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Antioch College STRATEGIC PLAN PROGRESS REPORT

12/13/99

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**Antioch College
Strategic Plan Progress Report**

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Antioch College Strategic Plan Progress Report 12/13/99

Introduction

At its meeting of September 10, 1996, the Administrative Council of Antioch College (AdCil) created a Strategic Planning Task Force and charged it with developing a comprehensive plan to strengthen the College, improve the quality of the Antioch education at every level, and secure its viability into the next century, while at the same time affirming its legacy and values.

The planning effort followed a "fiscal effectiveness analysis" conducted by a Board/College committee that compared cost and revenue structures of the College with those of its peer institutions, and assessed the College's strengths and weaknesses. The Strategic Plan was to include goals and priorities, action steps, time-lines, cost estimates and lines of accountability, was to build on that analysis, and was to be completed by February of 1997. The planning process that followed, led by Dr. Hassan M. Nejad, executive Vice President and Dean of Faculty, engaged the entire Antioch College community -- including our extended family of alums and friends -- and involved hundreds and hundreds of hours of community discussion and deliberation.

The Plan came at a critical time in the College's history. The College was faced with

- (1) an enrollment that had decreased to 509 FTE;
- (2) high levels of attrition and first-year attrition that had skyrocketed to 34%;
- (3) growing student dissatisfaction with aspects of the academic program, Co-op, and student services;
- (4) an anemic endowment of a little more than \$11 million;
- (5) the increasing cost of maintaining a physical plant consisting of over 34 buildings and more than 1,000 acres, designed for a student population of about 1,200;
- (6) a deeply felt need to improve multiculturalism, race relations, and other forms of diversity, understanding, and civility in our community;
- (7) chronic financial problems and shortfalls that had resulted in two successive years with large deficits;
- (8) low morale across all groups of employees;
- (9) high turnover in the senior administration of the College;
- (10) an increasingly competitive market for both students and faculty among selective liberal arts institutions; and
- (11) lack of a comprehensive institutional plan with goals and objectives and a clear direction for the future.

Our Strategic Plan was an initiative aimed at enable the College to shape its future rather than accepting it, to develop greater understanding of its internal and external environments, and to make things happen other than simply reacting to change.

The Board reviewed and approved the plan at its February 1997 meeting. This fall, a little more than two and one-half years later, we reviewed the progress we've made on our Strategic Plan, both in terms of its overarching goals and in terms of the specific action steps we've taken to achieve our goals. We would like to share with you some of the progress that we have made

Overarching goals of the plan.

- (a) **To increase the enrollment of the College to 800** through improvements in recruiting (13% annually) and retention (2% annually) in order to spread the fixed costs of operating the College over a greater number, thereby making Antioch College financially viable;

Progress: We have made steady improvements in enrollment, and are well on our way to realizing our goal of 800 students. While we have not fully achieved our goals for recruitment increase, we have dramatically exceeded our goals for improving retention, and as of the fall of 1999, the College has an unduplicated head count (the number of different students enrolled at the College) of 704, a credit-derived Full Time Equivalent (FTE) number of 648, and a budget-derived Full Pay Equivalent (FPE) number of 712.

- (b) **To make improvements to the physical plant** of the College in order to improve the possibility of attracting and retaining students;

Progress: We made substantial improvements to the physical plant of the College, including the renovation of Birch Hall and the Amphitheater, replacement of the Library roof, the refurbishing of North Hall and Mills, the acquisition of four additional College vans, the addition of accessible restrooms in the Antioch Inn, and the renovation of the Bruce McPhaden Conference Room in the Inn. We have a substantial amount of physical plant work and deferred maintenance remaining, but a Renovation Task Force will bring forth a campus plan by the end of the spring term. Addressing capital needs is critical to the College's long-term prospects.

- (c) **To build and enhance the technology infrastructure of the College**, again in order to increase our chances for attracting and retaining students; and

Progress: With the support of the MacArthur Foundation grant and alumni, the College has been able to put the Olive Kettering Library on line, to add and upgrade computing labs, to wire half of the campus, to upgrade the campus network, to provide new faculty computers, and to make a range of technology improvements to the campus. Again, there is much critical work remaining to be done, but the College will continue to build the network, wire buildings and improve infrastructure as funding becomes available.

- (d) **To build the endowment of the College** in order to address the central disequilibrium of College operations, the \$3.2 million in unfunded aid that Antioch provides each year to make the College affordable to its students.

Progress: Since 1996, the College endowment has grown from \$11.6 million to its current level of \$17 million. Our closest competitor in the Great Lakes Colleges Association has a \$100+ million endowment. We are currently moving forward with the groundwork for a major capital campaign to address this central need. This is critical for the College's long-term viability.

2. Faculty Positions

In the 1996-97 and 1997-98 academic years the College had a total of 56 faculty positions (including 4 part-time). Out of these, 9 were non-tenure-track and/or filled with "adjuncts." There was no guarantee that if a position became vacant it would be filled in the same program/department. The result was job insecurity for the faculty and instability and unpredictability in program delivery.

Guided by the goals of the Plan, we recommended to AdCil in April 1997, and AdCil approved a "Realignment and Stability of the Curriculum and Faculty Positions" plan. This plan stabilized faculty positions in their programs/departments and provided a blueprint for adding new positions as the enrollment and retention goals of the Strategic Plan were met. We also asked AdCil to approve converting all vacant positions and non-tenure-track positions, to tenure-track. As has been noted, this recommendation and decision was contrary to the current trends, then and now, in higher education.

We searched for 16 positions in 1997-98 and filled all 16 (12 as tenure-track and 4 as non-tenure-track because of the outcome of the searches or the fact that they were replacements). Searches continued during 1998-99 academic year.

The total number of faculty positions as of the fall of 1999 is 61 (a net increase of 5 full time in just two years). We have recently added a Computer Science position and upgraded our half-time photography and the second Theater position to full-time and tenure-track. The College will have a total of 63 full time faculty positions at the beginning of next academic year. All of these positions are tenure-track, and the stability and continuity that have come from the new positions have contributed significantly to the strength and quality of our academic program, and to our efforts to attract and retain students. Our older colleagues and College historians tell us that this is the highest number of faculty in almost 25 years. As part of this major transition in the faculty of the College, we implemented a rather comprehensive orientation and mentoring program for our 16 new colleagues in 1998-99 and are doing the same this year for an additional 6 new faculty members.

The number of co-op faculty is also at a higher level than it has been in the past 25 years. Co-op received a grant that allowed classroom and co-op faculty to work together to develop co-op preparation courses. This grant has also contributed to the co-op orientation program in a significant way. Communication with students while on co-op has been strengthened and continues to be improved. Our future agenda includes work on adding positions in other areas such as economics, history, literature and creative writing based on curricular needs and student demands.

3. Faculty Compensation & Development

The Strategic Plan calls for significant improvement in faculty compensation. This is yet to happen. But after several years of either no improvement or below inflation rate adjustments, College faculty have received an average of 4.02% increase as a pool for the last three years. In addition, several faculty members have received equity adjustments. The Faculty Salary and Benefits Committee developed, presented to the faculty, and submitted to AdCil a multi-year plan which can bring us into the bottom range of GLCA institutions. The plan was voted on by AdCil on November 9, and the administration, Faculty Salary and Benefits Committee, and the Budget Committee will work together to prepare an implementation plan by January.

In the arena of faculty development, we have made progress in providing support for the professional development activities of our faculty. The average annual support is larger than what it was just three years ago. Of course this is a continuous effort and requires continued fund raising. In addition to direct support for professional travel which includes the Co-op and the Library faculty, we have increased our participation in the GLCA, SOCHE and OFIC (from which we actually received a grant for Co-op preparation) sponsored conferences and professional meetings.

Despite some delay in repair and the unevenness in the quality of hardware and software, all faculty members who have requested a computer have been provided with one. In addition, since last Spring our Library was fully automated and went on line to OhioLink, such access to online information either in our offices or in the Library has expanded our professional development opportunities. In the last two years the College has invested close to half-million dollars in technology that directly or indirectly support the faculty, students, and the academic program.

4. Program Development, Evaluation and Assessment

In most programs, but not all, significant restructuring has taken place. Program components have been redesigned, new courses have been developed, existing courses have been revised, and distinguished scholars, artists, and activists have been invited to campus to contribute to the academic, intellectual, and cultural climate of the College.

In meeting this particular goal of the Plan, we have had (1) several faculty meetings in the last three years on learning styles, the general education program, summer blocks, and narrative evaluations; (2) three dinner/discussion dialogues in 1998-99 on teaching and learning and how to improve teaching quality; and (3) started a process for developing an assessment plan for the College based on each program/department's learning objectives; and (4) are planning three or four more dinner/discussion dialogues on the curriculum this year. Also planned for this year are workshops on block teaching, the appointment of a committee to evaluate the effectiveness of the summer term and then make constructive recommendations, and the appointment of a committee to review our General Education program and make actionable recommendations to the faculty. In compliance with the Strategic Plan we have up-dated and published our academic policies, especially in view of the new calendar, and have been developing and publishing our course schedule one year in advance.

Our College-wide program review by an Antioch University team was scheduled for Spring 2000. Recently, as a result of discussions with the Academic Program Committee, the College informed the Antioch University Academic Deans Council that evaluation of College programs would be better handled by our peer institutions rather than by a University team. Based on this, the College will invite a small team of GLCA faculty to help us evaluate our academic and the Co-op programs in Fall 2000.

AEA has now been fully integrated into the College. Its enrollment is up by 20% over 1997-98 and has had one of its programs (Women's Studies) already evaluated by our own faculty.

The Academic Learning Center is quite active in providing the kind of support that many of our students need in order to excel in their majors and in the General Education program. Our assessment committee and indeed, all faculty members have been working continuously to develop an assessment plan for the entire curriculum. We have made significant progress in developing departmental and program specific plans and will produce an institution-wide plan this spring.

5. What Remains

While we have accomplished a great deal during this last year, we have a great deal of work ahead of us. Fortunately, our efforts continue to be guided by the College's Strategic Plan. In brief, some of the activities that are under way or that are a continuing part of our agenda include:

- Continuing to strengthen the Academic Program.** An ad hoc review committee has been appointed to review the General Education program and make recommendations. Other committees have been appointed to review our Student Evaluations of Instruction and to review our three-year-old Summer program. Actionable recommendations are expected from each of these committees. An Assessment Committee has brought forth an assessment plan for the College, as we prepare ourselves for our next North Central Association Accreditation review in 2002. In the meantime, we continue to strengthen the faculty by hiring well. The first wave of 12 new tenure track hires that joined the College in the fall of 1998 were all recommended for contract renewal by AdCil. The plan for compensation improvement brought forward by the Faculty Salary Committee is expected to contribute to the College's ability to attract and retain high-quality faculty.

•**Continuing to strengthen Co-op.** In addition to recent hires in the Department, and the appointment of a Dawson Chair, we continue to make efforts to strengthen our relationships with employers, to increase communication to students in the field, to strengthen the reflection and evaluation processes, and to address the problems of integrating field work with classroom study. An Ohio Foundation of Independent Colleges has classroom and Co-op faculty working together, and we are currently seeking funding to enable classroom faculty to travel with Co-op faculty in visiting co-op sites.

•**A Campus Plan.** We are presently engaged in a broad community process to develop a long-term plan for the physical facilities and campus. A Renovation Task Force of faculty and students has conducted extensive listening sessions across the campus, encouraging the community to do some "responsible dreaming" about the manner in which our physical facilities reflect our mission and values, and has begun synthesizing these findings for further community discussion. The Task Force has also done a thorough physical audit of each building on campus, and will begin to work with the community to develop priorities during the spring term.

•**Continuing efforts to build national presence.** We are encouraged by recent positive press coverage of the College, both regionally and nationally. We will endeavor in the year ahead to continue to build awareness of the distinctive and innovative nature of one of the premier liberal arts institutions in the country.

•**Glen Helen.** We have brought the Glen closer to the College during these past several years, and will continue to move in that direction. We are currently searching for an Executive Director for the Glen Helen Ecology Institute, to bring leadership to our twin missions of stewardship/ preservation and environmental education, and that individual will be accorded faculty status at the College. We will resume planning for the Glen's long term future when that position has been filled.

•**Greening the campus and finding a focus for our wide array of strong environmental programs.** The College's day-to-day operations and maintenance, as well as our long term planning for the physical plant of the campus, are increasingly focused on becoming more energy efficient, reducing waste, and generally lightening the "footprint" of the College. From the tremendous strides we've made in reducing campus water consumption to the insightful "trash analysis" of College waste conducted by a student environmental group, the College has become increasingly concerned with "greening" the campus. Our programs in Environmental Science, Environmental Studies, along with our Environmental Field Program, our various Glen Helen Programs, and our founding membership in the National Alliance of Green Educators continue to provide an arena of unprecedented programmatic strength.

•**Leadership institute and extending service.** During the fall of 1999 we initiated a "Community Responsibility Scholarship" program that provided merit financial aid awards to students who were engaged in, and committed to continuing, community service work. In combination with our Bonner Scholars Program, this new scholarship program will increase to 200 the number of students who are actively engaged in community work beyond the campus. To support these students in their continuing acquisition of theoretical understandings and practical skills, the College will initiate a Leadership Institute for entering students during the summer of 2000, and will develop a program of ongoing leadership training throughout the year for continuing students. This program will extend our effort in the direction of linking liberal arts education to the creation of public citizens.

•**Continuing to address multicultural issues.** An AdCil-appointed Task Force will be bringing forth a recommendation for a Racial Discrimination Prevention Policy in the spring of 2000, and the Office of Multicultural Affairs continues to offer workshops and support for building an anti-racist and multicultural institution. We continue to strive for greater diversity among faculty, staff, administrators and students, and the Dean of Faculty will be bringing forth a report to AdCil in the spring of 2000 on our efforts to recruit and retain faculty and administrators of color.

•**Building the endowment.** This remains the central disequilibrium and most critical need of the College. Endowments at peer institutions are 10-20 times that of the College, and our reliance on unfunded – rather than endowment-funded -- financial aid continues to loom as the most significant factor impeding our long-term fiscal health. We are in the process of preparing the groundwork for a capital campaign to address our need for a healthy endowment, and recent gifts from former Trustee Leo Drey and from the estate of Mari Michener have helped us to begin to move in that direction. This will be the central challenge for the College as we move into the next century.

6. Review of Action Steps in the 2/97 Strategic Plan

Highest Strategic Advantage Steps

1. Communicate the College's commitment to building a College free of Racism and other forms of oppression to prospective students and their parents via printed material and other recruitment activities
2. Conduct regular information sharing meetings between Admissions and academic units
3. Develop ways to involve and recognize students participating in recruitment activities
4. Appoint a task force to develop proposals for recruitment publication for students of color
5. Produce recruitment publications for students of color
6. Conduct short-term historical analysis of enrollment data to identify "feeder" conditions
7. Increase outreach to groups influential to potential students of color (e.g. Upward Bound, Minority Scholarship Programs)
8. Continue attending college fairs & high school visits to geographic areas with high concentrations of students of color
9. Conduct regular information sharing meetings between Admissions and academic units
10. Develop ways to involve and recognize students participating in recruitment activities
11. Develop and implement a process to inform the configuration of the future mix of students who shall be recruited?
12. Increase participation by faculty and others in recruitment phonathons
13. Increase number of faculty letters to prospective students (letters by major chairs and advisors)

Review of Progress

Ongoing. Recruitment strategy for students of color is in need of revision; Need to move forward on diversity recruitment brochure

Begun: ongoing. Has happened each term

Begun: ongoing

False start; not completed, need to move forward.

Not completed. Have not substantially increased the number of students of color

Completed

Begun: ongoing.

Begun: ongoing.

Begun: ongoing.

Begun: ongoing

Completed: Targeted marketing strategies, coalition strategies, geographic targets, community responsibility scholarships.

Begun: ongoing, success in numbers varying participation; excellent faculty participation in campus visit program

Completed. Letters have now been updated.

14. Conduct regular information sharing presentations for faculty informing them of financial aid processes, deadlines, and critical information	Not begun. New Director of Fin. Aid will initiate process
15. Communicate the College's commitment to building an institution free of racism and other forms of oppression to present and future co-op employers	Begun. More work needed
16. Expand cross-cultural co-op opportunities	Has been happening. Last year approximately 60 students were placed on Co-op.
17. Expand co-op opportunities in organizations owned and/or operated by women and people of color	Making progress. New Co-op faculty working on this.
18. Appoint and charge a committee of the Strategic Planning Task Force to develop a new model for cooperative education	Completed in 1998, produced the Co-op Revisioning Report.
19. Increase communication between co-op faculty, students and classroom faculty	Ongoing. OFIC grant has created new forms of regular contact; Co-op faculty attend all major meetings
20. Raise funds to support activities that will advance the goal of building an institution free of racism and other forms of oppression	Ongoing. Raised funds to initiate Office of Multicultural Affairs, endowed funds for scholarships.
21. Increase campus involvement of alumnae and alumni of color in the attainment of this goal	Begun.
22. Conduct a feasibility study to explore the possibilities of increasing the endowment	Begun. Planning and groundwork for endowment campaign under way.
23. Assure accuracy of representation in recruitment publications	Ongoing discussion with admissions counselors; major effort to revamp publications and web page in initial stages of discussion
24. Assure that catalogue course descriptions are consistent with schedule of classes and course syllabi	Completed and ongoing.
25. Insure that all General Education courses conform to faculty guidelines regarding multicultural content	Ongoing. Need for broad discussion of General Education program.
26. Maintain aggressive efforts to hire and retain faculty who are women and of color	Ongoing. Recruited 3 of 15 in 1998. Need for continuing effort.
26. Develop a plan to ensure that all faculty participate in programs and activities supportive of this goal	Ongoing through faculty meetings and orientation programs.
28. Encourage faculty to make their classroom environments reflective of this goal	Addressed through syllabi approved by Academic Program Committee.
29. Maintain effort to implement and assess cross-cultural requirement.	Implementation is ongoing. Further work on assessment is needed and under way.
30. Deliver what we advertise: Provide stable and predictable course offerings and create expectations that can be met	Ongoing monitoring. 90% of the course offerings are scheduled and maintained.

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| 31. Implement the on-line library catalogue | Completed. |
| 32. Develop on-line search services | Completed. |
| 33. Improve the physical facility of the library | Ongoing. New roof, internal repairs completed. Further work needed, pending recommendations of Renovation Task Force. |
| 34. Increase library holdings in all categories | Ongoing. Secured \$2m in funds for book holdings. |
| 35. Improve faculty compensation and benefits | Ongoing. Built compensation improvement into budget assumptions. Long term plan pending FEC salary committee recommendations. |
| 36. Clarify and better communicate government jurisdictions & processes | Ongoing. Jurisdiction committee delivered report in 1997. |
| 37. Continue to review and strengthen advising | Ongoing. New advising handbook. Review through contract, promotion and tenure reviews, but need to develop plans to do this for all faculty on a regular basis. |
| 38. Anticipate the effect of 800 students on course size, course capping, advisee and senior thesis loads and develop a plan to assure faculty size and configuration is sufficient to deliver program | Ongoing. Faculty increased to 63 positions. Priorities for added positions approved by faculty and AdCil in 1997. |
| 39. Make new faculty hiring decisions in such a way that facilitates broad contributions to the curriculum by the faculty while maintaining the tradition of the liberal arts | Carefully done through broad participation in conceptualizing job descriptions, APC and AdCil review of Search Committee. |
| 40. Develop a plan to ensure that all staff and administrators participate in programs and activities supportive of the goal of building a college free of racism and other forms of oppression. | Ongoing. Included participation item in evaluations, included policy discussion in employee orientation and employee handbook, included program expenses in annual budget. Ongoing efforts to engage constituent groups in discussion of programs and activity requests. |
| 41. Academic departments, administrative divisions, the co-op department, library, CG, and all student organizations must evaluate their progress toward this goal every year, develop the necessary activities, programs, or actions towards this goal, and report their outcomes to the Strategic Planning Implementation Oversight Committee | Not yet begun. |
| 42. Wire the Library and McGregor Hall | Completed. |
| 43. Upgrade campus computer laboratories | Completed. |
| 44. Install a new Library computer lab | Completed. |
| 45. Establish a 24 hour student computing space | Completed. |

Completed.

not completed

46. Develop a plan for telephone service in residence halls.	Planning under way, pending fundraising.
47. Charge and appoint a renovations task force to review past plans and to develop short and long-term facility needs -- including urgent and capital budget priorities	Completed. Work begun Feb. 99, to deliver campus plan to AdCil in April 2000.
48. Develop a staffing plan to serve 800 students	Ongoing. Added 3 staff positions to 1999-2000 College budget.
49. Continue to improve orientation of new students	Ongoing. Conducting a survey fall 99; first time fall 99 included session on academic program
50. Intensify and expand program activities and services in this area	Expanded activities in security, residence life, counseling, academic support, OMA.
51. Explore the necessary resources to support goal attainment.	Ongoing. Increased student affairs staff.
52. Maintain aggressive efforts to hire and retain student affairs staff who are women and of color	Ongoing. Successful efforts to diversify staff in 1998-1999 hires.
53. Reduce dorm abuse and neglect	Ongoing. Significant progress since plan adoption.
54. Respond quickly to residence facility needs	Improving. Additional work needs to be done.
55. Expand Dean of Students staff presence through nights and weekends.	Completed. Campus & Residence Life Director with HACs.
56. Streamline housing assignment process	In process. Developing new room selection process that will give students greater choice as well as some ownership of decision-making.
57. Support Counseling and Wellness programs	Ongoing. Added health advocate, 1999; additional counselors pending funding.
58. Continue work on achieving a multicultural community	Ongoing: Hired Director of Multicultural Affairs 1/99, funded Office of Multicultural Affairs in College Budget 98-99.
59. Return to full-time health services program	Completed with hiring of Health Advocate.
60. Develop coordinated events planning process	Ongoing through Community Government.
61. Create institution-wide partnerships to develop community service projects	Completed. Vista, Americorps leaders, Literacy Core, community service in Yellow Springs, Springfield, and Xenia.

Second Highest Strategic Advantage Steps

62. Explore opportunities for transfer articulation agreements by working with colleges recommended by Admissions & others and negotiate terms whenever possible
63. Explore placing Antioch information video on the web
64. Produce an information video as a class or community service project
65. Make opportunities available for faculty to attend admissions recruitment fairs
66. Improve coordination among offices and staff who know of student whereabouts while on co-op to involve them in recruitment activities
67. Notify advisors of approaching financial aid deadlines, urging them to encourage students to avoid delay in filing required documents
68. Plan for additional \$100,000 in Federal Work Study moneys to be utilized in community service jobs
69. Develop a more effective orientation to the co-op planning process
70. Review, revise, reduce forms and steps in co-op planning and crediting processes
71. Develop human resources, alumni networks, and housing resources at co-op job locations as means to finance co-op requirements
72. Improve communication with co-op employers about Antioch students and programs
73. Develop more cross-cultural and foreign language co-ops
74. Continue general co-op job development activities
75. Publish timely and accurate information about financial aid programs and services
76. Develop and publish a two-year academic/course planning schedule every fall beginning fall 1997

Review of Progress

Articulation agreements completed with eight schools, ongoing activity in this area.

Not begun.

Not begun.

Begun. Further work in this area pending funding.

Begun. Much more work needed.

Not begun.

Completed.

Revisioning document developed learning objectives and direction for planning. More work necessary if it is to be done systematically.

Completed. Paperwork minimized. Process streamlined.

Ongoing. Some successful collaboration with alumni board.

Begun. Efforts to bring employers to campus, and to allow classroom faculty to accompany co-op faculty on field visits pending funding.

Under way. Addition of Co-op faculty with international experience has allowed this to move forward.

Ongoing. Now 163 jobs on the job list compared to 140 in 98-99.

Ongoing. Handbook updated in 1998. New Director of Financial Aid will have ongoing responsibility for this activity.

One-year is now in place. Two year pending filling faculty positions.

77. Establish 'official' College WWW homepage and monitor regularly to assure accuracy	College webpage established and monitored. Overhaul and revamping with outside help pending funding.
78. Incorporate funding travel to co-ops into overall fundraising objectives	Done.
79. Improve quality of information and tracking of recent alumni for development and recruitment needs	Done. MacArthur funded survey of alums from 1990-1998 had strong response, produced information on activities and directions, and provided information for development and recruitment.
80. Consider converting non-tenure track positions in high need majors to tenure track	Done.
81. Evaluate first year advising program	Some work done. More needed.
82. Review nature, definition and variety of concentrations within majors	Set as a goal for faculty work during 1999-2000 year.
83. Raise faculty development funds to support interdisciplinary teaching, teaching broadly, and teaching multiple levels and learning styles	Ongoing. Success in 96-97, 97-98, and 98-99 years. New funding needed for 2000-2001 and beyond.
84. Increase faculty involvement in offering career and graduate and professional school guidance -- offering a preparation event every term	Ongoing. Need greater regularity.
85. Review courses to further integrate multiculturalism into the academic program	Ongoing.
86. Continue support of AEA to further integrate multiculturalism in the academic program	Ongoing.
87. Develop cross-cultural orientation for all cross-cultural experiences	Ongoing and regular for AEA, but not for non-AEA cross cultural experiences. More work needed.
88. Develop a cross-cultural component as part of the orientation for new students, faculty, administrators and staff	Begun. More work needed.
89. Review standards, guidelines and academic requirements of course offerings	Ongoing. APC, APRC, faculty.
90. Regular communication between faculty and students about mission, educational philosophy, and requirements	Ongoing. More work needed.
91. Evaluate and address demands on faculty time	Ongoing.
92. Raise funds for faculty development activities	Under way. Goals for 2000-2001 year.
93. Measure student satisfaction with services and programs	Under way. Administration of SSI in 96, 97, and 99; two surveys under way in DOS; regular feedback sessions with students on summer program.

94. Develop a performance appraisal and evaluation process for all employees. Use these processes to develop and offer training and development opportunities	In process. Human Resources.
95. Develop an experiential learning transcript	Not yet formally under way.
96. Create community service links w/alumni in Miami valley area	More work needed in this area.
97. Outreach to prospective students about community service opportunities	Ongoing. Coalition for Essential Schools work, Community Responsibility Scholarship program, Bonner Scholarships used in recruitment efforts.
98. Establish a transportation service to support community service participation and individual student needs	Community service vehicle designated in 1997. Increased van pool from 2 to 7.
99. Establish community service links with Miami Valley area schools	Under way. School to work grant proposal in process.
100. Offer life-long skill development workshops	Counseling offered workshops. More work needs to be done.
101. Offer educational programs and workshops promoting a greater sense of community	Ongoing, DOS and Community Government.
102. Facilitate use of dorms and residence life program as campus resource	Ongoing.
103. Clarify Hall Advisor and Hall Advisor Coordinator expectations	Completed.

Third Highest Strategic Advantage Steps

104. Arrange visits by co-op employers to campus to develop better relationships
105. Develop a co-op information video
106. Establish a senior gift campaign
107. Publish an alumni directory
108. Increase size and frequency of alumni mailings and publications (i.e. Antiochian 3 issues/year)
109. Establish electronic networks for sharing information with alumni
110. Investigate the practicality of merging publications and development departments
111. Continue to develop General education program and to stabilize majors
112. Address faculty needs through effective relationship among Dean of Faculty, FEC, Faculty Chair, President
113. Complete development and implementation of learning assessment plan
114. Consider alternative approaches to achieving flexibility in faculty staffing
115. Explore centralizing information about GRE, LSAT, GMAT test-taking, career databases and on-line resumes
116. Develop means to assist students in their transition from College upon graduation
117. Develop experience sharing programs and fora for returning AEA students
118. Develop an employee handbook and survival guide
119. Develop an employee newsletter
120. Establish a Community Service Advisory Committee
121. Increase the credibility, effectiveness and centrality of the Hall Advisor/Coordinator program
122. Recruit more Hall Advisors/Coordinators who define themselves as people of color, LGBT
123. Improve, secure and maximize trunk room potential

Review of Progress

- Pending funding.
- Completed.
- Completed.
- Completed.
- Ongoing. Increased to 3 Antiochians in 98-99 year.
- Begun, but no significant progress.
- Completed 1998-1999 year, full integration of activities.
- Ongoing through general faculty meetings, area meetings and APC.
- Ongoing.
- Making progress toward full assessment plan in advance of NCA review.
- Ongoing.
- Not begun.
- No progress made.
- Ongoing.
- In process. Employees surveyed for feedback on publications, revision of handbook & survival guide under way.
- Begun.
- Completed.
- Ongoing, with significant progress.
- Ongoing.
- Priority need for more space pending funding.