pleasure.

If appointed to another five-year term, I would focus on maintaining our momentum by working to give associated faculty a greater voice, more of my ear, and more opportunities to engage with our tenure-track faculty; supporting the new initiative established by tenure-initiating unit heads in the College of Arts and Sciences to better understand and support their faculty at the regional campuses; and helping staff find paths for career advancement. I would also continue to work to prevent and address salary/wage inequities.

I see the metrics that I presented in the introduction to this self-assessment as our dashboard dials, and my highest priority would be to work to move their needles in the right direction. To that end, I would work diligently to keep us enthusiastically focused on implementing the initiatives of our new strategic plan and on achieving our goal of enhancing student success.

Data sources: Retention and Graduation Rates come from tables published by the Office of Enrollment Services -- Analysis and Reporting; data on graduates' satisfaction and debt come from the Graduation Surveys reports published by the Center for Student Life Research; data on faculty, staff, and student diversity come from the Diversity and Inclusion Profile for The Ohio State University at Newark, Spring 2014 -- Spring 2018; data from the Employee Satisfaction Survey come from the HR office at Ohio State Newark.

Note: In Figure 9, headcount is defined as the number of students who had enrolled and paid their fees by the 15th day of autumn semester.