



INDIANA UNIVERSITY NORTHWEST

What matters. Where it matters.

AQIP SYSTEMS PORTFOLIO 2013



Table of Contents

Page

iv	Glossary
1	Institutional Overview
3	Category 1: Helping Students Learn Core Components 1C, 2B, 2D, 2E, 3A, 3B, 3D, 3E, 4A, 4B
31	Category 2: Accomplishing Other Distinctive Objectives
41	Category 3: Understanding Students' and Other Stakeholders' Needs Core Components 1D, 4C
56	Category 4: Valuing People Core Components 2A, 2E, 3C
71	Category 5: Leading and Communicating Core Components 1A, 1B, 2C, 5B, 5C
81	Category 6: Supporting Institutional Operations
91	Category 7: Measuring Effectiveness Core Component 5D
101	Category 8: Planning Continuous Improvement Core Component 5A
111	Category 9: Building Collaborative Relationships

List of Figures



Category 1: Helping Students Learn

- Figure 1.1 New degrees/certificates
- Figure 1.2 IU Northwest program accreditations
- Figure 1.3 High school diploma types of FY students at IU Northwest 2008-2013
- Figure 1.4 Undecided student intervention program results – 2010-12
- Figure 1.5 Friday class enrollment, 2008-13
- Figure 1.6 Online credit hours, 2005-2013
- Figure 1.7 Co-curricular activities alignment with General Education Principles
- Figure 1.8 SAT Verbal and Math Scores, IU Fact Book 2012-13
- Figure 1.9 Persistence to the 2nd year for all new (part-time and full-time) fall students by beginner (first-time) or transfer cohorts (2008-2012)
- Figure 1.10 ETS Proficiency Profile Norm Referenced Scores
- Figure 1.11 Senior exit survey results related to General Education Principles at IU Northwest (n=371), 2013
- Figure 1.12 Exemplar results of General Education assessment of Oral Communication learning outcomes
- Figure 1.13 Exemplar results of General Education assessment of Scientific Reasoning learning outcomes
- Figure 1.14 Breadth of Learning learning outcome assessment results, 2012
- Figure 1.15 2009 and 2012 NSSE Benchmark Means
- Figure 1.16 Recent data-driven changes to curriculum in CHHS
- Figure 1.17 Recent data-driven changes to curriculum in COAS
- Figure 1.18 CLP results, 2008-2012
- Figure 1.19 Customer satisfaction ratings for Services Supporting Learning, 2013

List of Figures (continued)

Figure 1.20 Licensure/Exam pass rates

Figure 1.21 Six-year success and progress rates of full-time, entering undergraduates, 2005 cohort

Figure 1.22 Campus Assessment Model



Category 2: Accomplishing Other Distinctive Objectives

Figure 2.1 Sample measures used to assess and evaluate non-instructional activities for student stakeholders, 2009-13

Figure 2.2 Sample measures used to assess and evaluate non-instructional activities for community stakeholders, 2009-13

Figure 2.3 Selected NSSE results for non-instructional objectives



Category 3: Understanding Students' and Other Stakeholders' Needs

Figure 3.1 Relationship building with prospective students

Figure 3.2 Relationship building with current students

Figure 3.3 Activities to build and maintain relationships with other key stakeholders

Figure 3.4 Academic student complaint data, 2009-2012

Figure 3.5 OAA/EP complaints, 2007-2013

Figure 3.6 Measures/processes to determine student and stakeholder satisfaction

Figure 3.7 Student Satisfaction Survey results, 2013

Figure 3.8 Net promoter scores of specific questions from the Student Satisfaction Survey by department, 2013

Figure 3.9 Satisfaction with services – percentage results from the 2013 graduating senior survey

Figure 3.10 Number of IU Northwest Foundation accounts

Figure 3.11 IU Northwest Foundation scholarship dollars

Figure 3.12 NSSE satisfaction rating comparisons for FY students, 2012

Figure 3.13 NSSE satisfaction rating comparisons for SR students, 2012

Figure 3.14 Total private giving to Indiana University, 2009-2012



Category 4: Valuing People

Figure 4.1 Student, staff and faculty demographics, Fall 2012

Figure 4.2 New Faculty Orientation satisfaction results, 2011-13

Figure 4.3 Measures of valuing people used at IU Northwest

Figure 4.4 NSSE results related to valuing people, 2012



Category 5: Leading and Communicating

Figure 5.1 IU Northwest leadership groups

Figure 5.2 Selected Campus Climate Survey results focused on leading and communicating

Figure 5.3 Northwest Council survey results, 2011-13

Figure 5.4 Northwest Council survey additional questions, 2013



Category 6: Supporting Institutional Operations

Figure 6.1 Administrative and support services

Figure 6.2 Groups and offices that provide data on support service needs for students and stakeholders

Figure 6.3 Groups and offices that provide data on administrative support needs for students and stakeholders

List of Figures (continued)

- Figure 6.4 IU FLAGS early alert data for IU campuses, 2012-13
- Figure 6.5 STEP program placement results
- Figure 6.6 Exemplar SI results, Spring 2012
- Figure 6.7 Selected UITS survey results of students, 2008-12
- Figure 6.8 Selected UITS survey results of faculty and staff, 2008-2012



Category 7: Measuring Effectiveness

- Figure 7.1 Data collected, used, and managed by campus constituents and analysis used for assessment, evaluation, and improvement
- Figure 7.2 Examples of recent individual unit uses of data to improve processes
- Figure 7.3 Degree completion and enrollment figures, 2004-13
- Figure 7.4 Example of ad hoc approved peer institution comparison, VSA success and progress data
- Figure 7.5 Criteria used to select a custom peer institution group for NSSE
- Figure 7.6 Examples of unit-level data and information used to address institutional goals
- Figure 7.7 Satisfaction and usage of the Enterprise software at IU Northwest



Category 8 Planning Continuous Improvement

- Figure 8.1 Enrollment data, 2008-2013
- Figure 8.2 Campus metrics and targets
- Figure 8.3 Classroom Technology & Distributed Education survey results, 2007-11



Category 9: Building Collaborative Relationships

- Figure 9.1 Yearly summaries of service learning courses, 2007-2012
- Figure 9.2 Service learning courses by discipline, 2012
- Figure 9.3 Student Life groups and service activities, 2012
- Figure 9.4 Exemplar community service opportunities for students
- Figure 9.5 Number of service activities reported on FARs, 2010-12
- Figure 9.6 OCS office visits and internship placements, 2009-2012
- Figure 9.7 Job fair statistics, 2009-12
- Figure 9.8 Grant and contract expenditures, 2007-2012
- Figure 9.9 Experiences of SRs compared to other urban universities and campus peers on selected NSSE questions

Glossary of Terms

AA	Academic Affairs
AACSB	Association to Advance Collegiate Schools of Business
AAR	Academic Advisement Report
AATF	Academic Advising Task Force
ACE	American Council on Education
ADA/EEO	Americans with Disabilities Act/Equal Employment Opportunity
ADR	Alternate Dispute Resolution
AEVCAA	Associate Executive Vice Chancellor for Academic Affairs
AR	Alumni Relations
ARRT	American Registry of Radiologic Technologists
ASAP	Academic Success and Achievement Programs
AVCIER	Assistant Vice Chancellor for Institutional Effectiveness and Research
AVCSA	Assistant Vice Chancellor for Student Affairs
B&N	Barnes and Noble
B2B	Brother2Brother
BCT	Behavioral Consultation Team
BFA	Bachelor of Fine Arts
BGS	Bachelor of General Studies
BI	Business Intelligence
BIRT	Business Intelligence Reporting Tools
BofT	Board of Trustees
BOL	Breadth of Learning
CARMin	Course Approval, Remonstrance, Maintenance and Integration
CASLO	Campus Assessment of Student Learning Outcomes
CDA	Center for Data Analysis
CEE	Center for Economic Education
CEMP	Crisis Emergency Management Plan
CFO	Chief Financial Officer
CHHS	College of Health and Human Services
CISTL	Center for Innovation and Scholarship in Teaching and Learning
CLP	Critical Literacy Program
CMD	Center for Management and Development
CMT	Crisis Management Team

COAS	College of Arts and Sciences
CQI	Continuous Quality Improvement
CRM	Constituency Relationship Management
CTL	Core Transfer Library
CUPA	College and University Professional Association
CURE	Center for Urban and Regional Excellence
CWA	Communications Workers of America
DCP	Dual Credit Program
DPS	Diversity Programming Series
DSW	Division of Social Work
EAB	Educational Advisory Board
EEO	Equal Employment Opportunity
EH&S	Environmental Health and Safety
EM&C	Emergency Management and Continuity
EMG	Enrollment Management Group
ETS	Educational Testing Service
EVCAA	Executive Vice Chancellor for Academic Affairs
FA	Financial Aid
FAR	Faculty Annual Report
FEAC	Field Experiences Advisor Committee
FERPA	Family Educational Rights and Privacy Act
FLAGS	Fostering Learning, Achievement, and Graduation System
FMLA	Family Medical Leave Act
FO	Faculty Organization
FPC	Facilities Planning Committee
FSLA	Fair Labor Standards Act
FYE	First Year Experience
FY	First-year Student
GLISTEN	Great Lakes Innovative Stewardship through Education Network
HIM	Health Information Management
HLC	Higher Learning Commission
HR	Human Resources
HRMS	Human Resource Management System
HSC	Human Subjects Committee
IASS	Indiana Academy of Social Sciences
ICHE	Indiana Commission for Higher Education
IEAC	Institutional Effectiveness Advisory Committee

Indiana University Northwest 2013 AQIP Systems Portfolio

IM	Instructional Media
INLOCC	Insurance, Loss Control & Claims
IPEDS	Integrated Postsecondary Education Data Systems
IRB	Institutional Review Board
IT	Information Technology
ITCC	Ivy Tech Community College
IU	Indiana University
IUAA	IU Alumni Association
IUIE	IU Information Environment
IUNAA	IU Northwest Alumni Association
IUSM-NW	Indiana University School of Medicine–Northwest
KFS	Kuali Financial System
LEAD	Legislative Education and Advocacy Development
MFG	Mean Final Grade
MFT	Major Fields Test
MLT	Medical Laboratory Technology
NACADA	National Academic Advising Association
NACEP	National Alliance of Concurrent Enrollment Partnerships
NAIA	National Association of Intercollegiate Athletics
NCATE	National Council for Accreditation of Teacher Education
NCEE	National Council on Economic Education
NIRMI	Northwest Indiana Restoration Monitoring Inventory
NSSE	National Survey of Student Engagement
NWI	Northwest Indiana
OAA/EP	Office of Affirmative Action and Employment Practices
OAEA	Office of Advancement and External Affairs
OAR	Outreach, Activities, Renovation
OCS	Office of Career Services
ODEMA	Office of Diversity, Equity, and Multicultural Affairs
ODP	Occupational Development Program
OEVPAAA	Office of the Executive Vice President for University Academic Affairs
OIER	Office of Institutional Effectiveness and Research
OLA	OnLine Application

OMC	Office of Marketing and Communication
ORI	Office of Retention Initiatives
OSP	Office of Sponsored Programs
OTL	Online Training Library
PBAC	Planning and Budgetary Affairs Committee
RCM	Responsibility Centered Management
SA	Student Affairs
SAA	Student Alumni Association
SAP	Satisfactory Academic Progress
SGA	Student Government Association
SI	Supplemental Instruction
SOBE	School of Business and Economics
SOE	School of Education
SON	School of Nursing
SPA	Specialized Professional Associations
SPEA	School of Public and Environmental Affairs
SPT	Strategic Planning Team
SR	Senior
SSJ	<i>South Shore Journal</i>
SSS	Student Support Services
STEP	Seminar Towards Effective Placement
TAL	Teaching All Learners
TEAC	Teacher Education Advisory Committee
UBO	University Budget Office
UFC	University Faculty Council
UIRR	University Institutional Research and Reporting
UITS	University Information Technology Service
UTEP	Urban Teacher Education Program
VA	Veterans Affairs
VCA	Vice Chancellor for Administration
VCSA	Vice Chancellor for Student Affairs
VCUAEA	Vice Chancellor for Advancement and External Affairs
VITA	Volunteer Income Tax Assistance
VSA	Voluntary System of Accountability
WCMS	Web Content Management System

Institutional Overview

Vision Statement We are IU in Northwest Indiana, providing personal, affordable and life-changing education, to advance the social, economic and civic health of the region. Through our diverse working and learning environment, we help build lives and communities.

Mission Statement The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

Strategic Priorities • Student Success is our primary mission • Academic excellence is at the heart of curriculum content and disciplinary scholarship that create the high-quality IU educational experience • Community engagement is the hallmark of our commitment to advancing educational opportunities while addressing regional priorities • Outstanding institutional infrastructure and support are essential elements for achieving success and excellence • Campus human resources and administrative functions are the facilitators of transformational success • Funding our future builds self-reliance and success

Student Profile Our Fall 2013 enrollment headcount is 6,387 students. We are the most diverse campus within IU, with 42% classified as students of color. Ninety-two percent of our students are undergraduates, 67% are full-time students, and 67% are female (Source: [Student Enrollment Profile, UIRR Enrollment Report Fall 2013](#)).

Faculty and Staff IU Northwest has 668 employees (424 full-time 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. Eighty-two percent of our full-time faculty hold terminal degrees. There are 212 full-time support staff and 26 administrators. Thirty-eight percent of the full-time faculty and staff are classified as people of color (Source: [IU Northwest 2012-13 Fact Book](#)).

Academic Offerings Undergraduate education remains IU Northwest's primary emphasis; however, we offer graduate degrees in Business Administration, Education, Psychology, Liberal Studies, Public and Environmental Affairs and Social Work. IU Northwest offers 18 certificate programs, seven associate degrees, 36 baccalaureate degrees and seven graduate degrees. The degree programs are offered through the following academic units: College of Health and Human Services (CHHS), College of Arts and Sciences (COAS), School of Education (SOE), and School of Business and Economics (SOBE). As the community college initiative evolves in Indiana, IU Northwest will continue to focus new program development at the baccalaureate and graduate levels and eliminate most associate degrees. Consequently, since 2009, two new baccalaureate degrees, a post-baccalaureate certificate, and three new graduate degrees have been approved and implemented on the campus.

Campuses and Distance Delivery In addition to the main campus located on 36 acres in Gary, IN, the campus offers courses at the University Center in Portage, Indiana. This site serves as a feeder into the degree programs offered on the campus. We also offer dual credit courses in nine area high schools, supervised by IU Northwest faculty. IU Northwest offers a growing number of online courses in most of its academic units and participates in an online RN to BSN consortium with IU.

IU Northwest's Quality Improvement Journey

In 1921, IU offered its first formal classes in Lake County as part of a program sponsored by the Gary Public School system. In 1955, the city of Gary authorized the sale of 27 acres of Gleason Park to IU for the purpose of establishing a campus. In 1963, IU reorganized its various "extension" centers into regional campuses, the first degree programs were authorized, and the Northwest Campus became a four-year college. In 1968, the Trustees of IU changed the name of the Northwest Campus to IU Northwest. IU Northwest operates under the policies established by the IU Board of Trustees (BoT) and administered by the President of IU and his staff. The Office of the Executive Vice President for University Academic Affairs (OEVPAAA) was created in 2010 to focus attention on the unique needs of the regional campuses, and serve as an intermediary and advocate between them and the university administration. A mixture of centralized and decentralized processes characterizes the operations at IU. Administrative functions tend to be based on university-wide processes and systems. Academic functions tend to be decentralized to the campus level, operating in the context of general university-wide policies.

When IU Northwest joined AQIP in 2002, it made a commitment to becoming a continuous improvement organization. Over the past twelve years, we have made considerable progress. Infrastructure for continuous quality improvement (CQI) continues to be a challenge. In 2010 we developed the Office of Institutional Effectiveness and Research (OIER) (*Action Project*) to coordinate all of our CQI initiatives and activities, and to coordinate and prioritize requests for data. As a result our campus has become increasingly data-driven. However, this brings a new set of challenges, including making timely and thorough use of collected data, scheduling data collection appropriately to avoid participation fatigue and providing the human resources necessary to accommodate our quality improvement needs. Our newest *Action Project* focuses on the use of technology (WeaveOnline) to help organize our planning processes.

Our assessment of student learning outcomes has progressed considerably since our last Systems Portfolio. We have almost completed our first four-year assessment cycle for general education, and our programs annually assess learning outcomes in the major. This progress was enhanced significantly by the *three Action Projects* focused on general education and assessment. We have thus notably moved forward towards achieving a culture of assessment. The campus remains concerned with and focused on student success. Although our retention rates currently rank among the highest of the regional campuses, the campus continues to seek ways to provide admitted students with support services that will increase their ability to persist and graduate. This includes a significant project to improve academic advising, using both technology (*Action Project*) and enhanced face-to-face advising sessions.

IU Northwest values highly collaboration and cooperation. The establishment of Center for Urban and Regional Excellence (CURE) has led to numerous strategic community/university partnerships. The Center serves as the campus's front door for community-based engagement and our *Action Project* focused on institutionalizing community engagement has amplified our engagement efforts significantly.

In 2010, the campus welcomed a new Chancellor and transitioned to a new strategic planning framework with a decentralized planning model in which organizational units develop short- and long-range goals and priorities consistent with campus-level Strategic Priorities and report them centrally in yearly budget hearings. A related major initiative on campus (*Action Project*) was our movement to responsibility-centered management. Continuing budget constraints challenge the stability of IU Northwest's operating and capital budgets. Repairs and renovations have been unfunded by the state and, so, the campus had a backlog of maintenance and repair projects. However, our dramatic increase in student credit hours in recent fiscal years has provided cash to address this. The State of Indiana finally has funded a project to replace a significant building that was destroyed by flooding in 2008. The campus is very optimistic that the new planning model and budget process greatly enhances our ability to keep maturing as a continuous improvement organization.

Category 1 Helping Students Learn

IU Northwest's primary emphasis is on undergraduate education; however, graduate degrees are offered in Business Administration, Education, Psychology, Liberal Studies, Public and Environmental Affairs, and Social Work. IU Northwest offers 15 certificate programs, three associate degrees, 42 baccalaureate degrees, and eight graduate degrees. As the community college initiative evolves in Indiana, IU Northwest will continue to focus new program development at the baccalaureate and graduate levels and eliminate most associate degrees. Consequently, since 2009, we have added three new baccalaureate degrees, and eliminated four associate degrees. The degree programs are offered through the following academic units, which are listed by the most degrees awarded to the fewest: College of Health and Human Services (CHHS), College of Arts and Sciences (COAS), School of Business and Economics (SOBE), and the School of Education (SOE).

IU Northwest houses the following programs within the College of Health and Human Services ([CHHS](#)): Nursing, Radiography, Health Information Management (HIM), Dental Education, Social Work, and Public and Environmental Affairs. The Assistant Dean and Director of the Indiana University School of Medicine–Northwest (IUSM-NW) serves as the Dean of CHHS, which has over 2,100 students as of Fall 2013. The [School of Nursing](#) (SON) offers a BSN with a BS/BA to BSN option. Radiologic Sciences offers an AS and BS; [HIM](#) offers an AS and BS. [Dental Education](#) offers a BS in Dental Hygiene and a Certificate in Dental Assisting. The [Division of Social Work](#) (DSW) offers a BSW and MSW with three concentrations: 1) Mental Health and Addictions, 2) School, and 3) Health. The degree programs in the [School of Public and Environmental Affairs](#) (SPEA) are the BS in Public Affairs, the BS in Criminal Justice, the BS in Health Systems Management and, at the graduate level, the MPA.

[COAS](#) programs include 18 BA degrees, nine BS degrees, a Bachelor of General Studies (BGS) degree, a BFA, 23 minors, and four interdepartmental majors. COAS also offers three post-baccalaureate certificates, an MLS degree, and an MS in Clinical Counseling. COAS majors, as of Fall 2013, totaled 1,847. The top four groups of students within COAS have undecided, psychology, biology, and fine arts majors. A distinctive feature of the BGS degree program is flexibility in earning college credit (i.e., credit by examination, distance education, self-acquired competency, and for military service and law enforcement). There are 545 (31% of COAS) students currently pursuing a BGS.

Currently, 584 undergraduate and 111 graduate students are enrolled in the [SOBE](#). Undergraduates prepare for a BS in Business and may choose between concentrations in Business Administration or Accounting/Financial Information Systems. The SOBE offers a Post-baccalaureate Certificate in Accounting to prepare college graduates who want to enter the field of accounting and/or sit for the CPA exam. In addition, the School offers an online Graduate Certificate in Management to assist managers who want to enhance their credentials. At the graduate level, the SOBE offers an MBA degree with two delivery options. Students may choose the weeknight delivery with a schedule of their choice or the Weekend MBA for Professionals, a cohort program offered on Saturdays through hybrid delivery methods utilizing both online and classroom components.

The [SOE](#) has a total of 485 students: 340 undergraduates and 145 graduate students. Key instructional programs in the SOE are its licensure programs that prepare new education professionals to work in K-12 schools. Those key programs are Teaching All Learners (TAL), which leads to dual licensure in elementary education and special education, and Secondary Education, which includes English/Language Arts, Math, Science, Social Science, and Art Education. The Urban Teacher Education Program (UTEP) offers both undergraduate and graduate tracks and prepares students to teach in urban educational settings. UTEP has also partnered with regional urban school districts in an attempt to help address a looming teacher shortage. The SOE also offers masters degrees in Educational Leadership, Elementary Education, and Secondary Education.

Level of Maturity and Integration of Processes range from systematic to aligned. Processes related to common learning outcomes and their assessment in general education and the disciplines are systematic at IU Northwest. We are about to complete our first full, four-year round of assessment of our general education plan, and the lessons learned from this process will help us move forward from systematic to aligned. For example, all assessments were designed by the disciplines and all are individual. We may consider moving to some shared assessments for particular learning goals in general education. Additionally, we are piloting the use of software designed to allow us to aggregate some assessment data and integrate our processes further. We still plan to integrate our co-curricular goals for undergraduate education more explicitly with our common learning outcomes. We also have focused additional effort on using data to drive our assessment of the effectiveness of our student support services, but the processes have not reached maturation.

Recent Action Projects focused on Category 1 include Improving Academic Advising through an Online Degree Audit System, Implementation of the new General Education Program-Assessment of Learning Outcomes, Centralizing Student Learning Outcome Assessment, and General Education Reform: Enhancing Student Learning Outcomes.

1P1 Common learning objectives IU Northwest's [Vision, Mission and Values](#) articulate four general student learning outcomes: lifelong learning, ethical practices, successful careers, and effective citizenship. 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 (**Core Component 3.B.2**). The process for developing these learning outcomes is described in our previous Systems Portfolio and on the [General Education](#) webpage. All academic units incorporate these learning outcomes, along with those in the Vision, Mission and Values, into their core curricula (**Core Component 3.B.1**). Through the establishment of our new assessment program, we have begun to monitor the achievement of learning outcomes among our graduates. The General Education Plan, implemented in 2010, was modified slightly in 2013 to accommodate the new Indiana [Statewide Transfer General Education Core Curriculum](#).

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 (**Core Component 3.B.5**). Each academic unit has its own learning outcomes for students in its programs. The learning goals for each graduate degree are articulated in the [IU Northwest Bulletin](#) and below in 1P2.

1P2 Program learning objectives The Mission of the campus sets the framework for determining the campus learning goals. Each unit has the responsibility to determine the program learning goals for the programs it administers, and these program goals must be congruent with the Mission and Vision of the University. In accordance with the *Academic Handbook* developed by the University Faculty Council (UFC), the Mission and Vision of the campus are developed by the campus as part of our strategic planning processes and endorsed by the Faculty Organization (FO). In addition to the campus strategic planning process, all academic units and major departments have planning processes used to develop their mission statements to provide the framework for their learning goals.

The Mission also commits IU Northwest to the economic, social, and cultural progress of Northwest Indiana and notes its diversity that includes large populations of Eastern Europeans, African Americans, Latinos, and Asians who reside in the service area. For this reason, the program learning outcomes include an appreciation for cultural diversity and civic responsibility to the community (**Core Component 3.B.4**).

General education outcomes are determined by the campus, and all academic units must incorporate these outcomes into their programs. See 1P1 for more details (**Core Component 4.B.1**).

Discipline-Specific Program Outcomes derive from each academic unit. The units must determine both

the specific content requirements for each degree and the courses that they will designate to meet campus general education requirements. Each unit dean/director appoints a curriculum committee responsible for developing the program outcomes for the degree programs in accord with the standards and values of the relevant discipline(s), accreditation requirements, and the unit's unique contribution to postsecondary education in the service area **(Core Component 3.A.2, 4.B.1)**.

Each unit's faculty and staff comprise its curriculum committee, which makes recommendations to the unit faculty as a whole. The unit faculty act on these recommendations to create the unit's learning outcomes. The committees seek additional input from a variety of sources including the business community, alumni, discipline-specific professional organizations, and current students to determine the learning outcomes for its programs **(Core Component 3.B.3)**. As examples, SPEA has an advisory board that consists of stakeholders from the community who assist in planning curriculum and developing internships and other forms of learning engagement, and the SOBE regularly has students working with local businesses to review its operations and use local business experience to recommend enhancements to the business curriculum. Moreover, there are service learning projects that allow our students to collaborate with community-based organizations to address community concerns and help focus our degree programs on those needs. For example, the members of the Brother2Brother (B2B) Student Success Program collaborated with the Gary Commission for the Social Status of Black Males to develop a Healthy Relationship Forum to address violence in the local school district.

Some units also have assessment committees responsible for mapping the learning outcomes to particular courses and recommending changes in the curriculum to ensure continuous improvement based on student performance. Further, all curricular changes must be approved by the Campus Survey and Curriculum Committee, a standing FO committee responsible for reviewing the integration of unit specific program goals with the campus' Mission and Strategic Priorities. The campus policies and procedures reviewed by the Campus Survey and Curriculum Committee include all new course and course change requests as well as processes for the development of new degree programs, certificate programs, graduate programs, and guidelines.

1P3 The development of new courses or programs begins with the faculty. New programs or new courses are designed to address market needs, disciplinary changes, the mission of the school, and/or the needs of the students.

In the past, departments had to submit proposals for new courses and course changes on paper forms. Effective Fall 2010, such proposals are now submitted electronically through a new system entitled CARMIn (Course Approval, Remonstrance, Maintenance and Integration). When a member of a department initiates a New Course or a Course Change document via CARMIn, the electronic document automatically routes to the next person in the approval chain—the chair or the director of the department. The department head can either approve the request or send it back, with comments, to the initiator. Once the request is approved, it is routed to the curriculum committee of the college/school, then to the dean of the respective academic unit, and finally to the Campus Survey and Curriculum Committee.

The Campus Survey and Curriculum Committee places approved course requests on a central university remonstrance list so that other units and campuses have an opportunity to review them for a 30-day remonstrance period. Any faculty member or department can file an objection to a proposed course/course revision within that strictly-enforced 30-day remonstrance period. Reasons for filing a remonstrance include concerns about the content or quality of instruction of the course, and conflicts with existing courses. A remonstrance filing holds the disagreeing parties responsible to correspond in a good-faith effort to resolve these issues and maintains the status quo unless all parties accede to the new/revised course. If there is no remonstrance, the course is added to the University Master Course List and can be offered on any Indiana University (IU) campus.

The development of new degree programs and certificates originates from the bottom-up with the faculty within a particular program. They identify program outcomes and assessment measures for any proposed

new program, taking into account general education learning outcomes and any accrediting body requirements. In the rationale for proposed programs, units must present market research, evidence of state or regional needs for students with such degrees, statistics supporting future employment prospects for these students, and evidence that the unit can staff a high quality program that will attract students. Units solicit community and student input in the development of their new programs. In the case of a new program, after approval by the unit and the Campus Survey and Curriculum Committee, it is reviewed by the Office of Academic Affairs (AA), the Academic Leadership Council of IU, IU's Board of Trustees (BofT), and finally, the Indiana Commission for Higher Education (ICHE). Requirements for any proposals for new degree programs must align with the campus Mission and also include the methods for assessing student learning outcomes. New [guidelines and procedures](#) for degree programs have been developed by the academic leadership of IU as shown in the [New Degree Program Matrix](#). The new programs shown in Figure 1.1 have been approved since 2009 or are in the process of being approved.

New degrees/certificates	Certificates/degrees in progress
Bachelor of Fine Arts (BFA)	Master of Science in Nursing
Nonprofit concentration in the Master of Public Affairs	Bachelor of Applied Science (Joint Program with other Regional Campuses of IU)
Bachelor of Science in Dental Hygiene	Multidisciplinary Certificate in Urban Studies
Bachelor of Social Work	

Figure 1.1 New degrees/certificates

1P4 Designing responsive academic programming As part of IU, IU Northwest and its curricular offerings are governed by the needs of IU, as well as the local economic and employment market. In the process of mission differentiation (2004-2005) mandated by the President of IU, IU Northwest made the decision to focus primarily on baccalaureate and select masters' degree programs, a decision in accord with ICHE's directive about the appropriate setting for associate degrees. The process for making this decision included town hall meetings run by IU that surveyed students, faculty, staff, and the community about their vision for IU Northwest. This report was presented to the Northwest Council and the FO for comment. While IU Northwest generally follows the recommendations laid out during mission differentiation, because of the community need for health care technicians in certain disciplines, we have committed to maintaining certain associate degree programs in the health care fields until they can be smoothly transitioned to the Ivy Tech Community College (ITCC) system, so that the community continues to have well-qualified professionals. In 2005 as part of mission differentiation, two task forces made up of faculty, staff, and administrators created plans to build and sustain excellence in strategic areas, with one focused on health and human services and the another focused on urban studies. The first result of these efforts established our recently-formed CHHS (2008), which contains degree offerings previously housed within the School of Medicine, the SON and Health Professions, and the DSW. In 2010, SPEA also joined CHHS, with a director reporting to the Dean of CHHS. IU Northwest embraces its place as an urban institution of higher learning. Our Center for Urban and Regional Excellence (CURE) plays a visible role both on-campus and in the community. [CURE](#) strives to advance university and community engagement in research, teaching, and service through "collaborative, reciprocal, and mutually-beneficial partnerships." In addition to CURE, IU Northwest offers post-baccalaureate certificates in Community Development/Urban Studies and Race-Ethnic Studies.

As mandated in the campus Mission, many IU Northwest degree programs are designed to meet external accreditation standards. Accredited programs are shown in Figure 1.2 (**Core Component 4.A.5**). Programs monitor employment rates, admission to graduate and professional programs, and licensure/exam pass rates as indicators of student success (e.g. Figure 1.20) (**Core Component 4.A.6**).

Indiana University Northwest 2013 AQIP Systems Portfolio

Program	Accrediting Body
BSN	Accreditation Commission for Education in Nursing, Inc. (formerly the National League for Nursing Accrediting Commission)
AS and BS in HIM	Commission on Accreditation for Health Informatics and Information Management Education
AS and BS in Radiography	Joint Review Committee on Education in Radiologic Technology
BS in Dental Hygiene, Certificate in Dental Assisting	American Dental Association Commission on Dental Accreditation
BS in Business Administration, MBA	Association to Advance Collegiate Schools of Business
BS in Elementary Education, BS in Secondary Education	National Council for Accreditation of Teachers of Education
MSW	Council on Social Work Education
BS in Chemistry	American Chemical Society
MPA	National Association of Schools of Public Affairs and Administration

Figure 1.2 IU Northwest program accreditations

The campus recognizes that there are a number of important centralized metrics related to student success including graduation rates, degrees awarded, six-year persistence indices, and career success. In collaboration with the other IU regional campuses, performance measures were developed for an initiative known as the “Blueprint for Student Attainment”, hereinafter referred to as the *Blueprint*. The *Blueprint*’s primary metrics include degree production, affordability, and student success measures. Targets have been set for the [revised metrics](#) (See Figure 8.2).

Regional campuses continue to make progress as they collaborate on strategic planning. So far, we have aligned the *Blueprint* goals to our Strategic Priorities and are moving ahead collectively and individually with the planned action items. Moreover, the *Blueprint* Planning Group, made up of multiple representatives from each campus, has developed a plan to encourage intercampus collaboration with the goal of enhancing student learning. Please see the [website](#) for more details.

For more information on our process for new course and program development, see IP3 (**Core Component 3.A.1**). For more information on learning goals for programs and the connection between the mission of the university the diversity of society, please see IP1, IP2 and IP3 (**Core Components 1.C.1, 1.C.2**). For information on transfer credits and prerequisites, see IP6 and IP3 (**Core Components 4.A.2, 4.A.3**).

The Dual Credit/Early College Program (DCP) at IU Northwest is administered by the Office of AA. The program began in 2009 and has grown from one high school and 118 students to ten high schools with 807 students. Our program is on the Preferred Provider List of Indiana Dual Credit providers, indicating we have successfully been reviewed in a process similar to that of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Our [policies and procedures](#) for dual credit ensure that the courses are equivalent in learning outcomes and levels of achievement IP3 (**Core Component 4.A.4**).

IP5 Determining preparation The preparation required of students for particular programs is determined by the state legislature, ICHE, IU, the campus (a faculty admissions committee, AA, the Registrar, and Admissions), and individual academic units using best practices in their disciplines. In response to the request from the President of IU that each campus review its admissions policies, IU Northwest reviewed, revised, and approved a new admission policy. The new policy, which applies to students admitted since Fall 2011, is more demanding than the previous one. For example, the new policy requires 34 rather than 28 units of college preparatory work in high school. This change in admissions policy has resulted in a change in our admission rates. While in 2009 77.5% of students who applied were

admitted, only 66% of those who applied in 2012 were admitted (69% acceptance rate for freshman, 62% acceptance rate for transfer students). Figure 1.3 indicates that as a result of the changes, we have seen an increase in the number of students enrolled who graduated with Indiana Core 40 and Honors diplomas. [Current admissions policies](#) for freshman students, transfer students, guest students, and early admission for high school students can be found online.

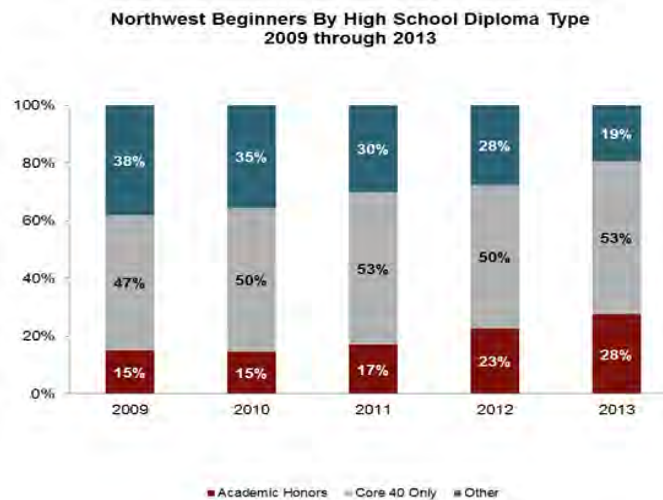


Figure 1.3 High school diploma types of FY students at IU Northwest, 2009-2013

Once students begin their academic work following intensive placement testing, departments review DFW rates to determine if students are well prepared for the courses in which they are enrolled and for the programs in which they will major. For example, the Psychology Department requires the completion of Basic Algebra before enrollment into Statistics, in order to increase the likelihood of success, and the Department of Computer Information Systems requires that, to enhance success, writing and math requirements be completed before students begin computer application courses. Finally, some of the units have additional requirements for admission into their programs.

1P6 Communicating objectives The [Bulletin](#) and the [Schedule of Classes](#) communicate the knowledge required for students to be successful in any course, both of which are available entirely online (**Core Component 2.B.1**). The prerequisites for all courses are listed in the *Bulletin* and repeated in the *Schedule of Classes*. Faculty members within the units review these prerequisites every three years. Department faculty enforce prerequisites during registration via website coding in the SIS environment; however, exceptions can be made with permission of the instructor or academic unit administrator. In classes having high DFW rates, faculty within the units review the academic records of students taking the courses to learn whether students who have completed certain courses are more likely to succeed, and this information is used to inform the setting of prerequisites. Course objectives are listed on course syllabi also. Any course designated as meeting general education requirements must list the learning objectives pertinent to general education, as well as those for the course itself.

The Office of Admissions reviews the transcripts of transferring students to determine whether courses meet course equivalency requirements. Admissions also uses transfer articulation agreements for schools from which students regularly transfer to make these decisions. In the event the admissions counselor cannot make a determination, the academic units and faculty are consulted for assistance. Students also have access to an online list of courses that will transfer among Indiana's public college and university campuses at the [Indiana Core Transfer Library \(CTL\)](#).

Students will also find information regarding 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 Selecting programs Student needs, interests, and abilities are important components in selecting programs of study. Admitted students must take reading, English and mathematics placement exams, unless they receive exemptions due to high SAT or ACT scores or have equivalent transfer credit in these areas. Recent enhancements include the online availability of the math placement test and the automation of the permission system for math course registration. If a student feels the placement is incorrect, he/she may contact the Department of Mathematics for further evaluation. Students who score below 75 on the reading test are referred to the Critical Literacy Program ([CLP](#)). Finally, students may take a pencil-and-paper foreign language placement examination in French, German, or Spanish that is sent to Bloomington for scoring, resulting in a two-week turnaround time in receiving results.

Individual units vary in their processes for matching students to interests and abilities. The professional schools use intensive interviewing (e.g., radiography) or rigorous prerequisites before admission to the program (e.g., nursing). In COAS, distribution requirements (12 hours each in science and math, the social sciences, and the humanities) allow students to try out disciplines before deciding on a major. Students learn from these courses as well as from the required writing, math, and foreign language courses for BA degrees, whether they have both the academic ability and the sustained interest in pursuing a preferred major. In all units, advisors make every effort to match students to their abilities and interests. In the SOBE, incoming students are required to enroll in a Career Perspectives course which utilizes a variety of mechanisms to assist a student with deciding on an area of interest within the business environment, including participation in the Assessment Center Experience and the completion of the Myers-Briggs Type Indicator and Strong Interest Inventory.

Undecided students (temporarily housed in COAS) who have accumulated at least 26 credit hours are asked to complete a battery of career tests offered by the [Office of Career Services \(OCS\)](#). The results are reviewed with a counselor who refers them to the academic discipline that matches their career interests and goals. All students conducting a job search have options of career exploration with the use of a job shadow site provided by the OCS, internship opportunities, as well as continued help with job search strategies. Data regarding the number of students served and the success at helping students move forward towards a degree program are shown in Figure 1.4.

Year	At 26 Credit Hours or More	Met with Career Services	Declared Majors	Still Attending	Graduated	Transferred	No Longer at IU Northwest
2012	80	45	34	33	4	1	7
2011	125	118	69	70	5	7	36
2010	67	51	47	16	5	2	28

Figure 1.4 Undecided student intervention program results, 2010-12

Beginning in Spring 2014, the campus will have a web-based program available through the Educational Advisory Board (EAB) that will provide additional assistance for advisors and students. This program mines student data from our campus and sets milestones for degrees with input from the faculty within the programs. Using historic data and the milestones, earlier interventions can be made to help students find majors in which they will be successful. The tool maps the courses in which students have been successful to applicable majors. Advisors can then use the “What if?” tool in our electronic degree audit system to re-map a student’s course of study.

1P8 IU Northwest provides multiple tutoring opportunities for **underprepared students**, including the Math Lab, the Writing Center, and the Reading Center. Supplemental Instruction (SI) is offered for

specific courses and the Occupational Development Program offers tutoring for many of the science courses and labs. See 1P10 for additional services available for underprepared students.

An online early alert system, Fostering Learning, Achievement, and Graduation Success (FLAGS), allows the campus to follow up, by week five of the semester, with students who are struggling in one or more courses. The students receive an email encouraging them to speak with their instructor and advisor. The Office of Retention Initiatives (ORI) contacts students who have been flagged in multiple courses and requires each student to speak with an academic counselor to create a plan to increase the likelihood of success in their classes.

Once students' academic records, class standings, and test scores are reviewed, academically underprepared students are placed in CLP. Students in CLP may not take college-level courses until they have successfully completed developmental courses in study skills, reading, English, and mathematics. In the fall semester, new entrants to CLP enroll in the developmental courses as a cohort with some of the features of a learning community. After a student successfully has completed CLP, we track them through their academic career and assess their success. Some of these results are shown in Figure 1.18.

There are some students the campus believes cannot be prepared quickly by CLP for college work. These students are recommended for the REACH program. The REACH program provides that if a student successfully completes the developmental courses at ITCC, he/she will be admitted to IU Northwest. A counselor from our campus stays in touch with REACH students, visits Ivy Tech to meet with them, and tracks their progress.

Our four-year pilot program, the New Student Success Program, a voluntary learning community for conditionally-admitted students, explored new strategies for tracking student progress. The program consistently showed that each of the cohorts achieved higher retention rates compared to a control group. The students reported a high level of satisfaction with their campus experiences, and 76% of those students participated in some type of extra or co-curricular activity or used some type of campus resource. The lessons learned from this program are being incorporated into the development of a new campus-wide First Year Experience (FYE) program.

A report on Indiana College Readiness for 2011 high school graduates indicates that 42% of Lake County and 35% of Porter County high school graduates who enrolled in public colleges and universities required remediation. These are our two main feeder counties. The Department of Mathematics and Actuarial Sciences developed a program to assist incoming students with the math placement exam. The Seminar Towards Effective Placement (STEP) helps incoming students refresh their math skills before taking the math placement exam and has been offered by IU Northwest since Spring 2012. It consists of a 1.5 hour session for incoming students led by the Math Department's program coordinator, who reviews basic arithmetic skills and other mathematical topics that are covered on the math placement exam. Students who are at risk of failing the lowest level placement exam are required to sign up for the seminar during their admission process. The preliminary data show that prior to introducing STEP, 34% of the students who took the math placement exam tested into the lowest level of math and that after the STEP program was introduced, only 17% of the students placed into the lowest level of math. Additionally, follow-up with these students indicates they are continuing to be successful. Seventy-eight percent of the students who completed the STEP program subsequently passed the math course in which they were placed.

The Math Department also partnered with ITCC to provide developmental coursework for students in need of refreshing their math skills, since four-year institutions in Indiana are no longer allowed to offer remediation. Students who tested into the lowest level of mathematics on the IU Northwest math placement exam must take a precollege-level mathematics course. ITCC offers these precollege level classes on the IU Northwest campus rather than having the student travel to ITCC.

1P9 To address differences in student learning styles, the selection of programs of study begins with an advising appointment with a lead advisor for that discipline, who helps students select programs of

study to match their interests and needs. For example, the SOE provides access to PLATO software to help students prepare for standardized exams that are a part of the licensing process in education. The SOE has also collaborated with the Mathematics Department in COAS to design a math course to help students who have difficulty passing a mandated standardized test in mathematics. Faculty advisors also suggest appropriate developmental coursework for students who lack the knowledge and skills needed to be successful. For example, ASAP offers a course, Keys of Academic Success, which includes an exercise that encourages students to discover their learning styles or preferences. After completing a learning styles “inventory,” students have an opportunity to look at ways they can best enhance their own learning process. Ultimately, the course gives students a chance to apply what they have learned through scenarios and other practical applications.

The Center for Innovation and Scholarship in Teaching and Learning (CISTL) encourages faculty members to try new approaches to serve student learning needs. For instance, faculty members are using more interactive classroom techniques and technology to involve students (like clickers, polling using cell phones, engaging presentations like Prezi instead of PowerPoint), and supplementing classroom learning with other materials (like online videos, discussion forums, and access to course materials). CISTL provides workshops on these classroom innovations while training faculty members to design and teach online courses. These professional development courses focus on student choices in assignments, the creation of active learning activities, and authentic assessment techniques. Many of the faculty members who have taken the online training are not teaching online, but their teaching practices have improved because of this new awareness and exposure to innovative tools and techniques.

Finally, discussions held between an advisor and student once each semester examine student needs and postgraduate aspirations. For those students who experience difficulty in their coursework, the discussion may lead to referrals for additional help to support units like the Writing Center, the Math Lab, Student Support Services (SSS), or ASAP. (See 1P10 for further details.)

1P10 Addressing special needs (Core Component 1.C.2) Student-Centered Principles guide the effort to address the needs of student subgroups.

Flexible scheduling in the course delivery system prioritizes the needs of commuter and non-traditional student populations. To meet the need for more flexible schedules, Academic Affairs gives special attention to the scheduling frequency of upper division courses, distribution of courses throughout the day and into the evening, and an increased variety of online course offerings. (See 1P12 for more specifics on scheduling practices.)

The Office of Student Affairs (SA) provides a variety of developmental and support services to students as they pursue higher education. It works to enhance the personal and academic development of all students, while striving to facilitate and increase the retention, graduation, and professional and graduate school enrollment rates for qualified participants. Participants include students who qualify for federal financial aid, first-generation college students, and students with disabilities. Services include tutoring, academic advising and counseling, supplemental classroom instruction, and academic workshops.

ASAP gives students the opportunity to take an active role in their education through support programs, such as SI, CLP, and REACH. SI is an opportunity for students to take an active role in their learning experience. SI sessions are offered for historically difficult courses at IU Northwest and facilitated by SI leaders—students who have successfully completed the course and have been recommended by their professors. These sessions provide an interactive learning environment organized for students enrolled in SI-designated courses. ITCC and IU Northwest have developed a partnership to expand the academic opportunities in our community. The REACH program is designed to support and prepare students for the expectations of university course work. It creates an opportunity for students who are not immediately admitted to IU Northwest to brush up on their study skills and earn transferable credits. Upon completion of the REACH requirements with a C or better, REACH students are guaranteed admission to IU Northwest.

ASAP also has a program for students who do not meet the university's regular or probationary admission criteria, CLP, which is designed to strengthen students' study skills and their foundational skills in basic reading, critical thinking, and writing. Admission into this program is determined by the Office of Admissions and ASAP, and students may be required to take additional proficiency tests to be admitted. Students are offered an additional level of support through the peer mentors assigned to the classroom. These mentors meet with students to offer support and share their knowledge of IU Northwest in one-on-one meetings and group sessions. The curriculum consists of 12 credit hours of specific course work focused on basic reading, writing, and study/college skills. After successfully completing the program requirements, students may enroll in regular university courses leading to a degree. Support services for CLP participants include the Writing Center, the Math Lab, and the Reading Lab.

The Office of the Registrar currently serves to meet the needs of IU Northwest students who are veterans, service members, or children or spouses of disabled veterans, by processing the necessary paperwork to receive Veterans Affairs (VA) education benefits and helping with any university issues or concerns related to their military service. In addition, a Veteran's Working Group was recently formed to explore ways to augment our services for student-veterans in order to meet the requirements of the recently-enacted Combat to College Program (Indiana SB 115).

Funded through a Department of Education TRIO grant, SSS serves low-income, first-generation students and students with documented disabilities. The TRIO grant allows SSS to serve 300 students per year. The support SSS provides includes tutoring; assistance with postsecondary course selection, financial aid, and scholarship advice; help with applications to graduate schools and professional opportunities; and coordinating classroom accommodations for undergraduate students with documented disabilities.

Counseling Services provides students access to a wide range of treatment modalities and referrals to outside resources to assist with normal developmental concerns, as well as personal and academic pressures during their college experience. The Counseling Center offers an environment to discuss these issues in a supportive, professional and confidential environment. Students may use the Counseling Center to learn and/or enhance skills to deal more effectively with problems that may be interfering with academic success and personal well-being.

1P11 Expectations for teaching and learning 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 (**Core Component 2.D.1**). The campus defines and documents expectations for effective teaching and learning in five ways.

First, the campus [Promotion and Tenure Guidelines](#) (revised by the FO in Spring 2011) provide information regarding effective teaching, and every new, tenure track faculty member receives a copy of them at New Faculty Orientation. There faculty discuss the expectations for effective teaching and learning. Each year, CISTL provides an instructional seminar for faculty regarding how to prepare for tenure and promotion. The Campus Promotion and Tenure Committee assesses a candidate's files on quality teaching and learning. The promotion and tenure process requires the documentation and evaluation of effective teaching and learning by outside reviewers and requires students of the candidates to provide written evaluations of teaching to demonstrate the effectiveness of teaching and learning in the classroom.

Second, 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.

Third, the FO has two standing committees, the Founders Day Teaching Awards Committee and the Trustees Teaching Award Committee, that develop [criteria](#) for the annual campus teaching awards. These

criteria define effective teaching and learning. The FO committees distribute the applications and award criteria to every faculty member, including adjunct faculty who qualify for adjunct faculty teaching awards. Faculty members document excellence in teaching and learning through the application process for these awards.

Fourth, each academic unit documents the effectiveness of teaching and learning by analyzing the data provided on student evaluation forms from each course taught each semester. The course evaluation results are incorporated into the Faculty Annual Report (FAR) and third-year review process as a means for documenting effective teaching and learning and as a basis for discussion of teaching improvements between the instructor and his or her chair or dean. The current process of unit-based teaching evaluation approaches is being reviewed by a task force that will identify a common teaching evaluation form to be used by all academic units.

Fifth, the campus supports CISTL, which provides seminars throughout the academic year for all faculty, including adjuncts, on effective teaching and learning practices.

IP12 Building effective course delivery systems 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 (**Core Component 3.A.3**). Principles 1, 2, and 3 address student advising and course delivery. The faculty members and deans in each unit have analyzed their course offerings and modified them to meet these principles to the extent possible.

We have a number of competing priorities from different constituencies – students, faculty, BoT priorities, state and federal mandates – that makes course scheduling a challenge. IU has an objective of providing a sufficient set of course offerings that would permit any student to complete his/her entire degree within the normal four-year period. The IU directive serves to guide the scheduling of classes for all schools and divisions. The current *Bulletin* includes a double-columned course list indicating when courses are offered that is over eighty pages long. At the same time, we recognize that our [graduation rate reports](#) indicate that a majority of regional-campus students do not complete degrees in four years. As part of this process, each unit has been asked to prepare and publish a two-year class schedule that accommodates day and evening, as well as Monday/Wednesday (MW) and Tuesday/Thursday (TR), schedules so that students may plan their coursework. Prompted by concerns of the IU BofT over maximizing utilization of our classroom space, the Office of Institutional Effectiveness and Research (OIER) conducted a study on classroom utilization as part of setting strategic priorities, and a number of Friday classes have been made available to better accommodate students and utilize the space available on-campus (Figure 1.5).

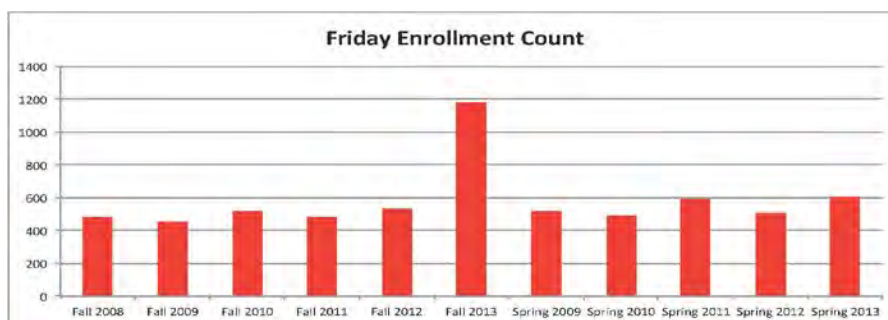


Figure 1.5 Friday class enrollment, 2008-13

The student-centered premise behind a systematic overview of the campus course delivery system including sequencing, scheduling, and offering particular classes within programs and across units, especially guides the FO committees that develop the components of the revised general education program. For example, all graduate programs are designed as part-time programs. We offer courses only in the evenings or on weekends with the exception of the SOE, which offers graduate courses in the late

afternoon. Furthermore, we consider course delivery critical to realizing our Student-Centered Principles. To that end, academic units use a wide variety of methods to deliver instruction, although the most common method is face-to-face classes conducted on-campus. As noted below, we have seen tremendous growth in our online course offerings. Many academic units use a hybrid method of delivery within individual courses. Faculty use Oncourse, the IU instructional platform, to post materials and grades and to test and interact with students. Faculty members have IU Northwest email accounts to communicate with students and to receive/send assignments. As appropriate to the course, some programs use laboratories, clinical experiences, field practica, and seminars to engage students. Many courses are taught with experiential and problem-based methods that require students to demonstrate knowledge and skills in applying what they are learning.

Unit heads review schedules to certify a balanced course distribution. Faculty in departments with fewer than 20 majors can offer upper-division courses as independent study classes, without faculty compensation, so that students can complete their degree requirements without unnecessary delay. All units recognize the role of advising as crucial, as advisors can notify students to take infrequently-offered courses. Many units employ a strategy in which faculty and professional staff share the advising responsibilities, providing students ample opportunity to consult with advisors before scheduling courses and to seek assistance in degree planning. Summer sessions offers an avenue for students who wish to progress toward degrees to attend school year-round.

The academic culture of IU Northwest encourages faculty in the creative delivery of courses, and especially in the use of technology, to improve learning. As a result of the Shared Vision/Strategic Planning process and the IU Information Technology (IT) strategic plan, we equipped classrooms with multimedia equipment to advance the use of technology in teaching. Also, we now have a laboratory classroom with a variety of the latest technology installed and innovative instructional space configurations. IT will complete two more such classrooms that will become available to faculty and students next year. We will evaluate what items students and faculty find useful and install those items more widely on campus. In addition, many faculty use the Oncourse teaching/learning environment (Spring 2012 active usage of Oncourse at IU Northwest was 71%, compared to 53% for all of IU), podcasts, and IU courseware to enhance course delivery. CISTL offers regular seminars, with high rates of participation, on the use of Oncourse and other technology available to enhance teaching and learning.

Alternative methods of course delivery allow the campus to address student and organizational needs. IU Northwest offers hybrid and online courses in the majority of the units and uses online education primarily as a tool to meet the needs of students, particularly the part-time working adult. Online offerings at IU Northwest have increased by 70% over the last few years (Figure 1.6). Our Strategic Priority to enhance academic excellence and student success led to the change. As a result, CISTL hired an associate director with expertise in online learning and curriculum development and has implemented a very successful online learning training program based on the “Quality Matters” program. Moreover, the SOBE offers a [weekend and weeknight MBA program](#) (with traditional, hybrid, and online courses) tailored to working professionals. A new [off-campus site](#) in Portage, Indiana offers courses in a location that may be convenient for some of our Porter County students and gives us an access point for growth in that part of our service area.

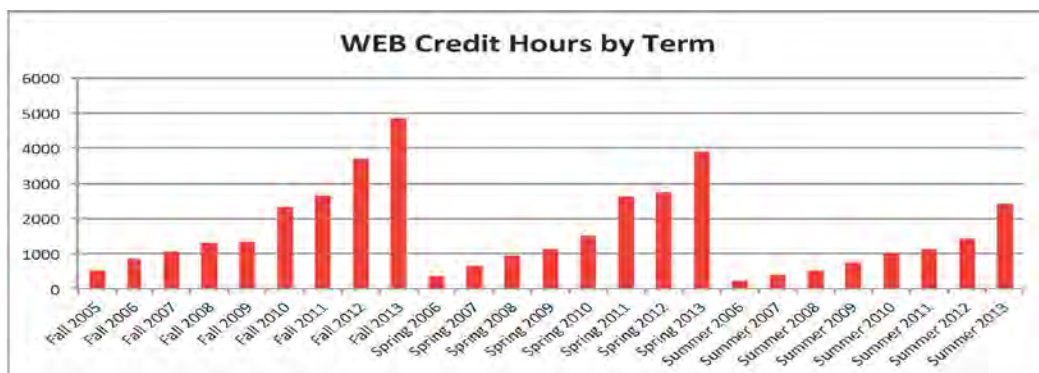


Figure 1.6 Online credit hours, 2005-2013

1P13 Ensuring currency of 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 (**Core Component 4.A.1**).

We use a variety of methods to measure the currency of our programs, as each academic unit has its own specific professional standards to meet. The SOBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International and complies with the continuous improvement and assessment of student learning standards required by that agency. It also reviews both standardized test results and course-embedded assessment and uses the results to consider changes in both the disciplines and the program. In addition, the SOBE Business Advisory Board completes informal surveys about the currency of the curriculum and the knowledge and skills employers expect students to know and master. The SOBE also has its own Assessment Center, which conducts exit surveys with students, an employer survey, and an alumni survey to ensure the currency of the curriculum. Since 2010, SPEA has surveyed graduating students, alumni, and employers. The feedback is used to update the curriculum and make program revisions. Similarly, the HIM curriculum is required by their accrediting body to include the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies. The DSW has established benchmarks for each competency measure, as well as a dedicated assessment specialist who collates and analyzes the data. Curriculum committees review and propose changes for any competency benchmark not attained. Because national accreditation standards were revised in 2011-12, the DSW made some major changes to the way it measures those outcomes.

1P14 Changing and discontinuing programs The process used to change or discontinue courses and programs originates at the unit level. However, both IU's Office of Academic Affairs and ICHE review programs with small numbers of majors and graduates and expect a justification for their continuation, usually based on criteria that are outlined below. We publish the campus *Bulletin* every two years. Within its lifecycle, academic units review courses and eliminate the courses that are no longer viable. Although units vary regarding the degree to which they emphasize criteria for changing or discontinuing programs, they all use [regular program review \(on a 7-year cycle\)](#) and consensus methods and include a combination of the following criteria that are relevant to their missions: adherence to guidelines established by professional societies; bi-annual meetings with industry and/or community advisory boards; discontinuation based on consistently low enrollment; assessment of costs of program continuation versus savings from discontinuance; response to the need for service courses by the professional schools; self-studies, including comments of outside reviewers; comparison of program curricula to peer institutions; recognition of varied levels of student preparation; adherence to state and national standards; and adherence to accreditation standards.

For example, since we did not have enough faculty to support both an AS and BS degrees in Dental Hygiene, AA and CHHS worked together to phase out the program's AS degree while simultaneously

creating a BS degree. The rationale for the recommendation was that the national disciplinary standards indicated movement at four-year institutions to the BS degree in dental hygiene. ICHE approved the BS degree in Dental Hygiene in December 2012. The last class accepted for the AS degree in Dental Hygiene will graduate at the conclusion of the Spring 2014 semester.

On rare occasions, decisions are made at the State of Indiana level, such as when ICHE decided that Indiana's associate degree programs that were not part of bachelor degree programs would move to ITCC. This decision led to the end of the Medical Laboratory Technology (MLT) program, which closed in May 2009, and the Respiratory Therapy program, which closed in December 2009. This was followed by the phase-out of most other AA degree programs, the most recent of which were the AA in General Studies in 2011, and the AS in Business and the AS in Criminal Justice in 2013.

1P15 Learning support needs The identification of learning support needs of our students begins during the admissions process. (See 1P7 for placement testing process.) Based on their placement scores, these students then enter a number of programs that will facilitate their achievement at IU Northwest (**Core Component 3.D.2**). In addition, SSS also offers a variety of tutoring and academic support services for students with learning or other disabilities. Moreover, faculty frequently refer students to the Math Lab, the Writing Center, and the Reading Lab for consulting and tutoring to develop those respective skills (**Core Component 3.D.1**).

COAS provides programs that offer learning support for students in all units: the Math Department maintains a [tutoring lab](#) that is open 41 hours per week, the English Department maintains a [Writing Center](#) that is open 42 hours per week. Students are provided with practice in providing locating and evaluating information resources initially during composition and public speaking courses (part of general education) and then at an advanced level in the major (**Core Component 3.D.5**). The Department of Modern Languages maintains a tutoring lab for Spanish and French that is open 12 hours per week and is located in its new state-of-the-art [Language Lab](#). In addition, the SOE offers students from all units access to the services of the Reading Lab, which operates 38 hours per week.

The campus has worked to provide greater consistency in determining and meeting student support needs. For example, beginning with two 2002 Action Projects, the campus has worked to increase the retention of first- and second-year students. [Current programs](#) available to all students include SI, Peer Network, REACH, and CLP. In addition, the Occupational Development Program offers academic support to students pursuing associate degrees in health professions. In 2012, four lab assistants provided help to 132 students.

IU Northwest purposefully centers the advising system in the academic disciplines (**Core Component 3.D.3**). Incoming first-year students are advised by faculty and/or advising staff in their majors, unless the student has not decided on a major upon admittance. Those students are assigned an advisor and they work with that advisor and the OCS to determine their interests in order to select a major. The Office of Admissions maintains a Lead Advisor List to refer students across the disciplines. To enhance advising, a [2010 Action Project](#) implemented an IU online degree audit system that provides “what if” scenarios for a change in major. The OIER has coordinated trainings for faculty and advisors on how to use degree audits. Two three-hour training sessions were held over the course of two days in September 2012 to teach faculty and advisors how to use the newly-programmed degree audit system. Training has also taken place in departmental meetings, and presentations have been made to the FO and at an Advisors Council meeting. Degree audit training for students began in November 2012 and is ongoing. A total of 18 training sessions on degree audits have been held for faculty, advisors, and students since September 2012. There are also plans to have a segment for incoming students about degree audits included in New Student Orientation.

An Advisors Council was developed in the summer of 2009 that includes members from each academic area, in response to input from the academic units and the Northwest Council, among others. The Advisors Council meets at least once each semester to share and align best practices in advising and to

learn about important changes in general education, transfer credits, and technology. In addition, we recently engaged the services of a consultant from the National Academic Advising Association (NACADA), who came to campus in February 2013 to conduct an informal assessment of our academic advising program, and we conducted a student satisfaction survey of academic advising as well. The NACADA report and the quantitative and qualitative data gained through the survey will inform work to improve academic advising. A proposed new Action Project focuses on revision of our academic advising model.

CISTL frequently offers faculty development workshops on effective teaching, assessment of learning, and the use of technology. IT has committed to meeting the needs of faculty and students, including delivery of instructional media equipment, servicing/maintaining multimedia classrooms, computer builds (installation of faculty-requested software in campus computer labs), servicing/maintaining and replacing faculty computers, and (in conjunction with CISTL) offering a myriad of software use classes for students and faculty (Word, Excel, PowerPoint, Access, webpage creation, etc.). The IU Northwest Library strives to meet the diverse educational and research needs of students, faculty, staff, and other customers by housing nearly a half-million books and other publications, offering plentiful work areas, and providing all the modern technology necessary for productive study and research. It subscribes to over 300 [databases](#) that index and provide full text articles from over 50,000 online journals, magazines, newspapers, and reference sources (**Core Component 3.D.4**).

Teaching and student learning are systematically evaluated and assessed at the department, unit, and AA level. A formal annual evaluation system defining excellent, satisfactory, and unsatisfactory faculty performance in teaching, scholarship and creativity, and service serves in a formative manner as faculty progress towards tenure and promotion. Each unit has implemented a third-year review for all tenure track faculty as well. The formal *Promotion and Tenure Guidelines* linked to the annual evaluation and third-year review system sets forth the quantity and quality of expectations for promotion and tenure of faculty in all performance areas. Some units have developed additional plans specific to their disciplines as deemed necessary.

1P16 Aligning co-curricular goals IU Northwest acknowledges the importance of co-curricular activities and the correlation with curricular outcomes. The campus has provided support to ensure that there is a link between the areas of academic excellence and service activities. The General Education Principles (1P1) are used as a guiding framework for aligning co-curricular and curricular learning outcomes for all undergraduates, examples of which are shown in Figure 1.4 (**Core Components 3.E.1, 3.E.2**). Additionally, academic support units such as CURE support research projects, internships, volunteer work, and service learning experiences that meet the preparedness requirements as outlined in our recently adopted General Education Principles. We view service learning as an important co-curricular activity that all of the units on campus support.

See examples of activities that tailor co-curricular activities to academic disciplines in Figure 1.7.

Co-Curricular Activity	Selected Examples	General Education Principles
Research Conferences	COAS Research Conference Undergraduate Research Conference on Science, Medicine, and Health Professions Women's Studies Conference	3,4,5
Academic Clubs	Over 50 clubs and organizations	1,2,3,4,5
Undergraduate Research	All academic units	2,3
Community Outreach	Field Agency Poster Event Martin Luther King Day programming Science Olympiad	1,2,3,4,5

Indiana University Northwest 2013 AQIP Systems Portfolio

Co-Curricular Activity	Selected Examples	General Education Principles
	RedHawk Debate Tournament Lego League Dental Clinic Volunteer Income Tax Assistance (VITA) Program Small Business Institute Legislative Education and Advocacy Development (LEAD) Community Garden	
Literary/Creative Outlets	<i>Spirits</i> literary magazine Theatre Northwest One Book...One Campus...One Community initiative Film society <i>RedHawk Review</i> online newspaper <i>South Shore Journal (SSJ)</i>	1,2,3,5

Figure 1.7 Co-curricular activities alignment with General Education Principles

1P17 Measuring preparedness The [Campus Assessment of Student Learning Outcomes \(CASLO\) office](#) centralizes the responsibility for organizing student learning assessments on-campus. This office assists the academic units in their assessment of student learning and collects and maintains the assessment reports from the academic units. CASLO has a website that academic units can access to read about assessment guidelines, download assessment templates, read prior assessment reports, and information on committee members. (See 1P18 for more details.)

Faculty assess students in undergraduate classes ranging from introductory level to senior capstone courses on multiple learning outcomes each year. Each academic unit completes an assessment template annually which outlines the learning outcomes assessed. The assessment report includes the objectives used to measure the outcomes, the specific measures, the findings, and the action plans needed as a result of the findings. CASLO also facilitates general education assessment. Results from these assessments can be found [here](#).

Academic units use a variety of measures to analyze the preparedness of graduates for further education or employment as appropriate to the discipline. These include alumni and employer satisfaction surveys, licensure exam scores, community board recommendations, graduate school acceptance rates, Educational Testing Service (ETS) field test results, and exit exams.

1P18 Assessing student learning (Core Components 4.B.2, 4.B.3, 4.B.4) IU Northwest's assessment structure includes course-level, general education, and major/program-level aspects. It incorporates both bottom-up faculty, program, and course-driven components, as well as top-down internal and external assessment components.

Course-level assessment Within and across courses, faculty use formative and summative assessment, including oral and written feedback, repeated measures (mastery learning), papers, projects, exams, and performances to assess student learning outcomes. In addition, these means allow faculty to work with students on mid-course adjustments and improvements.

General education assessment takes place both in and out of the classroom. The campus-wide General Education Principles became active for the 2010-11 academic year. Instructors conduct assessments of student learning outcomes within the structure of the courses, as well as report data to the General Education/Assessment Committee for general evaluation and feedback. Each of the five principles is [scheduled](#) for assessment on a rotating basis by the General Education/Assessment Committee. CASLO informs the faculty and their departments/units in the fall that they need to assess the general education learning outcomes in their courses during that academic year. They must present a plan to the committee

for assessment, which the committee fine-tunes before assessment begins. The department faculty then submit the assessment results, which are due in the spring. The academic units, academic support labs, and CISTL evaluate the assessment results to use in their continuous improvement efforts.

Faculty committees within the FO maintain the general education requirements through an annual process, during which faculty can add or subtract courses from any comprehensive lists. The FO must vet any changes in the general education plan for the campus, and any individual changes within degree programs pass through the Campus Survey and Curriculum Committee, an FO committee. We also review specific requirements for each major and update them annually to ensure they meet the needs of the programs.

Major/program assessment occurs within individual units and follows the [student learning outcomes](#) each major/program has identified. External accrediting bodies sometimes drive these learning outcome assessments; others have been developed over time by the faculty within individual programs. The respective units use a wide variety of assessment tools deemed appropriate within their discipline, including standardized exams, licensure preparation exams, portfolios, capstone projects, research papers, field experience/practicum evaluations, and student exit interviews. The programs use the results as they continuously work to enhance the quality of the degrees and student educational experiences. AA also receives the reports to post on the CASLO website annually. In 2012, the campus adopted WEAVEonline to help manage planning, assessment, accreditation, budgeting, and quality improvement processes. The OIER, working with CASLO, will submit a new continuous improvement Action Project this fall to jumpstart the process of transitioning programs to a new way of reporting goals and assessment results.

1R1 Measures of student learning We regularly collect and analyze data that reflect on student learning, including retention and degree completion data. We participate in the National Survey of Student Engagement (NSSE) every three years. Many of the single-item measures of student engagement in NSSE are directly related to our new general education learning outcomes. These items have been listed separately according to principle domains, and the results are [online](#). In addition, other NSSE items unrelated to general education principles are important to our understanding of student development.

Faculty assess general education learning outcomes within coursework in coordination with the General Education/Assessment Committee and the Associate Executive Vice Chancellor for Academic Affairs (AEVCAA). (See [Timeline](#).) Some of the measures are qualitative, some are quantitative, some are embedded within other assignments, and some are stand-alone assessments. This variability allows for disciplinary differences as well as produces assessment data that academic units are excited to evaluate and use to improve their programs. We have also included questions regarding general education learning outcomes on the senior exit survey (new for 2013).

Program learning outcomes are designed and tracked by the programs and reported [annually](#).

For the first time (Fall 2012), we tested 355 FY students using the ETS Proficiency Profile, and we will retest these students during their senior year. The test focuses on skills acquired through general education (reading, critical thinking, writing mechanics, and math skills) rather than on specific knowledge acquired in particular courses.

SAT scores are not a measure of student learning; however, they do provide a context for interpreting the rest of the data provided for IU Northwest students. As seen in Figure 1.8, the verbal and math SAT scores of our students are lower than that of the State of Indiana and the nation. Part of our mission is to provide significant access to higher education for individuals living in Northwest Indiana.

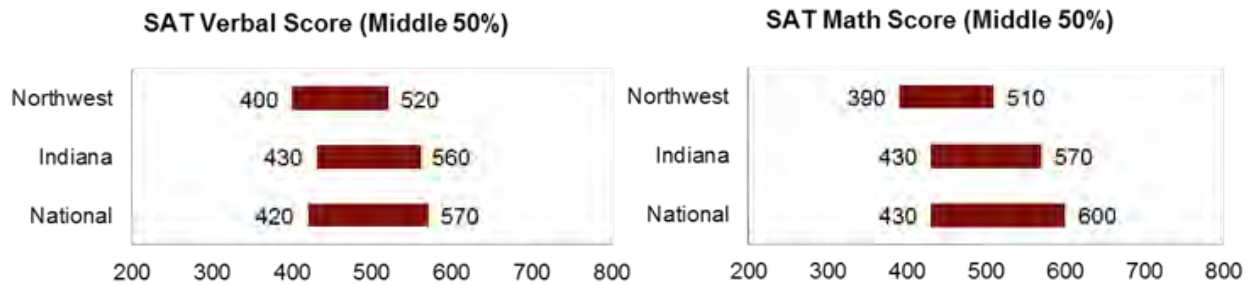


Figure 1.8 SAT Verbal and Math Scores, IU Fact Book 2012-13

Following from this admission base, we then track [retention](#) and [graduation](#) rates. The campus maintains a significant focus on improving retention and graduation rates (see Figures 1.9 and 8.2). These data were used by the Enrollment Task Force in 2008, as they developed a plan for increasing retention, one of the two prongs of the campus enrollment plan to increase the number of students to 6,000 by 2013. One key aspect of retention, advising, is undergoing modifications in the 2013-14 academic year. The 2012 NSSE data indicates that 69% of first-years and 68% of seniors were satisfied with their advising experiences. In an effort to improve these processes, an Action Project focusing on developing an electronic degree audit system has been completed. Additionally, we have moved to a system whereby admissions can directly schedule advising appointments for freshman, and new, more intrusive processes for early alert and satisfactory academic progress have been implemented. An advising taskforce is currently reviewing these and other existing practices, as well as a report from a recent NACADA site visit, and will make additional recommendations regarding advising in November of 2013.

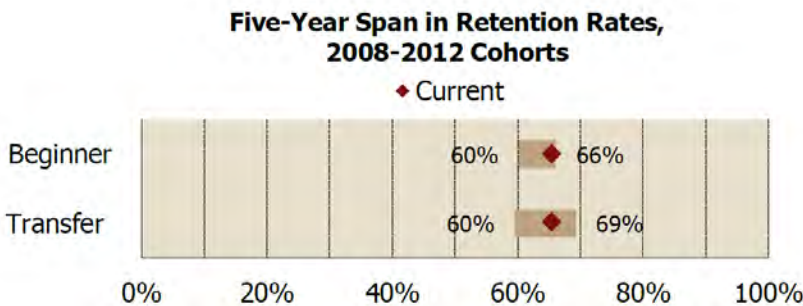


Figure 1.9 Persistence to the 2nd year for all new (part-time and full-time) fall students by beginner (first-time) or transfer cohorts (2008-2012)

1R2 Performance results for common learning objectives ETS Proficiency Profile results for 2012 FY students are shown in Figure 1.10. Although our FY students have lower scores across all measures than the comparison group (Master's Comprehensives), they are not statistically different from incoming FY students at the other IU regional campuses. However, until we have data for SR students, it is hard to place these scores into a meaningful context for our institution.

	Possible Range	Mean Score	Std. Dev.
Total Score	400 to 500	430.89 (431.74, 435.77*)	14.42 (14.81, 7.76)
Skills Sub-scores:			
Critical	100 to 130	108.42 (108.35, 109.45)	4.58 (4.88, 1.96)
Reading	100 to 130	113.09 (113.06, 115.17)	5.85 (6.09, 2.59)
Writing	100 to 130	111.39 (111.68, 112.64)	4.55 (4.55, 1.81)
Mathematics	100 to 130	110.39 (110.95, 111.56)	5.32 (5.25, 2.05)

* Regional IU campuses combined; Masters Comprehensives I and II – 77 schools

** IU Northwest n=332; Regional campuses n=692; Master's Comprehensives I and II n=44,719

Figure 1.10 ETS Proficiency Profile Norm Referenced Scores

Measures of our general education learning outcomes The NSSE results for individual items related to our new general education outcomes and collected during the years 2004-2012 can be seen [here](#). The tables combine data from the urban universities comparison group and multiple years of our own results. The results generally show that our scores during those years are very similar to that of the urban universities comparison group, and also that they are trending more positively over time.

Results from our senior exit survey also provide self-assessment data on general education learning outcomes. Students believe that they gained competence in the areas emphasized in our General Education Principles (Figure 1.11).

Learning Outcome	Great deal/ Fair amount	Little/Not at all
Critical thinking, analysis, and application of knowledge	95%	5%
Recognizing, understanding, and valuing diversity	85%	15%
Application of ethics and citizenship	82%	18%
Oral communication	88%	12%
Fluency in reading and writing	86%	14%
Mastery of basic principles of mathematical and scientific reasoning	77%	23%
Use of technology to identify and evaluate information and create and transfer knowledge	88%	12%
Identifying, locating, and managing information resources	88%	12%
Mastery of core concepts (Breadth of Learning)	87%	13%

Figure 1.11 Senior exit survey results related to General Education Principles at IU Northwest (n=371), 2013

In our previous portfolio, we reported on our assessments of foundational writing and mathematics. Since that time, we have assessed a significant portion of our general education curriculum and are on target to complete our first full cycle of general education assessment during AY 2013-14 as detailed in the [timeline](#). The most recent components assessed were our foundational oral communication and breadth of learning outcomes.

Foundational courses Figure 1.12 shows data for two of the goals assessed for oral communication in 2011. We developed rubrics to evaluate speeches using the general education learning outcomes from a random sample of 450 speeches taken from all sections taught. As the figure illustrates, students are scoring above satisfactory (3 on a 5-point scale) on their speeches. The Department of Communication, informed by these [data](#), has adopted a common diversity-centered textbook, rubrics, and professional development for associate faculty as a result.

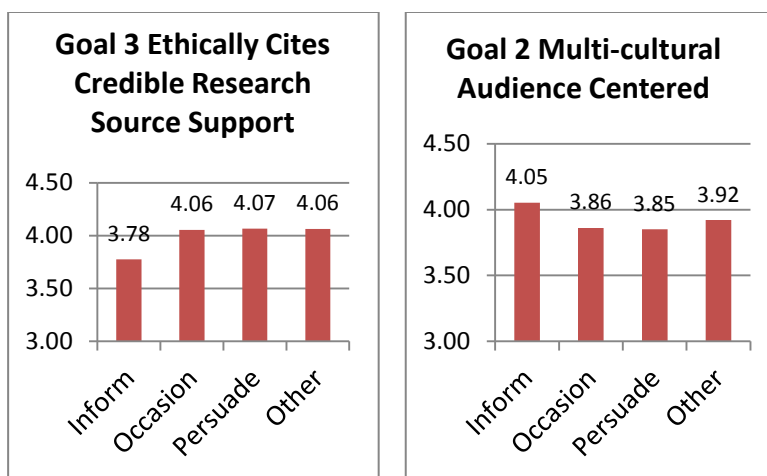


Figure 1.12 Exemplar results of General Education assessment of Oral Communication learning outcomes

Science faculty assessed learning outcomes focused on evaluating scientific reasoning (specifically the scientific method) in introductory-level science courses. Exemplar data from chemistry presented in Figure 1.13 revealed that while the instructors thought they were providing significant instruction in applying scientific method, the results did not demonstrate this outcome until after the revision. After the analysis in Fall 2010, the department revised the course, which improved the scores across subsequent semesters. Introductory biology courses evaluating the same outcomes found that students scored slightly higher on scientific method questions than overall content questions (72% vs. 64.8%). However, they discovered a great deal of unevenness in results across sections and instructors and are now working on this issue, for greater consistency at a higher level of achievement.

Course	Outcome 1 (identify and explain how scientific theories are formulated)	Outcome 2 (ability to integrate and apply scientific methods)
Chem101, Fall 2010	71%	16%
Chem101, Spring 2011	75%	35%
Chem101, Fall 2011	83%	46%

Figure 1.13 Exemplar results of General Education assessment of Scientific Reasoning learning outcomes

Breadth of Learning Detailed assessment results for the courses that contribute to breadth of learning can be found [here](#), along with planned improvement steps. A summary of the results appears in Figure 1.14. The data represent the second year of general education assessment on our campus, and data collection was facilitated by our Action Project that focused on general education assessment.

<u>Principle 2 Breadth of Learning</u>	Course		
Arts and Humanities	Music Appreciation	Introduction to Philosophy	American History
Outcome 1	72% C or >	60% correct	53% correct
Outcome 2	88% C or >	73% correct	63% correct
Social and Behavioral Sciences	Psychology	Interpersonal Communication	
Outcome 1	51% correct	63% correct	
Outcome 2	52% correct	55% correct	
Outcome 3	60% correct	60% correct	

<u>Principle 2 Breadth of Learning</u>	Course		
Cultural and Historical Studies	Introduction to Spanish		
Outcome 1	95% correct		
Outcome 2	78.67% correct		
Outcome 3	80.18% correct		
Math, Physical and Life Sciences	Introduction to Computing	Introduction to Earth Science	Microbiology
Outcome 1	79% correct		
Outcome 2			
Outcome 3			
Outcome 4		76.8% correct	80.5% correct
Outcome 5		52% correct	

Figure 1.14 Breadth of Learning (BOL) learning outcome assessment results, 2012

NSSE Comparison Group Benchmarks Our three comparison groups are: 1) urban universities consortium, 2) the other six IU regional campuses, and 3) campus peers. Some of the differences in respondent characteristics among IU Northwest and these various peer institutions can be seen [here](#). One of the most prominent characteristics in which we differ from even other IU regional campuses is in the percent of both our FY and SR students who reported attending school full-time. For our campus, the figures were 75% (FY) and 63% (SR), while for the other IU regional campuses, the figures were 83% and 67%, respectively. With regard to the other two comparison groups, rates of full-time attendance were higher still. Because part-time students likely have more demanding off-campus lives, their responses to questions such as “In your experience at your institution during the current school year, about how often have you done each of the following?” would be expected to be lower than the responses of full-time students. Lower means on these items for IU Northwest students may be an artifact of the larger proportion of part-time attendees in the sample than in our comparison groups. In addition, IU Northwest is IU’s most diverse campus and has a much higher proportion of underrepresented students of color and transfer students than did any of the other IU regional campuses or our self-selected campus peers. Our sample included more non-traditional students than our comparison groups, and, also, we do not have residence halls, so none of our students live on-campus. Our students reported many more hours of work off-campus; 40% reported working more than 20 hours per week—more than those in any of our comparison groups. Also, IU Northwest students reported many more hours of caring for dependents. Each of these characteristics presents challenges to student engagement and likely reduces our scores relative to those of comparison groups on student engagement measures.

With these differences in mind, we can still learn from comparing our students’ responses to those from these three comparison groups. The detailed results can be seen on our [IER webpage](#), but we highlight some of the results in Figure 1.15. In addition, areas where our students performed significantly higher than our comparison groups include “asked questions or contributed to class discussions,” “having serious conversations with students of another race or ethnicity,” and “institution encouraging contacts among diverse peers.” Areas where our student performed significantly lower than our comparison groups include “working with classmates outside of class to prepare assignments,” “community-based projects as part of a course,” and “participation in co-curricular activities.”

Indiana University Northwest 2013 AQIP Systems Portfolio

	IUN	Urban Universities			IU Regionals			Campus Peers		
	Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
Level of Academic Challenge										
2009										
FY	53.8	52.9		.07	52.7		.09	51.8	*	.15
SR	56.9	55.6		.09	56.8		.01	57.0		-.01
2012										
FY	54.1	53.0		.07	53.7		.03	52.8		.09
SR	55.3	56.8		-.1	57.7	*	-.17	56.8		-.10
Active and Collaborative Learning										
2009										
FY	39.6	43.3	**	-.22	42.6	**	-.19	43.1	**	-.21
SR	51.3	49.9		.08	51.0		.01	52.5		-.07
2012										
FY	42.1	43.7		-.09	44.1		-.12	42.5		-.02
SR	48.8	50.9		-.11	52.1	*	-.18	51.7	*	-.16
Student-Faculty Interaction										
2009										
FY	32.1	35.3	*	-.17	34.3		-.12	34.6		-.14
SR	41.0	40.0		.05	40.1		.05	43.4		-.11
2012										
FY	36.1	35.1		.05	35.4		.04	35.2		.05
SR	42.1	40.1		.09	40.9		.06	41.4		.03
Enriching Educational Experiences										
2009										
FY	22.4	27.8	***	-.40	24.0	**	-.20	26.8	***	-.34
SR	37.3	38.3		-.06	37.6		-.02	38.4		-.06
2012										
FY	27.3	27.8		-.04	26.1		.08	25.6		.12
SR	35.3	37.0		-.09	38.4	*	-.18	36.5		-.06
Supportive Campus Environment										
2009										
FY	59.9	58.9		.05	59.8		.00	62.4		-.13
SR	57.6	56.1		.08	56.5		.06	60.6	*	-.16
2012										
FY	60.8	60.2		.03	62.0		-.06	61.2		-.02
SR	57.1	56.2		.04	58.9		-.10	59.8		-.13

*p<.05, **p<.01 ***p<.001

Figure 1.15 2009 and 2012 NSSE Benchmark Means

Our 2012 results are quite comparable to those of our comparison groups for all of the levels of engagement described. In fact the largest effect size reported in 2012 is -.18, which is considered small. Our scores are not particularly higher or lower than the urban universities, IU regional campuses or our campus peers. However, FY student scores improved across 100% of the categories between 2009 and 2012. SR measures improved across only one measure: Student-Faculty Interaction.

1R3 Performance results for program learning objectives Data on student academic achievement indicates that IU Northwest students meet desired program learning outcomes. Individual programs, units, or national testing agencies collect and analyze the data that comes in a variety of forms including portfolio evaluation, standardized tests, embedded course assessments, surveys of students and alumni,

Indiana University Northwest 2013 AQIP Systems Portfolio

etc. The programs use the information annually to revise their curricula, report the results centrally to the CASLO office, and provide feedback on the process to the General Education/Assessment Committee.

CHHS assesses learning outcomes using licensure examination scores, clinical competency assessments (by direct observation, preceptor evaluation, student self-evaluation, and examinations), exit surveys (student self-evaluation of outcome achievement), and employer surveys. Quantitative results for the learning outcomes in each CHHS department are contained in IR6 and the [assessment website](#). These results, while very positive, have been incorporated into the evaluative processes of the individual programs, and the changes shown in Figure 1.16 have been made to further enhance student success,

Dental Hygiene	BS in Dental Hygiene approved and implementation to begin in Fall 2013 along with phase-out of ASDH. Course in Urban Public Health added as a requirement.
Nursing	Increased and systematic integration of simulation activities across the curriculum. Complete curriculum revision underway in keeping with contemporary nursing practice and will be implemented in Fall 2014. Improvements in advising and faculty mentoring being put into place, to improve retention and on-time graduation.
Radiologic Sciences	Annual review and update of program curricula based on changes in the ASRT Curriculum Guide and the American Registry of Radiologic Technologists (ARRT) Content Specifications and Competency Requirements. Also recently added a new assessment for oral communication skills.
Health Information Management	Significant course content changes planned for 2013-14 to increase and strengthen coding and classification experiences and content for the ICD-10-CM and ICD-10-PCS systems, which will be implemented in the U.S. on October 1, 2014. Also, developed a BS in Health Inform. Admin.; accreditation is in process.

Figure 1.16 Recent data-driven changes to curriculum in CHHS

The **SOBE** uses the ETS Major Fields Test (MFT), course-embedded assessment, and exit interviews to measure student learning outcomes. The Core Concept Exam was discontinued in 2012 due to improvement in features of the ETS MFT. The undergraduate MFT measures student learning in nine subjects, such as accounting, economics, management, and finance. Test scores for Fall 2010, Fall 2011, and Spring 2012 show that our mean percent correct is within one standard deviation above or below the national mean percent correct in all categories with the exception of international strategy, which was just over one standard deviation below the national mean percent correct in Fall 2011. This reflects an improvement in performance. Prior to 2010, our national mean percent correct was consistently two or more standard deviations below the national mean percent correct on over half of the subjects tested on the MFT. In 2010, faculty voted to make performance on the MFT worth 20% of students' capstone course grade. Since making this change, we have seen an improvement in MFT scores. The MBA MFT measures student learning in marketing, management, finance, managerial accounting, and strategic integration. Test scores for Spring 2011 and Spring 2012 show that our mean percent correct exceeded the national mean on three of the five subjects and was within one standard deviation below the national mean percent correct for the other two. Currently, the SOBE is working to improve instruction, assessment, and student performance in the areas of critical thinking, ethics and diversity.

COAS departments use a variety of assessment tools including, but not limited to, standardized tests, evaluation of DFW rates, absences, test scores and grades, exit interviews, portfolios, embedded course evaluations, facilities evaluations, and strengths/weaknesses evaluations. The 2008-12 assessment results for COAS can be found [here](#). These results have been used in the individual programs, and the changes shown in Figure 1.17 have been made to further enhance student success.

Biology	In Fall 2012, started using a placement exam for students enrolling in BIOL L101 to decrease that course's DWF.
Computer Information Systems	Increase tutoring times for students in CSCI A106. Applied for an NSF grant to cover tutoring costs.
Fine Arts	In Fall 2012, began requiring students to give an oral presentation of the work that they are preparing for their senior capstone exhibit.
Geosciences	Modifying the course Lab and Field Methods in Geology to include a full research project that follows the process of research, data analysis, and presentation in written and oral forms.
Mathematics	In Fall 2012, started to offer online version of MATH M118. Will monitor the success and enrollment levels and compare them to our on-campus sections. Continue to provide free seminars to help students prepare for the math placement exam.
Modern Languages	Chair and full-time faculty working more closely with the part-time lab assistants and part-time faculty to plan for ways to increase the use and effectiveness of our classroom/lab.
Performing Arts	Faculty collaborating on formalizing syllabi for capstone and independent production projects and exploring the possibility of collaborating with local production organizations.
Psychology	Examining if requiring online quiz completion improves student learning at the introductory level relative to courses that do not require the use of such tools.

Figure 1.17 Recent data-driven changes to curriculum in COAS

Through the self-study process of the National Council for Accreditation of Teacher Education (NCATE), the SOE engages in a system of continuous self-evaluation and improvement. The unit assessment system is continuously being improved and new assessments developed to ensure that all of our candidates meet rigorous state, national, and professional standards. New in 2012 was the Specialized Professional Associations (SPA) process in which each of our licensure programs was reviewed and approved through specific national associations. This required the identification of six to eight key assessments in each program. Data were presented for at least two applications of each of these key assessments. All programs in the SOE passed this evaluation and received national recognition. Also new in 2012 was the addition of diversity standards in the SOE. A new initiative is to prepare all teachers to teach all learners more effectively, including those who are diverse in a variety of ways. New assessments were created to evaluate the outcomes, and all SOE syllabi were revised to include readings, activities, and assignments related to one or more of the diversity constructs. Diversity assessments are conducted in all initial and advanced programs.

1R4 Evidence of knowledge/skills Evidence that students completing our programs have acquired the knowledge and skills required by our stakeholders is provided, in part, via the assessment results detailed in 1R3 for individual programs, as well as the general education assessment results described in 1R2. Additionally, schools and divisions use employer surveys, community boards, graduate school admissions, and alumni surveys to validate that our students continue their success after graduating with a degree from IU Northwest. The campus has plans to develop an employer and alumni survey that will be administered one and five years after graduation that should provide important central information on this topic as well.

Since our last systems portfolio, IU Northwest has increased its assessment activities. Each academic unit has a comprehensive assessment plan that outlines academic and co-curricular performance expectations. Where applicable, the units incorporate external professional standards into assessment plans.

For example, the program outcomes of every CHHS program mirror professional outcomes identified by external constituencies. CHHS evaluates outcomes such as communication, ethical behavior, and lifelong learning, along with functional knowledge. Most departments in COAS have made explicit their

outcomes, all of which take into consideration the expectations to which students will be held by future employers and graduate programs. The SOBE expects students will show skills in teamwork, leadership, technology, communication, ethics, global and diverse perspectives, and critical, analytical, and integrative thinking. The SOE includes the following outcomes among those it measures: communication; higher order thinking skills; technology; culture and diversity; reflection; collaboration; and integrity, fairness, and ethical behavior.

The [2012 Program Assessment Results](#) provide specific evidence that students have acquired the necessary knowledge and skills for their respective professions once they complete their programs.

1R5 Learning support results highlighted here are targeted at enhancing retention rates and student satisfaction.

Results of the 2012 NSSE indicate that 84% of students feel that this institution places substantial emphasis on academic achievement. Eighty-six percent of FY students and 82% of seniors report a favorable image of this institution; 82% of FY students and 77% of seniors would choose this school again if they could start their college career over. Further, 78% of FY students and 74% of seniors feel that this institution has a substantial commitment to their academic success. The senior exit survey conducted at IU Northwest corroborates these findings, with 77% of the 371 seniors surveyed indicating they would choose IU Northwest if they could start college again, and 86% indicating they were satisfied or very satisfied with their overall experience at IU Northwest.

Critical Literacy Program (CLP) An assessment reveals that CLP is an effective retention program (Figure 1.18). Students in this program are being retained at a higher rate than one would expect, given the students' educational profiles.

Year	Number of students	2 nd Semester Retention	2 nd Year Retention	3 rd year Retention	4 th year Retention
2008-09	94	74%	56%	30%	23%
2009-10	102	75%	54%	22%	n/a
2010-11	114	87%	72%	45%	n/a
2011-12	77	91%	70%	n/a	n/a
2012-13	73	90%	n/a	n/a	n/a

Figure 1.18 CLP results, 2008-2012

Academic Advising As part of its priority-setting process, the Enrollment Management Group (EMG) determined that the evaluation and improvement of academic advising was a high priority at IU Northwest. This was also the prime topic of our AQIP Strategy Forum in 2010. Given that the *Blueprint* also listed academic advising as a high priority, the campus engaged an external reviewer through NACADA, who met with approximately 30 students, 17 faculty, and 10 staff members. Additionally, our 2013 student survey provided new student satisfaction data and valuable insight on advising. Results of this survey indicate uneven advising experiences for our students, with some academic units being more available, others being more helpful, and still others being more knowledgeable as advisors. The senior exit survey results indicate that 65% of graduating students were satisfied with their academic advising experiences, and the 2012 NSSE results indicate that 69% of FY students and 68% of seniors felt their advising experiences were good or excellent. However, these scores are lower than our comparison peers by 3-12% and have clear room for improvement. The results of these two efforts have been shared with the Academic Advising Task Force (AATF), a group that includes faculty and staff advisors as well as Student Affairs administrators (Admissions, OCS, SSS, and ASAP), which will make a report and recommendations to the EMG in November of 2013 regarding revisions to our academic advising programs. Meanwhile, we continue work with the academic units to ensure that each student has an academic advisor assigned within the SIS, and we will continue to work with our Advisors Council to train advisors in best practices and use of the new technologies available for advising (including serving

as beta testers for our new online advising notes system). We have also developed an [online orientation](#) program to supplement student advising and the in-person New Student Orientation program. Finally, now that all of our undergraduate degree audits have been programmed, degree audit training will become part of the New Student Orientation program from this point forward.

Library Between 2008 and 2012, the number of persons entering the library per week increased 225%, from 400 to 1,300; the number of computers for library users increased 144% from 42 to 145; open hours per week have been expanded from 68 to 78 hours; and reference desk questions have more than doubled, from approximately 6,000 to 12,500. In response to survey and usage data, we began providing library instruction to all English composition W131 courses (60 sections per year), which allowed us to reach all new first-year students. We have greatly increased the number of library databases and e-books (from 225 to 300+) and downsized the number of print reference collections and print government publication collections. As a result, the library has been successful in becoming a largely online/virtual academic library, has increased its information literacy skills reach with students, and has made its space much more attractive as a campus destination for students when not in class. Graduating seniors report a high rate of satisfaction with library services (83%).

FLAGS Study We investigated the effectiveness of the IU early alert system, FLAGS, on students enrolled in math courses and advised by math instructors to obtain tutoring at the Math Lab. The results showed that the majority of students advised by math faculty to seek tutoring were enrolled in pre-college level math courses. The grade distribution for students who received tutoring and those who did not was very different. The targeted students who received tutoring were more successful in their math courses than those who were advised to receive tutoring and did not.

Student Support Programs, 2013 (n=401) Results indicate general satisfaction with the student learning programs (See Figure 1.19). This data is currently being utilized by the areas in question to develop solutions that will improve aspects of services with which students indicate some dissatisfaction.

	Net Promoter Scores by Department (% strongly/somewhat agreed minus % strongly/somewhat disagreed)			
	Career Services	Retention Initiatives	Critical Literacy Program	Student Support Services
I have been treated in a friendly and courteous manner.	77	67	74	74
My telephone calls/email messages have been handled promptly.	64	64	58	58
My questions have been answered accurately.	62	69	72	73
My interactions with the staff have been helpful and informative.	65	73	71	66
The website is helpful and informative.	46	49	45	58
My overall experience has been positive.	67	70	71	65

Percentiles: Low = 0-46; Mid-range = 47-66; High = 67-100

Figure 1.19 Customer satisfaction ratings for services supporting learning, 2013

1R6 Comparison to other organizations IU Northwest made progress in comparing our student success markers with those of other higher education organizations. Some of our programs have a long history of comparing results to regional, state, and/or national data, including nursing, radiography, HIM, social work, accounting, business, education, chemistry, English, and psychology. These programs use licensure exam pass rates/scores or ETS field test results as one measure of student success. The results of these tests are used to modify existing programs to enhance student success. Some of these results are included in Figure 1.20.

Indiana University Northwest 2013 AQIP Systems Portfolio

Program	Test	National Pass Rate or % Correct (most recent date)	Northwest			
			2009	2010	2011	2012
Nursing	National Council Licensure Examination (NCLEX) for Registered Nurses	86.7%	96%	92%	93.2	94.3
HIM	HIM National Boards	76.4%	93%	68%	63%	100%
Radiology	Radiologic Sciences National Boards	90.8%	100%	100%	94%	92%
Dental Hygiene	Dental Hygiene National Boards	95.7%	95%	95%	90%	92%
Social Work	Association of Social Work Boards – Undergraduate	71%	Degree not offered		80%	**
Social Work	Association of Social Work Boards – Masters	83%*	72%	74%	80%	**
Business	ETS – MBA	83% correct	81.6% correct		83% correct	83% correct
Business	ETS – Undergraduate	76% correct	77.5% correct	74.5% correct	74% correct	71% correct
Education	Praxis I	53-71% correct (National) 52-69% correct (State)	64-71% correct	60-73% correct	38-64% correct	**
Education	Praxis II (TAL) Praxis II (Secondary)	62-83% correct 58-77% correct	59-80% correct 55-78% correct	58-80% correct 53-80% correct	63-80% correct 46-75% correct	**

* Indicates data for combined program with IUPUI (not just IU Northwest students) ** Not Yet Available

Figure 1.20 Licensure/Exam Pass Rates

More centrally, NSSE data from 2004-2012 related to student learning outcomes for the new General Education Principles are available at the CASLO website. Our academic and service units use the data to target areas of opportunity for improvement. For example, we used the results extensively in designing the new general education plan for the campus.

The ETS Proficiency Profile test results provide another way we can compare our student success markers with others. The results for FY students, reported in Figure 1.10 in section 1R2 indicates that our incoming students scored lower on all sub-scores than our comparison group of Masters Comprehensives.

IU Northwest benchmarks the success and progress of our students with multiple measures, using either our approved peer institution list or our internal list of IU regional campuses. We receive the IPEDS Data Feedback report that compares our traditional Department of Education graduation rate measure of only full-time, first-time students against the BoT-approved peer institution median graduation rate.

Unsatisfied with the partial and exclusionary nature of the traditional measure, the OIER has shared success and progress rates from the VSA compared to our peer institutions (Figure 1.21) that expands the

definition of a positive outcome and includes a broader cohort of new students to IU Northwest. The IU *Blueprint* also requires all IU regional campuses to participate in the VSA, and monitors the success and progress metric from the VSA as one of the six primary metrics for a dashboard report on the *Blueprint* (see also Figure 8.2e). New CQI projects and analysis have begun to improve the Satisfactory Academic Progress (SAP) process, to complete an action project to offer on-line degree audits to students and advisors for every program on campus, and to leverage [new information provided about time-to-degree](#) on our campus. IU Northwest has an enviable position of internal comparative data and collaborative research into these areas with our *Blueprint* partners, the other regional campuses of IU. Our approach has intensified in the last several years to move beyond the traditional full-time, first-time comparisons that has not represented the majority of our student body (e.g. transfer students), and to broaden our knowledge of how all our students fair in their various academic environments.

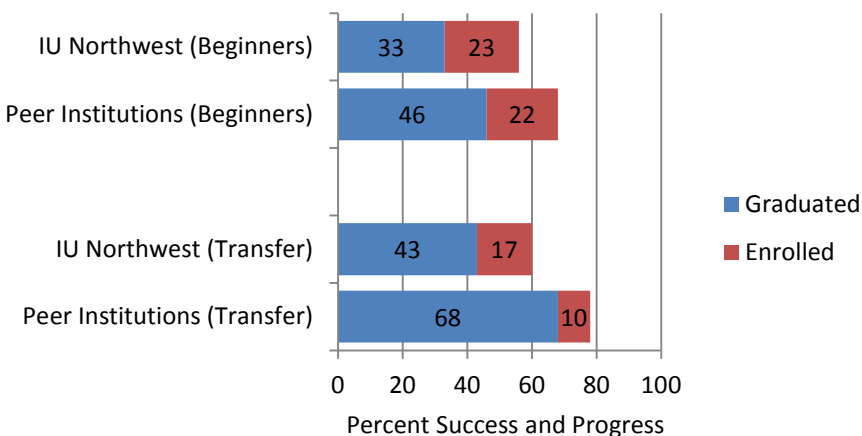


Figure 1.21 VSA Six-year success and progress rates of full-time, entering undergraduates, 2005 cohort

1I1Recent improvements in this category include:

1. Assessment of general education learning outcomes (CASLO).
2. Appointment of a programmer/research analyst to accelerate the implementation of the degree audit system.
3. Support services assessments, including the writing and math labs.
4. Establishment of the ORI with a full-time director to bring together all retention efforts of the campus.
5. Addition of standardized test measure ETS Proficiency Profile to allow comparison to other colleges, as well as demonstrate value added.
6. Improvements underway in all classes that have gone through general education assessment, based on results found.

1I2 The culture and infrastructure at IU Northwest has changed dramatically. The campus has reached a state in its growth and evolution in which additional attention must be directed toward the internal expectations of continuous improvement, together with establishing solid cases for accrediting bodies. It is clear that relevant leadership must be in place to ensure responsibility for the variety of activities that will be undertaken in this important area. Thus, the following support structures have been implemented:

1. The EMG was established in 2012 to bring together key decision-makers to discuss the issues of greatest important to enrollment: recruitment, matriculation, engagement, and completion. The EMG, which meets at least once a month throughout the year, includes faculty, staff, and senior administrators from AA, Student Affairs, Fiscal Affairs, and Advancement and External Affairs.
2. The Assistant Vice Chancellor for IER, who reports to the EVCAA, provides both stability and a clearly delineated job focus to monitor and coordinate CQI projects at IU Northwest.

3. An Institutional Effectiveness Advisory Committee (IEAC), which serves in an advisory, monitoring, and coordinating role at IU Northwest in planning and assessment, has been appointed. The initial work of this group was targeted towards strategic planning, as well as creating a systematic plan of evaluation for the campus. Figure 1.22 shows the structure of this plan. The circle most relevant to this category is the Academic Assessment circle, which contains all the academic assessment data collection/reporting/feedback/improvement processes that report to the Office of AA (general education, major assessment, program review, NSSE, accreditation, etc.).



Figure 1.22 Campus Assessment Model

4. The OIER, which has systematically collected data that will be used to target improvements, is described more fully in Category 7. That data includes retention rates, graduation rates, NSSE data, peer institution data, etc. All of these types of data will be used in our centralized approach to targeting improvements in the area of helping our students learn. As we develop the procedures and policies of this new office and those pertinent to assessing student learning outcomes, the campus realizes that it must strategically address the improvement targets and communicate its processes and findings to its stakeholders.
5. Additionally, individual academic units routinely gather and compile data related to student learning outcomes. These results are then utilized by the faculty in the units to decide what improvements need to be made on an annual basis. The outcomes assessed each year and improvements to be targeted in the coming year are now reported to AA annually.

Category 2 Accomplishing Other Distinctive Objectives

Key organizational services for students and external stakeholders are developed to operationalize key principles from our Mission and Vision, namely lifelong learning, diversity, economic development, and health and well-being. Services for students are offered through [SA](#) and other administrative areas. These include [Admissions](#), the [OCS](#), [Financial Aid](#) (FA), [Student Activities](#) (clubs, organizations, and athletics), [Counseling Services](#), the [Occupational Development Program](#) (ODP), [ASAP](#), [SSS](#) (including disability services), and the [Office of Diversity, Equity and Multicultural Affairs](#) (ODEMA). In 2009, the campus opened the [Campus Health and Wellness Center](#), a nurse-managed clinic that offers episodic primary care services to students, faculty, and staff at a very modest fee, including lab tests and medications at cost.

Indiana University Northwest 2013 AQIP Systems Portfolio

Needs of external stakeholders (alumni, friends, donors, and community partners) are met through CURE, [Alumni Relations](#) (AR), the Offices of [Marketing and Communication](#) (OMC) and [Development](#), the [Center for Management Development](#) (CMD), the [Library](#), the Office of [Special Events](#), [Theatre Northwest](#), the [Gallery for Contemporary Art](#), [student athletics](#), and numerous outreach activities described throughout the Portfolio, especially in Categories 2 and 9.

Level of Maturity and Integration of Processes IU Northwest has made improvements in Category 2 since our last Systems Portfolio. We are increasingly able to carry out the operations for accomplishing other distinctive objectives with stable, repeatable processes and evaluate these processes for improvement. However, our measures are less sophisticated than they could be and so do not offer as rich a source of evaluative information as we would desire. We have aligned our key organizational services for students and external stakeholders with our Strategic Priorities. We are working to increase coordination among units, divisions, and departments and are having success in this regard. For example, a reorganization of our diversity efforts, previously scattered in pockets across the campus, is having a positive impact on our ability to provide high-quality diversity programming experiences for our students and the community. The new director of ODEMA, while reporting to the Chancellor, has a dotted reporting line to the Vice Chancellor for Student Affairs (VCSA) to enhance collaborative efforts. Our relatively new OIER has been focused on campus strategic planning and supporting our increased data needs. We expect it to play a major role in helping the campus become more systematic, data-driven and aligned in this regard in the future.

2P1 Non-instructional objectives derive from the campus Mission and Vision and represent our continuing commitment to Northwest Indiana and to faculty, staff, and student involvement in the region's ongoing dialog about its economic, social, and cultural future. IU Northwest designs key non-instructional processes to meet stakeholder needs by gathering external trend information through formal and informal surveys, local news, student feedback, and community feedback. The Chancellor and his direct reports provide leadership for the outreach mission of the campus. The Chancellor's Commission on Community Engagement consists of over 150 community-engaged leaders in business, government, and nonprofit organizations. The Commission's objectives strive to enhance the community's understanding of IU Northwest's engagement initiatives, stimulate dialogue on critical policy questions, and provide access to a network of engaged faculty to advance solutions to regional concerns. In addition, each academic and non-academic unit takes responsibility for an outreach mission in alignment with the campus Mission and Vision. At the unit level, deans and directors design non-instructional processes with input from faculty and staff. We then integrate the non-instructional objectives into programs and activities whenever possible.

For example, the campus Mission includes a commitment "to participating in the sustainable economic development of the region and state," and numerous focus groups with stakeholders have indicated that the community expects the campus to assist with economic development. Consequently, numerous examples within the SOBE established missions around serving the economic development needs of our service area and integrated service to the community into the curriculum.

1. The [Center for Economic Education](#) (CEE), accredited by the National Council on Economic Education (NCEE), provides workshops for service area educators on economics, serving almost 150 K-12 teachers annually, and it designs programs for students in grades six through twelve on the local economic conditions each year.
2. The [CMD provides management consulting](#) for local businesses each year and allows the faculty to apply their expertise to local and national business issues through hands-on consulting experiences. The Center serves at least 10 local and national businesses each year.
3. Similarly, the IU Northwest [Small Business Institute \(SBI\)](#) provides customized consulting services to businesses and other organizations with student teams under the direction of the SBI Director. The teams develop industry and company analysis, and customized solutions and

recommendations to real business challenges.

4. The SOBE figures prominently into mission objectives involving [economic development in the community](#) with a wide range of resources, services and events (e.g. [Money Smart Week](#)).

IU Northwest serves as a principal partner of the City of Gary with the [University Park Plan](#), a central hub to a wider economic development plan in Gary. Integrated into the long range facilities planning for the campus, a central component of these plans includes a new academic building recently authorized by the State of Indiana that will be shared with ITCC. CHHS provides for many of the wellness initiatives on campus. For example, the Campus Health and Wellness Center serves faculty, staff, and students and provides low cost, episodic, primary care. Additionally, SPEA faculty members serve community programs dealing with issues of local government and the environment. All these efforts demonstrate our strong commitment to our broader mission of economic prosperity in our communities.

IU Northwest's Mission also prioritizes diversity as a distinctive embedded objective, which manifests in the many cultural celebrations and diversity events on campus that are open to the community. These events include the annual Asia Day, Black History Month events and celebrations, the Diversity Landmark series, annual Martin Luther King, Jr. commemorative events, and the myriad of events and programs included in the Diversity Programming series administered by ODEMA each year.

Another way the campus designs key non-instructional processes in alignment with its mission of serving its external stakeholders is through AR. The IU Alumni Association (IUAA) designs and operates University alumni affairs, programs, and initiatives and oversees campus alumni operations. The IUAA strategic plan recognizes the roles that alumni play in the life of the University and provides a clear direction for our alumni leaders and our association, as well as for all the programs and services managed by the Alumni Association and AR here on our [campus](#).

Other examples of units designing key non-instructional processes in alignment with our mission:

- The OCS provides opportunities for community members to utilize its services on Fridays without charge (Community Fridays).
- CURE engages committed partners to enhance the quality of life for the citizens of Northwest Indiana through activities that address the following areas: education, economic development, environmental sustainability, arts, culture, and health disparities;
- CURE provides a series of noncredit courses that are educational and fun for adult learners, as part of our mission to promote lifelong learning for our community.
- Athletics programs, through membership in the National Association of Intercollegiate Athletics (NAIA) and the Champions of Character program, serve as models for engaged scholar-athletes.

2P2 Non-instructional objectives Currently the [Northwest Council](#), a constituency-based, representative body of leaders across campus, crafts the institutional Strategic Priorities. This group determines the organization's major non-instructional priorities for external stakeholders, remaining consistent with the campus Mission. The FO reviews and endorses the Strategic Priorities, since they have a significant part in developing and approving the campus Mission. Each unit then, responds with operational plans that include determining non-instructional objectives congruent with the institutional Strategic Priorities. The units solicit and incorporate additional feedback from stakeholders, and they integrate unit accreditation and professional standards as necessary.

In 2010-2011, under the leadership of the new Chancellor, the Northwest Council developed a new set of Strategic Priorities. An [external environmental scan](#) searching for trends affecting higher education was conducted, and the information was presented to internal and external stakeholders through several town hall discussions. Feedback from the meetings informed a SWOT analysis and provided a rich set of information from which the Northwest Council developed the following Strategic Priorities to support the

Indiana University Northwest 2013 AQIP Systems Portfolio

Mission:

1. Student success is our primary mission.
2. Academic excellence is at the heart of curriculum content and disciplinary scholarship that create the high quality Indiana University educational experience.
3. Community engagement is the hallmark of our commitment to advancing educational opportunities while addressing regional priorities.
4. Outstanding institutional infrastructure and support are essential elements for achieving success and excellence.
5. Campus resources and administrative functions are the facilitators of transformational success.
6. Funding our future builds self-reliance and success.

The regional campuses' strategic planning process, the *Blueprint*, provided an additional opportunity to develop non-instructional objectives. The IU Executive Vice President for University Academic Affairs (OEVPUAA) with the regional campus chancellors led the collective planning process of the IU regional campuses. This planning process was founded on the following priorities:

- Excellent, distinctive, educational experiences
- Student success
- Access and innovation in instruction and curriculum
- Pathways and transitions to and from regional campuses
- Affordability and efficiency
- Meeting regional and state needs

The IU Northwest Strategic Priorities described above were developed consistent with these regional priorities, as well as in line with the IU President's [Principles of Excellence](#).

As an example of academic unit development of key non-instructional objectives, the SOBE has a faculty planning committee that developed the SOBE's vision and mission. This committee solicits input from the SOBE's stakeholders, including students through the Student Advisory Board, the business community through the Business Advisory Board, and faculty. The committee integrates this information, drafts the mission, and presents its recommendation to the faculty for approval at a regularly scheduled faculty meeting. The SOBE's mission statement reflects the campus Mission commitment to support the economic development of the region through student, faculty, and staff participation.

Another example of similar strategic planning is exemplified by AR. The IUAA strategic plan was developed with contributions from many individuals within IU, the regional campuses, and other groups, including the IUAA Board of Managers and Executive Council. Eight strategic goals have been identified to guide the IUAA's actions in assisting the University with six areas specified by the IU President. Those six areas are: student, faculty, and staff recruitment; diversity; advocacy; marketing; international affairs; and development. AR is designed to connect the students and alumni of IU Northwest. The Student Alumni Association (SAA) provides a means for interaction and understanding between current students and the IUAA, encourages students to work with alumni and the IUAA in developing loyalty and support of the University, and makes students aware of their potential role as alumni.

2P3 Communicating expectations The IU Northwest website provides public access to the Strategic Priorities and a window into the events and student learning taking place on campus. The campus consistently communicates with all constituents of the University, including students, staff, faculty, and the community. The campus informs these constituents about all major IU Northwest initiatives, such as new buildings on campus, large donations from the alumni and the community, and meetings with dignitaries including the BoT, the President of IU, and governmental representatives. The OMC communicates, internally and externally, all important decisions, programs, events, and activities; and summarizes media reports about IU Northwest through regular communiqués of campus email, the

Northwest News e-magazine, and the IU Northwest Annual Report. The Chancellor holds periodic town hall meetings on more complex issues of importance. Deans, department heads, and the executive officers of the FO communicate with their colleagues at regular faculty meetings and monthly FO meeting. As a representative body, Northwest Council members have the responsibility to keep their constituents informed of issues, objectives, etc. Additionally, the Northwest Council agendas and minutes are [online](#). The AEVCAA and AVCIER, co-liaisons to the Higher Learning Commission (HLC), inform the campus about progress on action projects and the reaccreditation process [online](#) and through meeting agendas where appropriate. Anyone on campus may use campus listservs to send updates and announcements.

Our promotion and tenure guidelines and our performance management program describe IU Northwest's expectations regarding faculty and staff and their engagement with non-instructional objectives. These expectations are generated at the department level in alignment with each academic unit's vision, and then the Dean evaluates and approves them. The annual review process reaffirms that each faculty and staff member actively works to meet these general expectations.

2P4 Assessing the appropriateness of objectives Strategic objectives are translated into programs, CQI projects and activities at the unit and department level. An exemplar of this process is the Athletic Department. The department's [mission](#) was developed within the framework of SA and the campus. Its current strategic priority is to increase the number of sports currently offered by the campus from three to six, in order to "function as an integral part of the academic and social environment within our university." Strategic objectives are assessed and reviewed by all involved parties, specifically students, faculty, staff, community members, alumni, and business leaders.

All faculty and staff have formalized review and evaluation processes that annually examine the effectiveness of their respective goals and actions. Additionally, the units are reviewed by their respective deans regarding their success in meeting their missions and the appropriateness of their activities in alignment with the changing landscape.

The Chancellor's Commission on Community Engagement, the IU Northwest Board of Advisors, and academic program advisory boards are important groups from which input and feedback is sought. Such feedback is obtained through regular meetings, surveys, focus group sessions, and anonymous suggestion boxes/blogs.

2P5 Determining faculty and staff needs The units propose human and material resource needs in yearly budget hearings. The OAEA and the OMC assist the campus and individual units with fundraising, marketing, and publicizing events. A well-delineated [Facilities Planning Process](#) enables the campus to do both short- and long-term planning related to faculty and staff needs for space and facilities. Town hall meetings, the [Campus Climate Survey](#) (every three years), and discussion at Northwest Council meetings generate additional feedback for ascertaining faculty and staff needs.

Faculty annual reports and staff performance reviews highlight individual challenges and areas of opportunities. Supervisors scrutinize these reports to identify and prioritize the most pressing needs with our wider mission and objectives in mind. Also, routine meetings of department chairs with their respective deans create an open and ongoing forum for discussion and for the identification of each unit's needs.

2P6 Adjusting objectives The primary way that faculty and staff needs are incorporated in readjusting objectives or processes is by using information collected from multiple sources to help guide decisions about resource allocation. Discussions occur in faculty governance committees, Northwest Council meetings, and yearly budget hearings. Faculty/staff taskforce reports are also used to determine resource needs. For example, recent taskforces have made recommendations on salaries, scholarships, and faculty development. Not all adjustments involve fiscal resources. A taskforce recently made recommendations

Indiana University Northwest 2013 AQIP Systems Portfolio

regarding the reorganization of our diversity efforts into ODEMA, and discussions of focus groups following the Campus Climate Survey led to the revision of our leadership training series. Finally, the Strategic Priorities for the campus are reviewed and refined annually.

2R1 Measures Every campus unit engages in the pursuit of non-instructional objectives and measures effectiveness with administrative oversight and participation. Figures 2.1 and 2.2 provide a summary of sample measures used to assess and evaluate non-instructional activities for students and external stakeholders, along with their alignment to our Strategic Priorities and satisfaction measures, if available. Primarily, our measures involve the number of activities conducted and their attendance. The indicators demonstrate the extensive nature of the non-instructional activities and programs on campus and illustrate a united effort of all campus constituents to accomplish non-instructional objectives. Many of these activities have been developed to serve the campus priority of community engagement to the region IU Northwest serves and to enrich the academic experience of students.

Program	Objectives/Strategic Priority (SP) Alignment	Measure 2009-2010	Measure 2010-2011	Measure 2011-2012	Measure 2012-2013
Athletics	To generate a sense of community and pride among students, staff, faculty, and alumni SP 4	69 recruited athletes; 48 home competitions, attendance exceeding 75 per competition	42 recruited athletes; 31 home competitions, attendance exceeding 100 per competition	60 recruited athletes; 40 home competitions, attendance unavailable	79% of SRs surveyed were satisfied or strongly satisfied; named a <i>Champions of Character Five Star Institution</i> ; 27 recruited athletes; 44 home competitions, attendance exceeding 100 per competition
Assessment Center	To make students aware of their strengths and developmental needs related to the skills needed for academic and professional success SP 1	200 students assessed	220 students assessed	220 students assessed	263 students assessed
Sigma Alpha Pi	National Society of Leadership & Success chapter with a mission to build leaders who make a better world	16 students inducted	60 students inducted	40 students inducted	178 students inducted
Student Clubs and Organizations	To enhance the quality of life of students, enhance learning, and provide students service opportunities SP 4	45 registered clubs (many inactive clubs were eliminated)	60 registered clubs	48 registered clubs	88% of SR surveyed were satisfied or strongly satisfied; 45 registered clubs

Indiana University Northwest 2013 AQIP Systems Portfolio

Program	Objectives/Strategic Priority (SP) Alignment	Measure 2009-2010	Measure 2010-2011	Measure 2011-2012	Measure 2012-2013
Health and Wellness Center	To provide low-cost, episodic, primary health care (opened in January 2009) SP 4	415 visits	769 visits	1,076 visits	900 visits
Diversity Programming	To position IU Northwest as a premier venue for diversity programming and community engagement SP3	15 events; Recognized at the 11 th Annual Role Models Conference sponsored by <i>Minority Access</i>	75 events	75 events;	31 events; Community Relations award at the Urban League's Diversity and Inclusion Awards
Career Services	To assist students and alumni in planning for successful careers and securing meaningful employment SP1, 3	1,590 student assists	1,553 students assists	1,257 student assists	1,300 student assists

Figure 2.1 Sample measures used to assess and evaluate non-instructional activities for student stakeholders, 2009-13

Programs	Objectives/Strategic Priority (SP) Alignment	Measure 2009-2010	Measure 2010-2011	Measure 2011-12	Measure 2012-2013
IUN Alumni Association	To connect alumni, students, and friends of IUN through communication, activities, programs, and services SP 3	29 events with 1,638 participants	32 events with 1,198 participants	36 events with 469 alumni participants and 1,109 total participants (including students and community)	35 events with 441 alumni participants and 951 total participants (including students and community)
Northwest Indiana Business Alliance	To provide internships and to network the business community with the SOBE SP 3	260 attendees at the annual business luncheon	230 attendees at the annual business luncheon	220 attendees at the annual business luncheon	240 attendees at the annual business luncheon
CEE	To equip our young people, their parents, and teachers with economic and financial literacy SP 3	14 presentations in the year, and 387 people reached	11 presentations in the year and 242 people reached	8 presentations in the year and 125 people reached	7 presentations in the year and 110 people reached

Indiana University Northwest 2013 AQIP Systems Portfolio

Programs	Objectives/Strategic Priority (SP) Alignment	Measure 2009-2010	Measure 2010-2011	Measure 2011-12	Measure 2012-2013
CMD	To serve the community and businesses with management training and development SP 3	15 projects; \$124,000 in revenue	15 projects; \$65,000 in revenue	12 projects; \$44,435 in revenue	10 projects; \$14,520 in revenue
VITA Program	Community service and to provide an opportunity for student learning and professional training SP 1, 3	Trained five students; 173 federal returns and 186 state returns filed	Trained eight students; 129 federal returns and 140 state returns filed	Trained twelve students; 198 federal returns and 218 state returns filed	Trained fourteen students; 172 federal returns and 187 state returns filed
Calumet Regional Archives	To collect, preserve, and make available records to document the history of Indiana's Calumet Region SP 3, 4	1,000 research requests; acquired five new collections	1,000 research requests; acquired ten new collections	1,000 research requests; acquired nine new collections	985 research requests; acquired four new collections
Gallery for Contemporary Arts	Art appreciation, display of contemporary art, and to give artists a platform to show their works SP 1, 3	9 exhibits; Average of 300 attendees per exhibit	8 exhibits; Average of 325 attendees per exhibit	7 exhibits; Average of 300+ attendees per exhibit	10 exhibits; Average of 300+ attendees per exhibit
Science Olympiad	To engage middle and high school students in science SP 3	21 schools with 552 participants	20 schools with 525 participants	19 teams with 300 participants	22 teams with 340 participants
Lego League	To engage elementary and middle school students in science and technology SP3	20 schools and 800 student participants	32 schools and 1,000 student participants	33 teams and 330 student participants	19 teams and 190 student participants
Annual Forum on Child Abuse and Neglect	To provide information on topics related to foster care, abuse prevention, and child safety SP3	250 attendees	315 attendees	340 attendees	350 attendees
Center for Data and Analysis (CDA)	To provide data/demographic and geographic/GIS information, resources, services, and tools SP3	10 projects externally funded	12 projects externally funded	8 projects; externally funded total \$21,500	8 projects; externally funded total \$15,725
Steel Shavings magazine	To publish articles by IU Northwest students and others pertaining to life in the Calumet Region	Subscription list of 200+	Subscription list of 200+	130 subscribed and 100 bought magazine	130 subscribed and 100 bought magazine

Indiana University Northwest 2013 AQIP Systems Portfolio

Programs	Objectives/Strategic Priority (SP) Alignment	Measure 2009-2010	Measure 2010-2011	Measure 2011-12	Measure 2012-2013
	of Northwest Indiana SP 1, 2				
Wetlands Restoration/ Little Calumet River	To assemble and preserve native prairie, wetlands, and habitat SP 2	300 native plant species	300 native plant species	200+ native plant species (drop due to flood)	200+ native plant species
Calumet Science Fair	To engage elementary, middle, and high school students in science SP 3	22 schools and 200 participants	37 schools and 200 participants	16 schools and 87 participants	22 schools and 152 participants
Red Hawk Debate Tournament	To provide local high school debate teams with a venue SP3	Cancelled due to snow	6 schools and 200 participants	6 schools and 100 students	7 schools and 150 students
Power Up for Science	To present techniques to Gary high school teachers in science SP3	5 schools	5 schools	7 schools	7 schools
Theatre Northwest	Only public theatre program in northwest Indiana SP3	3 shows per year; 32 schools with a total of 3,637 attendees	3 shows per year; 37 schools with a total of 4,697 attendees	3 shows per year; 21 schools with a total of 2,397 attendees (Attendance limited by venue change)	2 shows per year; 17 schools with a total of 1,860 attendees
One Book...One Campus...One Community	To create awareness and ongoing dialogue about diversity issues with the community SP 2, 3	N/A	N/A	N/A	5,000 books donated to local schools; 200+ attendees
<i>South Shore Journal</i>	To publish scholarly and creative articles focused on the region SP 3	5 articles	N/A	15 articles	N/A

Figure 2.2 Sample measures used to assess and evaluate non-instructional activities for community stakeholders, 2009-13

2R2 Performance results We collect data concerning our performance measures in two broad categories: the level of participation by students, staff, faculty, and the community, and the number of events/activities conducted and/or number of projects completed. Various departments and units collect attendance figures at their events, track trends over time, and assess if participation is improving. The data given in figures 2.1 and 2.2 provide some recent examples of information that event hosts collect. Additionally, we evaluate the quality of our non-instructional offerings. If appropriate, a brief participant

Indiana University Northwest 2013 AQIP Systems Portfolio

survey of the event provides feedback to the unit coordinating the activity. The responsible units reflect on any feedback received to discuss possible improvements in the future. This is an area to which we should devote more attention and develop more sophisticated means of assessing the impact and value that our non-instructional programs have on our students, faculty, staff, and the community.

2R3 Comparison to other organizations Several campus units regularly monitor relevant offerings from other regional higher education institutions and cultural centers for comparison purposes. For example, the Departments of Fine Arts and Performing Arts stay abreast of, and sometime collaborate with, the performances and exhibitions of neighboring institutions. These comparisons assist the theatre and the gallery in their efforts to present relevant and complementary productions to our stakeholders in the region and provide context for us to monitor our success in offering first-rate, academically-forward productions while staying connected to the community.

IU Northwest monitors appropriate NSSE responses to inform how we compare to other institutions on other distinctive objectives. We know from the 2012 results (Figure 2.3), for instance, that 71% of FY and SR students surveyed said they did not participate in any co-curricular activities on campus. We also know from the NSSE reports that the non-participation rate in co-curricular activities among our non-resident students remains significantly higher than our NSSE peer institution groups. A positive result for IU Northwest in NSSE comparisons comes from a question on diversity. First-year students at IU Northwest report they have “had serious conversations with students of a different race or ethnicity” with more frequency than FY students at peer institutions. IU Northwest understands that institutional characteristics, like being a 100% commuter campus, will impact our results, yet our tracking of NSSE results helps us to identify strengths and opportunities and monitor improvement of other distinctive objectives.

Question		IU Northwest	Urban Universities	IU Regionals	Campus Peers
Attended an art exhibit, play, dance, music, theater, or other performance	FY	1.67	2.05***	1.80	2.02***
	SR	1.72	1.89*	1.88*	1.91**
Exercised or participated in physical fitness activities	FY	2.10	2.73***	2.43***	2.58***
	SR	2.20	2.53***	2.43**	2.52**
Community service or volunteer work	FY	.43	.39	.35*	.34*
	SR	.46	.52	.56*	.53
Hours per week (1=0, 2=1-5) spent participating in co-curricular activities	FY	1.57	1.87**	1.71	1.84**
	SR	1.40	1.73***	1.60***	1.80***
Had serious conversations with students of a different race or ethnicity	FY	2.79	2.61*	2.48***	2.53**
	SR	2.63	2.71	2.63	2.66

*p<.05, **p<.01, ***p<.001

Table 2.3 Selected NSSE results for non-instructional objectives

2R4 Value Added The key indicator of participation measures the success of the campus in serving its mission to provide community outreach to northwest Indiana. The alignment with the Strategic Priorities of the campus are shown in Figures 2.1 and 2.2. The non-instructional programs enhance the relationships with the community and region the campus serves in the following ways, among others:

1. The campus provides opportunities for students to participate in athletic events and opportunities for the community to attend local events.
2. The campus connects the larger community with the campus through the alumni association and alumni functions.
3. The campus provides economic development activities such as business-to-business and business-to-student networking, consulting, and data research to spur local business activities and the creation of jobs.

Indiana University Northwest 2013 AQIP Systems Portfolio

4. The campus provides non-credit adult education to enable the community to enhance its job performance and/or seek new job opportunities.
5. The campus provides art and cultural enrichment to the community through theatre, art, music, and cultural appreciation programs.

2I1 Recent improvements in this category can be summarized as follows:

1. One Book...One Campus...One Community reading initiative created with a diversity emphasis. The campus community considers and reflects upon the themes, messages, and learning points of one book: 2012—*The Other Wes Moore* and 2013—*The House on Mango Street*.
2. IU Northwest Athletics Department named a 2012-13 *Champions of Character* Five Star Institution.
3. Completing our new strategic planning structure and process (described in 2P2) and becoming a part of a new regional campus organizational structure under one VP (described in 2P2).
4. Amplified efforts by Fine Arts and Performing Arts to meaningfully collaborate with other regional cultural institutions. Newly formed partnerships during this past year include collaborative traveling theatre performances with the Towle Theatre, serving as a sponsor and host for the Gary International Film Festival, and a planned joint exhibition using gallery space provided by the Miller Beach Arts and Creative District in Gary.
5. The 2012 reorganization of our diversity efforts into ODEMA increasing our capacity to support our dedication to “lifelong learning, diversity, celebration of cultures and opportunity for all,” a component of the IU Northwest Mission.

2I2 The campus culture and infrastructure support improved performance in several ways. First, the campus has embraced the AQIP process. The AQIP Category Working Group structure involves faculty, staff, and administrators from every unit on campus in our continuous improvement efforts (45 team members actively worked on the 2013 Portfolio). Also, through action projects we have been able to make improvement projects much more visible to stakeholders and better focus our efforts. By incorporating regular “AQIP Reports” at each FO meeting, faculty keep current on CQI projects.

Second, monthly AQIP reports are given at Northwest Council meetings; AQIP co-liaisons sit on the Northwest Council. The Northwest Council, representative of all administrative areas, was the body that recommended the new position of AVCIER. The IEAC recommends which CQI projects will become AQIP Action Projects, and then the Northwest Council provides approval after an opportunity for discussion.

Third, in creating the OIER, IU Northwest recognizes the need for coordinating continuous improvement efforts in the delivery of both instructional and non-instructional objectives (also see Categories 1 and 8). In summary, all these activities demonstrate that a continuous improvement culture has grown at IU Northwest, as it seeks to be a quality-driven institution that delivers the highest quality instructional and non-instructional programs in Northwest Indiana.

Category 3 Understanding Students’ and other Stakeholders’ Needs

Level of Maturity and Integration of Processes IU Northwest appreciates that garnering a better understanding of students’ and other stakeholders’ needs is extremely important to the campus’s overall image, success, and long-term vitality. While many practices of the campus leading to increased engagement have developed strong bonds with students and the greater community, we recognize opportunities exist for improvement.

Key advances in the process to understanding students’ needs include the implementation of the

Constituency Relationship Management (CRM) tool in 2012, which allows the Office of Admissions to better provide resources and track prospective and current students' needs. The process of understanding stakeholders' needs comes from the academic units working collaboratively with our service area communities, but in recent years, CURE has led the effort by developing partnerships with stakeholders in the nonprofit, government, and business sectors. These partnerships focus on identifying community challenges, developing policy, and co-creating solutions.

Determining satisfaction through the use of surveys provides additional insight. Our ability to make data-driven decisions has grown significantly since our last portfolio, and we are gathering and evaluating more data than ever before. We are still working to more effectively develop improvement processes based on the data, with some areas being more experienced than others utilizing data in decision-making.

IU Northwest has evolved in the way it looks for improvement opportunities among our stakeholders. A few of the most important improvements have become embedded into the daily activities of the campus, such as the use of the CRM and FLAGS systems. Other improvement highlights include the establishment of an EMG and the increased use of social media leading to greater communication and engagement with prospective students, current students, alumni, and the community.

3P1 Identifying student needs The needs of potential students are identified in several ways. E-mail requests from prospective students are answered through the [Office of Admissions](#) and referred to departments as needed. Recruiters also identify the needs of prospective students with visits to high schools in our service area, through discussions with high school counselors, and by involvement at numerous career/college fairs and on-campus recruitment events. We also identify the changing needs of student groups by analyzing information through the following mechanisms:

- Changes in placement testing scores
- Changes in [new student profiles](#)
- [Changes in results on NSSE](#)
- [Graduation](#) & [retention rate](#) reports
- Comments from the academic units' student advisory boards
- Student responses on course evaluations and New Student/Parent Orientation surveys
- Changes in types of services requested
- [Student government meetings](#)
- [Degree completion reports](#)
- Exit interviews/surveys with students
- [Financial aid reports](#)
- Changes in patterns of activities regarding the use of student labs, tutoring, etc.

We process and document much of the information from these sources through normal day-to-day operations. The campus's [Strategic Priorities](#) as well as the IU regional campuses' strategic plan ([the Blueprint](#)) include goals focused on increasing degree productivity and reducing time to degree completion, among others. Retention, persistence and completion data are discussed further in 1R1, 1R6, and 8R2 (**Core Components 4.C.1, 4.C.2, 4.C.3, 4.C.4**). The data bulleted above are tracked by the Northwest Council, the IEAC, and the EMG, and courses of action are proposed accordingly. Data on SAT scores and retention and graduation rates are shown in 1R1. For example, NSSE data is analyzed by the OIER and the results are fed back to the Deans Council and departments within SA for response. NSSE results indicate that IU Northwest students work many hours off-campus and do not engage in activities that research has shown lead to greater persistence. NSSE results have led units to reexamine program schedules to accommodate student work schedules as described in more detail in 1P12. The campus continues to maximize the use of Federal Work Study positions as funds are made available and campus offices are encouraged to employ students in order to meet students' financial needs while keeping them engaged on campus. Additionally, a high impact working group was convened to develop an FYE program to foster increased engagement with the campus and student success.

The IU Northwest admissions application, which allows students to indicate their interests and activities, is an additional vehicle for identifying the needs of students. The information collected populates a database, which identifies students for participation in an array of athletics, clubs, programs, or activities. We encourage students at the mandatory New Student Orientation to develop new organizations if current offerings do not meet their needs. To further meet student needs and to encourage involvement, an Academic Planner is given to all students attending New Student Orientation. The planner provides academic dates, information about university offices, answers to frequently asked questions, and a list of campus organizations and their planned events. *The Student Handbook*, published annually and distributed to all currently enrolled students, provides a comprehensive list of programs, activities, and campus events, along with contact information to facilitate student access. An [FYE webpage](#) was developed in 2013 to provide further information and additional support for beginning students.

The Office of Admissions is aware of the importance of communicating effectively with current and prospective students to identify their needs. They have implemented the CRM system, a streamlined electronic process for:

- the standardization and personalization of recruitment and admissions processes;
- the recording of interactions with both prospective and admitted students;
- e-mailing each student a to-do list;
- speeding up the admissions process with quick responses, leading to a higher admissions rate;
- communicating with prospective students; and
- customizing recruitment campaigns for groups.

New CQI initiatives have been created by the Office of Admissions to continue to meet the needs of our current and prospective students. Recruiting initiatives include a new online orientation, a Freshman to Physician Experience, an Adult Learner Preview Night that also works with veterans, and transfer student orientation. For the last two years we have been named a “Military Friendly School” by GI Jobs for our work to embrace service members, veterans, and spouses as students and ensure their success on campus. Also, in the fall of 2012, the Offices of Admissions and Marketing and Communications collaborated to create departmental information sheets for every degree offering. These documents have been used to help provide detailed information for students and for recruiting purposes.

The technological foundation for service delivery to students is [OneStart](#). This online portal makes the processing of prospective students through admissions and the management of student records, student financials, etc. possible. The system continues to evolve with the additions of an electronic course withdrawal system called eDrop and an e-mail/text notification system for class cancellations. IU Notify is a system linked with OneStart that allows for the notification of campus emergency situations to students, faculty, and staff. This system was implemented for the first time in the fall of 2008 when the campus was flooded and closed for two weeks. IU Notify continues to be the official system used for campus emergency notices and campus closings due to severe weather.

3P2 Building and maintaining student relationships Interpersonal interaction remains the principle way we build relationships with our students. Many of our first-generation college attendees rely on personal contact as a significant way to build relationships and receive support and encouragement. A large number of our older adult students with heavy workloads and family commitments also expect a high degree of interpersonal interaction. As a campus with smaller enrollments, staff and faculty are able to establish those relationships.

Relationship building with prospective students (Figure 3.1) can begin in several ways. A prospective student may contact Admissions in search of information, or prospective students may submit e-mail

Indiana University Northwest 2013 AQIP Systems Portfolio

messages to any of the offices that make up the SA area. The Office of Admissions also builds relationships with prospective students through high school visits and its involvement at college/career fairs and campus visit programs. Discussions between Admissions and high school counselors create relationships as well. Lake and Porter County schools, in our primary service area, are visited at least twice each semester with more frequent visits to our large feeder schools. To include parents, Admissions offers programs during and after school and with parent organizations, like “College Prep 101,” a free workshop open to prospective students and their parents that offers general information about attending college.

While the Office of Admissions coordinates New Student Orientation, it is a campus-wide initiative with representation from academic departments, administrative units, SA units, and student groups. Additionally, this one-day program introduces students to campus procedures and policies. The program is highlighted by a motivational speaker linking a strong college career (academic and extra-curricular) to a successful job career, an opportunity for new students to interact one-on-one with representatives from student service offices and student organizations, a student presentation about campus and academic life, information about academic support services, and advising and registration.

Customer Service	Outreach Events	Outreach Activities
<ul style="list-style-type: none"> • Online degree audits/Academic Advisement Reports (AAR) • Increased student activities and athletic events • B2B - Summer Bridge Academy • Telecounselors building relationships from prospect stage through enrollment • Prospective students observing classes and study sessions • Discussion of service needs in Admissions via phone, email, and in person; distributing information by email/mail • Online application, <i>Schedule of Classes, Bulletin</i> • “College Goal Sunday,” a financial aid workshop offered in February by the Office of FA and Scholarships 	<ul style="list-style-type: none"> • Social media • Open houses for students, including adult learners and transfer students • Local county and state fair booths • Attending college fairs • Faculty serving as guest lecturers at high schools • Participation in community events • Tables at career/job fairs • Participation in Community Career Day events • Visits to Boys and Girls Clubs, YMCAs, and YWCAs • Developing a Faculty Ambassador Committee 	<ul style="list-style-type: none"> • Adult education/non-credit courses • CURE initiatives • FIRST Lego League Competition • Theatre Northwest productions • Science Olympiad • RedHawk Speech Forum • University workshops (collaborative with Gary schools) • Kids College • “We the People” • DCPs with nine area high schools

Figure 3.1 Relationship building with prospective students

Orientation	Academic Support	Media	Miscellaneous
Opportunities to meet and talk with representatives from: <ul style="list-style-type: none"> • Office of Admissions • Athletic Department • Student 	<ul style="list-style-type: none"> • Faculty-student advising sessions • FYE program • SI • Math Lab • Writing Center • Reading Lab 	<ul style="list-style-type: none"> • <i>The Student Handbook</i> • Academic Planner • Mass emails to the student listserv 	<ul style="list-style-type: none"> • Student representation on campus committees such as the SAA and the Northwest Council • Back2School Week • Campus counseling services

Orientation	Academic Support	Media	Miscellaneous
<ul style="list-style-type: none"> Government Association (SGA) • Student Activity Board • OCS • Student Retention Programs • SSS • FA • Other campus departments 	<ul style="list-style-type: none"> • SSS • CLP • Library services • Peer mentoring • Student technology centers • Book loan program • Laptop loan program 	<ul style="list-style-type: none"> • IU Northwest website • IU Notify • Social media • First Year Experience webpage 	<ul style="list-style-type: none"> • Student leadership groups • OCS (career assessments and counseling, job search strategies, internships, resume/cover letter writing, mock interviews) • Student Life activities • Faculty/staff sponsorship of student activities and clubs • OneStart

Figure 3.2 Relationship building with current students

In order to be able to foster relationships and provide students the ability to get help or answers to their questions 24/7, the campus has provided various technological advances to support communication between students and faculty, staff, and other students. OneStart, an online information portal, offers an additional way for students to get information and answers about financial aid, registering for courses, making payments, and viewing grades. Many faculty are using the web-based [Oncourse](#) learning environment for students to communicate with them or other students outside of the classroom. The employees responsible for the various activities and offices in Figures 3.1 and 3.2 have developed ways to meet and respond to student and stakeholder needs: supplying contact information, answering phone and electronic queries, and developing strategic programs.

3P3 Identifying stakeholder needs In preparation for strategic planning in the 2010-11 academic year, the OIER conducted an external scanning exercise in which internal and external campus constituents were surveyed about trends that are impacting or will impact higher education generally and IU Northwest specifically. As a follow-up, community members were invited to take part in on-campus discussions held on campus with the AVCIER, the Chancellor, VCs, and Deans. At those discussions, community members were asked about the trends in their fields, needs in their communities, and ways in which IU Northwest could be engaged in the community in order to help address needs (**Core Component 1.D.1**).

The needs of external audiences (alumni, friends, donors, elected officials, and employers) are identified through the following vehicles:

1. Community email listserv distribution to increase awareness of campus events and activities and encourage participation when appropriate.
2. Press releases and other announcements about campus events and activities distributed to local and national media when appropriate.
3. Distribution of [Northwest News](#) (an e-publication) to faculty, staff, and friends.
4. Campus Board of Advisors who provide counsel on campus planning including enrollment, organization, academic programs, and community engagement.
5. Chancellor’s Commission on Community Engagement, a group of community leaders including alumni, designed to enable the Chancellor and the campus stay closely connected with NWI communities. More than 150 people throughout the region are involved in this group that meets on-campus twice per year to engage in substantive discussions about the region and the campus’s role.

6. Recognition of employers through publicity efforts for the IU Northwest Annual Job Fair. Forty-eight employers exhibited at our Spring 2013 Job Fair.
7. Encourage and solicit feedback from various internal and external constituents through the [Electronic Suggestion Box](#). Suggestions are received by the OMC, which then directs the concerns to the appropriate campus office.
8. Networking opportunities sought in and around Northwest Indiana with area chambers of commerce (through memberships and other interaction), community organizations, and various networking events, which provide IU Northwest occasions to engage with its audiences and gauge interest and awareness.
9. Participation in a number of community activities such as the Glen Park Weed and Seed community improvement campaign (a partnership grant between IU Northwest and the community), walkathons, community organization events, and county fairs, to increase IU Northwest's visibility and generate a positive image.
10. The active presence of three local alumni groups, whose meetings are attended by the campus director of Alumni Relations (AR), sharing information on events, activities, and opportunities on the IU Northwest campus.
11. Postcards mailed to alumni announcing upcoming campus and alumni events, and postcards mailed to new students in the summer encouraging them to become active in the SAA.

The campus, along with several other local higher education institutions, remains involved in the administration of the area's One Region organization, and the Chancellor took on the role of co-chair in 2012. The One Region group identifies the needs of the region and the gaps that currently exist in meeting those needs. The Chancellor serves on numerous other boards, including the Urban League of Northwest Indiana, South Shore Arts, Methodist Hospital Foundation, YWCA of Northwest Indiana, Northwest Indiana Quality of Life Council, Gary & Region Investment Project, and Jumpstart (NWI Entrepreneurial Network). The opportunity to serve in these capacities offers the Chancellor rich contextual information regarding stakeholder needs while providing service to the community (**Core Component 1.D.3**).

Additionally, IU Northwest's CURE engages the community as a partner to enhance the quality of life for the citizens of Northwest Indiana. Through collaborative, reciprocal, and mutually-beneficial partnerships, the Center fosters learning, scholarships, discoveries and creativity in education, economic development, environmental sustainability, health disparities, arts, and culture. It has developed partnerships with stakeholders in the nonprofit, government, and business sectors. These partnerships focus on identifying community challenges, developing policy, and co-creating solutions. During the summer and fall of 2013, the center will add community stakeholders to its advisory board. This will provide community stakeholders with the opportunity to learn more about the center's work and to provide valuable input on center functions. The center will also survey faculty and conduct focus groups to solicit input that can be used to more effectively meet faculty and student needs in community engagement efforts (**Core Component 1.D.3**).

3P4 Building and maintaining relationships with stakeholders IU Northwest builds and maintains relationships with key stakeholders in various ways (see Figure 3.3). Cultivation activities focus on appreciation for key stakeholders like donors and alumni and providing venues wherein these individuals can develop and maintain a university connection. Campus publications and advertising/marketing build and maintain relationships with these stakeholders by communicating campus news and events.

Cultivation Activities	Campus Publications	Advertising and Marketing	Miscellaneous
<ul style="list-style-type: none"> • IU Northwest Scholarship Gala • Enhanced stewardship of high-level donors • Individual fundraising activities 	<ul style="list-style-type: none"> • Northwest News (distributed to faculty, staff, alumni and donors monthly) • <i>Spirits</i> (award-winning student literary magazine) • RedHawk Review (student newspaper) 	<ul style="list-style-type: none"> • Proactive media interaction • Press releases • News stories • Campus news, highlights on iun.edu • Social media outreach via Facebook, Twitter, Flickr, and YouTube 	<ul style="list-style-type: none"> • Telefund activity • Staff and faculty service on advisory boards of corporations, non-profits, and professional organizations • Alumni Association • IU alumni retaining IU email address • Development of Community-based Engagement website

Figure 3.3 Activities to build and maintain relationships with other key stakeholders

3P5 Determining new student and stakeholder groups (Core Component 1.D.2) Within the general Mission and Vision of the campus, the IU Northwest administration, faculty, and staff review programs and related data in the context of market and demographic changes to assess potential new student and other stakeholder needs. Lake and Porter Counties account for 74% and 19%, respectively, of enrollment and are our primary service areas. For example, in Northwest Indiana in 2012-13, representatives from IU Northwest visited 102 high schools, made 17 community college visits, participated in 21 college fairs and 32 community events, attended 12 on-campus school visits, and offered five on-campus recruitment events such as preview nights, pre-med days, and Adult Learner Preview Night.

IU Northwest representatives also have begun college visits in Illinois (Chicagoland south and south suburbs within 25 miles of Gary) in support of the [Illiana Merit Scholarship](#) program. The added Illinois dimension consisted of eight visits to Illinois high schools, six to Illinois college fairs, and four to Illinois community college fairs in 2012-13.

Enrollment management issues related to the needs of prospective and current students became a more focused effort of the campus in March 2012. The EMG was formed (regularizing previous ad-hoc work), consisting of faculty, staff, and leadership from all campus divisions who identified specific goals and strategies focused on application, matriculation, engagement, and completion as directed by the campus Strategic Priorities. Operational changes supporting these goals have been identified and are currently underway. The current EMG goals have a time horizon of the next two to three years. The EMG recently hired a consultant to assist the campus in new student acquisition, conversion, and enrollment yield, which will help further refine the work handled by the OMC and Admissions.

3P6 Handling complaints The [Code of Student Rights, Responsibilities, and Conduct](#) addresses student complaints, process and procedures, and appeals. Student complaints such as grade appeals and service or safety issues are handled hierarchically in both AA and SA, and students are informed of the outcome of their complaints. Our [Hearing Process and Procedures](#) are available online, as well as the [grade appeal process](#). Figure 3.4 details the number of academic student complaints by type from 2009-12. The annual analysis of this data led to the development of a new procedure for handling administrative withdrawals that involves both AA and SA.

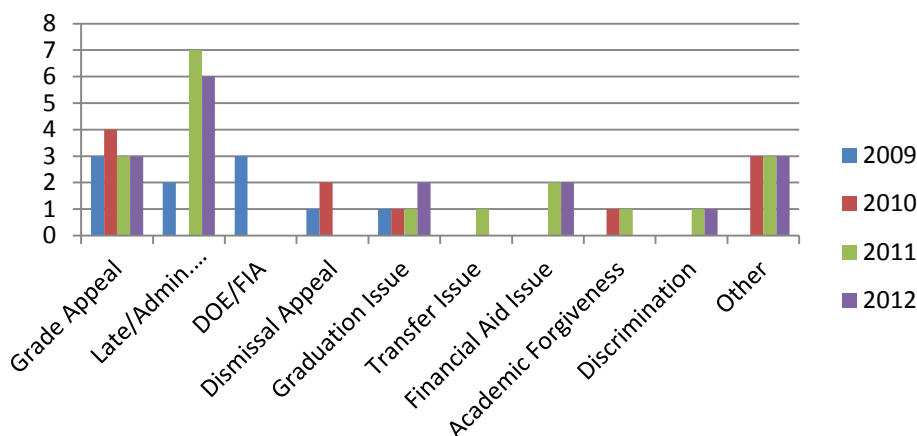


Figure 3.4 Academic student complaint data, 2009-12

Some student complaints may be informal, but they are still taken seriously. For example, student comments about getting the “run-around” between enrollment services offices led in part to considering, in conjunction with an American Association of Collegiate Registrars and Admissions Officers (AACRAO) consultant in early 2011, a one-stop service center and reorganization of enrollment services areas to improve student efficiencies.

In Fall 2012, the SGA began a “What’s Up Wednesday,” during which an SGA member would sit in a high-traffic area around campus and collect student feedback. Repeated complaints about shortened library hours resulted in the library extending their hours of operations.

Campus and community suggestions, complaints, and feedback are also collected by means of a new [Electronic Suggestion Box](#), which was created in 2012. The E-Suggestion Box is easily accessible from the IU Northwest homepage. The OMC monitors the E-Suggestion Box and directs concerns to the appropriate campus office. There were 17 suggestions registered in 2012 and 16 so far in 2013. The most common topics are beautification of the campus and facilities, access to health equipment and/or walking paths, parking, and/or nearby road items.

The [Academic Handbook](#) and the [Complaint Procedure Guidelines](#), detailing the complaint/grievance process, are available online as well.

When the Office of Affirmative Action and Employment Practices (OAA/EP) receives a complaint, the director conducts a personal interview with the complainant to gather relevant information about the case. The director establishes whether the complaint involves allegations of discrimination, sexual harassment, or other areas that should be handled by the OAA/EP. In 2012, the campus implemented a formal Alternate Dispute Resolution (ADR)/Mediation program utilizing faculty and staff that have been trained to serve as mediators. The ADR/Mediation program is an alternative for resolving disputes and complaints other than through the formal OAA/EP investigative complaint process.

If it is determined that the complaint involves allegations that should be handled by the OAA/EP, the director determines what relief the complainant is seeking in response to the complaint. The complainant may or may not want the OAA/EP to investigate the complaint; however, the director will decide if he/she must take some responsive action to resolve a violation or avoid potential liability for the university. At the conclusion of the investigation, if the complaint is determined to be non-meritorious, the complainant and respondent are advised of the decision. If the complaint is determined

to be meritorious, the director prepares a report of results for the appropriate decision-making authority, which may contain recommendations for resolution.

After negotiations with the officials and/or department involved, the director discusses with the complainant the results of the investigation, the recommendations, and the results of any negotiations with the department. If the complainant is not satisfied with the university's proposed action, the director informs the complainant of alternatives available for resolution of the complaint, including appealing to the appropriate vice chancellor, participating in the campus grievance process, or filing a formal charge with an external agency. Complaints processed within the OAA/EP are show below in Figure 3.5.

Formal complaint of discrimination based upon	2007-2009	2009-2011 ⁽¹⁾	2011-2013 ⁽²⁾
Age	0	0	0
Disability	0	0	3
Gender/Sex	0	1	0
Harassment	2	1	1
Race	2	0	3
Religion	0	0	0
Retaliation	0	2	0
Sexual Harassment	3	6	3
Sexual Orientation	0	0	0
Multiple concerns ⁽³⁾ (two or more of the above)	4	9	6
Informal	2007-2009	2009-2011	2011-2013
Consultations and Referrals	-	11	10
Mediations	-	-	3

⁽¹⁾ Through June 2011 ⁽²⁾ July 1, 2011 to June 30, 2013 ⁽³⁾ Two or more discrimination characteristics

- Indicates category was not counted prior to 2011

NOTE: For 2011 to present, criteria for defining *formal* verses *informal* changed per the department's revised written complaint procedures.

Figure 3.5 OAA/EP complaints, 2007-2013

3R1 Determining student and other stakeholder satisfaction We rely heavily on surveys and course evaluations to collect data on the satisfaction of our students and other stakeholders. One process that IU Northwest uses to monitor student satisfaction is the [IT Satisfaction Survey](#). IT seeks student, staff, and faculty feedback on services provided by conducting a user survey every two years. University Information Technology Service (UITS) asks students about their satisfaction with our student technology centers, the software and hardware available, consulting services, courtesy and helpfulness of consultants, online student records access, online bill payment, etc. IT directors review the results and use them to identify potential opportunities for improvement. For example, IT surveys pointed out the need to increase the number of computer stations; as a result, new stations were added to the Moraine Student Lounge and Marram Hall. Additional regular surveys we use to gauge the satisfaction of students include SA's annual student satisfaction survey, NSSE, and a new graduating senior survey. Some other measures are listed in Figure 3.6, and results of many of these survey instruments are discussed in section 3R2.

Indiana University Northwest 2013 AQIP Systems Portfolio

Stakeholder	Determining Satisfaction	Process	Improvement Target
Students	Senior exit survey	Conducted by the academic unit during the students' last semester; campus survey conducted by AA beginning in 2013	Academic units and campus use data to improve program delivery
	Course evaluations	Conducted each semester	Faculty use to improve courses and integral to tenure, advancement, compensation and teaching award processes (Associate and Fulltime)
	Alumni survey	Conducted by the units, usually one year after students graduates	Academic units use to improve programs
	NSSE	Conducted with FY and SR students every three years	Use to implement programs to improve student satisfaction and engagement
	IT survey	Conducted every two years	Used by IT, Technology Council, and faculty to make improvements
	SA Satisfaction Survey	Annually	Used by SA and EMG for improvement
Employers	Employer surveys Advisory boards	Conducted by the academic units	Academic units use to inform/improve curriculum
External Community	Event satisfaction surveys	Conducted by event organizers upon event completion	Event organizers use to improve events

Figure 3.6 Measures/processes to determine student and stakeholder satisfaction

3R2 Performance results for student satisfaction Overall according to our SA Satisfaction Survey, students have had positive experiences in 2013 as shown in Figure 3.7. However, when additional questions were asked, a slightly less positive experience in the FA and Bursar's Office was described, as shown in Figure 3.8. The offices in question are currently reviewing the results as part of their strategic planning processes to determine how to improve the student experience.

Question	Bursar	Career Services	Financial Aid	Registrar	Retention Initiatives	Retention Programs	Student Support Services
My overall experience has been positive.	67%* (338)	79% (110)	67% (307)	73% (271)	81% (70)	82% (65)	79% (77)

*% somewhat or strongly agree (n)

Figure 3.7 Student Satisfaction Survey results, 2013

Indiana University Northwest 2013 AQIP Systems Portfolio

Question	Net Promoter Scores by Department						
	Bursar	Career	Financial	Registrar	Retention	CLP	SSS
I have been treated in a friendly and courteous manner.	47	77	49	49	67	74	74
My telephone calls/email messages have been handled promptly.	32	64	31	43	64	58	58
My questions have been answered accurately.	51	62	45	61	69	72	73
My interactions with the staff have been helpful and informative.	44	65	40	53	73	71	66
The web site is helpful and informative.	49	46	32	53	49	45	58
My overall experience has been positive.	46	67	44	52	70	71	65
Percentiles/Score Ranges	Score						
Low 0 to 46	46						
Mid-Range 47 to 66	58						
High 67 to 100	67						

Figure 3.8 Net promoter scores (percentage satisfied minus percentage dissatisfied) of specific questions from the Student Satisfaction survey by department, 2013

The biannual IT survey provides data on student satisfaction with IT services. The latest survey at IU Northwest was in 2012. The 2010 IT User Survey indicated a satisfaction rate of 97.5% and the 2012 survey indicated a satisfaction rate of 99.6%. The complete results of the IT survey can be found [here](#). IU takes great pride in being a [recognized national IT leader](#) with state-of-the-art resources for students and employees. These resources are extended to all students and employees of IU, including the regional campuses.

An excerpt about student satisfaction from our first campus graduating senior survey is presented in Figure 3.9. The results from our graduating seniors corroborate the NSSE and the SA Satisfaction Survey findings (Figures 3.7, 3.11 and 3.12) that students have generally been satisfied with services. It was noteworthy to learn that most students are not availing themselves of all of the help available on-campus (Writing Lab, Math Lab, SI, and SSS). Marketing these programs more widely to students is underway based on the results of this survey.

Student Service	Satisfied/Very Satisfied	Dissatisfied/Very Dissatisfied	Didn't Use
Food Services	69.7	18.8	11.5
Academic Advising	65.2	24.7	9.9
Library Services	82.9	7.9	9.2
Math Lab	36.7	4.9	58.4
Writing Center	35.6	4.7	59.8
Career Services	46.4	12	41.5
Financial Aid	63.9	20.5	15.6
Student Activities	51.5	6.8	41.7
Student Support Services	44.2	8.4	47.4
Supplemental Instruction	46.5	4.8	48.6
Bursar	79.3	16.1	4.6
IT	63.5	7.4	29
Athletics	30	8	62
Bookstore	72.3	13.5	4.1
Registrar	81.5	14.1	4.4
Admissions	82.7	9	8.2

Figure 3.9 Satisfaction with services – percentage results from the 2013 senior exit survey (n=371)

3R3 Performance results for building relationships with students Feedback from student evaluations of the new student orientation process led to numerous ideas to revamp orientation, including better coordinated advising sessions, preloading of ID numbers for student ID cards, strong partnering with IT, offering a parent/spouse program, and soliciting feedback from the New Student/Parent Orientations. As a result, we experienced a 26% increase in students attending the summer orientation sessions.

The B2B program, an IU Northwest organization established to help students excel academically, socially, culturally, professionally, and in the community, has built strong relationships with student members and resulted in tangible outcomes. A comparison between active members and inactive members found that, on average, active members had higher GPAs, were listed as SAP students less frequently, had higher persistence rates, and were less likely to have a large (over \$200) balance with IU Northwest. The OIER partnered with the director of ODEMA on an additional analysis of participants in the program, and the OIER found that first-year retention of B2B members (74%) was significantly higher than a sample of similar students (55%) unaffiliated with the program. We believe the B2B members remain more engaged in activities and have more invested in relationships on campus, but more study of the program would refine our initial findings.

3R4 Performance results related to external stakeholders In 2010, the Jeff Johnson Institute conducted a survey of the relationship between IU Northwest and the neighboring community, specifically Gary. Meetings were conducted with IU Northwest faculty and staff, Gary school administrators, and various community leaders. Results of the analysis can best be summarized as a great need for IU Northwest to become a more visible part of the Gary community. These results were used during strategic planning to make community-based engagement a Strategic Priority. As a result of redoubled efforts, IU Northwest was recognized with the 2013 Community Relationship award by the Urban League of NWI.

The OMC, in collaboration with the Office of Admissions, executed effective marketing strategies for recruitment and retention initiatives that resulted in significant enrollment increases. The enrollment for Fall 2013 stands at 6,387 students, an all-time enrollment high and a nearly 3.3% increase over our Fall 2012's enrollment. Fall 2013 marked IU Northwest's sixth consecutive year of increased enrollment. In 2011, IU Northwest was included in an IU-wide branding and messaging process headed by [Lipman Hearne](#). The research process included a review and analysis of existing marketing materials, media relations, and a survey of prospective students, alumni, and on-campus focus groups and ultimately resulted in an IU-wide rebranding in 2013.

3R5 Results for the building of relationships with key stakeholders occur in the areas of private donors, marketing and communications, social media outreach, and events held on campus.

Private Donor results include:

1. The IU Foundation currently has more than 150 active accounts benefitting the IU Northwest campus (Figure 3.10). The majority of the accounts support scholarships for students attending IU Northwest.

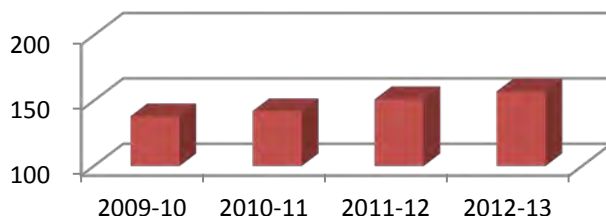


Figure 3.10 Number of IU Northwest Foundation accounts

2. Through its 95 scholarship accounts, the IU Foundation provides financial assistance to more than 200 students annually (Figure 3.11), with awards ranging from several hundred dollars to full-tuition scholarships.

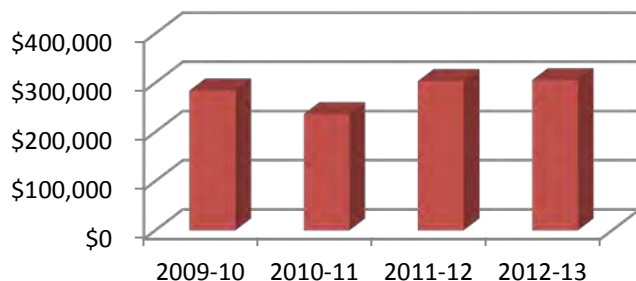


Figure 3.11 IU Northwest Foundation scholarship dollars

Marketing and Communications results include:

1. IU Northwest publishes all [current press releases online](#). Consistent communication with the media has resulted in greater connectivity and awareness among internal and external constituents.
2. There has been a 27% increase in the number of press releases distributed to the local media between 2009 and 2012.
3. During 2009 and 2010, the campus achieved a 40% increase in media coverage through a strategic media relations approach. Since 2010, media hits each year have been greater than 1,200. Media coverage featuring IU Northwest and/or IU Northwest experts is available for viewing [here](#).
4. The Chancellor's editorial series in collaboration with One Region and the other regional chancellors and presidents, has been maintained twice annually and is designed to shed light on current issues affecting Northwest Indiana and how IU Northwest is engaged.

Social Media results include:

1. A social media presence was established in 2009 with the creation of IU Northwest [Twitter](#) and [Facebook](#) accounts. Social media presence grew significantly on Facebook between 2010 and 2012, during which time our official account received a 350% increase in the number of "likes." An official IU Northwest [YouTube](#) account was established in 2011. Since its inception, the page has received more than 22,000 views.
2. Since 2009, more than 25 Facebook or Twitter accounts affiliated with IU Northwest programs, degrees, or organizations have been established. Collectively, the accounts have more than 6,000 "likes."

IU Northwest views itself as a community resource and, therefore, has many educational, cultural, and theatrical events each year that are open to the public. Since 2009, more than 5,400 events have taken place on the campus, many of which were open to the public. Between 2010 and 2013, the Office of Special Events reported a nearly 20% increase in the number of events held on campus.

3R6 Comparison with other organizations NSSE results provide information for the comparison of IU Northwest's results with other NSSE institutions. Figures 3.12 and 3.13 show comparisons of satisfaction with the educational experience benchmarked against other IU regional campuses, an urban cohort, and

Indiana University Northwest 2013 AQIP Systems Portfolio

our peer institutions (% answering with highest rating) for the most recent NSSE in 2012 based on FY and SR students. Our results are quite similar to our peer institutions. However, as is true for our peer institutions, results are generally lower for seniors than for first year students. While it is good to see that we are not too different from our peers, it is troubling to find that seniors are less satisfied with these key educational components of their schooling than FY students.

NSSE Question – Percent responding with.....	IU Northwest FY	Urban Univ. FY	IU Regionals FY	Peer Institution FY
Quality of relationships with faculty members (6 or 7 on a 1 to 7 scale)	61%	47%	52%	49%
Quality of relationships with administrative personnel and offices (6 or 7 on a 1 to 7 scale)	43%	35%	41%	37%
Quality of academic advising (Excellent)	37%	32%	36%	34%
Providing support to help you succeed academically (Very Much)	40%	34%	36%	34%
Helping you cope with non-academic responsibilities (Very Much)	15%	13%	14%	15%
Acquiring a broad, general education (Very Much)	37%	37%	37%	37%
Acquiring job or work-related knowledge and skills (Very Much)	31%	26%	29%	26%

Figure 3.12 NSSE satisfaction rating comparisons for FY students, 2012

NSSE Question – Percent responding with.....	IU Northwest SR	Urban Univ. SR	IU Regionals SR	Peer Institution SR
Quality of relationships with faculty members (6 or 7 on a 1 to 7 scale)	62%	53%	60%	59%
Quality of relationships with administrative personnel and offices (6 or 7 on a 1 to 7 scale)	32%	32%	41%	38%
Quality of academic advising (Excellent)	34%	25%	31%	33%
Providing support to help you succeed academically (Very Much)	29%	28%	29%	31%
Helping you cope with non-academic responsibilities (Very Much)	6%	9%	8%	12%
Acquiring a broad, general education (Very Much)	46%	41%	44%	46%
Acquiring job or work-related knowledge and skills (Very Much)	38%	37%	42%	41%

Figure 3.13 NSSE satisfaction rating comparisons for SR students, 2012

Referring to external stakeholder results, IU Northwest ranks at the midpoint among the regional campuses for private giving, as shown in Figure 3.14.

Indiana University Northwest 2013 AQIP Systems Portfolio

Campus	2010		2011		2012	
	Donors	Gifts	Donors	Gifts	Donors	Gifts
IUB	92,880	\$95,754,914	91,545	\$67,945,750	86,764	\$61,016,693
IUPUI	30,609	\$68,071,288	30,711	\$75,392,961	28,583	\$90,614,097
IUSE	1,963	\$763,692	2,110	\$580,944	1,866	\$431,750
IUSB	2,498	\$1,000,006	2,460	\$1,351,617	2,250	\$907,555
IUN	1,190	\$595,066	1,119	\$319,531	1,105	\$376,278
IUE	905	\$248,869	882	\$705,593	912	\$289,318
IUK	945	\$362,065	1,197	\$581,191	1,051	\$391,833
IPFW	47	\$9,630	44	\$8,836	54	\$7,648
Total	131,037	\$166,805,530	130,068	\$146,886,423	122,585	\$154,035,172
*2012 IU School of Medicine represents 59% of IUPUI donors and 77% of amount given to IUPUI.						

Figure 3.14 Total private giving to IU, 2010-2012

3I1 Recent improvements The campus has improved its processes and systems for understanding the needs of its key stakeholders in several ways.

Opportunities for students to give input have increased on campus. Four student forums were held for students to share their point of view about academic advising, and the SGA has been holding open forums for students. Additionally, the SGA President was added as the representative voice of the students on the Northwest Council beginning in 2012.

The development of the CRM has led to standardizing and personalizing recruitment and admissions processes. Communication with prospective students is more efficient and effective and has led to a higher admission yield rate. An improved on-line application allows for fee waivers for qualified groups and admissions can now customize recruitment plans (e.g., [21st Century Scholars](#)).

The OMC has worked to be better connected with the friends and alumni of IU Northwest. An e-newsletter, [Northwest News](#), is distributed to more than 7,500 alumni. The campus has worked to become more actively engaged in social media by increasing its presence on Facebook, Twitter, and YouTube. The OMC actively monitors Facebook and Twitter comments to understand campus and public perceptions of IU Northwest. This includes the IU Northwest Alumni Association (IUNAA) Facebook page on which alumni events and other campus events are posted. The OMC also uses Google Analytics to understand how online users interact with the IU Northwest website, allowing us to know what sections of the website are most used and useful. Using social media enhances the connection our current students and alumni have with the IU Northwest community.

New Student Orientation is now mandatory and attendance is increasing. New student evaluations helped revise the format of the orientations. The 2008 student evaluations led us to adjust the format to a full-day program with more time given for academic advising and registration. The 2009 evaluations rated this move as a positive one that met the needs of the majority of students. Due to increased admissions, we added a fourth New Student Orientation session in 2009 and a fifth session in 2010. The 2010 sessions were attended by 675 students, the 2011 sessions were attended by 678 students, 2012 sessions were attended by 805 students and the 2013 were attended by 850 students.

Placement testing and advising for new students has been improved by using a collaborative approach between the academic units and Admissions. Representatives from the Math Department, IT, Admissions,

and CISTL worked together to move from pencil and paper tests in math to using Oncourse for online delivery in the fall of 2010. This allowed faster results for students and interaction with SIS. The Math Department offers a workshop prior to math placement testing, STEP, to help students refresh their skills. Also, students now electronically sign up for advising appointments following placement testing, resulting in quicker advising and registration with less stress in establishing appointments for both the student and the advisors.

A full-scale web redevelopment project began in 2011, focusing on updating the existing website and integrating a more modern interface. This gives easier access and more accuracy to departmental information. Recent IT improvements are also addressed in section 3P2.

Changes in SAP procedures have led to more efficient processing of SAP appeals. Students required to appeal must meet with their advisor and write a letter providing the reasons for not meeting SAP. A committee reviews each appeal and makes decisions based on specific criteria. Communication with students about their academic progress has improved, as they now get an email when an instructor uses the FLAGS early alert program. This information is also available on each student's OneStart page.

Enrollment management issues related to the needs of prospective and current students became a focused effort of the campus in March 2012. The EMG was formed, consisting of faculty, staff, and leadership from across campus who identify specific goals and strategies focused on application, matriculation, engagement, and completion. The EMG has set recruitment and retention strategies for the campus and has affected some of our recruitment CQI initiatives.

3I2 Culture and infrastructure support The Northwest Council has replaced the Strategic Planning Team as the venue for short- and long-range planning, thus regularizing the process to a standing committee. The Council established a campus goal of enrolling 6,000 students by 2013. Based on the reports of task forces on recruitment, retention, and marketing, recruitment and retention goals were established for each of the five years leading to 2013. The goal was achieved during the 2011-12 academic year, with enrollment topping 6,035 students two years early. The [new strategic goals](#) task us to sustain our enrollments above 6,000 students and to award 750 degrees annually by 2015-16.

The bi-annual UITS Customer Survey helps to establish improvement goals and to set targets. Each technology service is evaluated annually using standard metrics, which is coupled with satisfaction data to ensure alignment with industry and university standards. Rarely used services as determined by usage metrics and those that have a significant associated cost may be discontinued. IU Northwest will fully participate in this process for the first time in 2013.

Our campus is better able to evaluate and respond to students' and other stakeholders' needs than ever before. Our infrastructure has been enhanced with the addition of more resources for centralized services from IU (e.g., CRM and FLAGS), as well as with increased data gathering and analysis ability locally (i.e., SA Satisfaction Survey and the senior exit survey). This has resulted in more data-driven decision-making than previously possible. We are still better at internal evaluation/analysis than at soliciting external feedback, and this is an area of suggested improvement for the campus.

Category 4 Valuing People

Level of Maturity and Integration of Processes We believe our institution operates with systematic approaches in Category 4 Valuing People. An appropriate policy and training infrastructure define and support our recruiting, hiring, and retention processes for faculty and staff. We have devoted considerable

attention to the orientation, promotion and tenure processes and continued professional development of faculty in recent years and it is supported and aligned with the rest of the institutional units. IU Northwest does have an opportunity to improve orientation for new staff. We have begun implementing a new evaluation system for staff tied to detailed job descriptions, and supervisors will now evaluate individuals on the basis of agreed-upon performance standards. IU supports our campus for many of the processes described below, which allows us to provide opportunities not always available on a campus of our size. We have become increasingly data-driven while planning new initiatives related to valuing people and have moved to anticipating future requirements and needs; however, our campus culture still values individual efforts. We are more collaborative and coordinated than at any time in recent history, but we still need to move forward together to collect and evaluate results in this category and improve them. It was clear to us as we prepared this section that we can describe the many stable processes we have in place that support valuing people, but that we still need to focus on developing more routine measures we can use to improve our systems. Most of the available data results we have are from one-time taskforce surveys, except for our Campus Climate Survey, which is a significant component of measuring employee satisfaction. Improvements in this area could significantly impact moving our campus forward to a more aligned system.

4P1 Credentials, skills and values desired by the department and campus for each faculty and staff position derive from the work goals identified by the department/unit. The hiring authority completes position descriptions according to the specific skills and knowledge required to perform the work within the unit, making certain the defined requirements match the campus Mission, Vision and Strategic Priorities. Search committees seek qualified individuals on the basis of the skills and knowledge applicants possess that match the position requirements. Supervisors conduct an evaluation of position requirements throughout the year to determine if previously desired skills and credentials remain relevant and if not, the position becomes obsolete or revised accordingly. Units may revise and upgrade positions depending upon the needs of the unit and campus. See 4P2 and 4P3 for a more detailed description of the hiring process.

4P2 IU Northwest's hiring processes To assure that the hiring unit receives applicants with required skills, credentials, and values, each search and screen committee conducts an applicant screening process in order to match the desired skills to the position requirements. During the interview process, the committee asks applicants behavior-based questions regarding specific requirements of the position, and the applicant demonstrates his/her knowledge, skills, and experience relevant to the position. Hiring administrators train in behavior-based interviewing annually to help them make appropriate hiring decisions based on applicants' answers to specific behavior-based questions. The OAA/EP provides the procedures and guidelines for the recruitment process in order to conduct search and screen activities for faculty and management-level staff positions. This [process](#) was last revised in November 2012.

As part of our commitment to diversity and recruiting people of color, we advertise in *Diverse Issues in Higher Education*, *Insight into Diversity*, and other minority-based, professional-society publications. The director of the OAA/EP and the EVCAA must approve the recruitment plan which requires advertising that seeks to identify qualified underrepresented candidates.

An Equity Advisor member on search committees, campus training on Equal Employment Opportunity (EEO) hiring, instruction on behavioral interview skills, and strategic training retreats for Equity Advisors enhance our hiring practices. Search and screen committees develop appropriate evaluation plans, which the committee shares with the director of the OAA/EP and the head of the hiring unit. The director of the OAA/EP must approve the list of candidates recommended by the search and screen committees for interview, and a rationale must be provided for the exclusion of any candidates who are members of underrepresented populations and/or veterans.

All positions require an extensive interview process. For staff positions below management level, it is recommended that search committees consist of at least three individuals. Hiring guidelines mentioned previously contain direction for the formation of search committees for positions at the management level and above.

Academic units ensure that all instructors have appropriate credentials specific to their respective discipline. National disciplinary organizations often set these standards. Eighty-two percent of our tenured/tenure-track faculty members hold terminal doctorate/professional degrees. The faculty within the disciplines vet the dual credit instructors teaching college-level courses in the high schools (**Core Component 3.C.2**).

As shown in Figure 4.1, our current faculty, staff, and student populations are quite diverse, in part we believe, due to our hiring processes (**Core Component 3.C.1**).

Group		People of Color	Women	Total Number
Academic Staff	Tenure-track	31%	42%	116
	Non-tenure track	18%	73%	297
Executive Administration		20%	58%	26
Support Staff		50%	66%	147
Students	Undergraduate	39%	67%	5636
	Graduate	51%	73%	548

Figure 4.1 Student, staff, and faculty demographics, Fall 2012

4P3 Recruit, hire, and retain IU Northwest holds budget hearings in the spring. Unit heads present plans and objectives including any special budget requests to the Chancellor, the EVCAA, the campus Chief Financial Officer (CFO), the VCSA, the Vice Chancellor for University Advancement and External Affairs (VCUAEA), and faculty representatives from the Planning and Budgetary Affairs Committee (PBAC) for approval. During the budget hearings, requests for new faculty and staff positions are heard and a tentative new fiscal year budget is constructed based on these hearings, the data presented, and the expectation of projected future income/revenue. At the beginning of each academic year, anticipated vacant academic positions and requests for new positions for the subsequent year get reviewed by the Deans Council, academic units, and the EVCAA. Once we construct a budget for the next fiscal year, departments may recruit for the following year. An electronic [hiring process](#) for faculty positions has been in place since Fall 2009 that has dramatically increased the speed in which we approve and advertise positions.

IU Northwest is an equal opportunity employer, and we use the channels of recruitment recommended by the OAA/EP for faculty and professional staff. Recruitment guidelines have been implemented for faculty and staff positions. In addition, the University posts openings on discipline-specific and organization-specific websites and the IU OnLine Application (OLA) system and regularly advertises in the *Chronicle of Higher Education*, the *Affirmative Action Register*, and discipline-specific journals. The Department of Human Resources (HR) has the capability to accept applications for staff positions electronically; applications for faculty positions are submitted by email or U.S. Mail. Faculty candidates make a presentation on their research to the faculty in the hiring unit and in some cases demonstrate their teaching as a part of the interview process. After interviews, the dean/director recommends to whom the offer should be extended, and the EVCAA extends the formal offer.

The same process occurs for the hiring of professional staff; however, the appropriate administrator decides to whom the position should be offered and the formal employment offer letter is sent by the director of HR. Staff department heads review vacant positions on a year-round basis. The process for recruiting and hiring staff begins with submitting an approved Position Recruitment Authorization form for either a replacement or new position. Once approved, the search committee places the hiring notice within the University's [OLA](#) system. Other advertising resources include local newspapers, discipline-specific journals, and peer institutions. Upon interviewing, the committee and hiring authority ask job-related, behavior-based questions regarding experience and the ability to perform in the position advertised. After final interviews and discussions, the search committee reports to the hiring authority its preferred applicant. The hiring authority gives the name, résumé, salary approval form, and anticipated hire date to the director of HR, who sends a formal offer letter to the applicant along with all necessary hiring information. All full-time employees at IU Northwest must undergo criminal background checks and I-9 verifications (**Core Component 2.E.3**).

We approach employee retention through campus-wide, professional development and community engagement activities. After a new employee starts work, supervisors instruct and guide the employee during the first few months of employment. AA conducts a two-day orientation session for new full-time faculty each year before the fall semester begins. As shown in Figure 4.2, participants evaluate New Faculty Orientation very positively. Feedback from participants led to modifying the format to include informational tables designed to introduce new faculty to campus resources, as well as workshops related to the future teaching and research needs of new faculty. Based on participant feedback, we added a year of monthly workshops in 2012 as an extended orientation. These workshops meet the specific needs of new faculty and cover topics that include promotion and tenure, instructional technology, retirement planning, pedagogies for large classes, and grant writing. In 2013, again based on feedback, we increased the amount of time spent on learning the course management system (Oncourse) and provided more time for faculty cohort building. New Faculty Orientation for associate faculty, instituted in 2011, includes a welcome package from AA containing an Associate Faculty Handbook, among other items. Additionally, we have developed an [Associate Faculty Webpage](#) that provides a one-stop source of important information for associate faculty.

I left New Faculty Orientation feeling informed.	Strongly Agree/Agree (n)
2011	94% (16)
2012	92% (12)
2013	100% (12)

Figure 4.2 New Faculty Orientation satisfaction results, 2011-13

IU Northwest has developed a number of resources designed to provide professional development for its faculty and staff. CISTL functions as a pivotal resource for the university community by providing training, consultation, and mentoring to any full- or part-time faculty members who have teaching responsibilities on the IU Northwest campus. A faculty development taskforce convened in 2012 has developed a [Faculty Development and Career Success Plan](#) designed to enable assistant and associate professors to stay on track for promotion. They began by surveying associate professors regarding the promotion process. Components of the plan include a mentoring program for new faculty (mentors to be trained through CISTL), a career map for use by faculty throughout their career, and an increase in the number of summer faculty fellowships. The plan will take full effect in the fall of 2014.

As the institution investigates additional methods to implement mentoring and training for employees, it continues to engage in processes that have been successful in the past, such as encouraging the supportive environment within academic divisions and regular Promotion and Tenure workshops. The HR office conducts orientation for staff throughout the year with the goal of having every new staff member attend

orientation within one month of employment. In addition to the campus orientations, most units conduct their own orientation to familiarize new employees with the department. Staff have significant professional development opportunities sponsored by the campus, including leadership development, behavior-based interviewing techniques, project management, and frequent trainings on systems used by the university (e.g., SIS, the purchasing system, the information management system, etc.)

4P4 Orientation As new employees join the IU Northwest campus community, the hiring unit introduces information during the initial orientation process on the history, Mission, Vision, and Values, as well as the Strategic Priorities, of the campus. The employee may access the same information through various methods including the IU Northwest website and various printed documents, such as the IU Northwest Annual Report. The Chancellor and other campus leadership may reinforce these messages during town hall meetings and the newly-created [state of the campus address](#), the first of which (2013) focused on the theme of “Every Student Matters.”

4P5 Changes in personnel are handled using the recruitment processes described in 4P1-4P3. We project personnel changes through retirement or changes in programming. With the implementation of Responsibility Centered Management (RCM), individual units have more control over decisions regarding replacement, redefinition, or reallocation of personnel. The campus has chosen to address the issue of leadership succession by developing an ongoing Leadership Training Series. This training series has been conducted on-campus since 2008 (described further in 5P9). We also participate in the leadership development project, IU Lead.

4P6 Work processes and activities The campus reviews and designs work processes and activities by analyzing information and feedback from employee surveys, student surveys, town hall meetings, strategic planning, Northwest Council meetings, FO meetings and departmental meetings. Individual employees also provide valuable recommendations during exit interviews, via polling employees on desired development topics, and as a result of employee performance improvement plans. As an example, many corrections have been made to work processes within specific departments as a result of suggestions made by departing employees. More systematically, the Campus Climate Survey, conducted every three years, allows the campus to hear from all campus stakeholders. The last Campus Climate Survey was conducted in 2009 with employee satisfaction increasing most notably in staff/faculty morale and campus climate issues. The next administration will be in Fall 2013 (delayed briefly due to staffing issues). Information presented to the Northwest Council and individual units then spurs new improvements to specific processes based on the findings.

IU Northwest desires this sort of feedback because we wish to provide training, award programs, compensation, and benefits that attract and retain employees. We commit to providing excellent and pleasant service to students and colleagues as one component of our vision of a student-centered campus. Producing a quality educational experience for students remains the central focus of all campus processes. Performance management reviews and goal-setting objectives for all employees are designed around this concept. The most current information regarding the Strategic Priorities and plans for continued improvement can be found in the [IU Northwest Goals and Strategic Priorities](#).

4P7 Ethical practices When hired, employees receive a copy of the IU [Conflict of Commitment](#) and [Conflict of Interest](#) policies of ethical behavior. Employees must sign a disclosure form annually if a conflict exists defined by the policy and in discussion with the employee’s supervisor. HR administers and maintains this process. Other processes and procedures requiring disclosure and ethical behavior policies include [Purchasing, IT](#), and [Whistleblower Protection](#). Faculty and administrators can find detailed information in the *Academic Handbook*. The Institutional Review Board (IRB) of IU Northwest consists of the [Human Subjects Committee \(HSC\)](#). The IRB reviews all research involving human subjects, ensuring their protection in research conducted by researchers on the IU Northwest campus

(including non-IU researchers using subjects on the IU Northwest campus) and overseeing the University's compliance with federal regulations and guidelines (**Core Components 2.A.1, 2.E.1**).

Individual units have their own professional standards and practices for ethical behavior that they follow. The IU Northwest Faculty Board of Review evaluates ethical complaints and policy violations. HR, payroll, the IRB, and accounting conduct random internal audits as well. In addition, training sessions are conducted regularly regarding ethical behavior, including the appropriate use of purchasing procurement cards, financial policies, fiscal officer and account manager responsibilities, conflicts policies, and the Human Resource Management System (HRMS) document control and use. The campus chief of police ensures ethical practices of all police department employees by providing training opportunities (ethics, leadership, and a discussion of values and mission). The chief also has accounting safeguards that ensure that those who have monetary or evidentiary control are audited or their work is reviewed. All staff are evaluated annually on the criteria of ethical and professional behavior during their performance management reviews, with two-way discussion between supervisor and employee providing guidance and an oversight process for correction if necessary. All these processes insure integrity to our day-to-day operations (**Core Component 3.C.6**).

New Student Orientation introduces incoming students to the [Code of Student Rights, Responsibilities, and Conduct](#) located online along with the grievance procedures. It contains important information regarding academic and professional honesty and integrity. We included the student code in the academic *Bulletin* as well. Information Literacy, a component of our General Education Plan, teaches students the ethical use of information resources. The freshman composition and public speaking courses integrate these learning goals into the curriculum (**Core Component 2.E.2**).

4P8 Determining training needs IU Northwest invests in the development of its employees, and we assess training needs in a variety of ways. The campus encourages employees, administrators and supervisors to work collaboratively to determine individual training needs through ongoing evaluation of the knowledge, skills and ability necessary to perform the job. Annual and other periodic performance evaluations allow staff to discuss campus-wide training and development programs with their supervisor.

Leadership development training was offered in the spring of 2009, 2010, and 2011, providing professional development training for 36 people during that time. To ensure that the training is aligned with the current needs of the university, in the fall of 2012 all campus employees were asked to participate in an online survey as a first step in gathering information to identify the essential skills needed in a leadership role. To further refine the data of the survey, six focus groups consisting of a total of 44 participants answered a number of follow-up questions. The focus group results identified a similar set of skills that most people felt were critical to an effective leader. We combined this with the input from the Leadership Team, the training was redesigned, and a customized professional development training series was formed to improve skills for leadership roles. In early 2013, a Leadership Development Series was created to address training needs on the five critical skills identified (communication, trust, involvement, recognition, and feeling valued.) At this time, 24 members of the Leadership Team and their direct reports participated in the redesigned Leadership Development Series.

In the fall of 2009, all professional staff and support staff employees were encouraged to attend a Professional Development Series that provided training on leadership, communication, coaching, performance feedback, corrective action, employee policies, delegation/decision making, and motivation. Eight professional staff and seventeen support staff employees successfully completed the training. A summary of the courses completed were placed in each attendee's personnel file.

The University HR department and the Office of Affirmative Action offer mandatory **Legal Compliance Training**. All newly-hired or promoted supervisors take the mandatory compliance training within their

first year of employment, after which each supervisor must complete the compliance training every five years. Legal Compliance Training includes instruction on the Americans with Disabilities Act/Equal Employment Opportunity (ADA/EEO), sexual harassment, the Family Medical Leave Act (FMLA), and the Fair Labor Standards Act (FLSA).

Performance management represents another way in which training needs are identified. As part of the performance management review process, each employee receives a yearly review that evaluates the preceding year's performance. This process identifies areas of the job in which the employee exceeds expectations, meets expectations, or needs improvement. If a supervisor identifies a deficiency during this process, the employee and supervisor make an agreement to improve these skills. Also, a plan may develop to expand the employee's knowledge and provide him/her with the credentials for advancement.

4P9 Training and development Upon hire, all employees take advantage of the opportunity to undergo training with regards to fiscal systems, SIS, and the Family Educational Rights and Privacy Act (FERPA) where appropriate.

IU Northwest offers onsite and video conference training and workshops that address a variety of subjects including skill sets specific to current jobs, federal and state labor regulations, supervisor and employee skills, and attributes to perform above the current level of skill for future growth and to assist performance at a highly productive level. We encourage offsite professional organization training funded by departments, requested by supervisors or employees, and arranged as a result of performance evaluation reviews. Training may take place as a result of a promotion, in anticipation of a promotion, or when additional skill training is recommended and funded by the department.

Training opportunities for supervisors and staff throughout the academic year are reinforced by promotional opportunities and HR sending campus-wide notifications to all departments. HR training sessions include "Getting Things Done: The Art of Stress-Free Productivity" and "Delegation and Decision Making." Other departments such as IT, the OAA/EP, the SOBE, the IUSM-NW and ODEMA freely communicate training opportunities as well. IU Northwest also provides positive reinforcement to employees who participate in training and development programs during the performance review, on the campus web page, in the campus quarterly newsletter, and during accreditation processes in a variety of departments. We offer tuition reimbursement and encourage employees to improve their knowledge, skills, and abilities for professional growth (**Core Component 3.C.6**).

Faculty and administrators have training opportunities available to them through CISTL. This training consists of individual workshops, learning communities, brownbag discussions, and one-on-one consultations. CISTL also provides multi-session training on creating, delivering, and managing online and face-to-face courses, and mini-grants are offered to faculty to encourage them to enhance the learning experiences of their students.

CURE provides grants to faculty to foster activities that enhance student learning or promote faculty research and community engagement in projects related to cultural discovery and learning or sustainable regional vitality. ODEMA also offers grant funding through its Diversity Fellows Program, which subsidizes faculty research expenses.

Each academic unit has policies and criteria for the distribution of travel funds for faculty development. Tenured faculty may apply for sabbatical leaves every seven years as a component of professional development. Applications for sabbaticals follow the same process as promotion and tenure. On average, approximately 10 faculty members are awarded sabbaticals each year. The faculty have the opportunity to apply for Summer Faculty Fellowships to further their scholarship or to redesign or develop a new course. The campus funds 18 \$11,000 Summer Faculty Fellowships and \$17,000 in grants-in-aid annually (a 40%

increase since 2009). A standing faculty grants committee reviews the applications and makes recommendations to the EVCAA (**Core Component 3.C.4**).

HR and the OAA/EP provide training on a variety of topics to administrators and staff. The IT department provides training regarding popular software packages for faculty and staff. The campus bookstore offers all employees discounts on the latest computer software. IU also subscribes to the lynda.com Online Training Library® (OTL) that includes video-based e-learning courses on Adobe, Microsoft applications, and other technologies including web design, digital photography, video and audio, Mac applications, programming, and more. Employees have the opportunity to take classes at any IU campus using the fee courtesy benefit. Finally, the training and development described in 5P9 includes administration, faculty, and staff to ensure succession planning at the various levels of the university.

4P10 Performance evaluation Clerical, technical, and support staff have a three-month probationary period. New professional staff receive a six month evaluation, as well as promoted employees. Their supervisors determine whether their job performance has been satisfactory. All other staff positions receive reviews annually. We evaluate excellence for both biweekly staff and professional staff based on these performance management reviews. As of 2013, the performance review process has been revised, and the first round of reviews under the new system will occur in January 2014. It will now consist of position-related duties and responsibilities, and employees will be evaluated on the basis of agreed-upon performance standards and how an employee's job performance should be in a fully functioning capacity. Training on using the new system has been provided by HR and was a focus of the 2013 Leadership Training Series as well.

Employees have the opportunity to update their accomplishments and activities throughout the year. Likewise, supervisors have the opportunity to include major accomplishments and provide opportunities for employee, throughout the year. Employees, along with their supervisors, consider development opportunities during the performance evaluation process that will increase the capacity of the employees to do their jobs.

Full-time tenured and tenure track faculty complete an electronic annual report each year that enumerates their activities related to teaching, research, and service. Supervisors evaluate each faculty member based on criteria included in the *Academic Handbook* and the recently revised *Promotion and Tenure Guidelines* which detail faculty rights and responsibilities to students, colleagues and the campus (**Core Component 3.C.5**). Each faculty member's FAR is evaluated by his/her chair/director, which is then reviewed by the unit's dean and the EVCAA (**Core Component 3.C.3**).

Assistant professors receive a third-year review, which is formative in nature, before they come up for promotion and tenure during the sixth year of their employment. We enhanced annual reappointments in 2010 to include a formative component and involvement of the faculty in the academic units. Tenure track faculty submit dossiers for evaluation with regard to their teaching, research, and service. They must demonstrate excellence in one of those three areas and satisfactory performance in the other two. Faculty within the candidate's school, their dean, the campus promotion and tenure committee, the EVCAA, the Chancellor, the University VCAA, and the President of IU review the dossiers. Promotion to full professor follows the same procedure as above. Faculty members (full-time and adjunct) must use student evaluations of teaching from their classes. These evaluations are used in the faculty annual review process to decide whether to contract with adjuncts in the future, and they are used by all faculty for continuous improvement (**Core Components 3.C.2**).

As part of the determination for course load release for scholarship and creativity, the academic units use a mentoring process for faculty who do not meet the requirements for this release time. AA and CISTL

conduct regular workshops for faculty on dossier preparation for the promotion and tenure process, as well as for the various teaching awards the campus and the University offer.

Lecturers may request a promotion to senior lecturer. They prepare a dossier that follows a similar process as promotion and tenure with the following two exceptions: the dossier does not need to reflect research activity, and the dossier is not reviewed at the University level.

The Chancellor, VCs, and deans are reviewed at the campus level every five years. This process can be found in the *Academic Handbook*.

4P11 Recognition rewards and The [Promotion and Tenure Guidelines](#) and the [Academic Handbook](#) were written to include policies for faculty recognition and reward and the compensation system. In addition, the employee recognition process was revised based on ideas submitted by campus employees via a survey conducted in the fall of 2012. Changes include increasing award amounts from \$500 to \$1,000 and increasing the number of awards from three to four. We also revised the criteria for the awards based on responses from the employee survey.

Performance management reviews provide a formal opportunity for an employee to be recognized in writing by his/her supervisor for individual and team performance toward campus, department, and individual goals. During the performance management process and throughout the year, supervisors evaluate employee skills and abilities for possible future advancement and promotional opportunities.

IU Northwest recognizes faculty and staff annually at the campus Years of Service and Outstanding Employee Awards Luncheon each April. Those employees with five years of employment and in five year increments are presented with a gift to recognize their years of service to the university. For staff, a new staff employee recognition award program was implemented, effective in 2013. Awards given include an Outstanding Staff Customer Service Excellence Award, an Outstanding Staff Pride Excellence Award, and two Distinguished Employee of the Year Excellence Awards. Award winners receive \$1,000, a commemorative plaque, and their names on a memorial plaque housed in the Conference Center.

For faculty, annual awards include the following: the Founders Day Teaching Award, with the full-time winner receiving \$2,500 and the part-time winner receiving \$500; the Distinguished Scholarship/Creative Activity Award, with one full-time winner receiving \$2,500; the Distinguished Service Award, with one full-time winner receiving \$1,000; and 10 Trustees' Teaching Awards, with each full-time winner receiving \$2,500.

Detailed lists of awardees are maintained on the Academic Affairs [webpage](#) and on large plaques housed in the Conference Center. In addition to the campus awards mentioned, faculty have the opportunity to compete for University-wide awards that recognize teaching and service. In December of 2012, the campus awarded the inaugural Chancellor's Professorships to distinguished faculty. The intent of this new rank is to recognize senior faculty at the rank of professor who have consistently demonstrated "highly meritorious performance in all areas of faculty work, teaching, research or creative activity, and service." In addition to the permanent title, Chancellor's Professors receive a base salary increase.

We base compensation systems on specific job requirements and benchmark positions at comparable universities as noted by the Mercer and College and University Professional Association (CUPA) salary surveys. Salary ranges and position classifications are reviewed annually by IU HR and, where appropriate, adjusted as needed. More frequent reviews may take place if duties and position requirements change drastically. Often this process results in promotions to higher pay classifications and salary increases. The Communications Workers of America (CWA) union represents the clerical and technical

employees at IU Northwest. Compensation ranges and work content are subject to negotiations between the union and the University.

IU Northwest employees receive the same competitive [benefits](#) as all other employees of IU. Additionally, IU full-time and part-time (50% full-time equivalent or greater) employees, graduate assistants (37.5% full-time equivalent or greater), and retirees have access to a variety of [IU Voluntary Benefits Program](#) plans.

Employees are able to decrease the amount of employee-paid healthcare premiums for 2013 by engaging in healthy lifestyle activities together with biometric screenings, health assessments, and signing tobacco-free affidavits.

4P12 Employee motivation and engagement IU Northwest uses a variety of means throughout the academic year to maintain open communication in a complex organization, create a forum for views across the campus, and encourage engagement among colleagues. These opportunities range from school/departmental, all-campus (town hall), and constituency-based faculty and administrator meetings (such as the Northwest Council) to FO, Core Group, and Deans Council meetings.

Important campus and university information is shared, staff and faculty are asked for their ideas and concerns, and campus climate and training surveys are conducted periodically to determine employee needs and interests for training and professional development. For example, previous campus training in the FranklinCovey *4 Disciplines of Execution* gave employees the tools to determine the most important goals within their respective departments and to execute them expeditiously while aligning with campus Strategic Priorities. This form of unit-level goal setting has been embedded in the strategic planning process.

The Chancellor and the EVCAA meet monthly with the Executive Committee of the FO for information sharing, discussion of issues of common concern, and to contribute to agenda-setting for full FO meetings. The Chancellor and EVCAA also participate in the monthly FO meetings to discuss topics of campus- and University-level importance as well as the larger state and national contexts in which IU Northwest operates and to elicit faculty colleagues' responses on these topics. The monthly FO meetings have a standing agenda topic, "Technology Tips," in which UITs provides technology information relative to faculty interests and roles. The Chancellor usually meets twice monthly with each direct report to discuss the progress of initiatives in the major campus divisions and to become as familiar as possible with unit-level operations, successes, and challenges. The Northwest Council Agenda Committee (senior campus leadership) considers the information gathered at campus and departmental meetings, along with issues suggested by individual members, to create the agenda for the monthly meetings. The Chancellor also convenes the senior campus administrative leadership at least one other time each month, and more often if needed.

The Northwest Council meets monthly, and the membership includes faculty, staff, students, and administrators. The IU Northwest Council represents all campus constituencies, and members discuss all major, strategic campus issues (including planning and finances/budget). The Council has taken the lead in such campus CQI initiatives as the Campus Conversations on Diversity, Equity, and Inclusion, (which includes the One Book...One Campus...One Community reading initiative) and the development of campus green space. The Council's discussions and recommendations are treated with the utmost seriousness by the Chancellor and senior administrative leadership. The meetings, minutes, and actions of the IU Northwest Council are open to the entire campus community. All employees are encouraged to submit ideas, concerns, or suggestions for campus improvement to the electronic suggestion box that is sponsored by the Council.

When important information needs conveying, the Chancellor communicates directly with U Northwest community through email messages and, from time to time, video presentations. With so much information delivered to colleagues especially by email, the OMC takes care to prevent an excessive number of campus-wide messages to avoid an overload that makes it difficult to distinguish those that are truly important. The OMC posts the web-based *Northwest News* in alternate months to share more general campus news. A practice that was instituted in 2011 by the Chancellor represents a new source of information that is an extension of the annual campus budget process. Annually during the spring, when all financial variables controlled by the State of Indiana and IU are known, the Chancellor prepares a detailed report to the campus community that explains IU Northwest's larger financial context, compares the resulting campus operating budget with the preliminary projections that framed the budget process, and describes the implications for the coming fiscal year.

Town hall meetings held throughout the year update the campus on occurrences, policies, plans, and processes as events may dictate. We invite all employees to participate in these meetings, and informational materials used at the meetings often circulate throughout the campus community. For example, it has become a tradition to devote a substantial portion of an early spring term town hall meeting to a description of the broader context that frames the campus's participatory budget process and the preliminary projections that will guide initial budget preparation for the next fiscal year. Questions or concerns raised at town hall meetings allow campus leadership to review possible responses. Possible solutions are discussed by email, electronic message boards, quarterly department publications, or via website. The campus's electronic "suggestion box" originated from a town hall meeting suggestion. Campus Climate surveys have also been implemented to gauge employee satisfaction and concerns and solicit ideas for improvement. Most recently, the Chancellor initiated a continuing Campus Conversation on Diversity, Equity and Inclusion, which was launched with an employee survey. UITS Northwest, formerly IU Northwest IT, sponsors town hall meetings covering important topics and high impact projects such as information security and data privacy, campus website redesign, communication systems, and instructional devices.

All employee handbooks include grievance procedures that may be initiated by any concerned person on campus. The Faculty Board of Review exists to review faculty issues. Unionized staff has a separate grievance process, while other staff operates under the general grievance processes outlined in the IU Personnel Policies.

4P13 Evaluating employee satisfaction IU Northwest evaluates employee satisfaction in several ways. Town hall meetings held with employees allow discussion about major campus issues, CQI initiatives, financial conditions, and other employment-related subjects. Often following the meetings, employees raise issues within their respective departments to be resolved or make suggestions for improvements, giving everyone an opportunity to participate in campus committees to develop policy, resolve conflicts, or initiate employee rewards. Through measures such as the Campus Climate Survey, IU Northwest assesses the status of its efforts to provide for the health, safety, and well-being of its employees. In addition, IT conducts a customer satisfaction survey each year for the entire campus community to determine areas of improvement within technology services for employees and students. A customer satisfaction survey is conducted annually by Environmental Health and Safety (EH&S), Fiscal Affairs, HR and AA, using the results to improve services.

The campus celebrates the beginning of the fall term and the holiday season with all-campus theme parties and hosts an all-campus picnic as well. Celebrations are held at multiple times during the academic year to acknowledge the hard work and appreciation of faculty and staff contributions and achievement. Retirement celebrations are held annually as well as a faculty/staff recognition luncheon. The units also report celebrations during the year to commemorate the start of the school year, birthdays, Administrative Professionals Day, Boss's Day, and various achievements.

IU Northwest provides for the health, safety and well-being of its employees in a number of ways. The [IU Northwest Police Department](#) provides police protection for the safety and security of all students, staff, and campus visitors 24 hours a day, seven days a week. Officers continuously patrol parking lots and walk through buildings and all floors on campus. A phone contact provides an escort to anyone who feels the need to be escorted to their vehicle or ride. Campus police also conduct bike patrols to have more expedient access to campus. In addition, police officers patrol a two-block area surrounding the campus where employees, visitors, or students may be walking, parking, or exiting/entering the city bus and collaborate with state and local law enforcement agencies to keep the campus environment very safe. A link to the police satisfaction survey can be found [here](#). Crime statistics for the campus are publically available through [the Clery Report](#).

The IU Northwest Wellness Team consisting of faculty, staff, and students presents programs and information to the campus community on healthy lifestyles, participates in the IU Northwest Health Fair, and was instrumental in establishing a [tobacco-free campus](#). The Wellness Team is currently seeking a grant to combat obesity in the campus community area. It also includes a clinician member who manages the Campus Health and Wellness Center to accommodate employee and student medical needs. Patients and employees also receive health and wellness information regarding a range of health concerns. The Campus Health and Wellness Center has provided flu shots at no cost to all employees for the last several years. Additionally, employees may receive a \$100 pay supplement each year for submitting evidence that they have had a biometric screening either on-campus or by their own physician.

The director of EH&S provides service to the campus by developing comprehensive health and safety programs in areas such as food, fire, hazardous materials, and public health (e.g., prevention of contagion). The director also advises and educates the campus community on ozone action days. The campus serves as one of the collection drop-off sites for members of the community to correctly dispose of oil products, paints, batteries, etc. The campus also has an [Emergency Preparedness](#) website, as well as a site designed to inform constituents in the case of the [campus closing](#) due to weather. The IU Notify system, IU's new emergency communications system, permits broadcast messages to be quickly sent as voice, text, and email messages to offices, homes, cell phones, and university and external email accounts. In addition, a Crisis Management Team (CMT) was formed in 2008, and the campus has created building-specific emergency action plans. These plans include emergency escape routes and measures, procedures to account for all employees during and after an emergency, and rescue and medical duties for those employees who perform them.

Employees provide feedback regarding their level of satisfaction with benefits, and the benefits administrators at the IU Bloomington campus receive the feedback. An onsite employee assistance program and a toll-free, 1-800 phone number provides access to students, faculty, and staff. This benefit is wholly covered by IU for concerns such as stress, grief and loss, care of elderly parents, and addiction referrals.

A Campus Climate Survey was begun in 2006 and is administered every three years, with the next survey scheduled for Fall 2013). This is one of the best measures of employee satisfaction. Another means is by listening to employees air their concerns and questions at the town hall meetings scheduled by the Chancellor, as well as the employee breakfast meetings the Chancellor conducts throughout the year for groups of 20 faculty and staff. [HR](#) conducts a customer service survey as well.

The [Behavioral Consultation Team](#) (BCT) provides consultation, makes recommendations for action, and coordinates campus resources in response to reports of concerning behavior displayed by students', staff or faculty. The BCT was initiated in August 2010 and to date has consulted on 11 cases whose outcomes included counseling referrals to IU Northwest's Counseling Services or referrals to the VCSA or HR.

4R1 Measures The measures shown in Figure 4.3 are collected and analyzed regularly at IU Northwest.

Measure	Examples	Evaluated	Frequency
Performance Evaluations	Faculty Annual Reports, Performance Reviews	Staff, Faculty, Administrators	Annually
Course Evaluations		Faculty	Every semester
Customer Satisfaction Surveys	IT, CISTL, AA, Police Department, EH&S, Fiscal Affairs, Campus Climate Survey, NSSE, SA, Diversity Programming Series (DPS) surveys	Support Areas	Varies from annually to every three years
Awards	Founders Day, Trustees' Teaching, Outstanding Research and Service, Outstanding Staff	Staff, Faculty	Annually
News	<i>Northwest News</i> , IU Northwest Web Pages, Local Newspapers, Social Media Sites	Staff, Faculty, Administrators	Monthly
Compensation Review	Promotions, Position Reclassification, Equity	Staff, Faculty	Periodically

Figure 4.3 Measures of valuing people used at IU Northwest

4R2 Recent performance results include but are not limited to the following:

1. Compensation of faculty and staff was reviewed using Mercer and CUPA salary data to determine inequities compared to the midpoint of salary ranges and length of service in the position. See the [salary data report](#) for more information. Compensation adjustments were made for faculty and staff in 2012 as a result, within IU's salary increase policies. Annual raises are based on a supervisor's recommendation of an employee's merit.
2. [Campus Climate Survey results](#) indicate improvement in most areas of staff/faculty morale and campus climate issues from 2006-2009 with almost 89% of participants indicating they were satisfied or very satisfied with their jobs. Eighty-two percent of staff/faculty believe that IU Northwest is committed to diversity. There has been a 10% decrease in a sense of negative conflict between groups on campus. Finally, there has been an almost 20% increase in the positive feelings that staff/faculty have about the reputation of IU Northwest.
3. AA, OAA/EP and HR revised faculty and professional staff recruitment and selection procedures and revised compliance procedures.
4. There is a high level of employee participation in campus activities. For example, approximately 75% of employees have consistently attended special events held on campus.

4R3 Evidence of productivity and effectiveness IU Northwest exceeded its strategic goal of achieving 6,000 enrolled students by 2013, having achieved 6,184 enrolled students by the 2012-13 academic year. Campus enrollment for Fall 2011 increased by 1.1% from Fall 2010, followed by a 2.5% increase from Fall 2011 to Fall 2012 and a 3.3% increase from Fall 2012 to Fall 2013. Credit hour increases have accompanied these enrollment figures and we stand at 62,556 credit hours for Fall 2013. The number of students with academic honors diplomas has increased by 43%, and the number of transfer students has increased by 6% from 2012. Full-time beginner retention rates increased by 2% from 2010 to 2011 and are currently at 67% for the 2011 beginner cohort. So far, we have achieved the strategic goals for degree productivity developed in the IU Northwest Strategic Priorities and the *Blueprint* (See 8R2 for more details).

4R4 Comparison to other organizations The NSSE 2012 survey results provides valuable comparison points for the campus on areas related to valuing people. In general we are at or above the rates of positive comments of our comparison groups (Figure 4.4).

“Received prompt written or oral feedback from faculty on your academic performance”				
First Year Students				
Very Often	IU Northwest 24%	Urban Universities 19%	IU Regionals 20%	Peers 19%
Senior Students				
Very Often	IU Northwest 20%	Urban Universities 22%	IU Regionals 23%	Peers 23%
“Quality of relationships with faculty members” 6 or 7 on a 1 to 7 scale				
First Year Students				
Available, Helpful	IU Northwest 61%	Urban Universities 47%	IU Regionals 52%	Peers 49%
Senior Students				
Available, Helpful	IU Northwest 62%	Urban Universities 53%	IU Regionals 60%	Peers 59%
“Quality of relationships with administrative personnel” 6 or 7 on a 1 to 7 scale				
First Year Students				
Helpful, Considerate	IU Northwest 43%	Urban Universities 35%	IU Regionals 41%	Peers 37%
Senior Students				
Helpful, Considerate	IU Northwest 32%	Urban Universities 32%	IU Regionals 41%	Peers 38%
“Overall quality of academic advising”				
First Year Students				
Excellent	IU Northwest 37%	Urban Universities 32%	IU Regionals 36%	Peers 34%
Senior Students				
Excellent	IU Northwest 34%	Urban Universities 25%	IU Regionals 31%	Peers 33%

Figure 4.4 2012 NSSE results related to valuing people, 2012

4I1 Recent Improvements in valuing people can be seen on both broad and narrow scales. The current Strategic Priorities goals and plans were implemented in 2011 and areas targeted for improvement are tied to these new priorities as well as the data we collect and use to make informed decisions (Figure 4.3).

- 1) Enhancing diversity hiring abilities – The OAA/EP, AA, and HR worked together to implement behavior-based interviewing, along with requiring academic units to submit a diversity hiring plan for review for each faculty hire. Behavior-based interviewing ensures that all interviewees have the same questions asked of them during the interview process to make certain no favoritism occurs. Additionally, deans must present their advertising plan for each position, listing the locations where the ads will appear. This ensures the advertisements are placed in resources more likely seen by people of color.
- 2) The Leadership Development Series that began in 2008 continues to provide succession planning and faculty and professional staff motivation. HR conducted an employee campus survey in the summer of 2012 to determine the most needed leadership skills and training for the campus. We summarized the results and further identified six focus groups consisting of 44 employees for follow-up questions. The study identified a crucial set of skills including communication, trust, involvement, recognition, and feeling valued. A two-cohort curriculum was developed. Based on a seven-part series, the sessions commenced in January 2013 with the five waves of trust as the

cornerstone of the leadership training. This series will be followed by training of a similar nature for all management employees.

- 3) A Behavioral Consultation Team was established to address student behavior issues before they become problematic for the campus. The members of this team are trained in all aspects of campus threat assessment.
- 4) Salary equity adjustments: A Staff Salary Review Group report in 2012 endorsed by the Northwest Council resulted in salary and equity increases based on merit. To further define eligibility of the equity increase, time of service in salary grade was an essential consideration. Staff who reached a minimum of five years of service in grade on or before June 30, 2012 and who fell below 55% of the market zone or mid-point in the salary range for their salary grade were eligible to participate. Eligible employees were either brought up to 55% of the market zone or received a flat rate. Faculty salary adjustments were made based on the campus Faculty Salary Study. The largest disparities in the study indicated that full and assistant professors had the greatest disparity from regional peer institutions, so those faculty received special attention.
- 5) Employee Recognition Awards Program: Based on a survey conducted in the fall of 2012 and sent out to all campus employees, the nomination and election process was substantially revised, and the awards committee receives more input from campus personnel regarding selecting individuals for staff employee awards. The employees now vote on finalists nominated by colleagues, rather than a committee selecting awardees.
- 6) Transfer student taskforce and survey: The taskforce, convened in 2011, conducted a survey to solicit ideas for improvement opportunities from IU Northwest transfer students. As a result of the survey and recommendations from the taskforce, an Office of Military/Veteran Affairs was developed and a plan is in process to hire a half-time director and assign space. Marketing has developed recruitment materials in conjunction with Admissions and AA targeted at adult learners returning to school, and for the fall of 2014, we will move to a central admissions process for students returning after a significant absence. In the spring of 2012, transfer students enrolled at the IU regional campuses were asked how “transfer friendly” they found our policies, practices, and customer service offices. Responses from these students helped inform a follow-up focus group with a sampling of these same students. The findings from these focus groups have resulted in the development of a central IU transfer office to help support the activities of the Admissions offices and academic units as we move forward in becoming more transfer friendly.
- 7) Enhancement of full-time New Faculty Orientation and professional development, along with the addition of an associate faculty welcome/orientation to the campus.
- 8) Revision of the performance review process with the first round of reviews under the new system occurring in January 2014.

4I2 Culture and infrastructure support IU Northwest consistently targets improvement areas related to valuing people. These areas are defined by a review of current results, trended data available, recommendations from HR, the OAA/EP, and AA, and alignment with the IU Northwest Strategic Priorities and the IU regional campuses’ strategic plan. Through our budgetary process described in more detail in 8P1, all new CQI initiatives address specific strategic priorities. The Northwest Council serves as the primary planning body where a representative body of all campus constituents vets new CQI initiatives. Town hall and FO meetings present additional venues for new CQI initiatives to reach a wider audience for significant discussion and debate. All new CQI initiatives have working groups with a broad representation of constituents so that as many different voices on campus as possible can contribute to the development of the initiative. On a small campus like ours, it is very important to include as many constituents as possible in the development and implementation of new CQI initiatives in order for them to be successful.

Category 5 Leading and Communicating

Level of Maturity and Integration of Processes IU Northwest's mission commits to providing a high-quality and relevant education to the citizens of Northwest Indiana. Our campus values academic excellence and embraces diversity in all its facets. Our level of commitment requires that representatives from across campus work together to succeed in this endeavor. Both faculty and staff developed the Mission and Vision of IU Northwest. The leadership structure of the Northwest Council as well as other leadership entities provides a broadly representative approach to recommendations and decision-making that affects the direction of the campus. In addition to collecting and analyzing data, the leadership structure of IU Northwest relies on the communication and feedback of its constituents to ensure that strategic planning remains transparent and inclusive.

The campus welcomed a new Chancellor in the fall of 2010. Since his arrival on campus, we have reorganized the previously decentralized diversity efforts into ODEMA; consolidated Marketing and Institutional Development into one unit and created a VCUAEA; developed a new Strategic Plan included an environmental scan and significant input from internal and external stakeholders; formed a campus Board of Advisors; created an EMG to collaborate across divisions and is also developing a plan to create a One-Stop Enrollment Center; hired a new VCSA who revitalized SA by creating new full-time positions in Athletics and Student Life and by developing an ORI, all designed to further enhance our students' collegiate experiences; rolled out a brand new web-design for the entire campus intended to enhance communication, recruitment and marketing goals; revitalized CURE with the hire of a new director and the addition of staff to allow it to more effectively connect the campus and community in mutually-beneficial partnerships; moved the police department to new and improved centralized space on campus with a new chief of police; completed the process of moving Fine and Performing Arts into temporary facilities (Arts on Grant) due to the loss of Tamarack Hall to a flood in 2008; shepherded our new replacement/partnership building with ITCC to fruition (groundbreaking scheduled for Spring 2014); and hired a new CFO who, in collaboration with the Chancellor, the VCs and the FO Planning and Budgetary Affairs Committee, has worked to make the annual budget process more transparent and inclusive, among other things. All of these events have elevated the level of maturity of our systems for leading and communicating significantly. We must remain mindful, though, to maintain the systematic processes we have put into place (for example, the Campus Climate Survey, administered every three years, was delayed to Fall 2013 due to significant other activity on the campus in the fall of 2012) and continue the collaborative work we have underway (for example, the One-Stop Enrollment Center) to more fully align our institutional operations.

5P1 Mission and Values IU Northwest traditionally has defined and reviewed its [Mission](#) and [Values](#) through the strategic planning process. As part of IU, we are also bound by the mission, values, and policies of the entire University. The practices of the IU Northwest leadership align with the practices and policies of the IU's BofT. The senior leaders of the campus were members of the Strategic Planning Team (SPT) and are members of the Northwest Council. One of the members of the BofT was a member of the steering committee that created the [Shared Vision](#), which has become our Values Statement. The Chancellor has shared the Vision and the [Strategic Priorities](#) with the IU President and the BofT, and the missions for each of the campuses must be approved by the President and the BofT. Internal audits provide reports to the President and the BofT on the compliance of each IU campus with IU policies and procedures. The Vision clearly presents the campus's values for academic excellence, ethics, equity, social responsibility, and community service and engagement. The Strategic Priorities clearly lay out the leadership's expectations (**Core Components 1.A.1, 1.A.2**).

For several years the SPT, which included the Chancellor's Cabinet, most of the Chancellor's direct reports, and the president of the FO, set the direction of the campus through the creation of strategic

outcomes, making sure they were closely aligned with the Mission, Vision, and Values of the institution. The SPT model was discontinued at a point when many of the campus's goals and outcomes had been met through this process. A new leadership structure, the Northwest Council, was created to enable IU Northwest to strengthen planning through broader-based consultation and representation and to build and sustain a learning environment dedicated to excellence. Although the Council has replaced the Cabinet, the Chancellor does meet with the VCs to set the agenda before the monthly meetings, as well as when other university business requires. This new administrative arm of the Council is known as the Northwest Council Agenda Committee. Members of the Northwest Council (administrators, faculty, students, and staff) make decisions and recommendations that impact the day-to-day operations of the institution. As these decisions affect the operations of the entire campus, they are fully discussed at the monthly meetings. The minutes of the Council give an account of decisions made and informational updates on various processes, and the Chancellor's executive assistant posts the minutes to the Oncourse site for all members, emails them to all employees, and includes them on the Chancellor's website for the IU Northwest community. The effectiveness of the Council relies on members communicating this information to their constituents, gathering their feedback, and reporting back to the Council. This two-way communication ensures maximum visibility of the Council's activities, decisions, and recommendations.

SP2 Setting directions The BoT is [Indiana University's governing board](#), its legal owner and final authority. The BoT holds the university financial, physical, and human assets and operations in trust for future generations (**Core Component 2.C.1**). They have a range of responsibilities mandated by state law that cover all aspects of the university (**Core Component 2.C.2**). The nine member board has 3 elected members (alumni), 5 members appointed by the Governor, and one student member as per state code and is governed by state law on public meetings, public records, and conflict of interest, among others (**Core Component 2.C.3**). They [delegate management](#) and administration of the university to the President (**Core Component 2.C.4**), who in turn does the same to the Chancellors of each of the IU campuses. Northwest Council and its administrative arm, the Northwest Council Agenda Committee, set the direction of the campus, cognizant that strategies and goals should closely align with the Mission, Vision, and campus values. Figure 5.1 describes other campus leadership groups. These represent groups that provide major input to the Northwest Council, as well as provide significant leadership in implementing the Strategic Priorities of the campus (**Core Component 5.C.2**).

Formerly, the SPT led the planning process. Today, the Northwest Council guides strategic planning, using tools such as environmental scanning, SWOT analysis, and town hall meetings to compile trends and forces of change noted by external and internal stakeholders. Council members then come together at a planning retreat to conceive a plan to discuss with all campus constituencies, including the FO. The most current iteration of strategic planning was completed following this new process, and feedback on the new Strategic Priorities (2012-2016) was gathered from the campus at town hall meetings, revised based on this feedback, and presented for approval by the FO at the beginning of Fall 2011. The Strategic Priorities are reviewed and refined annually (**Core Components 5.C.3, 5.C.4, 5.C.5**).

Effective in fiscal year 2011, IU Northwest's leadership began transitioning the campus to an extended version of RCM as a new budget model to ensure that the allocation of resources supplements individual units by rewarding success and high performance, which aligns the budget planning process directly with program prioritization and continuous quality improvement. By way of RCM, unit-level administrators now have decision-making responsibilities that directly link allocation of reserve dollars generated by their units with the campus strategies and goals, thereby improving the stewardship and fiscal responsibility of individual units. Enrollment, state funding, pressures on public-sector revenue sources, and unanticipated income and expenses influenced the campus's fiscal year 2014 financial plan (**Core Components 1.A.3, 5.C.1, 5.C.4**).

Indiana University Northwest 2013 AQIP Systems Portfolio

The IU Office of Capital Projects and Facilities and an external consultant developed a [master land use plan](#) for each regional campus. By the end of 2011, the consultants had taken inventory of the present development and condition of the campus and developed land use concepts. The plan is intended to support future physical development of the campus, including program development based on campus academic priorities. Our campus was just allocated funding by the state to build a shared academic building with ITCC that is consistent with the plan.

At the same time, as particularly pressing issues that influence either the whole campus or a significant constituency arise, the administrative leadership has followed the process of appointing task forces specific to the issues and limited in time and scope and charging the respective task forces with collecting and analyzing data and presenting a report with recommendations to the Northwest Council. Examples of recent task forces include Scholarships, Transfer Students, Salary Equity, and Academic Advising.

Group	Purpose (Mission)	Members	Frequency
Northwest Council	Functions as the central governance body for the discussion of significant issues facing the campus; develops recommended courses of action regarding those issues and provides these recommendations to the Chancellor	Chancellor; VCs; Deans; President of FO; four faculty; three staff; one student; Directors of AA, CISTL, CURE, and ODEMA; AVCIER	Monthly
Northwest Council Agenda Committee	Sets the agenda for the Northwest Council meetings and serves as de facto Campus Leadership Group	Chancellor; Vice Chancellors	Monthly
FO Executive Committee	Advises the administration and the Northwest Council on faculty issues	Elected faculty body (15)	Monthly
FO	Meets in a town hall, committee-of-the-whole setting to discuss current events and express their views on current issues facing IU Northwest and is the principal academic governance body	All faculty members	Monthly
Campus Budget Committee	Discusses and finalizes position priorities, salary issues, and budget requests on campus	Appointed faculty and administration, chaired by the CFO	As needed (at least annually)
Deans Council	Reviews academic policy and directions	All academic deans and president of the FO	Twice monthly
Administrative Council	Meets to prioritize support programs and positions	Vice Chancellor for Administration (VCA); members of the Facilities Planning Committee (FPC), HR, the IU Northwest Police Department, EH&S, and Physical Plant	Monthly
IEAC	Coordinates AQIP-required activities, attends AQIP Strategy Forums, discusses campus improvement initiatives and planning priorities, advises and consults with the OIER on data needs and	AVCIER; Chancellor (ex-officio); EVCAA; AEVCAA; VCSA, President of FO; AQIP liaison; and a faculty	Twice each semester

Group	Purpose (Mission)	Members	Frequency
	performance measures, generally serves as a central part of the campus continuous improvement infrastructure, and reports to the Northwest Council via the AVCIER	representative	
EMG	Meets to discuss student enrollment and retention efforts	EVCAA; VCSA; VCUAEA; CFO; Assistant Vice Chancellor for Student Affairs (AVCSA); AEVCAA; AVCIER; Registrar; Directors of Admissions, FA, Marketing, and ODEMA; and a FO representative	Twice monthly
SGA	Represents the student's voice in campus affairs and encourages leadership by example; serves as a liaison between students and the faculty and staff by creating an involved relationship in the community.	10 elected officers; student body	Weekly

Figure 5.1 IU Northwest leadership groups

5P3 Understanding the needs of students and stakeholders Focus groups, surveys, and evaluations of courses, programs, and services provide important information for understanding needs and expectations. Senior leadership then makes major decisions with broad collaboration and consideration for how these items align with the Mission and Vision of the campus. The Northwest Council and the FO Executive Committee serve as advisory groups to the Chancellor and the senior leadership team. The major divisions, SA, AA, the Office of Administration, and the FO make most operational recommendations and decisions. As noted in our 2010 Systems Appraisal Feedback Report, the campus was not consulting our external stakeholders in a systematic fashion. In addition to hosting meetings of the Chancellors Commission on Community Engagement, the Chancellor also has created an IU Northwest Board of Advisors, made up of 25 Northwest Indiana business, civic, nonprofit, and education leaders, as well as a member of the IU BoT. The members of the Board advise the campus on matters related to campus strategic planning and regional engagement. In 2011, trend analysis was added as a planning tool to assist campus administrators in strategic planning for the next three to five years. In this process, external stakeholders in the greater Northwest Indiana community, as well as members of the campus community, were surveyed through a web-based instrument and town hall meetings. At those meetings, participants were asked to participate in a campus SWOT analysis, both as part of an open discussion and by completing a form. The [results](#) contributed to the formation of the current Strategic Priorities. Additionally, the SGA president now directly represents the students as a member of the Northwest Council.

5P4 Seeking future opportunities Campus leaders use data, information, and performance results to guide decisions that align with campus strategic goals. These measures reflect the following foci: students, faculty/employee, external stakeholders, financial issues, and strategic directions. Leadership has committed to making data-driven decisions. The process begins with the collection of data. The analysis of those data by a task force or committee precedes recommendations to the Northwest Council and decisions made by the Chancellor or the appropriate VC. Participation in AQIP also positions the campus to review and improve its processes for evaluating and sustaining the learning environment.

Important relationships that help guide the institution in seeking future opportunities include advisory groups housed in the academic units, the IU Northwest Board of Advisors, and regional and national disciplinary societies. We have significant educational relationships with area high schools through dual/concurrent credit (Early College) as well as student teaching activities and with community college articulation/transfer agreements. In addition, we have substantial engagement relationships including outreach initiatives, internships/practica, and research work with non-profit organizations and businesses in our region that allow us to be a part of—as well as best understand the current and future needs of—the Northwest Indiana community. For example, the Chancellor currently serves as co-chair of the [One Region: Improving the quality of Life in Northwest Indiana](#) initiative, an organization focused on improving the lives of the residents of Northwest Indiana.

5P5 Decision making (Core Component 5.B.1, 5.B.3) The IU BoT and its role are described in more detail in 5P2, however, they are very knowledgeable about all of the IU campuses. One of the Board members is assigned to our campus and serves on our campus advisory board as well (**Core Component 5.B.2**). The Northwest Council functions as the forum for discussion of all major issues and the major planning body for the campus. It represents all segments of the campus, and the Council eventually vets all major planning and recommends actions to the Chancellor for approval.

The deans/directors, in cooperation with their faculty, have the autonomy to make decisions that impact their individual units within the context of overall campus planning and priorities. The deans meet collectively in the Deans Council twice each month, and another group (EVCAA; AEVCAA; the directors of Sponsored Programs, CURE, and CISTL; the Registrar; and the AVCIER) convenes separately in monthly Academic Core Group meetings. The EVCAA chairs these meetings in which the groups gather to make decisions that will have impacts beyond their individual programs. Within these meetings, the responsible member supplies and presents the requisite information related to an issue, the group discusses the issue in an open forum, and they arrive at a consensus, with the EVCAA having the ultimate decision-making authority for all academic areas. The Deans Council and Academic Core Group have representation on the Northwest Council, which receives recommendations and reports from those meetings

The EMG (See Figure 5.1 for representation) was formed in the Spring of 2012 as a way to move forward the results of taskforce reports focused on enrollment. The VCSA and EVCAA co-chair the EMG, and the group meets twice monthly. This standing committee plays a significant role in prioritizing enrollment-related and student success activities and reports at the monthly Northwest Council meeting.

The IU *Academic Handbook* provides for the areas in which the faculty holds primary authority. The structure and processes for faculty governance are as follows: the FO has monthly town hall-style (committee-of-the-whole) meetings of all faculty members, monthly Executive Committee meetings (consisting of faculty elected by the various units plus at-large members), and meetings of the various committees included in the [Constitution of the FO of IU Northwest](#). Each year, faculty members select the committee(s) on which they choose to serve, and the president of the FO charges the committees each fall. Each of these committees brings reports (moved and seconded) to the FO meeting for action as necessary. Individuals can propose that an item be added to the agenda by contacting the Executive Committee, and the Executive Committee provides an agenda to faculty members, as well as any relevant information, and distributes it electronically. At the end of each academic year, the president of the FO requests a report via letter from the chair of each FO committee. The report summarizes the projects undertaken during the academic year and provides an account on how decisions were made during committee deliberations. Each chair also may suggest what goals and projects the committee might pursue in the coming academic year. Members of the faculty may initiate items for discussion under the “New Business” portion of the FO agenda. Within this meeting, the FO follows *Robert’s Rules of Order*. On most items, the membership present votes to approve or disapprove; however, a member can call for a

mail ballot on a particular issue. In the past few years, communication and collaboration between faculty and the upper administration have improved substantially as the president of the FO represents the faculty at the Deans Council, the EMG, the Campus Budget Committee, the Northwest Council, and other significant decision-making bodies. The president of the FO meets frequently with the Chancellor and the EVCAA, who are accessible for consultations with the president and who also meet regularly with the Executive Committee at their monthly meetings. We describe the use of taskforces in decision-making in SP1.

SP6 Using performance results The campus established the OIER in April 2010, as well as a structure for systematically collecting, disseminating, and analyzing data to pursue institutional effectiveness through clear processes for making evidence-based decisions. In the first two years, the office primarily addressed data and information issues on an ad hoc basis due to built-up need and strategic planning. Since then, the office has expanded its focus to devising a more systematic way of assessing data and information needs. For example, we have established a campus-wide senior exit survey for the first time and centralized the annual SA customer satisfaction survey. The ability to develop more centralized data collection and analysis has led to some data overload, and we are currently working to appropriately schedule data collection and analysis so that we are not overwhelmed with requests and can have the time to analyze results and use them to make improvements in our processes.

However, even without a full-fledged institutional effectiveness plan, the campus has been using evidenced-based decision-making more effectively. As explained in 5R2, IU Northwest has administered its Campus Climate Survey twice and has used the results in a systematic process to develop actions designed to improve leading and communicating. The institution also participates in the national Voluntary System of Accountability ([VSA](#)), which results in a comprehensive, data-grounded portrait of the university. IU has also embarked on a [Business Intelligence Initiative](#) that will further enhance our use of enterprise databases.

SP7 Communication The [organizational chart](#) reflects the formal chain of communication. Communication occurs through email announcements, newsletters, social media, town hall meetings, monthly FO meetings at which the Chancellor and VCs report to the faculty, and FO Executive Committee meetings with regular visits by the Chancellor and the EVCAA. The Northwest Council has a communication plan using Oncourse, so that the campus community can keep abreast of the activities of their representatives on the Council. In addition to the formal chain of communication represented in the organizational chart and the structure offered by the Council, the campus employs a number of more informal avenues of communication. For example, the president of the FO meets regularly with the EVCAA and, as needs require, with the Chancellor. The president of the FO also serves on the Northwest Council, the Budget Committee, and the Deans Council. This gives the faculty a high level of engagement, representation, and consultation in campus decision-making. The president of the FO can then communicate important information to the faculty and represent the faculty perspective and voice in the various meetings. Simultaneously, staff representation is a deliberate and major strength of the Northwest Council, as these individuals have an equal voice to their administrative and faculty counterparts on the Council. They present the views of the other staff members, and the representative staff members who serve are expected to disseminate information from the Northwest Council to their constituents, as well as gather feedback to bring back to the Council.

The IU Northwest web pages underwent a complete redesign over the last year to enhance it as a recruitment and marketing tool for the campus. The [homepage](#) was enhanced significantly to provide current news about the campus in a rotating slider to both internal and external constituents. Part of the redesign involved migration to the Cascade Server, the university's enterprise Web Content Management System (WCMS), so that the owners of pages can now add content efficiently. The OMC has partnered with UITS in the redesign, sharing responsibility for the content, and crafts other communication for IU

Northwest targeted at both internal and external constituents to share current news about the campus.

5P8 Leader communication Campus leaders use a variety of media to communicate the institution's [Mission, Vision, and Values](#). During the existence of the SPT and continuing with the Northwest Council, senior leaders developed an effective communications system for informing the campus and the community of its work and achievements. This includes a completely new campus website, email listserv communications, and print documents distributed both internally and externally. The Chancellor routinely prepares messages to the campus community on matters of importance, as they arise and annually sends a detailed description of the budget process, its results and impact, at the local, University and state levels. The Chancellor and VCs have standing report times during which they can address important topics at FO and Executive Committee meetings. The Chancellor and VCs regularly hold town hall meetings to communicate important campus issues and, when necessary, attend Deans Council and individual unit meetings. The VCUAEA, whose office incorporates Marketing and Communication, Development, AR, and Special Events, has the responsibility for internal and external communication of matters integral to the achievement of the Vision, Mission, and goals of the campus (**Core Components 1.B.1, 1.B.2, 1.B.3**).

5P9 Leadership development For some time, IU Northwest has encouraged, developed, and strengthened leadership abilities among faculty, staff, and administrators by providing opportunities for participation in a number of campus-wide committees and activities. These include the former SPT, the FPC, the Northwest Council, the EMG, AQIP category teams, FO committees, the Technology Council, and campus-wide taskforce teams. Select administrators also have participated in the IU Fiscal Officers Development series and IU LeaD, a management development program. Further, certain employees have participated in the American Council on Education (ACE) Fellows program, the Harvard Institutes for Higher Education, the Indiana Campus Compact, and the annual meetings of the Coalition of Urban and Metropolitan Universities.

The campus has hosted a Leadership Training Series annually since 2011 as part of its commitment to improving leadership at all levels of the institution. From 2011-13, nominations for participants were solicited from VCs and Deans to comprise a cohort. As part of the annual series, participants provided individual evaluative comments about their training experiences and, as a group, presented a comprehensive list of ideas for continuing improvement for consideration by IU Northwest administration. Between 2011 and 2013, 36 faculty and staff members have benefitted from this investment in campus leadership development.

To ensure that the training aligns with the current needs of the university, in the fall of 2012 an online survey asked all campus employees to identify the essential skills needed in a leadership role. Six focus group sessions with 44 participants conducted interviews as a follow-up. The results of the inquiries identified a set of skills that most people felt were critical skills for an effective leader. The HR taskforce also aligned the final report with the input from the Campus Leadership Group. Upon analyzing the collected data, the training series was redesigned and a customized, professional development training series was developed to improve skills for leadership roles. In early 2013, the new Leadership Training Series was created to address training needs on the five critical skills identified (communication, trust, involvement, recognition, and feeling valued), and 24 individuals have completed the first series.

5P10 Leadership Succession Plans The campus ensures a smooth transition during leadership succession in several ways. The campus provides supplementary compensation to retiring leaders so that they can help the new leader's transition into their positions and maintain and preserve the Mission, Vision, and Values of the campus. For more long term planning, the campus has worked to create Associate/Assistant VC and/or Director positions, so that the commitment to high performance persists as new leaders acclimate into the campus culture.

In addition, the campus attempted to address the issue of leadership succession by developing a Human Capital Plan in 2009. The scope and cost of such a project quickly became unrealistic, and that project was placed on hiatus. The campus did collect and review data on the average ages of faculty and staff on campus in 2009 and 2012. Review of the preliminary data indicated some units have particularly large proportions of their faculty members nearing retirement age. The average age of full-time faculty in 2009 was 51.7 years and in 2012 had risen to 53. The average age of staff in 2009 was 50.4 years and in 2013 is currently 49.2. Overall, about 20% of the campus's current workforce will reach age 65 in the next six years. The group provided these data to all unit heads, with particular emphasis and special notice given to those units identified as having faculty and staff that will need to be replaced in the near-term. Additionally, IU recently instituted an [Early Retirement Incentive Plan](#). In 2011, 3 faculty and 8 staff took advantage of the plan. The plan was renewed for 2013, and of the 46 individuals eligible for the plan (27 faculty and 19 staff), 14 (5 faculty and 9 staff) or 30% have applied.

5R1 Measures of leading and communicating IU Northwest regularly collects and analyzes measures of leading and communicating in a number of ways. First, all non-faculty employees, including all administrative personnel, annually participate in the [Performance Management Process](#). We conduct the process on a calendar year, and it involves supervisors completing a lengthy rating form late in the year, that focuses on all aspects of the employee's performance. The supervisor and employee then discuss the ratings and the employee's goals for the upcoming year. The supervisor completes the process by providing a written evaluative statement that accompanies the rating. This process provides a significant opportunity for constructive communication between supervisors and employees. HR completed a revision of the performance management process and rolled it out in the 2013-14 academic year. Section 4P10 describes the process more fully.

Second, the campus now administers a Campus Climate Survey every three years. The survey, administered electronically, provides data on a wide variety of topics including perceptions of the campus's performance in leading and communicating. The OIER shares data gathered from the survey with the campus, and senior leadership may request further data collection through focus group and town hall discussions in order to identify needed action plans.

Third, the campus has developed a policy for the evaluation of VCs and other senior administrators. This policy calls for evaluative data to be gathered in the fifth year of the individual's full-time tenure in the position. The institution has used the policy for VCs to develop a comparable review and evaluation policy for deans. IU also provides for a five-year review of the chancellors of its campuses.

Finally, the Northwest Council has instituted a yearly [survey](#) to evaluate the Council and its procedures. The Council discusses the results and implements action plans, as needed, for improvement.

5R2 Results for leading and communicating The results for leading and communicating processes and systems are used in a variety of ways. The results produced by the annual performance management system are used by supervisors to assist individual employees in the development of their abilities in leading and communicating. The complete results of the Campus Climate Survey are available [online](#). Selected results, particularly those relevant to leading and communicating, are included in Figure 5.2. As you can see, there has been significant positive change in both satisfaction with the leadership of the institution and communication to the campus.

Indiana University Northwest 2013 AQIP Systems Portfolio

Question	2006	2009	Change
I am satisfied with the amount of information I receive about what is going on in my unit. (SA and A)	75.4%	81.7%	6.3%
I am satisfied with the amount of information I receive about what is going on at IU Northwest. (SA and A)	62.9%	74.3%	11.4%
I understand the connection between my work and the goals of my unit. (SA and A)	90%	92.7%	2.7%
I have a good understanding of my unit's mission. (SA and A)	89.6%	91.6%	2.0%
My unit has a good working relationship with other units in the university. (SA and A)	78.9%	83.7%	4.8%
My unit has good working relationships with organizations external to the university. (SA and A)	85.8%	85.3%	-0.5%
Quality of administrative leadership in my department/program. (E and G)	64.6%	74.4%	9.8%
Quality of administrative leadership in my school. (E and G)	45.8%	65%	19.2%
Quality of administrative leadership in IU Northwest campus administration. (E and G)	42.1%	49%	6.9%
Quality of administrative leadership in IU central administration. (E and G)	26.6%	39.5%	12.9%

Figure 5.2 Selected Campus Climate Survey results focused on leading and communicating

The data gathered in the 2006 Campus Climate Survey and further developed in the focus groups and town hall meetings led to the leadership training initiative (see 5P9) and also initiated the IU Northwest Staff Organization to develop procedure manuals for all offices and [process maps for key procedures](#). The 2009 administration of the Campus Climate Survey resulted in two improvement initiatives: reinstating publication of the *Northwest News* (in an electronic format) and a revision of employee recognition and reward processes (reviewing and publicizing the annual employee award/recognition process and increasing the number of faculty and staff awards to four for staff and three for faculty). These changes have led to an increase in the number of nominations for staff awards from an average of 17.5 in 2008-09 to 28.5 in 2010-11. The next administration is slated for Fall 2013 (delayed because of Strategic Priority planning and the reorganization of ODEMA, as well as other major survey administrations).

None of the VCs has reached the fifth year of appointment, so the evaluation processes have not yet been used for them. The first evaluation of a dean under the new evaluation process was completed in the spring of 2011. The fifth year evaluation of the previous Chancellor took place in 2004 and resulted in his reappointment.

In 2011, it was suggested at a campus town hall meeting that the Northwest Council establish an Electronic Suggestion Box as a convenient way to enable members of the campus community to bring their questions, concerns, and ideas directly to the attention of the Council or an appropriate office. It was created and launched in September 2012. Since the e-suggestion box was first launched, more than 50 suggestions have been received. The OMC reviews the suggestions and forwards the concern to the appropriate staff person. The OMC follows up with the individual that submitted the suggestion to let them know that their concern will be considered by the appropriate office.

Quantitative results from the Northwest Council Survey can be found in Figure 5.3. Most surveyed had a positive view of the Council and its role as the central administrative body for the discussion of significant issues facing the University. Improvements associated with the survey results include decreasing the scheduled meeting time per month by better regulating presentation time, a reorganization

Indiana University Northwest 2013 AQIP Systems Portfolio

of the project site for the Council to assist members in finding information, and increased emphasis on the importance of communicating information to the constituents the Council represents.

Question	2011	2012	2013
Timeliness of information presented.	86%	89%	94%
Effectiveness of opportunities for discussion and sufficient time for questions and answers.	71%	67%	67%
Ease of understanding what is being communicated.	84%	78%	78%
Information presented help sharing useful information to others in units.	64%	78%	83%
Ease of referring to items on Oncourse project site.	71%	72%	78%
Value of information presented.	78%	61%	56%
Sense of helping to shape the campus direction.	57%	61%	61%

Figure 5.3 Northwest Council Survey results, 2011-13

The 2013 survey was updated to include several new questions in an effort to gain more information from the members to ensure that the meetings continue to be effective and participatory. These questions focused on clarifying the mission of the Northwest Council as the primary administrative body of the campus. The results for these new questions are shown in Figure 5.4 below.

Question	Agree
The Council serves the campus by functioning as the central administrative body for the discussion of significant issues facing the campus, including campus strategic planning and enrollment management.	88%
The Council develops recommended courses of action regarding significant campus issues.	76%
Members of the Council work to ensure that significant issues among campus constituencies are brought to the Council for discussion.	88%
Members of the Council make every effort to ensure that the discussions and actions of the Council are communicated to campus constituencies that they represent.	67%

Figure 5.4 Northwest Council Survey additional questions, 2013

5R3 Comparison to other organizations IU Northwest has not compared results for the performance of processes for leading and communicating with results for other institutions. Our leadership training series does use assessment tools that are used nationally (Covey). We recognize this is an area that could benefit from increased attention and improvement and are currently evaluating two potential survey opportunities—[The Great Colleges to Work For Program](#) sponsored by *The Chronicle of Higher Education* and ModernThink LLC and [Best Places to Work in Indiana](#) managed by the Best Companies Group—for administration beginning in 2014.

5I1 Recent improvements IU Northwest has implemented a variety of improvements in leading and communicating since the last portfolio including:

- 1) In 2012, the Chancellor reclassified the position of Executive Director of External Relations to VCUAEA. The VC leads Marketing and Communication, Development, AR, and Special Events. University financial resources directed to this office provided the new VC the opportunity to reorganize and hire additional staff members. The new office structure will focus on implementing an effective advancement effort and continuing to engage our external and internal

- constituencies.
- 2) The Chancellor created a [Board of Advisors](#) in 2013 to advise IU Northwest on matters related to campus planning and create a permanent feedback loop for our community-based constituencies.
 - 3) We created an EMG to collaborate across divisions, which is also developing a plan to create a One-Stop Enrollment Center for the campus.
 - 4) We have hired a new CFO who, in collaboration with the Chancellor, the VCs and the FO Planning and Budgetary Affairs Committee, has worked to make the annual budget process more transparent and inclusive.
 - 5) We hired a new VCSA who revitalized SA by creating new full-time positions in Athletics and Student Life and developing an ORI, all designed to further enhance our students' collegiate experiences.
 - 6) We rolled out a new web-design for the entire campus intended to enhance recruitment, marketing, and communication goals.

5I2 Culture and infrastructure IU Northwest's leadership actively engenders a quality-improvement culture by exemplifying our Mission, Values and Strategic Priorities. One of our priorities focuses explicitly on, "recognizing that campus human resources and administrative functions are the facilitators of transformational success and that best practices that strategically focus our resources and efforts are critical objectives for all units. A culture of continuous improvement and investment in the continuing professional growth of all employees bring about significant transformations in how we accomplish our work and thrive intellectually as a diverse community of students, faculty and staff." Our leadership training initiatives, professional development opportunities for faculty and staff, revisions in performance reviews, and our leadership succession planning efforts directly address this priority.

In order to select processes to improve and to set targets for improved performance results, IU Northwest has established an institutional effectiveness structure. This process began with the establishment of the OIER and has now evolved into the creation of the position of AVCIER, the lead administrative position in implementing the commitment to institutional effectiveness. The AVCIER has a standing agenda item on the Northwest Council to report on and seek feedback on issues related to institutional effectiveness. The AVCIER and the IEAC will continue to engage in discussions to identify ways to develop a more comprehensive system of evaluation for all programs and units and to enhance the continuous improvement culture on campus. We have made significant progress in these efforts with the centralization of many of our assessment and evaluation processes, but we are struggling to develop an overall plan while moving forward on the myriad of improvement projects that the campus is currently addressing. This struggle can be seen in our inability to complete the Campus Climate Survey during its third-year cycle; however, we are committed to continuing the survey and any improvement projects developed from an analysis of the results.

We strongly believe that to operate within a cultural of continuous improvement, it is vital that we communicate effectively to all of our constituents. The IU Northwest infrastructure now adequately supports effective communication, and we have made substantial progress towards improving our communication with our internal and external constituents.

Category 6 Supporting Organizational Operations

Key administrative and support services are listed in Figure 6.1. IU Northwest occupies 38 acres in an urban neighborhood in Gary. Its facilities include 17 academic and administrative facilities. In 2008, on-campus flooding destroyed Tamarack Hall, home to programs in visual and performing arts, as well as the Theatre Northwest. The IU BofT and the Indiana state legislature approved funding for a replacement

Indiana University Northwest 2013 AQIP Systems Portfolio

building in the 2009 budget session, but funding was not available until the summer of 2013 for a building that will include co-located space for ITCC. Currently, the campus is renting off-campus space to house the arts programs until the new building is completed (Arts on Grant). The campus also leases classroom space in Porter County where we provide limited course offerings. The FPC has prepared a facilities plan for the campus and oversees facilities requests, space utilization, and long-term planning.

Needs	Key Process	Supporting Operations	
Student Support	Admissions/Enrollment	<ul style="list-style-type: none"> • Admissions • FA • Bursar 	<ul style="list-style-type: none"> • Placement testing • Registrar
Student Support	Persistence in pursuing degree objectives	<ul style="list-style-type: none"> • Academic advising • CLP • ASAP • SI • Student Activities • ORI • Writing Lab 	<ul style="list-style-type: none"> • Math Lab • Athletics • Career Services • Counseling Services • Pre-professional program • SSS
Student Support	Teaching and learning	<ul style="list-style-type: none"> • Library • Instructional Media (IM) • Student labs • Diversity Programming 	<ul style="list-style-type: none"> • Assessment Center • Student advisory boards • Student government • Student Activities
Administrative Support Services	Providing attractive and convenient environment conducive to learning	<ul style="list-style-type: none"> • Police • Physical Plant • Parking • IT infrastructure • Food services 	<ul style="list-style-type: none"> • Facilities Planning • IT Technology Council • Purchasing • Fiscal Affairs
Administrative Support Services	Communication	<ul style="list-style-type: none"> • News and publications • Webmaster • HR 	<ul style="list-style-type: none"> • CISTL • IT Help Desk
Administrative Support Services	Engagement	<ul style="list-style-type: none"> • Special Events • CURE • Advisory boards • CDA 	<ul style="list-style-type: none"> • CMD • CEE • Alumni • Development

Figure 6.1 Administrative and support services

Level of Maturity and Integration of Processes IU Northwest’s administration has a keen awareness of the importance of student success and understands the connection between organizational operations and student success. All stakeholders support the concept that “Every Student Matters.” Supporting students, faculty, and staff is of prime importance. Countless issues can undermine student success, especially for IU Northwest students, many of whom are working and raising families in addition to trying to earn a degree. IU Northwest strives to make the student and employee experience as barrier-free as possible. The campus has well-developed processes to collect feedback not only about academic issues, but service issues such as parking, food, technology, and non-academic services as well. For example, IU Northwest employs numerous surveys and metrics to monitor performance. These measures range from university-wide initiatives such as the *Blueprint*, NSSE, and FLAGS, to IU Northwest-wide initiatives such as the senior exit survey, to IU Northwest department initiatives such as various user satisfaction surveys. Business continuity plans are key to ensuring adequate and effective documentation of support processes. This is a multi-campus project being coordinated by IU. Some areas that remain a challenge are:

Indiana University Northwest 2013 AQIP Systems Portfolio

- Efficacy of interpreting and reporting survey and other feedback data;
- Communication of information to key stakeholders, coordination of activities, and following through on actions; and
- Effective documentation of support processes: not all units (e.g., academic units) have completed business continuity plans yet, and not all units may understand the importance of documenting support processes with the goal of ensuring critical services continue to function in the absence of key resources.

Together, this paints a picture of our campus as one that is working to become more systematic and aligned in the ways we support organizational operations.

6P1 Identifying support service needs of students and stakeholders A variety of groups and offices, both on-campus and off, provides data on the support service needs of our students and other stakeholders. Some of those resources are shown in Figure 6.2.

Student Advisory Councils	SGA	Office of Student Activities	Athletics
Office of the Registrar	Office of Admissions	Office of the Bursar	Office of FA and Scholarships
ORI	SSS	Placement Testing and Assessment	Math Lab and Writing Center
Board of Advisors	Veterans Affairs Services	Office of Counseling Services	OCS
UITS Northwest	Library	ODEMA	Bookstore
AA	Office of Administration	Police Department	Dining Services
Chancellor's Commission	One Region	CURE	SAA and IUAA

Figure 6.2 Groups and offices that provide data on support service needs for students and stakeholders

We conduct regular surveys that give students and other stakeholders an opportunity to evaluate services and provide feedback. For example, the OIER has the NSSE sent to a randomly selected group of first-years and seniors every third year, most recently in Spring 2012. The survey includes questions pertaining to “supportive campus environment.” A student satisfaction survey was also conducted in 2012. In Spring 2013, a new senior exit survey was implemented that all graduating students must complete. This survey assesses a variety of student-centered issues including the student’s satisfaction with the education and student services received while attending IU Northwest.

In addition to surveys, campus units use numerous other pieces of data to identify the support needs of students including changes in placement testing scores, changes in students’ grades and persistence rates by demographics, student responses on course evaluations, changes in patterns regarding the use of student labs and tutoring, changes in types of services requested, changes in SAT/ACT data, SGA meetings, retention reports, graduation reports, DFW reports, and financial aid reports.

6P2 Identifying administrative support services needs The campus has developed ongoing processes to collect information from a variety of sources regarding the administrative needs of faculty, staff, and administrators. Some of these sources are listed in Figure 6.3.

Indiana University Northwest 2013 AQIP Systems Portfolio

Northwest Council	Administrative Council	FO	BofT
Deans Council	Chancellor's Leadership Group	Technology Council	Advisory boards to academic units
Annual reports from each unit	Campus Climate Survey every 3-4 years	Advancement and External Affairs	CISTL
EMG	Fiscal Affairs, Budgetary requests	CMT	IEAC
Annual performance reviews	IT (UITS NW)	HR and CWA	Accrediting bodies
CURE	OMC	OIER	AR

Figure 6.3 Groups and offices that provide data on administrative support needs for students and stakeholders

In addition to information from the groups and offices listed in Figures 6.2 and 6.3, the University conducts surveys regularly to collect information regarding the administrative and service needs for students, faculty, staff, administrators, and other stakeholders. Examples include:

1. A survey of campus food services was conducted in 2011 to evaluate the effectiveness of IU Northwest's cafeteria, café, and catering services. A \$1,000,000 renovation project was completed as a result.
2. A [parking utilization survey](#) was conducted in 2009 and again in 2010 to determine where specific parking problems were occurring and to solicit solutions to those problems.
3. CISTL assesses the need for faculty development through the use of the CISTL Services Survey.
4. A [Campus Climate survey](#) was conducted in 2006 and 2009, and the OIER plans to administer the survey again in Fall 2013.
5. Functional units survey their stakeholders at regular intervals in order to ascertain whether the services provided are adequate and to solicit suggestions for additional services. Examples of these surveys can be found at the following sites: [IT Survey](#), [University Police](#), [Physical Plant](#), and [EH&S](#).

6P3 Physical safety and security Key support processes include the [University Police](#) and [EH&S](#). Both maintain customer satisfaction surveys and communicate regularly with the campus. Unit heads are active within their professional associations and work with counterparts from throughout IU, including IU's [Office of Insurance, Loss Control & Claims](#) (INLOCC).

The campus maintains a CMT headed by the VCA, which includes key personnel including the EVCAA, VCSA, VCUAEA, heads of the OMC, and others from the Physical Plant, IT, the police department, EH&S, Fiscal Affairs, SA, and the Chancellor's office. The VCA and the CMT work closely with the IU [Office of Emergency Management and Continuity](#) (EM&C), which provides direct support to the regional campuses. EM&C operates within the IU [Office of Public Safety and Institutional Assurance](#), which provides additional support through, for example, University Compliance, Privacy, and Risk; University EH&S Management; and University Information Security. The mission for campus emergency management is to collaborate with partners, internal and external, to develop and maintain a comprehensive, system-wide, all-hazards emergency preparedness program that enables the University to prevent, mitigate, prepare for, respond to, provide continuity during, and provide recovery from any incident and build resilience throughout all processes.

The CMT operates as part of the campus's Crisis Emergency Management Plan (CEMP). The CMT created the plan as a strategic document to set the overall priorities for the management and coordination of emergencies/disasters occurring on the campus. CEMP addresses hazards that may impact the campus as identified in such documents as the IU Northwest Campus Hazard Identification and Risk Assessment, the Lake County Hazard Mitigation Plan, and other applicable threat and vulnerability studies. CEMP coordinates the Emergency Actions Plans established for each campus building and the campus's crisis communications plan, and it operates within the usage protocol guidelines established for the IU Notify emergency notification system. IU Notify, a sophisticated, university-wide notification system activated from computer or telephone delivers emergency notifications via email, telephone, and text. Our [preparedness website](#) provides additional redundancy and other communications with the campus as needed. With the assistance of IU EM&C, the CMT also engages in risk assessment and in response planning training/exercises.

6P4 Management of key support services The VCs, deans, directors, and department chairs manage the administrative support service processes on a day-to-day-basis. Units meet on a regular basis to discuss and identify strengths and weaknesses in their day-to-day operations. Units have service philosophies with appropriate measures, and supervisors tie employee performance evaluations to these measures. This last year, the campus focused on leadership training for the Leadership Team and deans and directors. Emphasis was placed on effective relationship-building, communication, accountability, change and performance management, with a goal of ensuring that leadership skills are understood and practiced.

6P5 Documenting support processes Units share plans, processes, and results via websites with faculty, staff, and administrative committees. Units regularly report on and discuss activities at [Northwest Council](#) meetings, so leadership can share information with the entire campus and seek support. The University's [Knowledge Base](#) fosters independence in solving problems and ensures the availability of technology resource information. Additionally, IU subscribes to lynda.com, an award-winning provider of educational materials that makes available an Online Training Library. The Office of Administration, AA, Fiscal Affairs, SA, and IT have websites organized to provide easy access to needed knowledge. The Offices & Services drop-down menu on the campus [home page](#) provides easy access to these websites. In addition, IU has developed [IU Ready](#), an online continuity planning tool. All IU Northwest administrative units have or shortly will have a business continuity plan to help them prepare for adverse events. The business continuity plan documentation includes the critical functions performed by a department and the factors needed to continue the functions, information and strategies to help "during and after the disaster event," and action items that may be performed to lessen the impact of future disaster events. IU EM&C coordinates and provides technical support, training, and planning assistance.

6R1 Measures of support service processes We regularly use a variety of measures to monitor student support service processes. Measures range from data collected within individual service areas to campus-wide assessments to data that can be compared nationally. These measures include, among others, the NSSE, student satisfaction surveys, the Campus Climate Survey, the Integrated Postsecondary Education Data Systems (IPEDS), admission and enrollment data, activity patterns in student labs, retention program data, discipline-specific exit surveys, town hall meetings and focus group results, and financial aid reports. Many of these measures are monitored by the individual service area.

IU Northwest participates in the University's [Blueprint](#), a comprehensive strategic planning process that addresses the IU regional campuses' mission as stated in the *Blueprint's* [Shared Vision Statement](#). The *Blueprint's* [Metrics and Indicators of Success](#) have been identified as either indicators of progress or benchmark comparisons. Sources for the metrics identified in the report have been compiled by University Institutional Research and Reporting (UIRR) in coordination with the campus IR and IER offices. A regional campus IR group consisting of the regional campus IR directors has been formed to

Indiana University Northwest 2013 AQIP Systems Portfolio

plan and carry out the *Blueprint's* IR projects. Although a dashboard of metrics has been developed, it is not yet publically available, pending approvals by key university stakeholders. Currently, IU Northwest maintains a focus on degree productivity and time-to-degree measures, which remain consistent priorities at multiple levels of planning.

6R2 Performance results for student support services All administrators, faculty, staff, students, and other stakeholders may access a wealth of performance data online. UIRR maintains extensive [data](#), data pertaining to the *Blueprint* can be found [here](#), data obtained from our UITS survey can be found [here](#), and the OIER maintains survey data, reports, and other resources [here](#).

IU FLAGS – In support of campus efforts to increase student retention and improved graduation rates, all faculty teaching undergraduate students are asked to provide feedback early and often on student attendance/performance in their classes. Effective Fall 2011, this feedback from the faculty is accomplished online using the Student Performance Roster as part of the FLAGS system. Comparative data from the IU campuses from Fall 2011-Spring 2012 (Figure 6.4) show that our faculty are utilizing the system at a high rate and that we also have a high rate of students who have been flagged. It also shows the types of academic issues for which students were most commonly flagged. The ORI has used these data to make several improvements in processes. We now contact all students receiving two or more flags by phone to encourage them to take the action suggested by their instructor(s). In addition, we have done a small study on students who were flagged and asked to seek out the Math Lab. The students who took this advice had higher math grades than those who did not. We are also using the FLAGS system as part of our SAP appeal process, another indicator of student difficulty.

Campus	Enrolled Students	Students Submitted	% of Enrolled Submitted	Students w/Issues	% of Submitted w/issues
IUBLA	38,620	33,380	86.4%	4,709	14.1%
IUINA	25,344	22,640	89.3%	7,060	31.2%
IUCOA	2,071	1,807	87.3%	633	35.0%
IUEAA	4,550	3,530	77.6%	1,223	34.6%
IUKOA	3,849	2,812	73.1%	1,258	44.7%
IUNWA	6,667	5,841	87.6%	2,298	39.3%
IUSBA	9,133	6,007	65.8%	1,626	27.1%
IUSEA	7,289	3,430	47.1%	582	17.0%
Total	97,523	79,447	81.5%	19,389	24.4%

Campus	# Attendance Issues	Percent	# Trend Issues	Percent	# Flags Issues	Percent	# Action Issues	Percent
IUBLA	3,025	9.1%	1,056	3.2%	2,520	7.5%	2,312	6.9%
IUINA	3,140	13.9%	3,029	13.4%	5,797	25.6%	5,462	24.1%
IUCOA	240	13.3%	307	17.0%	539	29.8%	512	28.3%
IUEAA	702	19.9%	663	18.8%	1,069	30.3%	966	27.4%
IUKOA	632	22.5%	692	24.6%	1,061	37.7%	1,035	36.8%
IUNWA	1,194	20.4%	911	15.6%	1,928	33.0%	1,749	29.9%
IUSBA	580	9.7%	878	14.6%	1,409	23.5%	1,296	21.6%
IUSEA	317	9.2%	222	6.5%	443	12.9%	384	11.2%
Total	9,830	12.4%	7,758	9.8%	14,766	18.6%	13,716	17.3%

Figure 6.4 IU FLAGS early alert data for IU campuses, 2011-12

Retention and Graduation Rates results reported in Category 1 are widely distributed and discussed by the deans and others, and course evaluations and DFW rates provide a measure of classroom processes. See Category 1R1 for a discussion of the most recent improvement plans related to this topic.

Student Satisfaction results can be found in 3R2 (Figures 3.7-3.9), along with current improvement plans.

STEP – A revision of the placement test for mathematics and an improvement [project](#) focused on math was undertaken in 2011. An analysis of the placement test results revealed a need to develop a tutorial program for at-risk students (based on incoming credentials) to take prior to attempting the placement test. The STEP program provides a refresher course and additional practice problems. Initial results for the program are shown in Figure 6.5. The program has had the effect of moving more students into higher level math courses than previously placed. An additional analysis has been performed by tracking student performance through the math course in which they placed. The pass rate for STEP graduates is 78%, with 20 STEP graduates earning As in their math course, indicating that the STEP program is placing students appropriately and allowing them to proceed more quickly through their curriculum.

Place level	Class to take	Summer 2011 before STEP	Summer 2013
MA101	ITCC class M015	260 (34%)	130 (19.5%)
MA102	IUN class A100/Algebra 1	220 (29%)	189 (28.4%)
MA103	M117/Alg 2 or M100 Gen Math	249 (32.5%)	264 (39.6%)
MA104	M125 Pre-calc or M126 Trig	35 (4.5%)	73 (11%)
MA105	M215 Calculus 1	2 (0.3%)	10 (1.5%)
		766 (100%)	666 (100%)

Figure 6.5 STEP program placement results

SI – Each semester, an analysis is done (ex. in Figure 6.6) of the efficacy of the program. The consistent finding across all semesters is that the mean final grade (MFG) for students attending three or more SI sessions was consistently higher than the mean final grade for students not participating in SI. As a result of these findings, we have increased our offerings in SI, particularly in science and math courses, and added SI mentors to help support the increase in SI leaders needed in the program.

Course	Non-SI Group		< 2 Sessions*		≥3 sessions		SI-NSI
	#	MFG	#	MFG	#	MFG	
Anthropology	86	2	33	2.466	29	2.58	0.58
Biology	55	1.83	11	2.415	17	2.735	0.905
Chemistry	144	1.923	28	2.426	20	2.497	0.574
Geology	95	1.9	11	2.58	19	2.435	0.535
History	10	2.165	16	1.755	7	3.25	1.085
Math	85	1.78	10	2.375	16	2.593	0.813
A&P	293	1.563	35	1.965	92	2.248	0.685
Sociology	70	2.095	16	2.755	19	3.29	1.195

Figure 6.6 Exemplar SI results, Spring 2012

6R3 Performance results for administrative support service processes Administrative support units share data and information within programs, as well as during FO meetings and meetings of various

Indiana University Northwest 2013 AQIP Systems Portfolio

campus councils. Specific examples of performance results and how they are utilized are provided below.

UITS Biennial Customer Survey – Figures 6.7 and 6.8 show selected results for the [UITS survey](#). UITS successfully uses these survey results to inform their strategic planning and budgetary process. In 2011, the campus IT organization was merged into UITS. This process has allowed for better leveraging of central university enterprise resources and more effective local support. Examples of improvements, many of which arose from feedback on the UITS survey, include:

1. The campus [website](#) was redesigned using templates that are managed through a UITS-provided enterprise content management system. Since this upgrade, visits to our homepage have increased by 14%, and support calls have dropped almost in half.
2. The campus phone system has been replaced with a UITS-supported VOIP system and new phones that give all faculty and staff access to reliable voicemail and many new features. The new system is saving the campus over \$500,000 and has contributed to significant increases in customer satisfaction.
3. The main student technology center has been remodeled to provide students with a bright, modern environment and a variety of seating arrangements and collaborative learning stations. The Information Commons has been updated and expanded to provide a quiet area for technology use as well as an expanded bring-your-own-device area with readily accessible power.

Question	2008	2010	2012
How satisfied are you with the computing environment at IU Northwest? (overall)	4.20	4.18	4.28
How satisfied are you with Webmail?	3.99	3.87	4.28
How satisfied are you with the student technology centers?	4.25	4.11	4.19
How satisfied are you with the Information Commons?	4.05	4.14	4.48
How helpful has the IT environment at IU Northwest been in your learning experience?	4.25	3.93	4.26

Figure 6.7 Selected UITS survey results of students, 2008-12 Likert scale (1-5)

Question	2008	2010	2012
How satisfied are you with the computing environment at IU Northwest?	4.14	4.20	4.18
How satisfied are you with email?	3.81	4.42	3.92
How satisfied are you with user support provided at IU Northwest?	4.19	4.07	4.15
How satisfied are you with IT support for classroom technology?	3.37	3.32	4.10
How satisfied are you with IUCAT (library catalog)?	3.89	4.01	4.09
How satisfied are you with Oncourse (course management system)?	4.00	4.26	4.36
How satisfied are you with IUIE? (institutional data reporting system)	3.77	3.70	3.82
How satisfied are you with FIS? (fiscal information system)	3.82	4.08	3.90
How satisfied are you with telecommunications at IU Northwest?	3.70	3.97	3.86
How satisfied are you with web-based information services?	3.09	3.91	3.94
How satisfied are you with the telecommunications services?	3.97	3.86	4.29

Figure 6.8 Selected UITS survey results of faculty and staff, 2008-2012 Likert scale (1-5)

Parking – A utilization study done in 2009 identified the degree of usage for each of our parking lots and guided the implementation of additional parking spaces and a “park and ride” shuttle service from the nearby Arts on Grant facility. A 2010 follow-up utilization study demonstrated that the Park & Ride lot made a dramatic improvement in the on-campus parking situation. Despite an increase in enrollment, the average daily parking utilization rate on campus dropped for all types of on-campus parking spaces

except for metered parking (which increased by 8.1%). In 2012, further parking spaces were made available by eliminating the visitor parking lot and adding kiosks for the purchase of temporary permits.

Food Services – A satisfaction survey in 2011 received 326 responses (including 169 from students and 145 from faculty and staff), with 77% of the respondents rating the overall service of the RedHawk Café (campus cafeteria) either good or excellent and 61.6% of respondents rating the overall service of the Little RedHawk Café (library café) as either good or excellent. The survey category with the highest response rate of poor (10.3%) related to food and drink selection, with comments pointing generally to a desire for varying the menu more and adding a greater amount of healthier items and vegetarian selections. This is being addressed as part of the ongoing renovations of the cafeteria and is described in more detail in 9P3.

EH&S, Physical Plant, and HR – Numerous satisfaction surveys demonstrate high levels of satisfaction with these services.

- EH&S: 68% of respondents were very satisfied and 28% were satisfied.
- Physical Plant: 86% of respondents were very satisfied and 11% were satisfied ([work ticket satisfaction survey](#); [facility satisfaction survey](#)).
- HR: 27% of respondents were very satisfied and 47% were satisfied (available [here](#)).

The **Campus Climate Survey** also looks to processes, and the first survey (in 2006) provides the campus with a useful benchmark. The complete results of the IU Northwest Campus Climate Survey are available [online](#). Satisfaction ratings for most questions improved from 2006 to 2009 (for example, satisfaction with technology support for teaching increased from 69.2% to 81%; satisfaction with IU Northwest helping staff achieve career goals increased from 40.7% to 54%; job satisfaction increased from 83.4% to 88.8%). The next scheduled administration of the Campus Climate Survey is Fall 2013.

6R4 Improving institutional operations Prior to 2010, the campus utilized key performance measures that were to be updated regularly. However, in 2010 the university introduced an important new initiative, the [Blueprint](#). The *Blueprint* allows for a standard set of metrics to be used by all regional campuses to measure effectiveness. Currently, the campus utilizes campus [strategic planning enrollment goals and metrics](#) that maintain consistency with the *Blueprint* to monitor our progress. The administrators of the *Blueprint* expect the processes to mature, and the related *Blueprint* metrics will inform decision-making for the regional campuses. The OIER and the IEAC will monitor and coordinate quality improvement initiatives at IU Northwest. In conjunction with the standard *Blueprint* metrics, individual units collect data and utilize it to improve services. Research and recommendations filter to the appropriate governance bodies like the Northwest Council or the FO for action.

6R5 Cross-organizational comparisons can be found in the following:

1. The NSSE supplies comparative data for other colleges and universities (with other Master's degree granting institutions) and was most recently administered to first-years and seniors in Spring 2012. All IU campuses participate in this survey at the same time. For more information, visit the IU Northwest OIER [website](#). Selected results are presented throughout the portfolio.
2. IU Northwest has a [list of peer institutions](#), which has been approved by the IU BoFt. IU Northwest benchmarks against these institutions with a variety of data available through IPEDS, in particular [the IPEDS Data Feedback Report](#).
3. IU Northwest receives important comparative data from the IU office of University Institutional Research and Reporting ([UIRR](#)). This data, which is updated yearly, compares IU Northwest with the other campuses of IU. One [recent report](#) looked at Student Financial Aid across the IU and showed that IU Northwest is granting aid at a similar level to other IU campuses.
4. The University Regional Affairs, Planning and Policy office and the *Blueprint*, was introduced in

2010. The first official report published through this initiative, [The First-Generation Study](#), provides useful comparative data on enrollment numbers and retention rates and makes suggestions for program and support service improvement.

6I1 Recent improvements in supporting institutional operations include:

1. Significant changes in UITS reported in 6R3.
2. Student services have improved and some services reorganized. The Office of Student Life & Athletics was separated into two distinct offices, each with its own director, in an effort to better serve student needs. SSS updated its [Trio website](#) and implemented the Blumen database in Fall 2012 to improve data collection on students served.
3. The ORI spearheaded various training programs for faculty and staff, such as how to format and analyze IU Information Environment (IUIE) data and a webinar series for academic advisors to learn how to utilize the tools in SIS to enhance data utilization on campus.
4. To promote and enhance the health and well-being of the IU Northwest campus community, IU Northwest opened a Health Clinic in Fall 2009. A satisfaction survey conducted in 2010 showed very high satisfaction levels with all aspects of the clinic. On a five-point scale with five being best, ease of getting care was 4.84, waiting was 4.94, nurse practitioner was 4.99, payment was 4.86, facility was 4.97, and likelihood of referring others was 4.98.
5. Placement Testing and Assessment converted the math assessment test to an online format on Oncourse, which allowed for quicker processing and exporting of scores. This was followed by the development of the STEP program, which has had a significant impact on student progress in math (See 6R2.)
6. Two parking permit kiosks were installed in time for the Fall 2012 semester on the north and south ends of campus, enabling visitors to purchase permits before parking on campus lots. (See 6R3.)
7. The first phase of an upgrade and remodel of the campus cafeteria, begun in the spring of 2013, is complete.
8. The OMC updated all request forms, and made these services more accessible to students, faculty, and staff. Campus members can now post campus events online with an event calendar request. An updated home page has improved communication between the OMC and the campus and community.
9. CISTL instituted a comprehensive online course improvement initiative that includes training for faculty to develop and teach online courses, an online course template, a process for peer reviews of online courses, and a process for students to evaluate online courses. In addition, CISTL is supporting faculty in using iPads and tablets to design and deliver instructional activities.

6I2 Culture and infrastructure support Senior-level administrators for the functional areas of the campus serve on the Northwest Council and report on goals/activities. Campus leadership uses information exchanged at the Northwest Council meetings and feedback from the Council to help establish individual, functional, unit goals. Individual units monitor progress and modify activities, as required, to ensure that progress towards goals is occurring. This structure leads to a systematic and comprehensive approach to processes and performance results. We are still struggling to effectively benchmark our efforts in this category against other institutions, as well as follow through on all data collected with consistent improvement plans. As a small campus, most faculty and staff have multiple roles, and the day-to-day requirements of the job can easily derail progress forward. The campus has recently revised the leadership training series with a goal of enhancing the culture of leadership at all levels of management. A significant component of the training is devoted to accountability and change management, which should assist us in moving forward more expeditiously.

Category 7 Measuring Effectiveness

Level of maturity and integration of processes IU Northwest has advanced measuring effectiveness of the institution beyond a simple systematic approach with a strong committee structure and significant information resources, but challenges persist in reaching alignment because synchronizing the vast set of operational objectives toward common institutional priorities has not been fully documented. Campus leadership, like the Northwest Council and the IEAC, works to set appropriate goals for the institution, and departmental units assess student learning in coordination with institutional priorities. A regional initiative has provided a collaborative opportunity for IU Northwest to work with other regional institutions of IU in order to set appropriate targets for representative performance measures. Unit assessments of student learning remain an ongoing priority for the deans and the FO. The EMG, a joint SA and AA committee, has enriched the academic support structure through investigative inquiry and concrete actions. IU Northwest necessarily has a distributed institutional effectiveness and research function with some coordination through the OIER, but future improvement plans to better communicate our effectiveness through the use of WEAVE (a Category 8 AQIP Action Project planned for 2014) and other electronic venues will serve as a focus in the coming year.

Recent Action Projects focused on Category 7 include Increasing our Capacity for Measuring Institutional Effectiveness (retired in Fall 2009) and Improving Academic Advising through an Online Degree Audit System v2.

7P1 Select, manage, and distribute Selection of data depends upon campus or unit programmatic goals. At the campus level, the OIER gathers and analyzes data relevant to issues of campus-wide interest. At the unit level, administrators (deans, associate deans, directors, department chairs, etc.) gather data relevant to their unit and analyze it with their specific goals in mind. Often unit administrators will seek the aid of the OIER (Figure 7.1).

Raw institutional data that can be analyzed is readily available through the IUIE, a warehouse of data views and reports from the IU integrated operational data systems. Other sources of data include surveys and internal reports (usage data). In addition to the OIER and UIRR, analysis of data is available to staff and faculty members who have security clearance and training through the IUIE, Business Intelligence Reporting Tools (BIRT), and the Quali Financial System (KFS). Completed reports are distributed to the campus and individual units in a variety of ways including the IU Northwest website, email, pamphlets, and hardcopy. The data and resulting performance measures help the campus and units in the decision-making process.

Data Collected	Managed By/Level	Short Description/Decision
<i>Blueprint</i> metrics (regional campuses)	OIER/ <i>Blueprint</i> Metric subcommittee	Subcommittee of IR and IER directors from IU regional campuses recommended a list of primary institutional metrics to represent progress in several state performance funding areas, such as degree production and affordability. Posted here .
Enrollment and credit hour projections	CFO/OIER/AA and SA	Used to construct campus and university budgets.
NSSE	OIER	Posted on the OIER website . Tool for assessing student learning and engagement; benchmarking against other institutions.
Enrollment data	Registrar	Used by the academic units to adjust the schedule of classes dynamically to accommodate student

Indiana University Northwest 2013 AQIP Systems Portfolio

Data Collected	Managed By/Level	Short Description/Decision
		size.
Student learning outcomes	Academic units, AA	Used for continuous improvement by academic units. Posted on the AA webpage .
Retention and graduation data	OIER/UIRR	Used by campus for strategic planning as a target for working to improve student success efforts.
IU FLAGS	UIRR/Registrar/AA	Used by instructors to provide feedback early and often on student attendance/performance in their class; units can monitor which instructors have accessed the system and the ORI contacts students with multiple FLAGS.
IT User Survey and classroom and technology survey of faculty	IT	Used by IT to measure continuous improvement. Leads to decisions on technology for classrooms. Posted on the IT website .
Local, state and national licensure and standardized tests	COAS, CHHS, SOBE, and the SOE	Used by the academic units to measure their performance, as well as the performance of their students, against peers.
Alumni surveys, senior exit surveys, and employer surveys	COAS, CHHS, SOBE, SOE, and AR	Used for program review and continuous improvement within the units.
Physical Plant and EH&S User Survey	Physical Plant Director, EH&S	Feedback is used to assist in assessing performance. Used internally by the manager, director, and supervisors.
Campus Climate Survey (faculty and staff)	OIER	Used by the campus administration to identify needed areas of improvement and to measure results once implemented. Used for continuous improvement. Posted on the OIER website .
Library usage	Library Director	Used for improvement by the library and reported to the EVCAA.
Senior Exit Survey	OIER and AA	Used by campus for continuous improvement. Shared with the EMG, academic units, and the Northwest Council.
Student Affairs Satisfaction Survey	OIER and SA	Used by SA to measure continuous improvement. Shared with the EMG.

Figure 7.1 Data collected, used, and managed by campus constituents and analysis used for assessment, evaluation, and improvement

7P2 Select, manage, and distribute data In 2010 a transition began in leadership and infrastructure at IU Northwest and among the regional campuses of IU. Measuring effectiveness at IU Northwest for planning has transitioned with the changes. The *Blueprint* brought about a collaboration of IU regional campuses that included an agreement on a set of performance metrics, and the effort integrated the use of the VSA and the NSSE into the *Blueprint* plan. The Northwest Council simultaneously completed a cycle of institutional strategic planning under a new Chancellor, and a conscious effort was made by the AVCIER to ensure that our plans synchronized with the *Blueprint* and the Reaching Higher initiatives developed by ICHE. The capacity to track and analyze institutional metrics was enhanced by the addition of a full-time professional staff member in the IU Northwest OIER. UIRR in Bloomington continues to bring economies of scale to our ability to measure the institution's effectiveness. Our capability to support the planning efforts of IU Northwest's governance structure with data and information has never been

stronger, yet the multiple planning efforts of various governance and support structures may take some time before working in complete concert.

In 2010, the newly created Office of the Executive Vice President for University Academic Affairs (OEVPUAA) under IU VP John Applegate, created a network of regional campus committees to improve student engagement and academic excellence through collaborative activities. The *Blueprint* laid out a plan for the regional campuses to follow with the mission of improved student success. The AVCIER serves on the IU *Blueprint* Metrics subcommittee and worked with the IEAC on targets for performance metrics for the *Blueprint* which, when combined with targets from other IU regional campuses, creates a barometer of how successfully we deliver higher education collectively. An example of a primary metric pulled from the IU Northwest Strategic Priorities and the *Blueprint* includes degrees awarded annually, which cuts across not only these two internal planning efforts but addresses a key performance funding metric for the State of Indiana as well. All regional campus IR and IER offices comprise a *Blueprint* Metric subcommittee. This subcommittee has developed the primary metrics reports of the *Blueprint* to provide some transparency to external constituents and a rich set of performance metrics to inform internal planning.

In the fall of 2010, the Northwest Council commissioned a community stakeholder survey and researched numerous external trends impacting higher education to produce an external environmental scan. The AVCIER, who is also a member of the Northwest Council, collected and analyzed the data for the community survey. The work was completed in March 2011, and additional community—the Chancellor’s Commission—and campus town hall forums were conducted to present the findings of the scan and receive input for a SWOT analysis. All this information was shared with the members of the Northwest Council, who participated in a strategic planning retreat in the spring of 2011 to draft a revised set of Strategic Priorities. Finalized in the fall of 2011, they establish a goal of 750 degrees awarded annually by 2015-16 and a sustained fall enrollment of more than 6,000 students, which would demonstrate to the Northwest Council that we have met our Strategic Priorities.

IU Northwest expanded its own capacity to deliver data and information over the last several years, while continuing to take advantage of the collective resources available through IU. IU Northwest committed resources in 2010 to create an [OIER](#), which expanded the previous OIR from a half-time professional staff member with other unrelated responsibilities to a full-time OIER with two dedicated professional staff members. The UIRR in Bloomington continues to produce University-wide and campus-level data relating to retention, admissions, credit hours, students, faculty, and finances, which [reside on an easily accessible web site](#) for all faculty and staff. IUIE makes available data from the University’s SIS and HRMS, allowing users with security access to query IU’s data warehouse. Additionally, IT has enhanced the usability of the data through the new Business Intelligence (BI) initiative at IU. The standard reports and IUIE queries meet many data needs on campus, but for more complex information requests from the schools and units, individuals contact the OIER (**Core Component 5.D.1**).

IU Northwest has strengthened its planning efforts through an expansion of our institutional research capacity and furthering our integration of vital data into the process, but we need to become more agile by anticipating the demand for crucial information. IU Northwest schools and units may need school-specific data for planning and assessing progress toward unit goals, and IT provides free training year-round for the IU data systems that are underutilized. The OIER exists to work as an information collection hub that can call on internal, external, and professional networks to provide useful planning intelligence. Our culture of information has matured at IU Northwest and the demand for better planning data has increased. Better distribution and marketing of the wealth of information available for use by the entire institution provides a next step for improvement of this process.

7P3 Determining needs of units Data and information within the multi-campus Indiana University is

vast. If an IU Northwest department or unit needs performance information, they may consult the OIER or the Registrar to determine if the information already exists (from IU Northwest sources or university data systems). A unit can also access the information independently if data managers determine a need and security has been granted. Examples of IU systems that contain and make accessible valuable data are Box (storage in the Cloud), departmental servers, the UITS Knowledge Base, the IUIE, Kuali, NSSE surveys, OneStart, Oncourse project sites, Qualtrics, the SIS, and WCMS servers. Discussions within units and committees may determine additional data needs. In that case, various collection methods such as surveys or forms prove effective at collecting needed information. Independent data and performance information exist on various unit servers. Sometimes the OIER or other responsibility centers collect the needed information in a coordinated effort. The FO committees and the administrative committees on campus bring faculty and staff together and break down silos of information in the course of continuous planning efforts and meetings. Committees and units that determine needs for new data can use data gathering tools such as environmental scans, Qualtrics, Survey Monkey, and SWOT analyses. Examples of individual unit uses of data and the closing of the feedback loop for improvement are shown in Figure 7.2.

Data Collected	Managed By/Level	Short Description/Decision
12-month attrition data	HIM/Unit	Analysis of data led to class scheduling modifications that resulted in an impressive decrease in the attrition rate for second year students.
Historical summer class cost/income analysis	COAS/Unit	A five-year income to cost analysis for summer class offerings was conducted. These data are used to ascertain if the current enrollment minimum of 10 for a class is adequate or needs modification.
Exit data (survey)	SOE/Unit	Revealed that classroom management skills needed more attention. The decision was made to revise field courses to focus on classroom management.
Assessment data	SOBE/Unit	Assessment data at the freshman and senior levels demonstrated that students were not developing critical thinking skills. The decision was made to add a logic class as a course requirement.
Information literacy evaluation data	Library/Unit	Evaluation data indicated that students needed this knowledge as a freshman rather than waiting for ad hoc sessions in the sophomore, junior, or senior year. Based on this data, the library began providing library instruction to all English Composition W131 students to reach all first-year students with instruction on online library-related research.
Student technology center login data	IT and Library/Unit	The login data associated with student technology centers was used to optimize the hours in which these centers are open, as well as extend the funding and hours of the Information Commons in the library.

Figure 7.2 Examples of recent individual unit uses of data to improve processes

7P4 Organizational analysis of data The IU Northwest 2011 Strategic Priorities set goals to maintain a fall enrollment above 6,000 students and award 750 degrees annually by 2015-16.

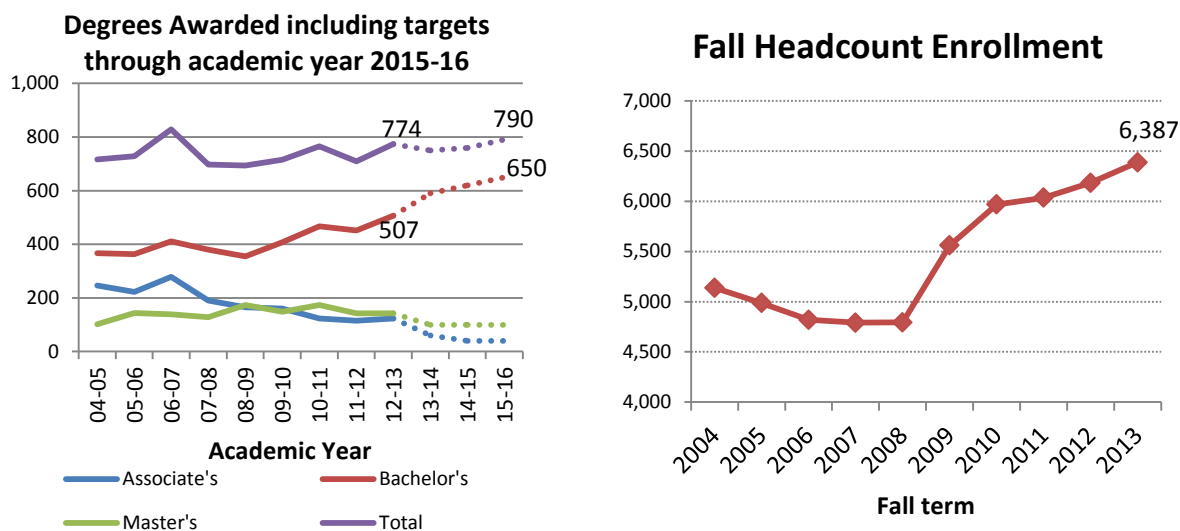


Figure 7.3 Degree completion and enrollment figures, 2004-13 (Source: UIRR Completion and Enrollment Reports)

The Northwest Council has chosen the metrics to represent the overall health of the institution (see Figure 7.3 for results). The 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. Moving past these primary measures, secondary sources of information feed into the overall analysis on how IU Northwest performs. Examples of these sources of information include the NSSE, the VSA, and the IPEDS Data Feedback Report. All the information resides in various forms and reports electronically, which are maintained by information management offices like the UIRR and the OIER.

While the information remains available to internal constituencies at IU Northwest online, the OIER disseminates relevant institutional performance analysis to various governance groups on campus. The AVCIER shares institutional performance metrics as the chair of the IEAC and as a member of the EMG and the Northwest Council. Presentations by the OIER, like the NSSE results and how to use the AAR/Degree Audit to the FO, have become another means of sharing this information. Additional data collection and analysis in smaller working groups has served as another method for the OIER to share a deeper analysis into specific topics of institutional performance. Institutional performance metrics have become more ingrained into regular discussions at IU Northwest, but the institution continues to work to enhance ways of distributing the information to more groups and people on campus. Throughout this portfolio we believe we have provided evidence that we are using data effectively, and that we are making changes to improve our effectiveness as a campus. However, we must still continue to work to ensure that we are closing the loop of quality improvement systematically (**Core Component 5.D.2**).

7P5 Needs and priorities The primary sources of comparative data and information for the campus are the IPEDS the NSSE.

IU Northwest has had an IU BofT- approved list of [peer institutions](#) since 2007, yet practicality often allows for deviation from the approved list. The approved peer list shows up most prominently in the IPEDS Data Feedback Report provided by the U.S. Department of Education, and the OIER uses the peer group when benchmarking ad hoc data requests when national databases have readily available information (e.g. Figure 7.4).

6-Year Success & Progress Rates of Full-Time, Entering Undergraduates, 2005 Cohort

INSTITUTIONS	BEGINNERS			TRANSFERS		
	Graduated	Enrolled	Success & Progress	Graduated	Enrolled	Success & Progress
IU Northwest	33.0%	23.4%	56.4%	42.9%	16.8%	59.7%
Angelo State University	47.6%	21.9%	69.5%	62.2%	11.2%	73.4%
California State, Bakersfield	48.9%	27.8%	76.7%	71.2%	11.8%	83.0%
California State, San Marcos	46.8%	26.7%	73.5%	81.4%	4.1%	85.5%
Nicholls State University	47.4%	16.4%	63.8%	52.4%	10.7%	63.1%
Texas A&M Corpus Christi	50.4%	21.9%	72.3%	76.2%	9.3%	85.5%
University of Texas, Tyler	51.8%	17.4%	69.2%	64.6%	11.0%	75.6%
Purdue University Calumet	31.7%	24.7%	56.4%	--	--	--
Average (less IU Northwest)	46.4%	22.4%	68.8%	68.0%	9.7%	77.7%

Minimal or No Data Submitted to the VSA

Lamar University	14.3%	--	--	--	--	--
University of Michigan, Flint	--	--	--	--	--	--
Auburn University, Montgomery	--	--	--	--	--	--

Figure 7.4 Example of ad hoc approved peer institution comparison, VSA success & progress data

At the December 2012 meeting of the Northwest Council, an informational briefing of the IPEDS Data Feedback Report was presented by the AVCIER, comparing performance measures such as six-year graduation rates against a peer group median. The NSSE allows for the selection of several comparison groups to benchmark our student responses against an aggregate set of responses from at least six institutions within a peer group. Because not enough of our approved peer group participated in the NSSE in 2012, a broadened set of criteria was used to select Carnegie-defined Master’s institutions that had a similar setting to IU Northwest (Figure 7.5).

SELECTED COMPARISON GROUP CRITERIA
Basic 2010 Carnegie Classification(s): Master’s Colleges and Universities (small, medium, and large)
Carnegie - Size and Setting(s): Four-Year, Primarily Non-Residential (small, medium, and large)
Sector(s) (public/private): Public
Locale(s): Urban

Figure 7.5 Criteria used to select a custom peer institution group for NSSE

We also use the other IU regional campuses as a comparison group. Sometimes the nature of the information being sought requires a more specific group of institutions to compare, and the project leaders often seek consultation with the OIER to determine the criteria needed to meet those needs. One example was discussing a list of geographic competitors with the EVCAA for a salary study, and another OIER consultation was discipline-specific, when the SOBE wanted to find a group of AACSB-accredited institutions for some comparative information. IU Northwest finds comparative information useful in measuring effectiveness, even though one peer institution list does not fit all circumstances, so our IEAC has been conducting a review of peer institution data from IPEDS and the Carnegie Foundation to make a recommendation about possible changes to our existing official list of 10 institutions.

Indiana University Northwest 2013 AQIP Systems Portfolio

7P6 Aligning data analysis with organizational goals IU Northwest strives to make clear institutional goals/objectives for the campus and then allows administrators within units to manage their programs with an eye on those goals. A previous example was the campus objective of reaching a 6,000 student headcount by 2013. Campus units were allowed to develop their own goals/objectives (e.g., increase student majors and retention) that would contribute toward the campus objective. The resulting campus-wide effort led to meeting this goal two years ahead of time. New campus-wide objectives have now been identified: a student headcount of 6,500 by 2015 and an annual total of 750 students receiving a degree or other credential by 2015. Additionally, reducing the time it takes to graduate (i.e., time-to-degree) has been identified as an important goal by the campus, the *Blueprint*, and ICHE. Academic and non-academic units have responded to these challenges in various ways (Figure 7.6).

Action	Unit/Department	Data	Anticipated Result
Math Placement	COAS/Math	Placement test results	Five-level exam created by the Math Department, academic advising based on data.
STEP	COAS/Math	STEP attendance and subsequent success in math courses	Entry level tutorial/examination to better place students in math classes and thus increase their chances to succeed. Developed and first implemented in 2012.
Student Orientation	Admissions	Attendance	The student orientation process has been extensively modified in the past year with the goal of better informing entering students about campus resources and what it takes to succeed academically. The goals are to increase retention and reduce time-to-degree, both important factors for student success.
OAR (Outreach, Activities, Renovation)	COAS	Completed projects	OAR is a program established by COAS in 2012 to fund COAS departments for activities and renovation projects that lead to student recruitment and retention.
Dual Credit/ACP (Early College)	AA	Enrollment data for students in these programs	These high school/college credit programs have received particular focus in the past few years with a goal to better prepare students for college-level classes and align high school and college-level curricula and expectations.
SAP	SA	Data in students flagged for SAP	The ORI has been charged with developing the process of student academic progress and the process by which it is used for financial aid. Specific attention has focused on developing the process students must go through if they have been flagged for SAP. This will lead to overall quality improvement for students.
CURE	Office of the Chancellor	Number of individuals participating in outreach	CURE is the principal arm for outreach programs. Community outreach is viewed as important to the campus for its role in the community as well as recruitment.

Indiana University Northwest 2013 AQIP Systems Portfolio

Action	Unit/Department	Data	Anticipated Result
		programs	
CISTL	Campus	Enrollments in online courses	Increasing online instruction is viewed as an important educational goal due to its instructional potential as well as a way to increase retention and enrollments.
AAR/Degree Audit	OIER	Time-to-degree metric	Degree audit (SIS) was implemented for all bachelor-degree programs in 2012. The program gives students the ability to check their progress toward degree completion online. This tool, together with improved academic advising, contributes to a decrease in time taken to graduate.
FLAGS	ORI/Registrar/AA	Number of students flagged, number of faculty using system	Used by instructors to provide feedback early and often on student attendance/performance in their class; units can monitor which instructors have accessed the system and the ORI contacts students with multiple FLAGS.

Figure 7.6 Examples of unit-level data and information used to address institutional goals

7P7 Ensuring information integrity In July 2011, IU merged its regional IT staff into the UITS team. The result of this merger has been an even closer relationship between the now-UITS Northwest and the central UITS organization. IU leadership implementing the merger had one overarching goal in mind, which was to ensure that the IU regional campuses fully participate and benefit from the University's [IT Strategic Plan](#). The Empowering People IT strategic plan, in its fifth year of implementation, touches upon multiple aspects of technology adoption, deployment, accessibility, security, reliability, efficiency, accuracy of both data and use of data, as well as other fundamental areas of modern information technology in a world-class public university such as IU. Our newly established relationship with UITS has ensured that University IT goals are met and has improved the Northwest campus in the following ways:

- The campus leverages central resources whenever possible as per university policy IT-28, [Cyber Risk Mitigation Responsibilities](#), with a goal of reducing risk. Examples of what the Northwest campus accesses through professionally-managed central resources are email, SIS, HRMS, Quali Financials, IUIE, IUWare (licensed software repository), IUanyWare(virtual licensed software), IUReady (business continuity plan), and IU Notify (emergency notification system).
- The campus UITS Northwest staff strive to know all the university's [Information and IT Policies](#) and to ensure adherence to these policies that address relevant information system processes. Other centrally-funded and managed technology programs include life-cycle funding of desktop hardware, print management, data storage, anti-virus/malware protection, data archiving, 24/7 IT phone support, and remote and online training. The campus participates in the university's internal audit program which periodically checks campus IT processes for adherence to university policy.

Additional information is available at the [Northwest campus technology website](#) and the [UITS website](#).

7R1 Measures IU Northwest has systematic methods of collecting metrics on how our information systems perform, although a comprehensive and coordinated effort does not exist to monitor our model of planning and institutional effectiveness. The Northwest Council conducts an annual survey of the

members to determine if the representatives on the Council feel they are living up to their charge as the primary leadership body and if the body can improve our deliberative process. UITS conducts annual surveys on its overall effectiveness as a department, which includes maintaining IT hardware and infrastructure that houses our data systems. The OIER does not have a formal set of regular measures to determine the performance of our efforts to assess effectiveness, but several avenues exist to collect feedback on how to find areas for improvement. The first two efforts have been described in other sections and remain well-established measures on campus that often lead to decisions to improve operations, but the OIER might require an additional illustration.

A loose collection of groups that constantly offer feedback to the OIER serves as a barometer to its performance. The AVCIER acts as the chair of the IEAC, and the group serves as evaluators on how we measure effectiveness. The AVCIER also participates in the IU Institutional Research Council, a collection of IR professionals from all the IU campuses that meet monthly by video conference to inform and advise each other on current activities. A similar group of IR directors from the regional campuses meet on a monthly video conference to discuss the evaluation metrics and dashboard that has been developed for the *Blueprint*. The OIER has been in existence for three years, and the AVCIER plans to implement a needs assessment and a separate satisfaction evaluation form for ad hoc requests to enhance data collection in this area.

An opportunity exists to improve our assessments, particularly in regards to the OIER, to a more integrated approach to measuring effectiveness by identifying these various streams of information to tell a story.

7R2 Evidence of effectiveness The IU Northwest Council remains the primary institutional leadership and planning body on campus with its wide representation of members. Information provided to the Northwest Council serves as a basis for determining mission-critical goals and priorities. In the most recent Northwest Council survey, the leadership indicated that information was very good or excellent with regard to timeliness (95 %), helpfulness (83 %), and value (56 %).

UITS also performs a biannual survey of students, faculty, and staff to determine customer satisfaction with a host of IT responsibilities (Figure 7.7). This includes the IUIE, which remains the primary portal for all Enterprise data at IU. IU Northwest faculty and staff indicated an 83% satisfaction rate among the 55% of respondents who said they used the information portal.

Question	Satisfaction	Usage
Overall, how satisfied are you with the availability, reliability, speed, and accuracy of the academic and business systems made available by Enterprise Software at IU Northwest?	94%	95%
Overall, how satisfied are you with the functionality of the academic and business systems made available by Enterprise Software at IU Northwest?	93%	95%

Figure 7.7 Satisfaction and usage of Enterprise software at IU Northwest

Additional assessment and evaluation of the OIER and other information brokers locally and in Bloomington would provide new evidence to evaluate. As mentioned earlier, this provides an opportunity for improvement in the future.

7R3 Comparison to other organizations Currently our best comparison group with regard to measuring effectiveness remains the other IU regional campuses. On the most [recent](#) IT surveys from the regional campuses, satisfaction with the IUIE for all campuses ranged within three percentage points of each other

in the mid-80s, and the overall Enterprise system satisfaction scores described in the previous section generally fell to the lower- to mid-90s for all campuses. We do have an opportunity to see our usage of the IUIE improve. IU Northwest has the median score (55.6 %) of staff and faculty using the IUIE, but the campus might become more self-reliant in retrieving our own information if we could get staff and faculty to use it at the same rate as IU Southeast (69.1 %) or IU East (73.2 %).

In measuring the effectiveness of the OIER, again, the benchmark would be the other IU regional campuses. All IR offices on regional campuses consist of one or two professional staff with varying responsibilities, but we all serve a primary purpose of providing information to constituencies on our respective campuses. We have no common measure at the moment to benchmark our results, and some offices, including the fledgling IU Northwest OIER, have yet to develop regular measures for performance. The close network of IR professionals among all the IU campuses including IUB and IUPUI provide a benefit of collegiality in developing best practices and research that we can all use to make improvements. Sometimes though, there can be no substitute for direct measurement, so another opportunity exists for further improvement in developing a feedback loop for the OIER.

7I1 Recent improvements The focus of the IU Northwest OIER in its first three years was professional development of office staff, establishing an IEAC, and aligning institutional measures with CQI initiatives and standards from IU, ICHE, and the HLC. The Northwest Council has remained a steadfast governance group since about 2008, and has successfully incorporated feedback from regular assessment surveys into improvements in operations and communication, so strategic and operational planning remains an informed process. Data collection from 21 separate surveys of campus constituencies and the NSSE has increased our data sources to answer specific questions. Investment and use of technology to collect and analyze information on students, campus culture, and community engagement has increased our capacity to measure effectiveness. IU Northwest has become systematic in collecting and analyzing institutional data, and we have attempted to scale those efforts to become more comprehensive.

7I2 Culture and infrastructure support In recent years IU Northwest has made a cultural and infrastructure shift by establishing the OIER. As this office systematically began to collect data and produce useful information from the data, campus leadership groups have added OIER to their meeting agendas and regularly requested relevant data as part of their decision-making. These groups include the Campus Leadership Group (Chancellor and VCs), the Northwest Council, the EMG, the Deans Council, and the FO. The AVCIER presents regularly to these groups, and the leadership culture now expects relevant data to be available to support the agenda items being discussed. In addition, the IEAC also has contributed to more effectiveness and assessment with its input in advising the AVCIER on how best to expand the reach of the office.

Additional factors in encouraging a change in culture and infrastructure at IU Northwest are 1) the increasing data resources available as a campus within a multi-campus university (via UIRR office and the IU IR Council), and 2) the improvement initiatives created from the 2011 *Blueprint* report which has put in motion the creation of benchmarking metrics for all IU regional campuses. The campus Assessment Center growth and the efforts of the Assessment/ General Education Committee (of the FO) to assess General Education through an Action Project have contributed to a new campus culture that gives priority to data-driven decision-making. Finally, the university-wide BI initiative complements the IUIE database accessibility that provides relevant data easily from faculty and staff desktops.

Category 8 Planning Continuous Improvement

Level of Maturity and Integration of Processes Processes for planning continuous improvement range in maturity from systematic to aligned. Some processes, such as our budget planning process, have become very aligned with strategic initiatives at the unit and campus level, while others are systematic but not yet aligned or integrated. For example, our enrollment management and planning process, while systematic and coordinated at the campus level, could improve once integrated consistently into every unit and department. However, our planning process for enrollment has matured since 2009. The EMG brings together planning by formerly disparate areas of SA, AA, Admissions, advising, FA, ODEMA, and the OIER for an institutional focus on student success that is enormously improved over past practices. The regional campuses' strategic planning process, the *Blueprint* (see 8P1 and 8P2 below), which post-dates the time of our last portfolio, became a process that drives much of the planning on the campus. The *Blueprint* improvement initiatives have been integrated into our regular academic and faculty organization structures, and the success metrics became standardized across the IU regional campuses. The strategic outcomes identified by the campus in its 2010-2011 strategic planning cycle and the *Blueprint* dovetail perfectly to focus the campus on student success metrics and their implications for improvement. The IEAC has broad campus representation and has a systematic approach to recommending appropriate improvement benchmarks to the Northwest Council for approval. The campus's institutional researcher chairs the IEAC and that position, in turn, serves on the IU regional committee developing performance metrics for the *Blueprint*. This work to systematize our planning and improvement processes positions the campus well for the State of Indiana performance funding in higher education.

8P1 Key Planning Processes As noted in our last portfolio, the **Northwest Council** functions as the forum to discuss all major issues facing our campus and serves as our the strategic planning team. The Council represents all segments of the campus and all major planning goes through the [Northwest Council](#), which then recommends actions to the Chancellor for approval. On the arrival of our new Chancellor in July 2010, the campus embarked on a new strategic planning cycle. Data collection for this process was started by the OIER with an [external environmental scan](#) as well as an [internal campus trend-scanning initiative](#). Further data was collected via a meeting of the newly-formed Chancellor's Commission on Community Engagement (a large group of community stakeholders), a survey of Northwest Council members as to campus strengths and weaknesses, and two town hall meetings of campus stakeholders. The Northwest Council then developed a draft strategic plan at the end of March 2011. The draft plan was vetted throughout the summer and finalized in September of that year. Regular reports related to the status of strategic CQI initiatives and their success indicators are given to the Council in monthly meetings. In addition to the Northwest Council as described above, IU Northwest conducts ongoing planning through the processes and systems described below.

Budget Planning Process – The campus budget model follows principles of RCM, modified to better serve our scale, structure and culture. This process was initiated in 2009 and was the subject of a past Action Project. Early every year, each responsibility center head (which includes all of the executive administrative areas, the campus CFO, CIO, and the academic deans) reports to the campus Budget Committee about their accomplishments of the last year, plans for the coming year, fiscal challenges, proposed new cost reductions, and new resource requests. The Budget Committee, chaired by the CFO, includes the Chancellor, the EVCAA, the VCSEA, the VCUEA, the VCA, the CIO, and the FO president. The individual hearings also include a representative from the FO Planning & Budgetary Affairs Committee, which also participates in the process. This latter committee submits a report on the hearings to the campus Budget Committee which, with consideration of the campus Strategic Priorities, develops fiscal priorities, recommendations for resource allocation/reallocation, and proposals for resource support pending final institutional guidelines by the IU central administration. Once the statewide IU information becomes available, the Budget Committee meets again to refine the previous priorities and

recommendations. By considering all of the responsibility centers' input plus that of the FO, the Budget Committee does have perspectives that can impact local decision-making. External considerations from the IU President and University Budget Office (UBO) that establish policies and parameters have significant impact. When decisions may adversely impact campuses, chancellors have an opportunity to provide input to the President and UBO indicating local impact and unintended consequences. This feedback loop has led to revisions in policies that have helped the campus.

Emergency/Crisis Management – See 6P3. Crisis management has become a highly-aligned process on the campus and within the entire University. It offers an excellent illustration of integrated local campus planning within the larger university. The local CMT, directed by the VCA, also reports to the Executive Director of Regional EM&C.

The IEAC Advisory Committee is headed by the AVCIER and includes the Chancellor (ex-officio), the EVCAA, the AEVCAA, the VCSA, the FO president, and two associate deans. The IEAC coordinates AQIP-required activities, attends the AQIP Strategy Forums, discusses campus improvement initiatives and planning priorities, advises and consults with the OIER on data needs and performance measures, and generally serves as a central part of the campus continuous improvement infrastructure. This group reports to the Northwest Council via the AVCIER.

Enrollment and Retention Management – The campus developed an enrollment goal to reach 6,000 students by the year 2013, which was achieved. This goal was concerned not only with the enrollment of new students, but, most importantly, with retention of students once enrolled. Out of an informal group including the EVCAA, the VCSA, the CFO, and the Director of Admissions, the campus formally created the EMG in 2012. The informal group would meet irregularly to address specific actions for managing enrollment issues, devise strategies to deal with changing numbers, and develop minor policy changes to affect greater responsiveness in campus decision-making. It was clear, by input from various constituencies, that a formal group with a commitment to multi-unit collaboration was a better alternative. Recognizing that leaders in different cohorts could more actively and thoroughly affect change, the group now has representatives from the original groups, but active engagement from AA (including the Registrar and the OIER), SA (including the ORI, Admissions, and FA), Fiscal Affairs, and the OMC. The EMG developed an enrollment management strategic plan following the campus Strategic Priorities development. The group addresses a substantive development plan for the four major concerns: Application (A), Matriculation (M), Engagement (E), and Completion (C), and has a standing co-report from the EVCAA and VCSA co-chairs at the Northwest Council. Current priorities for improvement include: effective recruitment and marketing (A), year-around recruitment (A), continued assessment of existing practices (A), campus recruiting events for select individuals and constituencies (A), development of a Faculty Ambassador Program (A), One-Stop Center development (M), expansion of scholarship programs (M), expansion of social media dimensions (M), engaging academic units in these processes (M), improving student spaces on campus (E), re-envisioning campus advising (E), FYE development (E), completer scholarships (C), degree requirements flexibility review (C), Course Commitment Policy (C), Early Alert (FLAGS) refinement (C), and development of new initiatives to improve completion among stop-outs and adult learners (C).

The Facilities Planning process, started in 2006 and revised in April 2009, receives input from the FPC, chaired by the VCA. The FPC consists of a cross-representational group of campus faculty and staff who provide leadership and guidance on issues related to the physical environment. The FPC develops short- and long-term facility plans in alignment with campus priorities which is reported to the Northwest Council. It meets approximately six times per year, with additional meetings as needed, that focus on specific issues. The [guidelines and long range priorities](#) for the FPC and the [process for facility requests](#) from faculty, staff, or programs/units are available online. The process begins in July when the chair of the FPC contacts the VCs, deans, and directors to advise them of the beginning of the cycle. It culminates

in April of the following year with the approval of the FPC recommendations by the Northwest Council and the Chancellor. This process has become very aligned with institutional goals and strategies, particularly those of controlled growth.

IT Planning is overseen by the campus CIO via the campus Technology Council and Web Advisory Board. In 2011, the regional campuses' IT employees were reorganized into the larger UITs, and the CIOs of the regional campuses report dually to the Chancellors on the campuses they serve, as well as to the IU VP for IT. This insures seamless integration of campus and University IT priorities and allows the regional campuses improved visibility in matters of University IT.

8P2 Short- and long-term strategies The [missions](#) of both IU and IU Northwest obviously guide all strategies, goals, and priorities developed at IU Northwest.

One way that IU Northwest develops both short- and long-term strategies is in response to University/Presidential initiatives. For instance, in 2009 IU completed its [Information Technology Strategic Plan 2](#). In that process, "over 140 members of the IU community participated in four taskforces and an overall University Information Technology Committee to develop this plan... The plan is divided into three major sections: sustaining the IT foundation we count on, making IT more human-centric, and addressing grand challenges -- areas where IU's existing leadership provides opportunity for unmatched excellence." This plan was endorsed by the IU BoT and guides planning at the local campus level.

A second important University initiative that drives planning and strategy at IU Northwest relates to the restructuring of the regional campuses of IU under the administrative leadership of the VP for UAA. The Chancellors of the regional campuses report to the VP for UAA who in turn reports to the President. The responsibilities of the VP for UAA's office include shared academic planning, standards and programming for the regional campuses, improved degree completion, as well as direction of the campuses' collective relationships with the University, state government, ITCC, and other similar campuses in Indiana. Therefore, in 2010-2011 the regional campuses engaged in a planning process, the *Blueprint*, to establish strategic objectives and action plans for improving higher education performance at the regional campuses. During the academic year 2011-2012, the regional campuses began to implement the *Blueprint*.

Other mechanisms for the selection of short- and long-term strategies are the following:

1. The current strategic planning cycle described above in 8P1; that plan focused on enrollment growth partially achieved through emphases on student retention and success.
2. The Northwest Council Agenda Committee consists of the Chancellor and his direct reports. This committee discusses competing priorities, which are then presented to the Northwest Council for discussion and input.
3. The Northwest Council (described previously in 5P2 and 8P1).
4. The Deans Council and Academic Core Group (described previously in 5P5). These groups are responsible for academic planning that is in alignment with campus priorities and in turn, for integrating plans into their unit priorities.
5. The IEAC (described previously in 5P2 and 8P1).
6. IU Northwest recently joined the VSA, providing a systematic, standardized way to report and display essential data related to student success.
7. Long and short-term goals arising from the regional campus planning process are incorporated into the campus's strategic planning process. Additionally, shared regional success metrics insure that campus planning and regional planning are in alignment.
8. Goals and strategies are also influenced by governmental bodies such as ICHE's recently reviewed [Policy of Regional Campus Roles and Missions](#) and the ICHE [Reaching Higher](#)

initiative. A vigorous and evolving performance-based funding initiative at the state level also focuses campus planning on student success even more so than before.

8P3 Developing action plans Once the campus sets priorities and goals, appropriate planning bodies develop action plans to achieve those goals. Those responsible for the work include the FPC, the Technology Council, the Deans Council, the Academic Core Group, the EMG and each administrative and academic unit. Units report on action plans in yearly budget hearings and as informational items to the Northwest Council. Representation from all campuses develops action plans for regional initiatives, which integrate into existing campus structures where possible.

8P4 Coordination and alignment of planning processes The five major ways the campus coordinates and aligns planning processes affords an inclusive set of individuals across the institution and a rich set of informational inputs to consider, yet shared values and some representational overlap among the groups focuses the campus planning. The common organizational shared value of continuous improvement aligns these processes.

First, the Northwest Council ultimately oversees and coordinates all planning, and then communicates through the organization via unit representatives to the Council and through normal administrative or organizational lines. Second, the IEAC coordinates planning on campus and gives informational support. Third, the Budget Committee aligns planning priorities with resources through yearly budget hearings. The EMG coordinates our strategic growth initiatives (including new enrollment, and retention); they in turn report to the IU Northwest Council. Finally, the office of the VP for UAA and the regional campuses' Chancellors coordinate regional initiatives with efforts on each of their respective campuses. Ad hoc committees and taskforces are sometimes assigned by the Northwest Council or its administrative members to specific time-delineated tasks. Regional initiatives are integrated, where possible, into existing structures on campus, such as our IEAC or committees of the FO.

At IU Northwest, the president of the FO developed a strategy to encourage faculty to participate in the implementation phase of the *Blueprint*. The chairs of 13 FO standing committees were charged with working on *Blueprint* action items closely aligned with each committee's mission and expertise. Each committee was composed of 6-15 faculty members. This represents a significant number of faculty who were engaged in the *Blueprint* implementation process.

For example, the FO Campus Curriculum and General Education Committees reviewed the various sections of the *Blueprint* focusing on Innovations in Curriculum with regard to how the Northwest campus supports the *Blueprint* and how such support could be enhanced. They made recommendations to the campus regarding the potential projects suggested in the *Blueprint*, and as a result the campus has created an FYE taskforce that has representation from every academic unit and relevant student support areas. They are developing a set of learning outcomes to be implemented within each academic unit. When the campus was asked to participate in the IU FACET High Impact Practices project, rather than creating a new committee to work on this, we chose the already ongoing FYE taskforce for this purpose.

8P5 Selecting measures and targets Now that Northwest has joined the VSA, the OIER will report a standardized set of performance measures each year to the VSA. AQIP Action Projects set performance targets another way through proposals by the IEAC based on current campus priorities. Unit heads also develop strategic goals for their units that are reported, along with the previous year's accomplishments, in yearly budget hearings and annual reports. The IEAC via the IU regional *Blueprint*, also proposed performance metrics and targets that parallel our strategic planning goals, especially those related to degree productivity, and presented them to the Northwest Council for approval. Our AVCIER serves as a representative to the regional planning subcommittee on performance metrics and on the IU Northwest Council to lend continuity to these efforts.

8P6 Linking strategy selection and action plans Linking planning to resources has been a major focus area for improvement. As described in 8P1, the campus moved to RCM in order to empower deans and other unit heads to more effectively plan in the context of goals, resources, and future needs (**Core Component 5.A.3**). The campus Budget Committee vets competing priorities and passes them to the Northwest Council Agenda Committee for deliberation. The Agenda Committee ultimately brings issues to the Northwest Council for discussion. The Northwest Council also receives reports and recommendations from Facilities Planning, IT Planning, and other planning groups on campus. Generally, the Budget Committee and the Northwest Council reach consensus about what priorities should be funded. If consensus cannot be reached, the Chancellor makes the final decision in consultation with executive leadership (i.e., the Northwest Council Agenda Committee) (**Core Components 5.A.1, 5.A.5**).

Campus leadership continuously reevaluates the budget process. For example, a collaboration of the CFO, the EVCAA, the VCSA, and the AVCIER initially forecast enrollments to estimate future tuition revenue. The UBO in Bloomington then reviews these initial constructs, breaks them down by academic unit and returns the projections to the campus. Next, deans receive the forecast for further refinement. Our budget construction process utilizes these data to develop the first pass for the next year's tuition revenues. Once the budget year starts, the EMG and Northwest Council monitor revenues to ensure we are on track for, at least, a balanced budget. In addition, the CFO sets aside reserve funds in anticipation of fiscal stress. If revenues fall short of expectations, we communicate to the responsibility centers that problems might arise with respect to the original budget projections. In all cases and throughout the organization, strategic initiatives, Presidential and regional priorities, and other mission- and strategy-aligned priorities developed at the unit level drive our funding priorities (**Core Component 5.A.2**).

A discussion of the campus's efforts to ensure all staff are appropriately qualified and trained can be found in 4P1, 4P2, and 4P9 (**Core Component 5.A.4**).

8P7 Assessing risk IU Northwest addresses risk by continually reassessing and prioritizing resources (see also 8P6 above). The campus CFO reports directly to the Chancellor, and serves as a member of the Northwest Council. In addition, the Faculty Planning and Budgetary Affairs Committee makes recommendations to the EVCAA, CFO, and Chancellor regarding priorities such as faculty compensation issues. With the transition to RCM, unit heads plan and prioritize resources with appropriate CFO oversight. The EMG carefully monitors enrollment trends and reports results regularly to campus stakeholders to aid in their decision making. Regional and campus-based performance metrics related to student success allow the campus to regularly monitor progress in the context of State-of-Indiana performance-based funding.

Under the campus budget planning process, the Budget Committee requires unit heads to present their priorities for the coming year in the context of their projected income and expenses. This is described in 8P1 and 8P6. Additionally, help in assessing fiscal risk comes from the UBO at IU, who provides a framework and guidelines for the interpretation of our individual campus budgets. Another important aspect of managing risk is maintaining adequate fiscal reserves in order to protect the campus from unexpected challenges. This is carefully monitored by the Office of Fiscal Affairs and the Leadership Group is a strategic component of the budget planning process.

Finally, IU's [Internal Audit](#) unit has as its charter the role of "supporting the independent appraisal function to examine and evaluate University activities as a service to management and the BoT." These audits allow us to better assess and mitigate risk.

8P8 Developing capabilities IU Northwest has an ongoing Leadership Training Series begun in 2008 and revised in 2012, for faculty and staff. Unit heads nominate faculty/staff members each year to take part in

Indiana University Northwest 2013 AQIP Systems Portfolio

the program. CISTL, IT and HR regularly offer faculty and staff development opportunities throughout the year. Additionally, the Northwest Council represents a diverse cross-section of administrators, faculty, and staff. Each unit budget includes funds for faculty and staff development. Staff are encouraged to take advantage of the myriad of training opportunities available on campus, throughout the university, and through the Web. For instance, the University has made available lynda.com that offers free training on many software applications. Increasingly, academic units take advantage of web-based faculty development offerings such as webinars that offer a cost-effective way to provide development opportunities to more faculty.

8R1 Measures The campus collects and analyzes the following measures of the effectiveness of our planning processes and systems (many are described elsewhere in this document):

1. External review of our AQIP Systems Portfolio (Systems Appraisal Feedback Report) and Action Projects (annual reviews), and external review via the Quality Checkup and Reaffirmation of Accreditation processes;
2. Yearly budget hearings in which past year accomplishments and coming year plans and CQI initiatives are reported in the context of campus and unit missions and Strategic Priorities;
3. Northwest Council Effectiveness Survey used to assess Council effectiveness in coordination, planning, and communication;
4. Satisfaction surveys done by the campus support areas (Enrollment Services, AA, Physical Plant, campus police, IT, EH&S, SA, etc.) to assess the effectiveness of those processes and services;
5. NSSE every three years (last in 2012), used to assess areas for improvement, especially those that can be directly tied to student performance and success; and
6. Campus and regional (i.e., the *Blueprint*) student success metrics (also reported via the VSA), such as
 - a. Degrees awarded
 - b. New transfer students enrolled
 - c. Student experience (Sr. NSSE response)
 - d. Affordability (loan indebtedness)
 - e. Student success (VSA measure)
 - f. Pre-college credit accepted

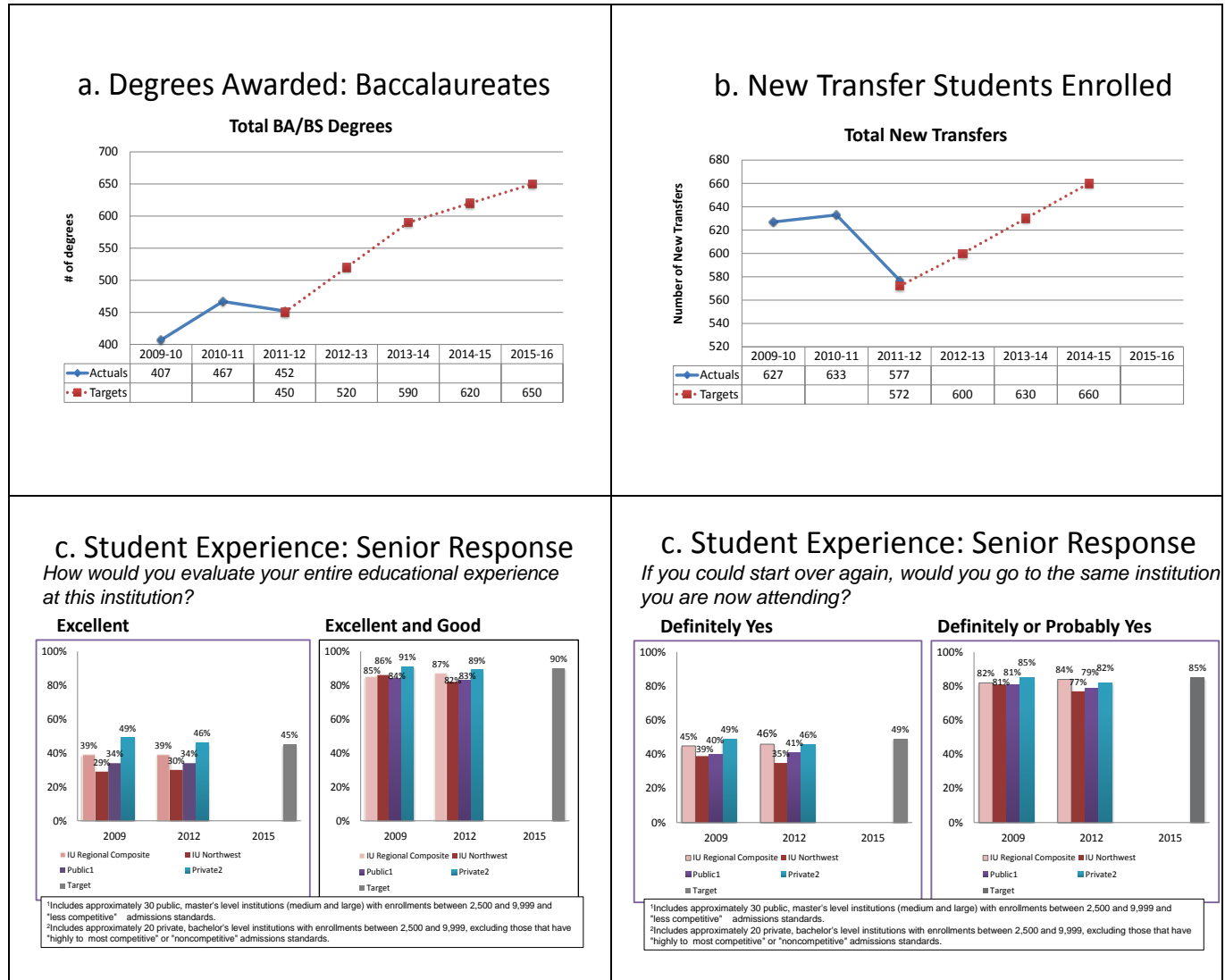
8R2 Performance results Enrollment, retention and graduation rates – Headcount enrollment increased by 33% from Fall 2008 to Fall 2013 as shown in Figure 8.1. Credit hour enrollment increased 28% from Fall 2008 to Fall 2013. Retention and graduation rates are reported and discussed in 1R1.

Fall Term	Headcount		Credit Hours	
	#	% change	#	% change
2008	4,794	0.1%	48,736	3.2%
2009	5,560	16.0%	56,950	16.9%
2010	5,969	7.4%	61,854	8.6%
2011	6,035	1.1%	61,565	-0.5%
2012	6,184	2.5%	61,528	-0.1%
2013	6,387	3.3%	62,556	1.7%

Figure 8.1 Enrollment data, 2008-2013

Primary Metrics and Targets for the *Blueprint* and IU Northwest are provided below in Figure 8.2. These performance measures are tied to the Strategic Priorities of the campus as well as the regional campuses of IU. As you can see, some of these targets are quite aggressive, and we are working as a

campus on several projects that we will impact these metrics, including a renewed focus on transfer students, completion in 4 years initiatives, the development of a first year experience course, a mandatory financial literacy programs, the STEP Math placement project, and the Early College Program among others.



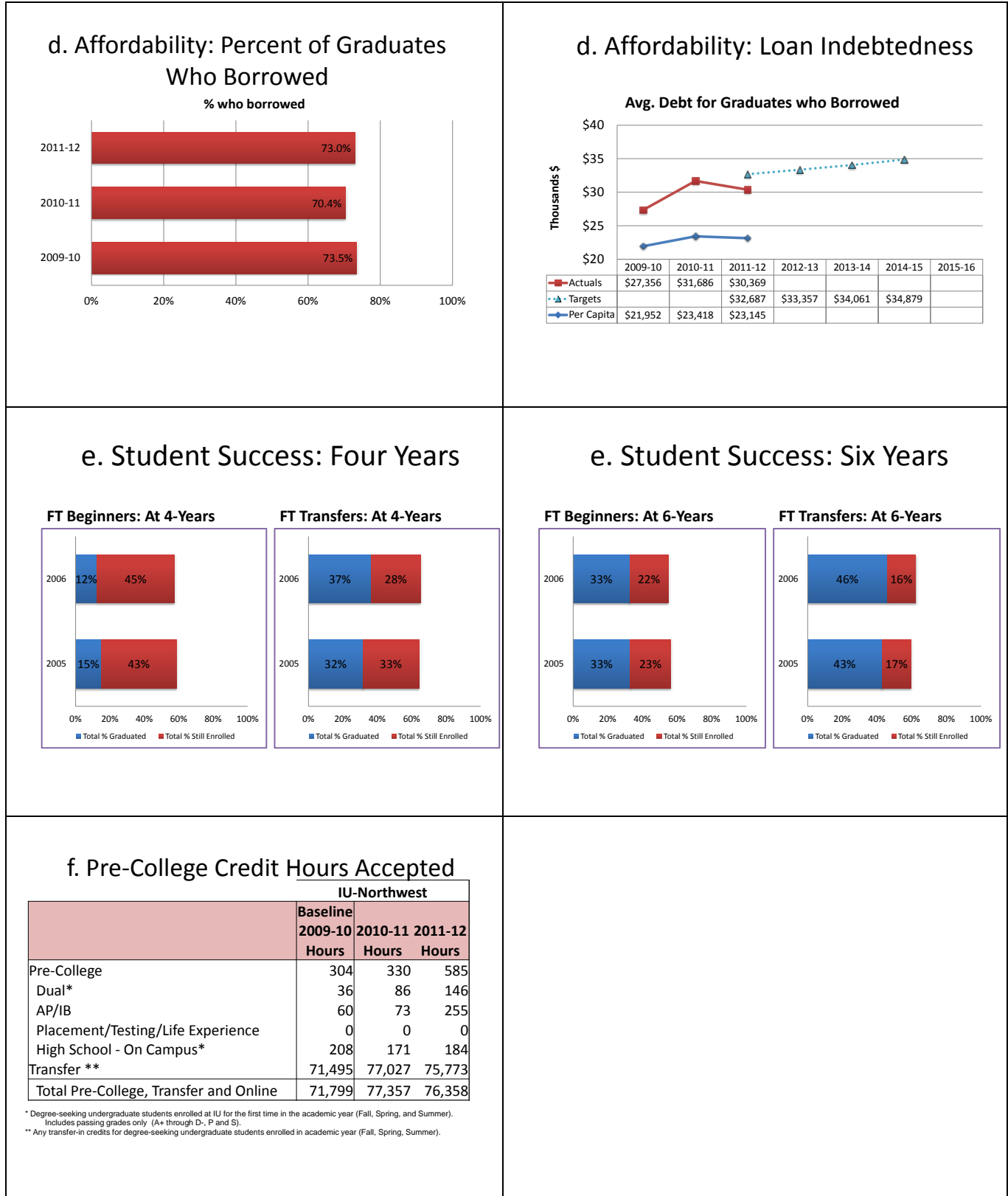


Figure 8.2 Campus metrics and targets

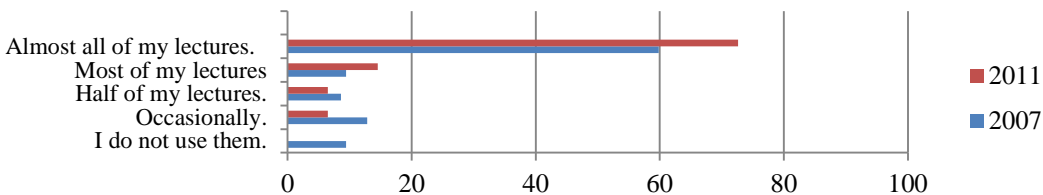
NSSE – IU Northwest [results](#) are located on the OIER webpage. Results from the NSSE are reported throughout the Systems Portfolio but of particular interest to Category 8 are the two target questions reported on in Figure 8.2: “If you could start over again, would you go to the same institution you are now attending?” and “How would you evaluate your entire educational experience at this institution?”

IPEDS and **CDS data sets** are rich and benchmarked against other IU campuses and, in some cases, our peer institutions. However, these data are mined thoroughly to provide results for important performance improvement initiatives and for our [VSA College Portrait](#).

1. [Common Data Set](#): Results for IU Northwest for the years 2000-01 through 2011-12 are available. Statistics are presented for all IU campuses on admissions, student life, financial aid, faculty/student ratio, enrollment, graduation, and retention.
2. [IPEDS](#): Results for IU Northwest for the years 2008 through 2012 are available. Earlier submissions are [archived](#).

Satisfaction Survey results are used by each unit to improve services. The results of these surveys can be found throughout the Systems Portfolio. For example, the results of the most recent UITS Satisfaction Survey were discussed in 6R3. In addition, the FO also assesses the use of and satisfaction with technology through its Computer Technology and Distributed Education Committee [survey](#). Results for two of the questions can be found in Figure 8.3. These results are used by UITS and CISTL to continue to improve the classroom technology experience for instructors and students. As you can see, the campus has seen a substantial increase in the number of instructors using classroom technology and a decrease in problems using the technology. These results are important to assessing the effectiveness in technology as it supports the academic mission and student success; results indicate significant improvement and faculty satisfaction.

Q: Approximately in how many of your lectures do you use classroom technology?



Q: Which of the items below have negatively affected your use of classroom technology?

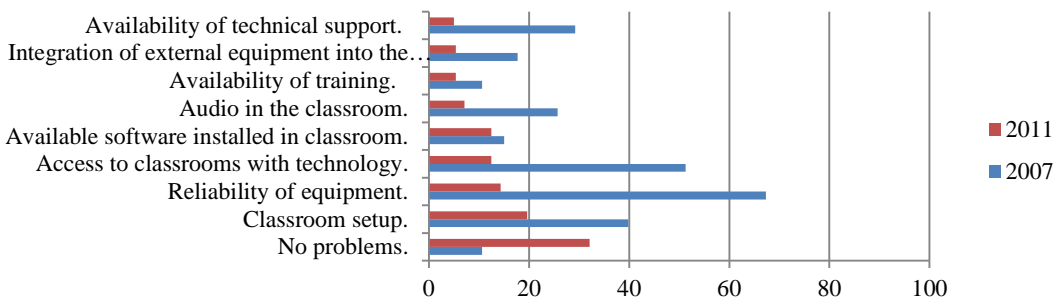


Figure 8.3 Classroom Technology & Distributed Education survey results, 2007-11.

8R3 Performance targets include:

1. Timelines for Action Projects are listed in those project reports and are updated annually.

- General Education has been implemented in Fall 2010 for 2014 graduates.
 - [Campus Assessment of Student Learning Outcomes](#): The fifth cycle of data collection occurred in 2012 for the 2011-2012 academic year. The campus assessment plan, timelines, and results are available online. General Education Principles 1 and 2 have been assessed and reported to the FO. Departments where the assessment occurred have developed plans for improvement based on those results (See Category 1 for more details).
 - Fiscal year 2010 was the pilot year in which all units operated as if RMC were in place. RCM was implemented in a modified form in fiscal year 2011, and the fourth year of budget hearings occurred this year for fiscal year 2014. This action project was retired but the campus continues to work to fully implement RCM.
 - The Community Engagement action project will apply for the distinction of the Carnegie Foundation's Community Engagement Elective Classification in 2014 with a self-study on IU Northwest's community engagement, and we will anticipate Carnegie's evaluation of our application by 2015.
 - We have retired the Degree Audit Action Project to Improve Advising, but plans to monitor improvements will continue.
2. VSA measures are updated each year; this will provide information on enrollment, retention, and student success, as well as on financial aid and other important indicators of our enrollment CQI initiatives. See 8R2 for more information.
 3. [Targets](#) for enrollment can be found in the Strategic Priorities set in 2011.
 4. Metrics for the *Blueprint* and the campus. See targets set in Figure 8.2.

8R4 Comparison to other organizations Comparison of the results of our processes for planning continuous improvement includes:

1. In June of 2009, the AQIP co-liaisons presented to the Northwest Council a peer review analysis of institutional effectiveness/continuous improvement infrastructure at peer institutions and other IU regional campuses. From that analysis, we determined that IU Northwest was under staffed for a campus of its size/enrollment. Although we had established an Office of IR, the director was also responsible for Facilities Planning, and we realized the need to establish a full-time institutional effectiveness position. This was accomplished in April 2010 with the hiring of an AVCIER. In 2011, the office also hired a full-time data analyst.
2. All professional programs hold signature national accreditation.
3. The External Environmental Scanning and Trend Analysis done in preparation for strategic planning is similar to the data collection methods used by IU South Bend during their last planning cycle.
4. The IEAC is similar in structure and function to other like-institutions we have explored.

8R5 Effectiveness of our processes for planning continuous improvement is demonstrated by:

1. The Northwest Council Effectiveness Survey (see 5R2) – The results were generally positive. Some small changes were made in council logistics as a result, meeting frequency was changed to once per month in 2009, and an electronic suggestion box monitored by the OMC was put in place in 2012, but the basic functioning of the Council continues. Meeting agendas and minutes are now posted on the Chancellor's website. The survey was improved slightly for 2013 to include questions on how well members felt the Council accomplishes its mission.
2. The Reaffirmation of Accreditation in May of 2009.
3. See 8R1 and 8R2 above.
4. IU Northwest's approach to the *Blueprint* implementation (see 8P4 above) was innovative (to

integrate *Blueprint* implementation with faculty governance) and was unlike anything our colleagues were doing on the other regional campuses, but the president of the FO believed our approach would enhance faculty engagement, encourage their participation, and help them to embrace and take ownership of this worthy initiative. IU Northwest submitted a final report to the *Blueprint* Steering Committee in April of 2012 and received excellent reviews. Other regional campuses have been urged to follow our example.

8I1 Recent improvements The most important improvements have been the campus's alignment of strategic objectives through coordination by the Northwest Council, through yearly budget hearings, through the formation of the IEAC, and through the *Blueprint*.

1. RCM continues and is maturing. It is greatly impacting the quality of planning that is occurring at all levels in the organization.
2. The regional campuses of IU have purchased a site license for WEAVE, an online planning/assessment tool. We are developing a new action project to move use of the product forward to help better align our strategic and operational plans.
3. The campus has made tremendous progress in developing its emergency planning process. With the CMT established and an emergency plan in place, we have implemented regular table-top simulation sessions with crisis scenarios to improve our readiness.
4. The EMG has been established since 2012, and enrollment planning and retention initiatives are much better coordinated now with regular progress reported to the Northwest Council. A director of the ORI has also been hired to further align and coordinate efforts related to advising and retention.
5. IT planning on-campus has now been integrated with University IT Planning as described in 8P1.

8I2 Culture and infrastructure support The process of simply becoming an AQIP institution has worked significantly to change the campus culture as it relates to knowledge and the importance of continuous improvement. Although we consider continuous improvement the “driver” and the AQIP process simply the “reporting mechanism,” it was not always so. However, having been through two complete AQIP cycles has helped us locate the gaps in communication, knowledge, and planning. One striking example is that before 2006, we did not have an Office of IR, making any kind of systematic, data-based decision-making and continuous improvement nearly impossible. We now have an established OIER (reporting to the EVCAA) to move our efforts to the next level. In addition, the IEAC helps to link continuous improvement with organizational planning via the Northwest Council. The AVCIER provides monthly reports to the Northwest Council, and the AQIP liaisons report to the FO. The topics of their presentations vary from planning and implementation of action projects, to what continuous improvement means and how to conduct a continuous improvement project. These actions have gone far to make continuous improvement a more meaningful and visible part of campus life. However as a campus, we still work to fully institutionalize continuous improvement processes at all levels.

Category 9 Building Collaborative Relationships

Level of Maturity and Integration of Processes are generally systematic and aligned. Our action project focusing on institutionalizing community engagement reflects a Strategic Priority and has helped the campus move forward towards an integrated set of processes in this regard. The campus as a whole values the commitment to community engagement and actively engages in the process. CURE has proven to be an excellent vehicle for managing many of our collaborative relationships. As the Center takes on more responsibilities and projects, we must be mindful of the necessity for additional resources to sustain the

progress made to-date. IU Northwest still decentralizes many other components of building collaborative relationships. Those processes remain systematic and long-term, but they could benefit from more alignment between unit and institutional goals and objectives.

Recent Action Projects in this category include Institutionalizing Community Engagement.

9P1 Building relationships with educational organizations from which we receive our students occurs in several ways. Because of our campus goals related to enrollment, the campus has prioritized recruitment initiatives as among the highest priority activities. First, the Office of Admissions coordinates and prioritizes recruitment activities throughout our service area, especially in local high schools and at ITCC. These events include “on the road” events in local communities, tours by groups of local high school students, information sessions on campus, “Preview Nights,” the annual Youth Summit of middle school students, a new guidance counselors’ spring luncheon, and many others. The Office of Admissions plans the activities and then sends out a notice to each dean requesting volunteers to assist at these events. Each academic unit is expected to provide faculty and/or staff at each event. At the conclusion of events, the Office of Admissions evaluates their effectiveness by collecting data on attendance and satisfaction and by tracking attendees who later apply for admission.

The ODP reaches out to local high schools in several ways. First, that office coordinates “hands on” workshops for high school students interested in health careers. We invite high school students to campus and rotate them through the various health education program laboratories for introductory experiences with faculty and equipment. Also, this office coordinates meetings between high school counselors, science teachers, and health faculty from IU Northwest.

Academic units coordinate other events to engage local middle and high school students on campus. These include Kids College, Lego League, “We the People,” the Calculator Tournament, the Science Olympiad, the Science Fair, and the RedHawk Debate Tournament, among others. We also make available the Math Lab to local middle school and high school students for tutoring. In addition, academic student clubs engage the community through, for example, visits to local high schools (Psychology Club), service activities (Student Nurses’ Association), and the annual used book sale (Anthropology Club).

Units across the institution also have initiated partnerships with other local institutions of higher education. The chief executive officers of the local colleges and universities meet regularly, and the VCs from those same institutions meet periodically to explore ways to work together for mutual benefit. Also, the VCAs of all the IU campuses meet regularly in the University Academic Leadership Council. Deans from the institutions meet periodically as needs and opportunities for collaboration are identified. At the same time, AA has spearheaded the campus’s creation of articulation agreements with ITCC and Vincennes University, as well as individual course articulations in the Transfer Indiana set of core courses, which is a set of mapped courses transferable across all Indiana public colleges and universities.

The SOE has partnerships with many area schools and school districts. For example, UTEP has formal partnerships with the school districts of Gary, Hammond, East Chicago, and Merrillville. Superintendents and union presidents sit on the UTEP advisory board and everyone collaborates in the development of effective teachers. Our Director of Field Experiences and Student Teaching has written partnership agreements with many schools where our students conduct student teaching and field experiences. We also have collaborative relationships with many individual teachers and administrators from the local schools. For example, many of our P-12 partners serve on the Teacher Education Advisory Committee (TEAC) and our Field Experiences Advisor Committee (FEAC). We also have P-12 partners on our Assessment Committee and we collaborate in other ways. For example, two of our faculty regularly attend the monthly meetings of the Lake County Directors of Special Education. Faculty members have been collaborating with area school personnel in providing workshops and training for teachers and

parents in the community. We have research projects being conducted by faculty in several local schools where we collaborate with teachers in implementing experimental methods and collecting data.

Another improvement has been the establishment of a new dual credit (Early College) program with area high schools. In response to the higher education needs of Northwest Indiana, we have formalized the transition from high school to college through this partnership. These dual credit programs supplement an already-existing, all-University, dual credit program called the Advanced College Project. For the 2013-14 school year we have 22 courses being offered across nine high schools with an enrollment of 807 students. We offer a concurrent enrollment program with East Chicago High School in which high school seniors come to our campus and take courses for simultaneous high school and college credit in regular IU Northwest classes. These programs reflect a state requirement for college credit to obtain a high school honors diploma. We will continue to explore other dual/concurrent enrollment relationships with other area high schools to serve our communities' students better.

9P2 Building relationships with organizations for our graduates Through mutually beneficial and reciprocal engagement, our students have secured opportunities as paid interns with significant opportunities for future employment with various organizations. The OCS has developed numerous partnerships with local businesses and organizations that have resulted in many internship and job opportunities for students. The OCS regularly sends out job and internship opportunities on the student listserv, coordinates an annual on-campus Career Fair, and posts relevant posters, brochures, and fliers for open, career-related opportunities. The OCS works to offer quality services for both students and employers. The OCS facilitates connections between students and employers by using collaborative state and national career-related web services including the College Central Network, the National Association of Colleges and Employers, and the Career Development Professionals of Indiana, Inc. These websites manage resumes, examine employment trends, profile businesses, inform employers about the skills of our students, and inform employers about on-campus recruiting opportunities. IU Northwest also builds relationships with organizations that employ our students through formal and informal service learning opportunities. CURE, CISTL, and individual departments work together to coordinate service learning. CISTL offers workshops for faculty on the development of service learning courses. Two departmental programs that focus on connecting students with local, not-for-profit, environmental organizations through internship, service-learning, and employment opportunities include the Great Lakes Innovative Stewardship through Education Network (GLISTEN) of the Department of Geosciences and the Northwest Indiana Restoration Monitoring Inventory (NIRMI) of the Department of Biology.

Adhering to the mission of the campus, IU Northwest encourages faculty and staff to engage collaboratively with internal and external constituencies. Faculty and staff serve as members on advisory boards, participate in local cultural events, and speak as guests at schools, local business, social, and fraternal organizations. Involvement in these activities provides input to the planning of programs on campus and feedback on the needs of these organizations. Satisfaction surveys, market research, and focus groups have been used to determine if partners' needs are being met. Academic units use advisory boards and employer surveys to obtain feedback. All of the professional schools meet regularly with their advisory boards to discuss employment trends, educational trends, and issues of mutual concern. Additionally, the various professional schools survey employers annually and that feedback informs and improves curricular offerings. Many schools and departments maintain memberships in professional and/or discipline-specific national organizations that keep them informed of national and international trends and issues of importance.

The various graduate programs on campus recruit students through campus activities, listserv and newsletter information, and via the *IU Northwest Bulletin* and the *Schedule of Classes*.

9P3 We **create, prioritize, and build relationships with organizations** that provide services to our students in two main ways. Some relationships are developed across all IU campuses, like the bookstore which is operated by Barnes and Noble (B&N). We develop other relationships locally, like the RedHawk Shuttle service and the campus food service operated by Comfort's Catering, a local company with offices in Northwest Indiana. The Office of Administration evaluates these contractual relationships regularly to make sure that they provide a high quality of service to our campus. Strong, collaborative relationships have been created and continue to exist with each.

Bookstore B&N has a contract with the University to provide bookstore services on all IU campuses, including the Northwest campus. The campus CFO and the campus Manager of Student Accounts work closely with the IU Northwest campus bookstore management team and periodically review all aspects of the B&N contract and address issues that may arise. We maintain open communication between campus administrators and the campus bookstore management team. The bookstore team has been very responsive to the needs of the campus and provides excellent service to all of its customers. In response to student requests, B&N has improved services to students by working with IU to implement an online service in which students can view the books required for courses and order the books when registering for classes. They can have the books shipped to their homes or they can pick them up at the bookstore. The IU Northwest campus's B&N provides employment opportunities for students, which fosters an important component in the educational experience for students and contributes to campus retention efforts. In the fall of 2010, B&N instituted a textbook rental program. Students benefit significantly from the rental program, which can save them more than 50% of the cost of purchasing a new printed book and 90% said they would rent again. Eighty-two percent (n=363) of seniors surveyed in 2013 indicated they were satisfied or very satisfied with the bookstore. The bookstore also participates in many campus events such as author signings and new faculty and student orientations, etc.

Food Service Comfort's Catering works closely with the VCA. Comfort's operates two permanent facilities on campus, the Moraine Cafeteria (RedHawk Café) and the Library coffee shop (Little RedHawk Café) and they provide catering services for campus events. In order to be responsive to the needs of the campus, the Office of Administration conducted a survey on food services in September 2011. The survey was sent to all faculty, students, and staff. As a result of the survey, the campus began working with the University Architect's Office and contracted with a food services consultant to conduct a feasibility study to determine how we might upgrade our main facility in Moraine. As a result of the feasibility study, the campus budget committee allocated \$1 million to begin a renovation of the facilities. Phase I was completed in March 2013 and includes infrastructure upgrades (electrical, plumbing, and some equipment). Phase II was completed in August of 2013 and includes a partial renovation of the serving space in the Moraine cafeteria. This renovation will begin to address issues raised in the survey, and include an expanded space, a larger grill, a new entrance and exit point, and new cashier stations. Phase III will include a new serving area for hot foods (allowing our vendor to increase their offerings of healthy food choices), a made-to-order to salad bar, a deli counter, and renovations to the back kitchen. Phase III still needs funding and no date has been set for the work. Seventy percent (n=363) of seniors surveyed in 2013 indicated that they were satisfied or very satisfied with food services.

RedHawk Shuttle The VCA works closely with McDonald Transit Associates to administer shuttle services on the IU Northwest campus. They operate the bus system at IUB and at Valparaiso University and have two buses in operation daily that rotate between two shuttle stops on campus and one stop at Arts on Grant, where we lease space for the Fine and Performing Arts Departments, as well as extended parking for the campus. Riders are quite pleased with the service, with 84% of the riders in 2011-12 giving the shuttle service rave reviews, saying they have recommended the RedHawk Shuttle to other IU Northwest students and staff.

9P4 The VCA has a leadership role in **developing and nurturing supplier relationships** as well as

ensuring that the University meets purchasing policies and priorities. The policies include the requirement that purchasing employees and fiscal officers adhere to the principles and standards of the National Association of Educational Procurement Code of Ethics. The campus has many long-term supplier relationships cultivated by the director and other administrators.

In 2010, the campus made a significant purchase of new classroom furniture. Furniture suppliers assisted the campus by providing samples for faculty and students to view on campus. Several “model” classrooms set up in campus buildings gave students, faculty, and staff an opportunity to vote on the furniture they felt would work best.

The VCA interacts regularly with her counterparts at the other IU campuses as well, helping to develop best approaches to working with suppliers. Suppliers provide helpful information to IU, and IU, in turn, commits to conducting its business with suppliers “in a fair, ethical, and equitable manner.” All IU campuses believe “that strong relationships [with suppliers] provide the best opportunities for both” the University and its suppliers. In line with this approach, the University created a vendor newsletter to help suppliers do business with the University.

As of 2010, all the day-to-day functions of purchasing activities for the campus have been centralized to IU’s Office of Procurement Services. This change was due to the activation of the centralized KFS. The central office in Bloomington processes all purchases and travel expenses directly through KFS. A University liaison currently works to help faculty and staff at IU Northwest learn how to process requests related to purchases and travel expenses.

9P5 Building other relationships As expressed in our Values Statement, IU Northwest commits to collaborating and cooperating with other educational institutions, external partners, and the surrounding communities to enhance the region’s overall quality of life. The campus has prioritized the development of collaborative relationships as illustrated in its 2011 Community Engagement Strategic Priority which states that “Community Engagement is the hallmark of our commitment to advancing educational opportunities while addressing regional priorities.”

CURE was established at IU Northwest to foster learning, scholarship, discovery, creativity, and service in the areas of cultural discovery and learning and sustainable regional vitality in collaboration with the communities we serve. The Center’s mission has grown in response to the needs of the university and the community. Today, the Center serves as a front door of IU Northwest. The Center works collaboratively with organizations in all sectors, with particular focus on the government and nonprofit sectors, to advance research, teaching, and service. It focuses on helping community partners drive positive change by co-creating solutions and addressing challenges in our communities in diverse areas including economic development, government efficiency, nonprofit leadership development, public safety, transportation policy, environmental sustainability, health disparities, and arts and culture.

For example, the Center has a strong relationship with the Gary Police Department. The Center facilitated a partnership with faculty in SPEA and the Gary Police Department based on the sound and essential policy of reciprocity. The university, through its faculty, has provided essential crime data analysis that has changed the way policing occurs in the city, as was noted recently in a [news article](#) spotlighting the effort. The data analysis was a significant step forward in creating a relationship that would include student internships, service learning, and grant opportunities. More importantly however, a solid foundation for a collaborative long-term relationship now exists that likely will weather administrative changes. The work of the University has changed the culture of the agency, which now routinely uses the data for everyday and long-term planning. The extensive university benefits from this relationship include more informed and impactful research, enhanced student learning, and a partnership that now has grown to include eight other municipal units and a total of seven agencies. Local efforts to inform and engage

the one community have created a regional impact and built a network of professionals who share knowledge essential to the health and safety of multiple communities and the region.

The Center has been and continues to be instrumental in the strategic planning, capacity building, and technical assistance not only to police and fire organizations, but also to nonprofit organizations, other county and local municipalities, and businesses. Through an Eli Lilly grant, the Faculty Fellows Program supports IU Northwest faculty and students in funded research fellowships to advance studies of regional relevance in the areas of education, economic development, environmental sustainability, health disparities, arts, and culture. In 2012, seven faculty received funds from departments across the campus including Biology, Fine Arts, the DSW, and the SOBE. In addition, the Director assists with programming for the Chancellor's Commission on Community Engagement meetings.

In addition to the Center which was established in 2003, the academic units also have a long-established history of outreach in the community. Through the units' planning processes, outreach and engagement opportunities are identified, prioritized, and pursued. Academic units rely on faculty governance processes to accomplish this work, while non-academic units use inclusive committee structures and ad hoc task forces. Each unit prioritizes outreach and collaborative opportunities within the context of its available human and fiscal resources, faculty and staff interest, student needs, community requests, and in keeping with the Mission and Vision of both the campus and their unit.

Two noteworthy collaborations between institutions of higher education in the region are the Indiana Academy of Social Sciences ([IASS](#)) and the [SSJ](#). The IASS, an academic and professional organization, increases the applications of the social sciences in Indiana while providing an environment in which the social sciences from both public and private colleges and universities can interact in collegial cooperation. The organization publishes the *Journal of the IASS* yearly. Most recently, IU Northwest hosted the 2012 IASS Conference which included a tribute to the late IU Professor and Nobel Prize Winner Eleanor Ostrom. The conference was an opportunity for faculty and students of public and private colleges and universities to present their research and collaborate with colleagues across institutions. The conference brought together scholars and researchers from all over Indiana and, for the first time, some out-of-state and international participants (90 presentations). The *SSJ* publishes an online, refereed journal focused on issues relevant to the citizens of Northwest Indiana, co-sponsored by CURE and [One Region](#). The journal received start-up money from the Center. Most recently a revision of the structure and function of the journal plans to expand its influence in the community and to enhance scholarly activity. Currently the journal has a rotating editorship among IU Northwest, PUC, PNC, VU, and Calumet College of St. Joseph and will be housed at IU Northwest.

CURE has been constructing a database that will be used to document community and civic engagement activities of the faculty that meet the definition of community-based research as we will define it on our campus. This is one step in the process of identifying activities that develop collaborative, long-term, sustainable relationships. While the database has not yet been completed, in the future it will allow the Center to identify and review partnerships. The next step includes devising a process and measures for evaluating these partnerships. Our effort has been motivated by our aspiration to obtain the Carnegie Classification for Community Engagement.

9P6 Ensuring needs are met The Center communicates with partners, both internal and external, on a regular basis. The communiqués include those generated internally by the Center staff, as well as those developed and disseminated by the University's Office of External Relations. The Center communicates the activities internally through meetings with administrators, as well as meeting with the Center's Advisory Board. This board, composed of faculty and administration of IU Northwest, has expanded to include key community stakeholders in the fall of 2013. The Center not only communicates with the board as a means to convey important information about existing and future initiatives, but it is also

creates an opportunity to receive input on how best to meet the needs of the academic and regional communities, a process soon to create a vehicle to solicit community input as well. Starting in the fall of 2013, the Center will present to the FO as a formal item on the FO agenda. The Center also has committed to developing a constant presence in the community for the purpose of identifying community needs. This information gathering takes the form of membership on key community boards and attending regular meetings with nonprofit, education, business, and government leaders. Determining the needs of the community is also enhanced by significant volunteer efforts on the part of staff, leading to a better understanding of the needs of residents.

In this way, our constituents understand that our message of an open door and equitable, two-way relationship between the university and community applies to all interpersonal, intrapersonal, inter-organizational, and intra-organizational communications. Prior to implementing any strategic actions, the Center administrator actively engages key campus partners, including administrators, faculty, students, and staff. The input gathered through these multiple facets of communication with all internal and external constituents guides and informs the work of the Center. Also, the Center has developed project [fact sheets](#) that detail the outcomes of each partnership engagement. The Center will update these items regularly to offer examples of ongoing needs assessment, and how we use the results to promote adherence to best practices.

9P7 Building relationships within the organization IU Northwest encourages cross-unit/department collaboration and rewards it in many ways. AA encourages creative, collaborative endeavors and frequently provides human and fiscal resources to assist. For instance, the campus developed a cross-disciplinary First Year Experience initiative in 2013 that focuses on bringing together partners from all academic units. The faculty committee that worked on this initiative had the leadership and support of the AEVCAA and included representatives from CHHS, COAS, SOE, and SOBE and relevant SS areas. Another current initiative is the development of a joint online B.A.S. degree for Indiana University. A representative from every campus has worked on the degree proposal and all represent different disciplinary areas. In addition, AA provides [internal research grants](#) that particularly target projects with cross-disciplinary collaboration, and IU annually funds a call for [collaborative research grants](#). With the implementation of RCM, possible financial resources will motivate units to develop creative and mutually beneficial partnerships. For example, a pre-professional team has formed with the Deans of CHHS and COAS, along with the Director of Admissions and the pre-professional advisors. Together they developed a “Freshman to Physician” program to attract high school students interested in pre-med at IU Northwest. This all-day event has now been held twice with standing room only capacity and has led to an increase in the number of pre-med applicants. Faculty and staff have the opportunity for cross-unit collaboration while serving on FO committees, the AQIP Category Working Groups, campus taskforces, the Northwest Council and IU state-wide committees including the Regional and University Faculty Council, the *Blueprint* Development and Work groups, the Academic Leadership Council (VCs from all the campuses), and the Registrars and Admissions Councils. Cross-unit communication is maintained through the Deans Council, the FO, the Northwest Council, the IU Northwest website, and internal email and print communications.

An important event, bringing together multiple departments, faculty, students, and the community provided the campus with the opportunity to explore cross-unit/department collaboration. In 2010, Jeff Johnson from the Jeff Johnson Institute conducted a survey focused on examining the relationship between IU Northwest and the neighboring community, specifically Gary. He conducted meetings with IU Northwest faculty and staff, Gary school administrators, politicians, and various community leaders. A report was developed that was made available to IU Northwest and the community. The culminating event was a conversation between the community and IU Northwest leaders facilitated by consultant Jeff Johnson. The conversation focused on ways that IU Northwest, the City of Gary, and the Northwest Indiana region could foster greater partnership and collaboration for the benefit of all. The conversation

was tailored specifically to four core areas of discussion: Economic Impact, Environment, Educational Access and Advancement, and Arts and Cultural Enrichment. The outline of the report served as a guide to framing the community-based engagement Strategic Priority.

The Center engages the university and the community in partnerships that jointly formulate programs to support thriving Northwest Indiana communities. These programs provide faculty and students with a diverse set of opportunities that can lead to the generation of partnership relationships, as well as student learning and faculty research opportunities. The Center staff facilitates these relationships using their skills and knowledge in the areas of grant application, internship coordination, and community-based research.

GLISTEN collaborates with local colleges, universities, and environmental community partners to engage students in direct-action efforts to preserve and restore the environmental health of the Lake Michigan watershed. GLISTEN science faculty develop undergraduate courses built on service-learning projects with local environmental, not-for-profit organizations and provide undergraduate students with full-time paid summer employment with environmental partners. Students build skills and collaborations with local environmental stakeholders that have led to career opportunities for graduates.

NIRMI provides citizen, non-profit, and government (local, state, federal) stakeholders with the in-depth and comprehensive data needed to track success in ecological restoration. Undergraduate Student Stewardship Interns hired from the network of local universities are central to NIRMI operations. The Stewardship Interns train in skills of field ecology and data collection, plant and fungal identification, soil sampling, GIS data collection, data entry, map creation, and some report writing. Students build skills and collaborate with local environmental stakeholders that have led to career opportunities for graduates.

9R1 Measures of collaborative relationships The University collects and analyzes data from measures that assess the building of collaborative relationships in a variety of ways:

- quarterly reports from University Advancement (3R6) and the Office of Sponsored Programs (OSP) that disclose the amount and sources of external funding,
- annual reports from the service learning faculty liaison on service learning projects,
- annual reports from the OCS regarding internships and placements,
- annual reports from CURE on the number of community projects and the number of participants,
- biannual reports on admission statistics and annual feedback from high school counselors,
- number of internal collaborative grants awarded, and
- number of committee members (reported through FARs).

In 2012, the Office of University Advancement and External Affairs was developed. The Office supports the university's teaching, research and public service missions by forging partnerships with corporate and community organizations; developing quality marketing programs that enhance the institution's reputation; and maintaining positive relationships with the university's alumni. Our office works closely with campus and external stakeholders to achieve institutional goals, and is responsible for all internal and external communication, marketing, alumni relations, donor relations, community relations, and special event planning. Due to our commitment to community-based engagement, University Advancement and External Affairs created a "Community-based Engagement and Outreach" [webpage](#). This webpage is a tool for internal and external visitors to understand the many roles and engagement opportunities that IU Northwest has throughout the Northwest Indiana region. Individuals and/or organizations that have ideas or proposals that may benefit from the involvement of IU Northwest faculty, students, or professional colleagues, are encouraged to contact the Office of University Advancement and External Affairs.

Indiana University Northwest 2013 AQIP Systems Portfolio

Each of these measures emerged from the nature of the specific service provided by the unit as related to its role in achieving the campus mission. In other words, first the individual unit would need to decide its goals or outcomes based on its inherent purpose, then the unit would have to address effective ways of measuring the achievement of said goal, and finally the unit could select the specific measure. In general, each of these measures is reported back to the requesting unit, the individuals in that unit discuss the data, and they target improvements based on the data.

9R2 Performance Results Examples of relationships that the Center has developed include: 1) educational associations such as the Barden Gary Foundation, working with the Gary Community School Corporation to develop community service projects providing leadership training to Gary high school seniors, culminating in impact community change; 2) leading the Leadership IU team composed of four City of Gary department directors, and three IU Northwest faculty members focused on jointly developing tools for implementation by the city and the campus to promote sustainable economic development; 3) collaborating with a senior center to provide programming, interns, and research as well as to design a business plan; 4) working with South Shore Arts, a nonprofit arts agency, to develop and implement an art-focused life skills training program for at-risk youth in middle school; 5) currently assisting the county in developing a long-term sustainable fiscal policy plan, and decision making criteria; and 6) the general community, with whom CURE offers ongoing community discussions to convene collaborative groups of university and community groups to explore current issues in the areas of focus.

Efforts to bring our students' skills to the community have increased substantially. Current data on **service learning** activities show our increases in participation and the diversity of disciplines involved in Figures 9.1 and 9.2. Students working in and with the community outreach efforts through student life groups and activities are shown in Figure 9.3.

Number of courses	Number of Faculty	Year	Number of Students
24	13	2007-2008	407
27	15	2008-2009	610
36	15	2009-2010	799
39	30	2010-2011	1,267
62	52	2011-2012	1,550

Figure 9.1 Yearly summaries of service learning courses, 2007-2012

Department/School	Courses	Faculty	Hours
Dental Education	8	3	3,992
Communication	5	3	4,070
Psychology	1	1	490
Education	11	6	4,656
Business	5	3	4,501
SPEA	3	3	1,830
Geosciences	1	1	189
Nursing	16	27	58,383
Physics	1	1	1,050
Performing Arts	10	3	1,915
Social Work	1	1	160
Totals	62	52	81,236

Figure 9.2 Service learning courses by discipline, 2012

Indiana University Northwest 2013 AQIP Systems Portfolio

Club	Action	# of Students	# of Hours
Anthropology	Annual Book Sale	10	225
Biology	Maintains community garden	10	60
Communication	Hosts RedHawk Debate Tournament	5	25
Delta Sigma Theta	Community service	7	40
Iota Phi Theta	Community service	5	40
Japanese	Earthquake fundraiser	5	50
Leaders Governing Tomorrow	Community service	5	35
Sigma Alpha Pi	Community service	30	140
SAAB	Gary clean up	12	100
Muslim Student Association	Islam Awareness Week	10	100
Phi Alpha Honor Society	Community service (drives)	25	125
Student Nurses	Health Fair	25	150
Student Alumni Association	Community service	15	75
Social Justice Club	Social Justice Workshop	10	75
TOTAL		174	1240

Figure 9.3 Student Life groups and service activities, 2012

In addition, significant activities have been developed to extend the reach of the university outside of class activities for our students (examples shown in Figure 9.4).

CURE Bridgette C. King Youth Foundation – Park Restoration Project	Branding on a Budget (Marketing Help for Not-for-Profit Groups)
CURE Gary Barden Foundation – Mentoring Program	Effective Communication Strategies (Marketing Help for Not-for-Profit Groups)
CURE IU Northwest Community Garden	Dental Clinic (Open to the community)
CURE CARE (Community Action Renewed Environment) Meeting (COAS and SPEA)	Art Gallery (Open to the community, with 810 student visits this year)
CURE Maria Reiner Center – Community Projects (SOBE and SPEA)	Alumni Book Drives, Food Drives, Blood Drives, Cancer Walks, Alzheimer’s Walks
CURE Forum on Child Abuse and Neglect (Worked with over 30 community organizations)	School of Business Alliance Luncheon
Money Smart Resource Fair (Financial help for the community)	Outreach efforts to area schools including Lego League, Science Olympiad, RedHawk Debate Tournament, Calculator Tournament, Junior Achievement, etc.
Small Business Institute –students provide customized consulting services to organizations in northwest Indiana (SOBE)	Volunteer Income Tax Assistance (VITA) provides free electronic filings for federal and state returns for the community (SOBE)

Figure 9.4 Exemplar community service opportunities for students

Faculty members also actively engage in service activities on the campus, at the university, within their profession, and in our community as shown in Figure 9.5, with increases in most categories of activities in recent years.

Indiana University Northwest 2013 AQIP Systems Portfolio

Activity	2010	2011	2012
Service to Campus	501	485	540
Service to Department/School	477	523	582
Service to University	88	95	102
Community/Public Service	286	208	218
Service to Profession (regional, state, national, international)	214	204	264
Total	1566	1515	1706

Figure 9.5 Number of service activities reported on FARs, 2010-12

Students visit the OCS for career counseling; internships; resume, cover letter, and interview assistance; undecided job inventory testing; and work study information. There has been a dramatic increase in the number of hits to the OCS webpage due to the success of online job postings and emails. Previously, the OCS webpage had only 1,000-2,000 hits monthly. It now has over 10,000 web hits per month. In-person visits to the office have increased as well, as shown in Figure 9.6. The OCS encourages students to get relevant internship experience along with their degree, which will help make them highly marketable upon graduation. Figure 9.6 also documents successful intern placement. With so many of our students employed, unpaid internships are often not feasible and may account for some of the variability in the data reported in Figure 9.6.

Year	Office Visitor Log Numbers	Number of Interns
2009	1,237	58
2010	1,724	154
2011	1,372	68
2012	1,257	79

Figure 9.6 OCS office visits and internship placements, 2009-2012

The OCS brings employers to campus on a regular basis. Employers have the opportunity to participate in the following services: job fairs, on-campus employer recruiting tables, employer presentations, and campus interviews. Students and community members are welcome to attend the fairs to seek out potential employment. Figure 9.7 contains the number of attendees, as well as number of employers represented.

Job Fair	Number of Employers	Number of Attendees
Spring 2009	59	422
Spring 2010	46	610
Spring 2011	42	473
Spring 2012	39	274

Figure 9.7 Job Fair statistics, 2009-12

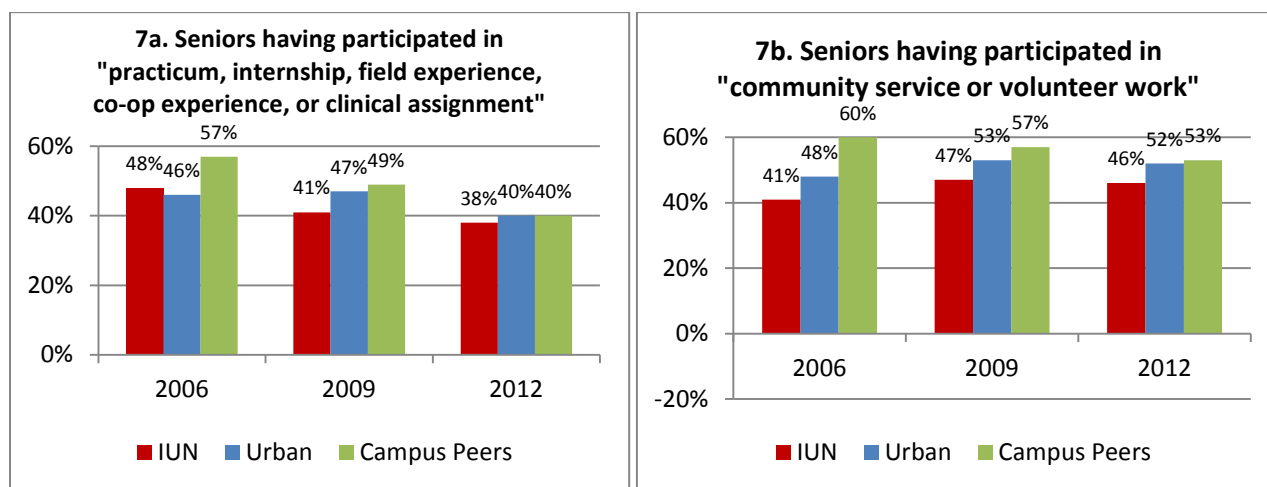
9R3 Comparison to other organizations The campus has not had an opportunity to compare our performance results for building collaborative relationships with other higher education organizations at this point. We anticipate that our Carnegie Classification application process will create a basis for comparison. However, we can compare our sponsored programs results with the other IU campuses, as shown in Figure 9.8. IU Northwest consistently ranks near the top of the regional campuses in grants and contracts.

Indiana University Northwest 2013 AQIP Systems Portfolio

Campus	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bloomington	\$151,421,980	\$151,421,980	\$148,444,857	\$133,862,523	\$167,564,385
IUPUI	306,430,580	306,430,580	407,624,851	312,170,695	337,941,207
East	1,267,440	1,267,440	6,018,330	681,305	5,504,316
Kokomo	328,321	328,321	202,159	273,807	392,519
Northwest	1,005,543	1,005,543	999,555	946,562	828,401
South Bend	192,008	192,008	1,431,045	449,204	874,014
Southeast	1,023,884	1,023,884	789,037	811,245	474,539

Figure 9.8 Grant and contract expenditures, 2007-2012

The IU Northwest NSSE data contain information related to collaborative relationships. As shown in Figure 9.9, there are significant differences between our seniors (12%), and our campus peers (21%) regarding participation in service learning experiences in 2012, suggesting an opportunity for improvement. Indeed, our senior participation in service learning has declined since 2006 (25%). Seniors completing field experiences (NSSE item 7a) also have seen a decline in participation over the years (2006 = 48%; 2012=38%), although we do not differ significantly from our peers in our participation rates in 2012. Community service work has improved among our seniors over the years (2006=41%; 2012=46%) and shows no significant difference with our urban or other institutional peers. CURE and other areas at the university continually work to increase these efforts. Again, we find (similar to unpaid internships) that our non-residential, employed students are often not able to participate in non-paid activities. The campus has focused on service learning and experiential learning as an important enhancement of student learning, and the NSSE results demonstrate that our students need more encouragement and opportunities in this area.



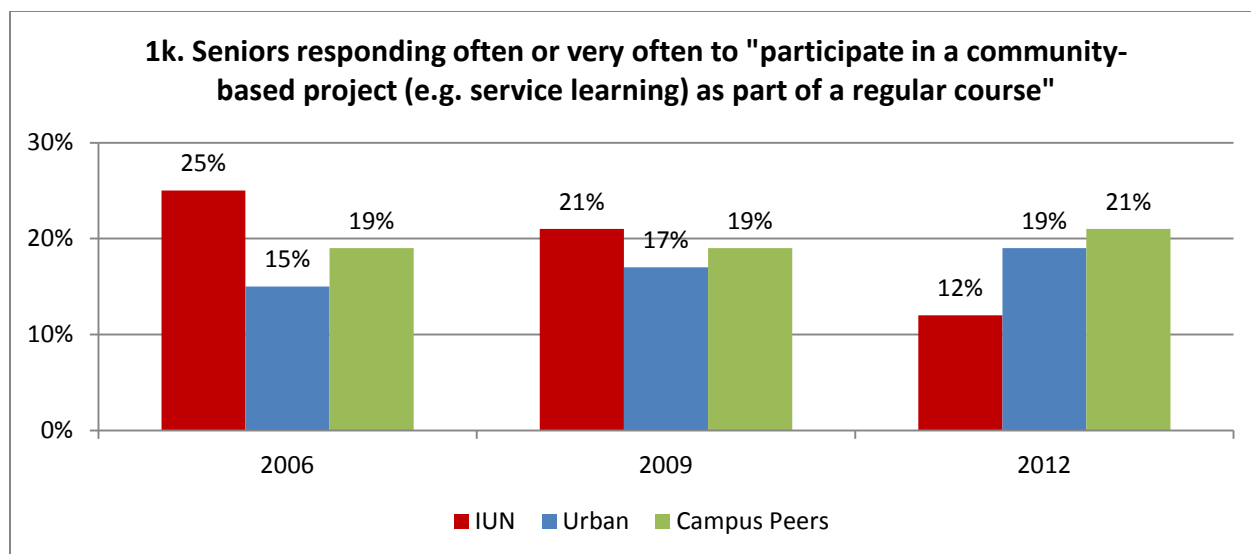


Figure 9.9 Experiences of SRs compared to other urban universities and campus peers on selected NSSE questions

9I1 Recent improvements include:

- 1) Named a “Military Friendly School” for 2013 and 2014, i.e., in the top 20% of colleges, universities and trade schools that are doing the most to embrace America’s military service members, veterans, and spouses as students and ensure their success on campus.
- 2) Bookstore added book rentals and HEOA compliant book look-up capabilities online through B&N.
- 3) Increased the number of dual credit/concurrent credit relationships and concomitant increases in students participating (2009: one school, two courses, 118 students; 2013: nine schools, 22 courses, 807 students).
- 4) CURE has taken on a significant role in fostering collaborative relationships between the campus and the community by working collaboratively with organizations in all sectors to address challenges and co-create solutions in diverse areas (see some examples listed in Figure 9.8 and throughout Category 9).
- 5) Committed to the [President’s Interfaith and Community Service Campus Challenge](#), a White House initiative focused on involving people of different religious and non-religious backgrounds to address community challenges together. IU Northwest (through CURE), became one of more than 250 higher education institutions working toward making interfaith cooperation and community service a more prominent reality on campus. Events held so far include the Martin Luther King, Jr. Day presentation “Portraits of Faith,” B.I.O.N.I.C. Week (“Believe It Or Not I Care”), and “Lunch and Learn” events and panel discussions.
- 6) Communication vehicles have been enhanced and/or initiated over the past few years to include many campus constituents. For example, *Northwest News*, formerly a publication sent to faculty and staff five or six times annually, has been upgraded and the OMC now distributes the electronic monthly to the campus and community. We also now provide a window to our engagement efforts for the campus and community [here](#).
- 7) Increased the annual awards recognizing excellence in service for faculty and staff. Developing a community engagement award for faculty, staff, and students.
- 8) The Green Space Initiative on the IU Northwest campus is a proposed area where people from IU Northwest and the Northwest Indiana Community can gather and participate in a variety of activities. It will be located on the Northwest corner of campus formerly occupied by Tamarack Hall. A task force was created to generate ideas and report back to the campus with

recommendations. The task force, through various outreach efforts including a web-based call for ideas and campus town hall meetings, identified three areas of proposed enhancement to the area (Park Environment, Pavilion/Performance Venue, and Sports and Recreation). A preliminary design was created in the Fall of 2013.

9I2 Culture and infrastructure support

Our priorities for improvement in campus engagement are clearly in evidence in our 2011 Strategic Priorities (e.g., “Outstanding institutional infrastructure and support are essential elements for achieving success and excellence” and “Community engagement is a hallmark of our commitment to advancing educational opportunities while addressing regional priorities”). IU Northwest’s Mission, Vision and Values place a clear priority on engagement with the community and other institutions of higher education.

CURE has taken on a more substantial role as the campus’s “front door” for community-based engagement, and its reorganization to include non-credit bearing course offerings and funding to support IU Northwest faculty and students in funded research fellowships to advance studies of regional relevance in the areas of education, economic development, environmental sustainability, health disparities, arts, and culture have contributed greatly to improving our infrastructure for planning, developing, and building collaborative relationships at IU Northwest. As evidence of a shift in culture, the campus will complete an application for the Carnegie Foundation for the Advancement of Teaching – Elective Community Engagement Classification in 2014. This change would not have been possible without our Action Project focused on institutionalizing community engagement.