

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

INDIANA UNIVERSITY NORTHWEST

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for

The Higher Learning Commission

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Elements of Indiana University Northwest's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's Portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: 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 each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding 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. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative

that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Indiana University Northwest (IU Northwest) is located on 36 acres in Gary, Indiana. Ninety-two percent of the students are undergraduates, 67 percent are full-time, and 67 percent are female. Fall 2013 enrollment was 6,387 students. IU Northwest is the most diverse campus within the Indiana University system with 42 percent of its student population being of color. IU Northwest's emphasis on using data for decision making along with utilizing continuous improvement strategies, reflects a high level of commitment to its educational mission. Serious consideration has been given to the coordination of IU Northwest within the IU system, resulting in the establishment of the Office of the Executive Vice President for University Academic Affairs. Internally, the newly established Office of Institutional Effectiveness and Research is a step forward. Although IU Northwest is positioned in an area of high educational needs and leads the state in being the most diverse campus, the institution admittedly struggles with implementing quality initiatives and using data to make decisions.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Indiana University Northwest's** achievements and to identify challenges yet to be met.

- IU Northwest has a commitment to helping students succeed and meet stated learning objectives in courses, general education, and academic programs. The University has continued to make progress in Helping Students Learn since the last Systems Portfolio and recent leadership and infrastructure changes appear to ensure that this progress continues. The institution has made advances in aligning student learning objectives to data collection, introducing new tools and assessments, and continuing to identify areas where additional data or improvements are needed.
- Recent organizational and infrastructure improvements along with new leadership may aid

in the evolving continuous improvement culture. Even though the Institution shows a commitment to AQIP, the process measures and results for Accomplishing Other Distinct Objectives are immature. The University has identified and is pursuing areas where improvements are needed. One such area is the need for more measures of the quality of non-instructional activities and the subsequent analysis that can lead to improvements.

- IU Northwest has made many positive changes in the processes that impact Understanding Students' and Other Stakeholders' Needs; however, the results provided are inconsistent and not robust, and trend data is not consistently provided. The institution acknowledges that opportunities for improvement exist, and as IU Northwest moves forward these are areas that need to be addressed.
- IU Northwest uses some processes and practices that demonstrate that the institution is valuing people. The campus uses behavior-based interviewing, there is a renewed commitment to increasing the diversity of faculty, a variety of training options for employees are provided, and a Leadership Development program has been offered since 2008. IU Northwest provides experiences for faculty, in terms of sabbaticals and the Summer Faculty Fellowships, yet other than the number of people involved in these, no information is provided about the results of these initiatives; remaining key processes for valuing employees which align to the institutional objectives as well as to the strategic plan are not evident. Key measures, goal setting, as well as trend and comparative data are not evident. Without such information, IU Northwest is limiting its ability to assess its overall effectiveness.
- The responses reflect the institution's long-term commitment to creating a culture and sound infrastructure for effectively leading and communicating. The institution continues to improve, and leadership actively creates and supports a quality, evidence-based, data-driven culture, modeling values and behaviors that communicate a comprehensive and focused vision to all constituents. As processes are being developed, IU Northwest has an opportunity to examine these processes and focus on those that are producing the most positive impacts.
- In the area of supporting organizational operations, IU Northwest experiences the advantages and disadvantages of an institution within a large university system. Some support systems are specified by the larger system and others are developed to meet individual institutional needs. The challenge IU Northwest faces is alignment and

determining the appropriate level of empowerment. While the institution appears to collect large amounts of data, it is not clear that most of it is being used for the continuous improvement of Supporting Organization Operations.

- Although IU Northwest reports it has a culture and infrastructure in place to select and support an over-arching goal of student performance measured by enrollment, retention, and graduation, the institution may be setting targets that easily allow them to reach this goal, which is evidenced by the goal being reached 2 years prior to its completion. It is not clear how IU Northwest selects, gathers, analyzes, and manages data that allows it to set clear goals from established benchmark data. The lack of standard processes may make it difficult to improve performance. Hence, the institution may be better served by analyzing comparison data which shows the data of peer institutions. This may allow the institution to create benchmarks which set targets for improvement.
- IU Northwest has provided evidence that serious efforts have been made to align the organizational structure consistent with an institution that values and uses continuous improvement strategies. Consistent throughout the Portfolio is a lack of alignment between process statements, measures, and reported results. The opportunity exists to identify best practices, measures, and comparative/competitive results that align with the university's goals. In addition, as IU Northwest continues through the AQIP process, the institution may consider best practices from AQIP schools on how to evaluate its planning processes. Opportunities exist for IU Northwest to incorporate the use of comparative data in its planning efforts. The institution may consider how a formal process for measuring effectiveness in planning continuous improvement could improve their planning efforts.
- Community engagement is identified as a priority in the IU Northwest strategic plan, and consequently, the institution reports many activities that can be categorized under Building Collaborative Relationships. The list of initiatives designed to recruit students is particularly impressive, and the establishment of CURE as a vehicle to manage external relationships is noteworthy. However, the processes as to how relationships are established and prioritized are not clearly articulated. There is also an opportunity to specify and track key measures related to this category.

Strategic Challenges For Indiana University Northwest

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Indiana University Northwest** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- In presenting its quality journey in the Systems Portfolios, IU Northwest is advised to discuss how data are analyzed and interpreted and how they are fed into decision making. Internally, leaders may routinely assign value to specific results, but the meaning of the data and how or if it informs decision making and direction setting is not often described. The result can be that processes are cited and results are presented and the connection between the two is left to be inferred. IU Northwest is challenged to more clearly associate interpretations with the data sets that are cited. Moreover, an important further challenge for the university involves setting stretch targets and/or identifying measures or benchmarks (in addition to the general enrollment goals) that more readily point out opportunities for improvement. The outcomes for many categories represent important positive steps and developments for the university but tend to address the development of a continuous improvement infrastructure without addressing improvements in university performance.
- As an institution within a large university system, some processes are specified by the larger system and others are developed to meet the individual institutional needs. While the institution collects large amounts of data, it is not clear whether most of it is being used for the continuous improvement of its processes. More attention has been given to the micro level while less attention has been given to the macro level. A set of overall best practices for data selection, analysis, link to decision-making, and system for tracking results do not appear to have been identified at IU Northwest.

- There is a general lack of alignment between Categories and, within the Categories, between key processes, their results, and improvements. Future Portfolios should clearly identify IU Northwest's key students and stakeholders (internal and external), their needs and expectations (and how the institution knows what they are), the key processes in place to meet the needs and expectations, the results (trend data) of the key processes, how the results compare to similar institutions (comparative and competitive data from peer and aspirational institutions), and how the data is used to improve key processes. Measures should not be confused or used interchangeably with instruments/tools for collecting and analyzing results.
- Throughout the Portfolio there is a lack of competitive, comparative and trend data. Attention to this deficit will enable IU Northwest to benchmark and set performance targets for its key processes. When coupled with the infrastructure improvements already addressed and linked to decision making, IU Northwest will be well on its way to becoming a model AQIP institution.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's 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.

This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 1.

IU Northwest, recognized as an agile institution, offers 15 certificate programs, three associate degrees, 42 baccalaureate degrees, and eight graduate degrees. In response to the expansion of the community college statewide system, IU Northwest has developed new baccalaureate and graduate programs that align with articulation opportunities while phasing out its associate degrees. The academic programs are grouped within one of four academic units: College of Health and Human Services, College of Arts and Sciences, School of Business and Economics, and the School of Education. The College of Health and Human Services awards the most degrees. While several recent Action Projects have supported Category 1, IU Northwest recognizes that their processes aligning student services to student learning and general education are not as mature as their assessment processes of assessing student learning and general education at the individual student and program levels.

1P1, S. Common learning objectives were derived from the IU Northwest Vision, Mission, and Values statements by a combined General Education/Assessment Committee with representation from all academic units and with administrators from Academic Affairs (AA) serving as ex-officio members. The process led to academic departments infusing shared goals into their undergraduate and graduate degree programs.

1P2, S. Individual units determine the program specific goals congruent with the Mission and Vision of the University. Curriculum committees – composed of faculty and staff with additional input from stakeholders, business community, alumni, discipline-specific professional organizations, and current students – are responsible for developing program outcomes for degree programs in accordance to established standards.

1P3, S. IU Northwest uses a process that involves multiple stakeholders and includes market research, evidence of state or regional needs, statistics supporting future employment prospects, existing programs at other regional institutions, and evidence that the unit can staff a high quality program that will attract students. All new programs must be aligned to the university's mission, include learning outcomes, and report methods of assessing student learning.

1P4, S. IU Northwest generally follows the mandated mission differentiation recommendations

while remaining responsive to maintaining degrees to build and sustain skilled graduates in key disciplines. Responsive programming is determined by analysis of overall institutional needs as well as those of the local market. Town hall meetings and other stakeholder feedback are utilized to design programs that meet the needs of an urban community.

1P5, O. The curricular preparation requirements are determined by state legislature, ICHE, IU system, campus personnel, and the individual academic units in alignment with the institutions mission, vision, values, professional accreditation, and other standards. An opportunity exists to recalibrate admission requirements after reviewing DFW rates and aligning college-readiness programs with these student needs.

1P6, S. The prerequisites for all courses are listed in the online Bulletin and the Schedule of Classes. Both general education objectives as well as course objectives are provided in courses with general education designation. The Admissions Office determines if transfer students have completed courses at other institutions which meet the same learning objectives as IU Northwest courses.

1P7, S. IU Northwest utilizes a variety of processes and tools for matching students to interests and abilities. For those students who have completed 26 credits without a selecting a major, the Office of Career Services provides a career selection intervention. IU Northwest is encouraged to consider if this same systematic process can be deployed for all students entering the institution to be sure student programs of study meet student readiness and interest.

1P8, S. Underprepared students are placed in either the university's Critical Literacy Program or REACH program with the area community college until they are better prepared to enroll and succeed in an IU Northwest program. Early evidence suggests the four-year pilot voluntary New Student Success Program may offer a process that works for the majority of students who are admitted on a conditional basis; the institution is encouraged to further evaluate this initiative.

1P9, O. Students at IU Northwest have the opportunity to take a learning style inventory and to examine opportunities with their advisor how to enhance their learning experience. While workshops are offered to faculty to encourage them to incorporate new instructional strategies, and some students take the learning style inventory, there does not appear to be a comprehensive/ integrated approach to addressing learning styles across all units and programs.

1P10, S. IU Northwest has a number of support systems and strategies in place to address the

needs of student subgroups including: flexible course scheduling and predictable scheduling for upper division courses so the needs of both commuters and non-tradition students can be met; the recently formed Veteran's Working Group and services available to veterans, service members, their children and spouses, and; the TRIO grant for low-income, first generation students.

1P11, S. IU Northwest uses five primary sources to define, document, and communicate expectations for effective teaching and learning. These sources include written and oral communications which involve stakeholders of faculty as well as administration. Faculty are the primary owners however adjuncts are included in some of these initiatives. Data analysis is used to determine the effectiveness of the strategies.

1P12, S. IU Northwest uses a process that meets the needs of multiple student stakeholder groups; those who wish to finish in 4-years, those who wish to complete small programs, and those who desire to finish programs while being considered part-time students. The processes includes publishing schedules 2-years in advance and offering courses in a variety of modes and at a variety of times and days.

1P13, S. Academic units utilize disciplinary advisory boards; third party and accrediting body reviews; surveys of students, alumni and employers; and scheduled curriculum review to ensure programs and courses are up-to-date and effective. Benchmarks have been established to measure competencies in some curricula.

1P14, S. The decision to change or discontinue programs and courses originates at the unit level by weighing the following considerations; professional guidelines, advisory board input, enrollment and expenditures, self-studies, outside review, comparison of curricula to peer institutions, adherence to state and national standards, and fulfillment of obligations to students and stakeholders. In addition, the Office of Academic Affairs and ICHE review programs with small numbers on a regular basis.

1P15, O. IU Northwest has support mechanisms in place to address needs of students and faculty, yet it is unclear how those needs are determined or tracked for improvement opportunities. Identifying processes by which needs are determined and met could provide efficiencies within the support services and improve student learning outcomes.

1P16, O. While IU Northwest uses the General Education Principles as a guiding framework for aligning co-curricular and curricular learning outcomes for all undergraduate courses, the process used to build this framework is unclear. In addition, no mention is made regarding a

similar alignment for the certificate and graduate programs offered. Documenting the process may provide a systematic approach that can be deployed across all offerings.

1P17, S. The Campus Assessment of Student learning Outcomes (CASLO) has primary responsibility for organizing student learning assessments with support from the academic affairs administration. A variety of measures are used to analyze preparedness of graduates for further education or employment. Performance results as well as assessment data are available for faculty and public access on IU Northwest's website.

1P18, O. The University has developed processes designed to assess student learning at the general education and specific program levels. IU Northwest has an opportunity to report how these processes were designed and are improved and to fully utilize the functionality of WEAVEonline to help manage accreditation, assessment, planning, and quality improvement processes for detailing institutional effectiveness.

1R1, O. The institution tracks a number of inputs and process measures of student learning and development, however the response does not clearly differentiate between instrument and measure. Future Portfolios can be enhanced by identifying the "measures" of student learning and development that are collected and analyzed regularly. For example, measures of General Education include reading, critical thinking, writing mechanics, math skills (ETS Proficiency Profile).

1R2, O. Although IU Northwest provides and comments upon data from multiple measurement tools and courses, it is unclear how the data is aligned, analyzed, and used to develop processes for improving common student learning and development objectives. Future Portfolios can also be enhanced by providing trend data in 1R2 that is aligned with the measures identified in 1R1.

1R3, S. The institution reports results for programs that are accredited by national organizations and other units that have developed and are tracking specific program and college level measures that correspond to learning objectives. IU Northwest connects results of these objectives to the revising and designing of program curricula. Favorable improvement is seen in the SOBE courses, as tracked by student performance in the ETS MFT.

1R4, O. IU Northwest uses assessment data from program evaluations and general education assessment as evidence that students have acquired the necessary skills and knowledge required by its stakeholders. Plans are in place to administer an alumni and employer survey one and five years after graduation. IU Northwest has an opportunity to provide additional

evidence from employers and from advanced education programs that the requisite skills and knowledge have been acquired.

1R5, O. Select performance results suggest students are satisfied with learning the services available at IU Northwest, however the evidence is limited. The University has been working with a consultant to improve its processes. IU Northwest is encouraged to identify and articulate key performance indicators for their learning support processes and report the trend data for those processes in future Portfolios.

1R6, O. Benchmarked performance data across institutions indicate that IU Northwest compares favorably in a few select areas and unfavorably in the majority of other areas, especially on national, third-party exams, as well as beginning and transfer students. IU Northwest may want consider designing a process that exposes why some pass rates are significantly lower than national averages. Such a process may assist with student retention and completion.

1I1, S. IU Northwest has yielded improvements in a number of areas, more specifically, process maturity, as well as data collection, is clearly evident in the assessment of student learning and student success. The institution has self-identified a number of opportunities for further improvement and feedback from this and the earlier Systems Appraisal can help guide future initiatives.

1I2, S. Changes in leadership and culture have made assessment and improvement institutional priorities. Key process changes and development are data driven and such processes are aligned with appropriate administrative and faculty voices. In addition, support structures and processes have been implemented that foster and promote a culture to set targets and improve performance for Helping Students Learn.

AQIP Category 2: Accomplishing Other Distinctive Objectives.

This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 2.

Indiana University Northwest ensures that its efforts related to other distinctive objectives are tied to operationalizing key principles from its mission and vision. These efforts are tied to organizational services for its students and external stakeholders. The focus is particularly centered on lifelong learning, diversity, economic development, and health and wellbeing. The University's commitment to sustainable economic development for the region and state include workshops for service area educators through their Center for Economic Education, consulting for local businesses through the Center for Management Development and Small Business Institute, and other services through the institution's School of Business and Economics. This reflects responsible citizenship; anticipating and taking into account the consequences of its actions upon the various larger communities to which it belongs, and upon the higher education system, regionally, nationally, and globally. Although Indiana University Northwest has aligned key organizational services for students and external stakeholders with Strategic Priorities, the maturity level is still not at the desired level, according to Indiana University Northwest.

2P1, S. IU Northwest designs key non-instructional processes by gathering data and trend information through formal and informal means and formulating strategies as well as processes consistent with its Mission and Vision. The Chancellor's Commission on Community Engagement promotes engagement with the community while many university units design and implement non-instructional processes.

2P2, S. Non-instructional objectives for major external stakeholders are determined by the constituency-based, Northwest Council, a representative group of campus leader, who creates the institutional the Strategic Priorities. The Council used information from a 2010-11 environmental scan as well as feedback from town-hall listening sessions to develop Strategic Priorities and act upon them.

2P3, S. IU Northwest uses a variety of print and electronic media as well as periodic town hall meetings and other face-to-face opportunities to communicate its expectations and targets for non-instructional objectives. The institution's website provides public access to its strategic priorities and progress updates.

2P4, S. Appropriate internal and external stakeholders have opportunities to assess and review strategic objectives annually. Meetings, surveys, and focus groups are used to obtain feedback opportunities and assess the appropriateness and value of key non-instructional objectives. In addition, the Chancellor's Commission on Community Engagement, the IU Northwest Board of Advisors, and academic program advisory boards use this feedback to confirm the information about mission is congruent to non-instructional objectives. A discussion about how the strategic

objectives are coordinated at the upper levels of the university, especially if an initiative may be interdisciplinary in nature, may move the institution forward in planning.

2P5, O. Various meetings, the Campus Climate Survey, and individual staff performance reviews provide critical information concerning faculty and staff needs related to Strategic Priorities. The response is not clear whether or not the processes described include determining faculty and staff needs relative to accomplishing the institution's other distinctive objectives. Future Portfolios can be enhanced by making this clarification.

2P6, O. Using information from a variety of sources, IU Northwest annually reviews and refines strategic priorities. It is unclear how these refined strategic priorities result in modifications of objectives.

2R1-2, O. The institution collects data on attendance and participation at events, the number of events conducted, and the number of projects completed. IU Northwest has an opportunity to close the evaluation loop by gathering information on the quality of the events and programs. Then, IU Northwest may want to consider using this data to improve and/or adjust programming efforts and, ultimately, improve the quality of non-instructional activities to inform improvement strategies.

2R3, O. IU Northwest reports comparative results for relevant NSSE items and indicates that some comparisons are done as a matter of practice at the academic unit level. There is an opportunity to identify measures for economic development and other community engagement efforts and compare with similar institutions.

2R4, O. IU Northwest provides data that suggests they are capable of creating numerous events for the community. Yet, the institution may be better served by considering if these events are meeting needs and generating impact. Key measures for these events may assist the institution in determining the impact of these events.

2I1, O. The reorganization of both the new regional campus organizational structure and the centralized nature of diversity initiatives should both reflect much stronger impacts of their respective responsibilities over time. The examples provided do not provide sufficient evidence of improvements in how IU Northwest addresses its key non-instructional objectives or how it uses the results to improve its processes for the reviewers to provide actionable feedback.

2I2, S. The University's organizational structure has been modified to integrate AQIP activities and continuous improvement strategies at all levels. Support systems such as the OIER have been established to remove barriers to continuous improvement.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs.

This category 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 3.

The institution is making progress in identifying its key students and stakeholders, their needs and expectations, and in aligning processes by developing and employing listening tools essential for gathering and understanding their diverse and distinctive perspectives. A Constituency Relationship Management System was implemented in 2012 and the campus is increasingly utilizing social media as an engagement tool.

3P1, S. IU Northwest identifies the changing needs of its student groups through a variety of direct and indirect venues. Sources include environmental scans, trend data analysis, retention and graduation rates, and discussions with faculty and staff. The Northwest Council, the IEAC, and the EMG utilize the information and select appropriate actions.

3P2, S. Interpersonal interactions are the principal means by which IU Northwest builds and maintains relationships with its students. Faculty and staff face-to-face interactions with students and their parents facilitate support and encouragement. The list of academic support units that provide outreach to students is particularly strong.

3P3, S. IU Northwest has identified stakeholders as well as developed and followed a process for working with them. An environmental scan was used with both internal and external groups to identify trends and needs within the region. The Center for Urban and Regional Excellence identifies needs and gaps as well as develops policies and solutions.

3P4, SS, IU Northwest has developed a systematic approach to maintaining relationships with external stakeholders through four different categories of activities (Cultivation Activities, Campus Publications, Advertising and Marketing, and Miscellaneous Activities). The mission-centered commitment to sustainable economic development for the region and state which include workshops for service area educators through their Center for Economic Education, consulting for local businesses through the Center for Management Development and Small

Business Institute, and other services through the institution's School of Business and Economics are all noteworthy.

3P5, S. IU Northwest reviews and evaluates market and demographic data, enrollment trends, and feedback from students and stakeholders to determine if the institution should target new students and programs within the limitations of its geographic and governing restrictions. The recently formed Enrollment Management Group oversees these activities and has obtained outside expertise to help guide this process

3P6, O. IU Northwest has both formal and informal processes for collecting complaint information from students and other stakeholders; the Office of Affirmative Action and Employment Practices manages the formal process for complaints. Guidelines are published and accessible through a variety of print and electronic means. IU Northwest provides several examples of changing operations to address student complaints. However, there is an opportunity for the University to describe how resulting actions are communicated to students and stakeholders.

3R1, S. Student and other stakeholder satisfaction at IU Northwest is primarily determined by collecting and analyzing data from a variety of surveys. A number of tools and corresponding measures of satisfaction that are periodically used for data gathering have been systematically grouped under the Student, Employer, and External Community headings.

3R2, O. Although data, both internal and external, are reported, targets and benchmarks are not reported. IU Northwest may want to consider establishing benchmarks and targets. This, in turn, may assist them in better serving students and planning processes that are intended to improve student and stakeholder satisfaction.

3R3, O. While the NPS scores for the Bursar, Career, Financial, and Registrar offices suggest moderate to low student satisfaction, the response provided insufficient measures for the reviewers to provide effective feedback. IU Northwest provides some information regarding the B2B program that seems to show some positive results; however, the institution acknowledges that more research needs to be done in this area.

3R4, S. The recognition of the Urban League of NWI for IU Northwest's refocused emphasis on building relationships within the Gary community speaks well for the university. IU Northwest with the help of a vendor conducted a survey of the neighboring community and found the institution needed to become more visible.

3R5, O. Donors are the only group for which results are provided. Future Portfolios can be

enhanced by clearly identifying the institution's "other" stakeholders (internal and external), i.e. alumni, employers, community, faculty, staff, etc. and aligning trend data/results.

3R6, S. Results suggest that students are more satisfied in most categories as compared to those of peer institutions based on relevant NSSE questions.

3I1, S. IU Northwest reports a range of improvements in the category of Understanding Students' and Other Stakeholders' Needs. New communication mechanisms have been established with students and stakeholders. Student orientation and advising processes have been improved based on participation rates and satisfaction. Course placement has improved due to collaboration between academic and administrative units.

3I2, S. IU Northwest is showing improvement since the previous Performance Review in changing and adapting its culture and infrastructure to select and implement specific performance targets. The institution is encouraged to continue its improvement efforts in this Category.

AQIP Category 4: Valuing People.

This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 4.

IU Northwest recognizes that it has the opportunity to further develop a culture of involvement through ongoing development of people's skills in making fact-based decisions, working with diverse groups, resolving conflicts, and using quality-based tools to build consensus. The institution recognizes that fully developing and using employee abilities strengthens its most valuable resource. The University cites strengths in recruiting, hiring, and tenure and retention processes with the need for more work in orienting new employees.

4P1, S. The specific credentials and skills for positions are derived from the work goals

established within each department or unit. Supervisors continually evaluate position requirements based on the needs of the unit, and positions are revised to reflect those needs.

4P2, S. As part of its commitment to diversity, the institution advertises in professional and minority-based publications, screens applicants for matching skills, experience and knowledge, and uses behavior-based interviews to select successful applicants. The response satisfactorily addresses an opportunity identified in the previous Systems Appraisal.

4P3, S. The OAA/EP provides the procedures and guidelines for the recruitment of faculty and professional staff. IU Northwest follows clearly established processes which involve multiple stakeholders in the hiring of faculty and staff. Employee retention starts with the orientation process while continued professional and community engagement are used to promote retention as well.

4P4, O. The institution has self-identified an opportunity to improve orientation for new staff. IU Northwest has the opportunity to develop an orientation process that includes how each work assignment is aligned with the campus Mission and Values, and Strategic Priorities.

4P5, S. IU Northwest plans for changes in personnel primarily through anticipated retirements and changes in programming/staffing requirements tied to strategic planning and budgeting. A Leadership Training Series has been in place since 2008 to address leadership succession. The institution also participates in the IULeaD initiative; *"...a comprehensive leadership development program that provides participants with a unique opportunity to chart a path to leadership via an assortment of curricular and co-curricular offerings."*

4P6, O. IU Northwest collects information from a variety of sources to obtain input regarding work processes and needed changes. The Campus Climate Survey is conducted every three years and provides information concerning employee morale and satisfaction. It is unclear from the response how work processes are designed to contribute to employee productivity and satisfaction.

4P7, S. Campus-wide policies regarding conflict of interest and conflict of commitment are distributed at the time of hire. Professional standards and practices for ethical conduct are evaluated annually with the employee during their performance management review and corrective action is taken as appropriate.

4P8, O. The Performance Management Review process is used to identify individual training needs related to specific job skills and tasks that support unit goals while the Leadership Development Training program addresses critical leadership skills. An analysis of how goals

are to be accomplished may result in working one-on-one to identify training needs, modifying professional development plans, and in-turn, interfacing with IU Northwest's Strategic Goals.

4P9, S. IU Northwest provides a number of voluntary personal and professional development and training opportunities including subsidizing professional memberships and conference attendance. Promotions and advancements are aligned with personal and professional growth and tied to the employee's performance management review. Faculty are supported by the CISTL and have the opportunity for sabbaticals. All employees may take classes using the courtesy fee benefit.

4P10, O. The performance review process has been revised and the new system will be implemented in 2014. This revised system will evaluate performance on position-related duties and responsibilities against agreed-upon standards. There is an opportunity to describe how this and other decisions were made, who was involved, and how employee performance is aligned with institutional objectives.

4P11, S. Standard practices for employee recognition, compensation, and benefit systems reflect the organization's commitment to recognizing and valuing employees. The compensation system is based on benchmarking positions at comparable institutions while salary ranges and position classifications are reviewed annually and employees have the opportunity to update their accomplishments throughout the year.

4P12, S. Key issues related to the level of motivation of faculty, staff, and administrators are identified through committee and council meetings, town hall forum, suggestion boxes, campus conversation sessions, and other listening opportunities. Issues that emerge are discussed and analyzed within various formal campus leadership teams.

4P13, S. IU Northwest seeks input about employee satisfaction from its faculty and staff through the Campus Climate Survey, Town Hall meetings, and additional channels. A cross-functional Wellness Team presents programs and information on healthy lifestyles and has implemented a number of changes directed towards a healthier campus. The Director of Environmental Health and Safety also provides a number of workshops and initiatives targeting a healthier, safer campus community.

4R1, O. IU Northwest provides a chart of the measures used in Valuing People; however, several of these are tools, not measures.

4R2, O. The response should report the results of the measures reported in R1. The Campus Climate Survey Results is a good summary and a good example of the measures to 1) be

identified in 4R1, and 2) be reported in 4R2. There is an opportunity to continue this pattern with all institutional measures of valuing people in future Portfolios.

4R3, O. IU Northwest indicates increased productivity and effectiveness as evidenced by increases in such areas as enrollment, graduation rates, credit hours, and transfer students. While student enrollment data may provide internal stakeholders with an indirect measure of employee satisfaction, a systematic process to gather and analyze data directly relevant to employee productivity may offer the institution direction in creating or modifying processes that better align to the institution's mission and values.

4R4, O. The NSSE data suggests that IU Northwest is strong in advising, faculty/student relationships, and faculty feedback. However, this is a single data set and there is an opportunity in future Portfolios to align the results reported in R4 with the data reported in R2 and measures reported in R1.

4I1, S. The diversity hiring process and the Leadership Development Series are both important efforts that demonstrate improvements. Safety, Salary, Recognition, Transfer students, Faculty Orientation, and performance review issues have all had positive steps forward on the campus.

4I2, OO. Setting clear targets for improving IU Northwest's processes for valuing employees may help identify the ways multiple employee stakeholder groups can engage in their appreciation of the institution's objectives.

AQIP Category 5: Leading and Communicating.

This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 5.

Since the arrival of a new Chancellor in 2010, initiatives have been implemented to ensure that the institution's systems and processes align with its mission and vision, making certain that the necessary resources — people, policies, funds, facilities, equipment, supplies, time, energy, and other assets — are allocated and used to support the overall mission and vision.

5P1, S. IU Northwest reports that the Strategic Planning Team was discontinued and replaced by the Northwest Council which is responsible for strategic planning. It is clear that the mission for each of the IU campuses must be approved by the IU President and the Board of Trustees. The most recent mission was approved in 2011.

5P2, SS. IU Northwest's strategic priorities (approved July 2011), were developed to be consistent with regional priorities and the President's Principles of Excellence. Direction is set by a nine-member IU Board of Trustees who delegate management and administration of the university to the President, who in turn does the same for each campus Chancellor. Representative groups have input into the process as well as provide leadership in implementing the strategic priorities on campus.

5P3, S. A range of tools designed to gather the perceptions of students and stakeholders are used periodically by IU Northwest. An analysis of the data gathered by these tools is used by the Northwest Council and the FO Executive Committee to influence the Chancellor and his leadership team as decisions and directions are formulated and executed. Hence, the institution has a process that takes into account the needs and expectations of current and future students and key stakeholder groups.

5P4, O. The analysis of data by a task force or committee is used to formulate recommendations given to the Northwest Council which, in turn, influences decisions made by the Chancellor or the appropriate Vice Chancellor. There is an opportunity to describe how these recommendations are focused on students and learning. The institution may also want to consider if two-way communication channels have been created with critical groups, and how often communication happens.

5P5, S. The Northwest Council functions as the forum for discussion of all major issues and serves as the major planning body for the campus. The Council vets all major planning and recommends actions to the Chancellor for approval. In addition, deans/directors and their faculty have autonomy to make decisions about their individual units. Deans meet with the Deans Council twice monthly, and there is an Academic Core Group that includes non-academic units. Academic Affairs, Student Affairs, and the other key units on the IU Northwest campus that maintain an appropriate collection of teams and work groups to help translate data and make recommendations within a defined decision making structure.

5P6, O. Since the previous Systems Appraisal, the institution continues to make progress in collecting and analyzing data as part of its commitment to evidence-based decision making.

The business intelligence initiative has the potential to centralize and further enhance the institutions use of enterprise data. The institution is encouraged continue its progress and develop a full-fledged institutional effectiveness plan to help align and match resource needs.

5P7, S. IU Northwest uses a variety of formal and informal opportunities including committee, team, department, campus-wide, print, and electronic media to communicate between and among institutional levels and units. The web page was redesigned in the past year to enhance communication with internal and external constituents. In addition, the Northwest Council has established a communication plan using Oncourse.

5P8, O. IU Northwest values transparency in decision-making along with a strong commitment to ensuring communication at all levels are key components of high performing organizations. IU Northwest has an opportunity to establish or communicate how the mission, vision, and values are periodically reviewed and updated to adjust to the changing environment where higher education institutions find themselves. Clarity regarding this process would deepen and reinforce the desired institutional characteristics.

5P9, O IU Northwest has various leadership and management programs including the Leadership Training Series that illustrates the commitment to leadership development on campus. Survey and focus groups were conducted in fall 2012 to identify the essential skills of a leader. As a result, the Leadership Training Series was redesigned and 24 individuals have completed the first series. There is an opportunity to reveal how faculty and staff are encouraged and/or selected to participate in these leadership development opportunities. There is no evidence of a continued improvement process.

5P10, O. The institution relies on assistant positions and provides supplementary compensation to retiring leaders in key positions to help acclimate new leaders and ensure a smooth transition of roles and responsibilities. The opportunity exists for the institution to develop a comprehensive succession plan to identify internal potential candidates for all levels of the organization.

5R1, O. The response describes “how” the institution measures Leading and Communicating (i.e., performance management program, climate and other surveys) but does not describe “what” it measures and analyzes regularly. For example, the Climate Survey is used to measure satisfaction with the amount and quality of institutional information, quality of administrative leadership, etc. In addition, IU Northwest may want to consider that it has an opportunity to follow through in its commitment to conduct a campus climate survey every three

years.

5R2, O. While the results reported in Figures 5.2, 5.3, and 5.4 suggest an overall improvement in leading and communicating, IU Northwest may consider creating a table of what is measured, by what means/instrument, and trend data results. In the meantime, the results from the most recent campus climate surveys and the Northwest Council Survey can be used to help determine areas that can benefit from a process improvement intervention. There is an opportunity to administer the campus climate survey more frequently to identify areas in need of attention at the college, division, and unit levels.

5R3, O. Using trend data and comparing results to similar institutions may eventually have an impact on IU Northwest; the institution recognizes this as an opportunity. Hence, the institution may want to consider a process that is easily manageable and can begin quickly such as using comparable data from other institutions within the IU system.

5I1, O. IU Northwest has completed a number of improvements in Leading and Communicating since the last Systems Appraisal. In addition, IU Northwest has an opportunity to use developed processes, set targets, and make decisions based on the data revealed by measures.

5I2, O. Given the scope and scale of campus-wide improvements, and the improvements in communication between the leadership and the university community, it is clear that the culture of IU Northwest is becoming more invested in quality improvement. Still, IU Northwest is struggling to implement these new initiatives. There is an opportunity to utilize the process improvement tools on the institution's process improvement system.

AQIP Category 6: Supporting Institutional Operations.

This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 6.

The institution provides its faculty, staff, and administrators with the training and resources successful collaboration demands, rewarding effective cooperation, and celebrating model collaborative efforts. IU Northwest has developed a master facility plan that is funded and recognizes its areas of opportunity. Although key college support areas facilitate an environment conducive to learning, IU Northwest admits it faces many challenges including those from natural disaster which moved certain programs off-campus.

6P1, O. IU Northwest uses the NSSE, student satisfaction surveys and a new senior exit survey to assess the needs of students and other stakeholders. In addition, the institution uses data such as placement testing scores, student grades and persistence rates. IU Northwest has an opportunity to describe the processes that are used to review and analyze these data to identify support service needs.

6P2, S. IU Northwest lists groups and offices (Figure 6.3) and reports that they have developed ongoing processes which include data collection and surveys.

6P3, S. The key support units that deal with physical safety and security at IU Northwest maintain customer satisfaction surveys and communicate regularly with the campus. The CMT created, updates, and uses a Crisis Emergency Management Plan as a strategic document to set the overall priorities for the management and coordination of emergencies/disasters occurring on the campus.

6P4, O. While IU Northwest provides information concerning who is responsible for managing administrative and institutional support services processes, other than stating that regular discussion occurs, it is not clear how the services are managed. A clear discussion on how student support units' leadership works to align goals to the mission statement would strengthen the report.

6P5, O. Although IU Northwest shares plans, processes, and results with campus stakeholders and offers access to what the institution believes is innovative information (i.e. lynda.com), developing processes to align support services with institutional knowledge-sharing may continue to strengthen a culture for process improvement.

6R1, O. The response confuses instruments with measures. The addition of results may facilitate a more comprehensive institutional view of the relationship between support services and student retention and success. As noted in the previous Systems Appraisal, quantitative and qualitative measures should align with specific outcomes. Thus, the measures reported in 6R1 should also align with the processes described in 6P1 and 6P2.

6R2, O IU Northwest has identified indirect measures submitted by faculty to assess the effectiveness of student support services as represented in Figure 6.4, 6.5, and 6.6. Direct measures of student support services such as tutoring services, campus advisement, library, and financial aid may help IU Northwest assess its key support service performance results. The response for 6R2 should report the results for the student support service processes described in 6P1 and measures reported in 6R1.

6R3, O. A wide range of results based on the perceptions of administrative support service users are reported by IU Northwest. There is an opportunity to identify key measures of administrative support services and align the results with these measures. For example, 6R3 should report the results for administrative support services described in 6P2 and measures reported in 6R1. The response in 6R3 comes closest to meeting the reporting guidelines and select measures suggest improvement.

6R4, O. Although IU Northwest reports that using results, making changes, and monitoring results based on the *Blueprint*, the institution may benefit from documenting current processes and sharing how data analysis leads to decision making. This may move the institution forward in sharing how systematic changes improve support services.

6R5, O. Although IU Northwest reports that it has useful data and comparisons, the institution may benefit from providing these data in the report and sharing their analysis of such data. IU Northwest has an opportunity to define a systematic approach to collecting and analyzing data which will move the institution forward in understanding how it compares to other institutions and organizations.

6I1, O. IU Northwest lists 9 recent improvements which suggest the institution it has the ability to make and support improvements. Documenting key process, developing measures, establishing benchmarking, and implementing systematic change based on data may lead to systematic and comprehensive changes in student services

6I2, O. As noted, IU Northwest realizes that as a small campus it struggles to find a balance between providing services and effectively benchmarking against peer and aspirational institutions; this is not an uncommon dilemma. The institution is encouraged to focus on a limited number of key processes and performance measures that will/may most dramatically impact the support services for students, administrative, and other stakeholders.

AQIP Category 7: Measuring Effectiveness.

This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers 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. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 7.

Action Projects have been used to make improvements in this area. Working with other regional campuses, standard performance metrics have been identified. Establishing the Office of Institutional Effectiveness and Research has been a significant development in the collection and analysis of data. IU Northwest has made progress in the area of measuring effectiveness, but challenges remain in to addressing alignment issues.

7P1, S. Data is selected at the unit level by the appropriate administrators (deans, associate deans, directors, department chairs, etc.) who analyze it with their specific unit goals in mind. The OIER gathers and analyzes data relevant to issues of campus-wide interest. Data is managed within units and through an integrated operational data system and distributed through a variety of outlets.

7P2, S. The Indiana University regional campuses set mutual performance metrics that included the use of VSA and NSSE into a *Blueprint* plan with the collective mission of improving student success. Since the last Systems Appraisal, IU Northwest has created an Office of Institutional Effectiveness and Research and expanded staffing to support additional collection, analysis, and data distribution through a variety of print and electronic reports at the campus level.

7P3, S. When departments or units at IU Northwest need performance information, they may consult the OIER or the Registrar to determine if the information already exists within IU Northwest's centralized sources or university data systems. Committees and units that determine needs for new data can use data gathering tools such as environmental scans, Qualtrics, Survey Monkey, and SWOT analyses. This approach provides for the centralized collection and analysis over time, while still providing flexibility for those programs, or new

perspectives, that need previously uncollected data.

7P4, S. The Northwest Council selects the metrics that represent the overall health of the institution. These measures also tie into the regional campus metrics from the *Blueprint* and represent priorities that ICHE expressed in its *Reaching Higher* initiative and subsequent target-setting efforts. The OIER conducts analyses and disseminates these results to various governance groups on campus.

7P5, O. Although IU Northwest has developed a comprehensive approach to selecting comparative institutions, there is an opportunity to describe how the needs and priorities for comparative data and information are determined beyond the selection and use of existing survey tools and services.

7P6, O. While the institution has key performance indicators tied to the BluePrint, the response and Figure 7.6 suggest primarily participation and lagging (in some instances indirect) indicators of performance. The institution has the opportunity to further refine their performance measures to target early indicators of success that will contribute directly to the campus objectives.

7P7, O. It is clear that IU Northwest is impacted positively by working within a system-wide UITS. It is not clear how the IT practices at IU Northwest ensure the timeliness, accuracy, reliability, and security of the information that it manages.

7R1, O. IU Northwest's processes and measures for the performance and effectiveness of its systems for information and knowledge management are emerging and the institution has self-identified the opportunity for further improvement in this Category. The establishment of the OIER is a step in the right direction.

7R2, O. The data presented in Figure 7.7 provide positive but limited evidence that the university's system for Measuring Effectiveness meets the institution's needs in accomplishing its mission and goals. Future Portfolios can be enhanced by providing trend data on these measures and by expanding the measures as noted in 7R1.

7R3, O. IU Northwest has an opportunity to increase usage of information resources on campuses. OIER has an opportunity to establish common measures to benchmark results with other regional campuses and develop an effective and efficient feedback loop. These comparisons may help IU Northwest determine appropriate systems and measures and establish performance benchmarks.

7I1, S. IU Northwest has made progress in improving data gathering and dissemination process

through the establishment of the OIER and identifying data streams. The University is becoming more systematic in the collection and analysis of institutional data and are attempting to scale these efforts toward becoming more integrated and comprehensive.

7I2, S. Recent initiatives reflect a commitment on the part of the university to foster a stronger culture of measurement and in ensuring a sufficient infrastructure to select and target processes for improvement (including AQIP Action Projects) within the BluePrint and IU System framework.

AQIP Category 8: Planning Continuous Improvement.

This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 8.

The institution, with foresight, strives to innovate proactively, making meaningful changes to improve its services and processes in ways that create new or additional value for its students and other stakeholders. Through a refined budget process, IU Northwest efforts at Planning Continuous Improvement have become more integrated with the ongoing practices of the institution. This process could serve as the model to inform and move forward other processes as the institution works to systematize its planning and improvement processes to position itself for the State of Indiana performance funding in higher education.

8P1, S. Key planning processes have been identified and have executive oversight. The Northwest Council serves as the strategic planning team, and the Budget Committee develops fiscal priorities. Additional planning processes including Emergency/Crisis Management, the IEAC Advisory Committee, Enrollment and Retention Management, Facilities Planning, and IT Planning also occur and have executive oversight and committee involvement. The planning process begins at the strategic level and is linked to the operational level.

8P2, O. The mission of IU Northwest guides strategies, goals, and priorities. The long-term strategies are defined by University/Presidential initiatives and by linking goals of the regional campuses under executive leadership. In addition, IU Northwest aligns plans to the Blueprint and uses other mechanisms that meet the needs of stakeholders. While it is clear that the

missions of Indiana University and IU Northwest guide selection of strategies, it is not clear from the response how short- and long-term strategies are actually selected.

8P3, O. While a brief overall process for developing key action plans is presented, clear processes are not articulated. IU Northwest may want to develop a clear process for developing plans to ensure consistency by all process owners. This, in turn, may provide a foundation for processes to be evaluated and improved.

8P4, S. The response suggests hierarchical/top-down processes for coordinating and aligning the planning process with organizational strategies and action plans. Ad hoc committees fill in where needed. While this appears to the reviewers as an immature process, the integration may be sufficient for the culture and confines of the IU system.

8P5, O. The Blueprint and AQIP Action Projects provide objectives, measures, and performance targets for some IU Northwest processes. A common set of measures is tracked each year by the OIER, but it is unclear how performance targets are set for these common measures. IU Northwest has the opportunity to develop processes that align to targets. Using a consistent approach to these activities may ensure that processes are aligned and efficient which may result in targets that guide the implementation of action.

8P6, S. IU Northwest is showing progress in linking strategy selection and action plans since the previous Systems Appraisal. Committees vet priorities and pass them along to the Northwest Council for deliberation. Deans and other unit heads are empowered to plan in the context of goals, resources, and future needs. The Budget Committee provides input regarding competing priorities while the Council's Agenda Committee serves as an interface between the Budget Committee and the Northwest Council. The Northwest Council ensures that relevant unit input is considered prior to final decisions.

8P7, S. The Budget Committee manages risk by assessing what is happening at the unit level, and there are fiscal reserves available for unforeseen emergencies. There are internal audits, and a connection to the UBO at IU for external support to the campus.

8P8, S. As noted in Category 4, IU Northwest provides a number of voluntary personal and professional development and training opportunities including subsidizing professional memberships and conference attendance. Promotions and advancements are aligned with personal and professional growth and tied to the employee's performance management review that aligns with organizational strategies and action plans.

8R1, O. Although IU Northwest does report a list of measures, these measures are focused on student engagement and success, yearly budget hearings, and satisfaction data from surveys and other instruments, not necessarily measures aligned to strategic planning. IU Northwest may want to develop measures that directly assess the effectiveness of its planning systems. This may help identify weaknesses and strengths in its planning process.

8R2, O. It is clear that a substantive change occurred in 2009 and 2010, as evidenced in the Enrollment data, Figure 8.1, though there is no explanation provided for this sharp increase. The response is somewhat misleading, in that it addresses a five-year span, but the numbers within those five years vary dramatically. It is also not clear how data are broken down to indicate root causes if a target is not reached. The relative NSSE, Common data, and IPEDS results should be provided in this report.

8R3, O. Although a list of four performance targets were listed, specific projections or targets for performance of strategies and action plans over the next one to three years for the college's planning timeframe were not presented. Without specific projections, it will not be possible to evaluate the degree of success that transpired. A summary of the Campus Assessment of Student Learning Outcomes and the *Blueprint* should be provided in this report.

8R4, O. IU Northwest does not report comparative results for the effectiveness of Continuous Planning Improvements. Using comparative data may assist the institution in considering its progress and success relative to similar institutions.

8R5, O. The strongest evidence that IU Northwest's system for planning continuous improvement is effective appears to be the Northwest Council Effectiveness Survey. However, insufficient results of the survey were provided for the reviewers to provide actionable feedback. The additional question about satisfaction of the Council does not address the effectiveness of the evaluation of the process itself.

8I1, S. IU Northwest has made improvements by developing a strategic plan and making the plan operational. As its systems mature, IU Northwest may continue to develop by providing a foundation for institutional planning that will allow attention to the needs of its stakeholders and continued improvement.

8I2, S. The institution is transitioning to, and fostering a culture of, continuous improvement. IU Northwest's commitment to the AQIP process and its actions as a result of the earlier System's Appraisal reflect an institution embedded in continuous improvement.

AQIP Category 9: Building Collaborative Relationships.

This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Indiana University Northwest** for Category 9.

The institution builds and fosters relationships with other educational institutions from which they receive students and partnerships with local businesses and organizations for internship and future employment opportunities for its students and graduates. The Center for Urban and Regional Excellence is the responsible entity for growing and maintaining collaborative relationships. IU Northwest recognizes that it may benefit from more alignment between unit and institutional goals and objectives.

9P1, S. With a campus priority of recruitment, IU Northwest has a wide variety of outreach activities to attract traditional and transfer students. In addition to campus visits, the college provides hands-on workshops, middle and high school tutoring, articulation agreements, and a growing dual credit program.

9P2, O. Relationships are created through field experience agreements, service learning agreements, the establishment of program advisory committees, and serving on advisory committees of feeder institutions. However, it is not clear how these relationships are created and prioritized. Identifying student needs and opportunities may help prioritize existing relationships and build new relationships.

9P3, O. Some partnerships for services to students are handled at the university level with consistent services offered across all IU campuses, while others are managed at the campus level. Although local relationships, such as the Bookstore, Food Services, and the RedHawk shuttle are described, IU Northwest does not articulate a process to create, prioritize, and build relationships with partners providing services for students.

9P4, S. The Vice Chancellor for Administration has a leadership role at IU Northwest in working with organizations that provide services for students. Since 2012, all activities related to purchasing have been centralized through IU's Office of Procurement Services. As such, all purchasing policies and priorities must adhere to IU campus requirements and standards of the

National Association of Educational Procurement Code of Ethics.

9P5, S. The Center for Urban and Regional Excellence (CURE) works collaboratively with organizations in all sectors to advance research, teaching, and service for the community surrounding IU Northwest. The institution's mission-centered commitment to sustainable economic development for the region and state includes workshops for area educators through the Center for Economic Education, consulting services for local businesses through the Center for Management Development and Small Business Institute, and other services through the School of Business and Economics.

9P6, O. While IU Northwest uses a variety of communication channels to gather input from students and stakeholders, there is an opportunity to seek data regarding the value of partnerships-based on the both the perceptions of those providing services as well as those being served. Developing a systematic approach may promote setting targets and establishing processes that align to goals.

9P7, S. IU Northwest provides a variety of opportunities for collaboration among and between academic colleges and service units, and rewards collaboration through annual grants. As a result, a First Year Experience program and a Freshman to Physicians program have been established.

9R1, O. IU Northwest provides a list of measures that purport to measure the building of collaborative relationships which include both the names of reports and count data for grant and committee activity. As noted throughout this Appraisal Report, the response needs to differentiate between "how" the institution measures (the instrument or process) and "what" it measures with the instrument or process.

9R2, O. While IU Northwest provides data for multiple years regarding student and faculty participation in a wide range of collaborative relationship activities, the data does not reveal direct measures of performance results. The institution has the opportunity to re-evaluate its key performance indicators and measures of performance as they relate to collaborative relationships and clearly specify these measures in 9R1 in future Portfolios

9R3, OO. As noted in the previous Appraisal Report, IU Northwest does not have comparative data, and acknowledges an opportunity to do more comparison with other organizations.

9I1, S. IU Northwest has made community engagement a priority, and as such reports improvements based on external recognition, infrastructure changes, new faculty and staff recognition activities, and increased service learning activities.

912, S. IU Northwest has an evolving culture that supports Building Collaborative Relationships. Community engagement is identified as a strategic priority, and CURE has been identified as the access point for community initiatives. An Action Project on institutionalizing community engagement led to the decision to submit an application for the Carnegie Foundation for the Advancement of Teaching – Elective Community Engagement Classification in 2014.

Accreditation Evidence for Indiana University Northwest

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

No evidence issues have been noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X		X	X	
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X		X	X
Adequate but could be improved.			X		
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X			
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	X		X	X	

Adequate but could be improved.		X			
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component **3.B. *The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.***

- IU Northwest defines general education goals as well as program specific goals. Such goals and competencies are integrated into courses and programs, and the faculty are aware of these goals and competencies and are responsible for delivering appropriate course content.
- The common learning objectives for undergraduate programs (derived from the campus Vision, Mission and Values) are the five General Education Principles: Foundations for Effective Learning and Communication; Breadth of Learning; Critical Thinking, Integration, and Application of Knowledge; Diversity; and Ethics and Citizenship.
- The learning objectives of the graduate programs include acquiring the knowledge and skills to successfully practice the profession for which the degree prepares the student.
- UI Northwest is the most diverse campus within the IU system. Program learning outcomes include an appreciation for cultural diversity and civic responsibility to the community.

1P2 & 1P18. HLC Core Component **4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.***

- General education outcomes are well-known, and integrated throughout the programs offered at IU Northwest. Each academic unit is responsible for developing relevant assessment data for these outcomes. Accrediting bodies within their respective disciplines and licensure/exam pass rates are used for assessment purposes.
- IU Northwest’s assessment structure includes course-level, general education, and major/program-level aspects. It incorporates bottom-up faculty, program, and course-driven components, as well as top-down internal and external assessment components.
- Programs use results to enhance quality of degrees and student educational experiences.

- Inter- and intra-course assessment includes formative and summative feedback including repeated measures, papers, projects and other relative measures.

1P4 & 1P10. HLC Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

- UI Northwest's Center for Urban and Regional Excellence plays a visible role on campus and in the community.
- The institution's vision emphasizes advancing the social, economic and civic health of the region through a diverse working and learning environment.
- UI Northwest's mission statement references a dedication to the value of education lifelong learning, diversity, and the celebration of cultures and opportunities for all.
- Program learning outcomes include an appreciation for cultural diversity and civic responsibility.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

- As part of the IU system, IU Northwest and its curricular offerings are guided by the needs of Indiana University, as well as local economic and employment needs.
- IU Northwest offers an array of certificates, associate, baccalaureate, and graduate degrees in liberal arts, sciences and professional disciplines. Academic excellence is at the core of the institution's educational experience.
- IU Northwest has collaborated with the local community college to align programmatic goals more efficiently between the two schools. Indiana University has worked with the State and within its system for coordination of degree programs. Its programs are appropriate to higher education as evidenced by their licensure/exam pass rates in different disciplines.
- The Student-Centered Principles articulate the manner in which IU Northwest has developed a course delivery system that balances student and institutional needs and is consistent across all modes of delivery and location.

1P4 & 1P13. HLC Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

- Program reviews and accreditation processes help to monitor the currency and effectiveness of the curriculum in all academic programs. The reviews and processes are cyclical and systematic. Furthermore, the Executive Vice Chancellor for Academic Affairs (EVCAA) reviews annual reports, describing goals, accomplishments and changes, from each campus academic unit. The annual reports also inform the Budget Committee during its deliberations.
- IU Northwest provided a link to its policies and procedures for its dual credit program. Dual Credit programs are offered in 10 high schools, with 807 students, and IU Northwest is on the Preferred Provider List of Indiana Dual Credit providers.
- A large number of IU Northwest degree programs are externally accredited.
- Programs monitor employment rates, admission to graduate and professional programs, and licensure/exam pass rates as indicators of student success.

1P6. HLC Core Component 2.B. *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

- The online *Bulletin* and the *Schedule of Classes* communicate the information required for students to be successful.
- Program requirements, faculty and staff costs to students, control, and accreditation relationships are communicated on the institution's website.
- Students find information regarding program expectations on the campus and unit websites, in one-on-one counseling during advising sessions with staff or faculty, during open house presentations and college recruitment events, at student orientations and meetings with high school counselors, and in the student handbook.

1P7 & 1P15. HLC Core Component 3.D. *The institution provides support for student learning and effective teaching.*

- The identification of learning support needs of our students begins during the admissions process. Based on their placement scores, these students then enter a number of programs that will facilitate their achievement at IU Northwest.

- As a comprehensive university, the institution offers a full array of student support services. The institution also offers a variety of tutoring and academic support services for students with learning or other disabilities.
- Faculty frequently refer students to the Math Lab, the Writing Center, and the Reading Lab for consulting and tutoring to develop those respective skills.

1P11. HLC Core Component 2.D *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

- The Policy on Academic Freedom is published in the *Academic Handbook* and reinforced through professional training and development.
- IU Northwest recognizes that, “The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse; intellectual honesty, mutual respect, and openness to constructive change.”
- The campus Promotion and Tenure Guidelines provide information regarding effective teaching, and every new, tenure track faculty member receives a copy of them at New Faculty Orientation.
- Seminars are provided throughout the year for all faculty, including adjuncts, on effective teaching and learning practices.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- The Academic Handbook provides a full list of faculty rights that directly address IU’s commitment to freedom of expression and the pursuit of truth in teaching and learning. Faculty are provided clear guidelines for promotion and tenure. In addition, the Strategic Planning Team (SPT) developed a document approved by all campus constituencies in 2005 entitled “Academic Excellence at IU Northwest” that defines faculty excellence in teaching, aligns it with the Mission, supplements the *Promotion and Tenure Guidelines*, and informs the criteria for teaching awards, the design of the student evaluations of teaching, and CISTL programming.
- The Code of Student Rights, Responsibilities, and Conduct are located online along with the grievance procedures and introduced to the students during orientation.

- When hired, employees receive a copy of the Conflict of Commitment and Conflict of Interest policies on ethical behavior. Staff are evaluated annually on the criteria of ethical and professional behavior during performance management reviews.
- An institutional board (IRB) reviews all research involving human subjects, ensuring their protection following Federal guidelines.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

- The General Education Principles are used as a guiding framework for aligning co-curricular and curricular learning outcomes for all undergraduates.
- Support units reinforce research, internships, volunteerism, and service learning experiences that meet preparedness requirements.
- CURE supports research projects, internships, volunteer work, and service learning experiences that meet the preparedness requirements as outlined in the General Education Principles.
- Action Projects have included general education reform to enhance the student learning outcomes and experience.

3P1. HLC Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

- Retention, persistence and completion goals were met for the five years leading up to 2013. A sustained degree productivity goal of 750 Degrees with continuing student census of 6000 has been set for AY 2015-16.
- Indiana University Northwest reviews programs and related data to ensure alignment with Mission and Values.
- The University uses information gathered from surveys and other feedback to make improvements in student retention, persistence, and completion as warranted.
- IU Northwest's Strategic Priorities focus on increasing degree productivity and reducing the time for degree completion.

3P3 & 3P5. HLC Core Component 1.D. *The institution's mission demonstrates commitment to the public good.*

- IU Northwest's mission-centered commitment to sustainable economic development for the region and state include workshops for service area educators through their Center for Economic Education, consulting for local businesses through the Center for Management Development and Small Business Institute, and other services through the institution's School of Business and Economics.
- Within the framework of the general Mission and Vision, the IU Northwest administration, faculty, and staff with coordination by the Enrollment Management Group review programs and related data in the context of market and demographic changes to assess potential new student and other stakeholder needs.
- The Chancellor's Commission on Community Engagement, a group of community leaders including alumni, was designed to enable the Chancellor and the campus to stay closely connected with NWI communities.

4P2 & 4P10 HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

- IU Northwest has 688 employees (424 full and 244 part-time). There are 187 full-time instructional faculty and 237 part-time. Of the 187 full-time faculty, 62% are tenured/tenure track and the student-to-faculty ratio is 15:1.
- IU Northwest employs and advances faculty whose credentials align with the standards set by national discipline-specific organizations. Over 82% of the faculty possess terminal degrees. Dual credit instructors must meet the same minimum standards as faculty teaching on-campus.
- Full-time tenured/tenure track faculty complete an electronic annual report that enumerates their activities related to teaching, research, and service. Assistant professors receive a formative third-year review before they come up for promotion and tenure. Faculty annual reviews are evaluated by the appropriated chair/director and reviewed by the unit's Dean.
- The institution offers tuition reimbursement, professional membership, and other incentives to improve the knowledge, skills and abilities of its employees.

4P7 HLC Core Component 2.A *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

- The institution has established a Human Subjects Committee for reviewing research that involves humans, in compliance with federal requirements.
- IU Northwest policies exist for: Conflict of Commitment, Conflict of Interest, Purchasing, IT, and Whistleblower Protection. An Academic Handbook provides guidance in the areas of teaching, scholarship and service.
- The University requires all employees to conform and comply with an established code of ethical behavior. Professional standards and practices for ethical conduct are evaluated annually with employees during their performance management review and corrective action is taken as appropriate.

4P7 HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- IU Northwest has a General Education Plan component that focuses on the ethical use of information.
- The Institutional Review Board of IU Northwest reviews all research involving human subjects, ensuring their protection in research conducted by researchers on the IU Northwest campus.
- The University requires all employees to confirm and comply with an established code of ethical behavior. Professional standards and practices for ethical conduct are evaluated annually with the employee during their performance management review and guidance/corrective action is taken as appropriate.
- A code of Student Rights, Responsibilities, and Conduct is introduced to students during orientation and is available online. Similarly, employees receive a copy of the institution's Conflict of Commitment and Conflict of Interest policies of ethical behavior when hired.

5P1 & 5P2. HLC Core Component 1.A *The institution's mission is broadly understood within the institution and guides its operations.*

- The Board of Trustees is legally responsible for the University System. They oversee the System President and the campus Chancellors. The Chancellor is responsible for making sure the mission is broadly understood. The Chancellor consolidated strategic data gathering and distribution, developed the Northwest Council, improved communication and built relationships with faculty and outside community groups. Each of these activities provides opportunities for sharing the mission.

- The Strategic Planning Framework for IU Northwest contains the mission and values statements which are used to guide the establishment of directions for the institution.
- IU Northwest's mission and values are defined and reviewed through the institutional strategic planning process in alignment with the mission, values, and policies of the Indiana University system.

5P2 & 5P6. Comment on the evidence provided for Core Component **5.C. *The institution engages in systematic and integrated planning.***

- IU Northwest's strategic priorities (approved July 2011), were developed to be consistent with regional priorities and the President's Principles of Excellence. Direction is set by a nine-member IU Board of Trustees who delegate management and administration of the university to the President, who in turn does the same for each campus Chancellor.
- The Northwest Council has wide representation, and has become the most accessible organizational body on campus for collecting, and sharing, information around planning. The Council hosts Town Hall meetings, uses tools such as environmental scanning and SWOT analysis to compile what it learns from internal and external constituents. Setting priorities is done on an annual basis.
- The campus-wide climate survey and Northwest Council Survey help ensure that leaders are sensitive to the perceptions of all institution employees.

5P2. HLC Core Component **2.C. *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.***

- The nine-member Board of Trustees is Indiana University's governing board, and has legal and fiscal authority. They delegate management and administration of IU Northwest to the campus President.
- The nine-member Board of Trustees consists of 3 elected members (alumni), 5 appointed by the Governor, and one student member as per state code.
- The Board of Trustees is governed by state law.

5P3 & 5P8. HLC Core Component **1.B. *The mission is articulated publicly.***

- Campus leaders use a variety of media to communicate the institution's Mission, Vision,

and Values. These include the website, email listserv, and print documents.

- The Northwest Council discussions and shared minutes provide context for mission conversations.
- The Chancellor addresses the mission at the annual budget meeting.
- Town hall meetings are used at various levels to communicate mission and direction information and obtain important input.

5P5 & 5P9. HLC Core Component **5.B. *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.***

- To ensure continuity and adherence to Indiana University's mission, vision, and policies, one of the IU Northwest's Board of Trustees members is assigned to the IU Northwest campus and serves on the advisory board.
- The institution's governance, through faculty committees, and administrative structures provide opportunities for faculty and staff to participate in the direction of the university. The Leadership Training Series has provides more employee training opportunities, and collaboration is seen in the many groups that the Chancellor meets with on a regular basis.

7P2 & 7P4. HLC Core Component **5.D. *The institution works systematically to improve its performance.***

- Standardized performance metrics contained in the BluePrint plan are the result of collaboration with the larger IU system, and have become more ingrained within IU regional campuses.
- The OIER disseminates relevant institutional performance analyses to various governance groups on campus. Capacity to track and analyze institutional metrics has been enhanced by the addition of full-time staff in the OIER.
- The institution learns from its operational experience and applies that learning to improve its Institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

8P6. HLC Core Component **5.A. *The institution's resource base supports its current***

educational programs and its plans for maintaining and strengthening their quality in the future.

- Campus leadership, including the Northwest Council and the Budget Committee reviews and approves all key planning such as IT planning and facilities planning.
- The Chief Financial Officer sets aside reserve funds. The IU Northwest Budget Committee and the Northwest Council reach consensus about what priorities should be funded and if consensus cannot be reached, the Chancellor makes the final decision in consultation with executive leadership. The EMG and Northwest Council monitor revenues to ensure we are on track for, at least, a balanced budget.
- Campus leadership ensures all staff are appropriately qualified and trained.
- The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
- The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Quality of Systems Portfolio for Indiana University Northwest

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Indiana University Northwest with constructive feedback on the overall quality of the Portfolio, along with suggestions for improvement of future Portfolio submissions.

- Hyperlinks should not be used as primary source of information/data; the reviewers are not required to visit links. Information should be summarized and links provided for additional information only. By referring readers to other reports and web pages, IU Northwest greatly expands their responses, makes checking each source inconvenient for the reader, and may create unequal treatment between schools with unequal space for responses.

- The team noted some inconsistencies between the introductory category summary statements and the actual responses in some categories. More consistency would be helpful and raise fewer questions as the readers attempt to assess the Portfolio.
- The team perceives that for many P (Process) responses, too much text was used to provide examples and too little was placed on describing the processes. By focusing on the processes, the amount of text used for the P items could be reduced and provide the needed text space for expanding the Results and Improvement items that will be needed as the University matures along the AQIP pathway.
- IU Northwest provided two full pages of acronyms that were used throughout the Portfolio. In future Portfolios, the University should consider reducing the number of acronyms and using the actual names of more of the committees and groups. This change would minimize barriers to communication and the reader's need to refer as frequently to the acronym table.
- The responses in future Portfolios should ensure that items from the previous appraisal have been addressed.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: 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.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.