

DRAFT
Ohio Board of Regents Third Condition Report
7/8/09

The *Third Condition Report* will consist of two parts:

- a) an update of the *First Condition Report* focusing on “trends”
- b) a focus on how well Ohio is student centered as noted below.

How Well Is University System of Ohio Student Centered?

Ohio needs to deliver high quality education to more college students within existing resources

How student centered is the University System of Ohio?

1. How effectively is the infrastructure managed on behalf of both prospective and enrolled students to streamline and shorten paths to degrees? On behalf of traditional and non-traditional students?

Topics to discuss:

- Calendar system
- Transfer and articulation system (policies and actual number of transfers)
- Electronic transfer of transcripts and other student records
- Advising systems, including on-line systems
- Standard number of credits for degrees
- Policies that encourage students to take credits by alternative means
- Communication with students in high school and with adults
- Web portals for students
- The “*Senior to Sophomore*” program
- Student life (Is it satisfactory? Would students have been dissuaded if not acceptable?)
- Are there “new” models we need to look at that would be more effective?
- Other

2. How effectively is Ohio addressing college affordability and targeting financial aid to students with the greatest financial need?

Topics to discuss:

- Tuition freeze
- Variable tuition flexibility for institutions and students
- State financial aid programs
- Debt levels for students
- Institutional financial aid policies
- Financial aid programs for adults
- Are there “new” models we need to look at that would be more effective?
- Other

3. How effectively is college and career readiness addressed in a way so that students can remedy their deficiencies?

Topics to discuss:

- Communication practices among the public schools and higher education
- Programs that allow students to remedy their deficiencies in high school
- Assessments that inform students of the readiness for college
- Alignment of the K-12 and higher education curricula
- Programs that meet the needs of working or displaced adults
- Are there “new” models we need to look at that would be more effective?
- Other

4. How well is Ohio positioned in terms of being academically efficient?

Topics to discuss:

- Duplication and low-producing programs and low-enrollment courses (undergraduate and graduate)
- Effective transfer of credits
- Effective use of technology
- Use of technology in course redesign
- Are there rewards and incentives for faculty and staff to enhance the student success?
- Are there “new” models we need to look at that would be more effective?
- Other

3. How efficient is Ohio from an administrative perspective?

Topics to discuss:

- Statewide Efficiency Task Force
- Are there “new” models we need to look at that would be more effective?
- Other

Additional Item to be considered

- How can the *Condition Report 3* be designed so that it is a helpful tool for institutional trustees to deal with cost-effectiveness and quality issues? Would a list of questions that trustees should ask be included, e.g., related to finance and other issues? What other tools would be helpful?

Questions for Students

Questions for students to think about:

1. Begin by telling us about you. What your major is, your career goal, are you full-time, part-time, etc.
2. What does your college education mean to you?
3. Why did you choose this university or college? Did you have other options? Why do other students choose to leave?
4. What advice would you give to a high school student about going to college?
5. What advice would you give to an incoming freshman about college? What's most important to know?
6. Do you feel that you were academically prepared for college? Did you take any developmental courses? What was your experience?
7. What are some things that colleges can do to help students do well academically?
8. Have you transferred from a college to another one? What are your experiences in transfer?
9. What can we do to persuade more Ohioans to enroll in college?
10. How can colleges use technology in a different way to help students succeed?
11. What are the most important lessons that you have learned about going to college?
12. What has been your best college experience?
13. What has been a "not so good" college experience?
14. What is the biggest problem facing colleges today?
15. Is there anything else you'd like to say? Anything we missed?

DRAFT
Critical Path Schedule Version 1.0

July 15, 2009

- Regents review *Third Condition Report* outline
- Regents hear from students

August 19, 2009

- Regents focus on topics outlined in *How student centered is the University System of Ohio?*
- Regents hear from the Chancellor and other stakeholders on these topics
- Regents discuss September 17 Trustee meeting

September 2009

Regents Meeting, September 16

- Regents focus on topics outlined in *How effectively is Ohio addressing college affordability and targeting financial aid to students with the greatest financial need?*
- Regents hear from the Chancellor and other stakeholders on these topics

Trustees Meeting, September 17

October 20-21, 2009

Regents Retreat

- Regents focus on topics outlined in *How effectively is college and career readiness addressed in a way so that students can remedy their deficiencies? And, How well is Ohio positioned in terms of being academically efficient?*
- Regents hear from the Chancellor and other stakeholders on these topics
- Regents discuss stakeholder feedback strategies

November 10, 2009

Regents Board Meeting

- Regents focus on topics outlined in *How efficient is Ohio from an administrative perspective? And, An update of the First Condition Report focusing on “trends”*
- Regents hear from the Chancellor and other stakeholders on these topics
- Regents finalize strategies for stakeholder feedback

December 2008

No Regents Meeting Is Scheduled

- Draft of Report is developed
- Materials developed for stakeholder feedback

January 2010

Regents Board Meeting

- Stakeholder Feedback as determined by the Regents
- Discussion of Key Themes

- Regents review first draft and finalize content of the *Third Condition Report*

- Regents discuss communication strategies for political leadership, media, and other constituency groups.
- Regents discuss dissemination strategies for the *Report*.

February 2010

Regents Board Meeting

- Regents review second draft of report
- Regents review the layout and presentation for the report
- Regents discuss communication strategies for political leadership, media, and other constituency groups.
- Following the Regents' meeting, the report is revised and submitted to the designers

March 2010

- Regents meet with political leadership and other constituency groups prior to the press conference on the *Report*
- Press conference for the *Third Condition Report*
- Dissemination of *Third Condition Report*