

# AQIP systems portfolio 2009



**INDIANA UNIVERSITY  
NORTHWEST**

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**Criterion One – Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**Core Component 1a.** The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The Mission Statement for the University is periodically reviewed by the campus, last revised in 2005, and approved by the Board of Trustees and the Indiana Commission for Higher Education in 2005-2006. [IU Northwest Mission , Institutional Overview]
- The [Vision](#) and [Mission](#) Statements are available to the public on the [campus website](#), and [Bulletin](#).
- The University’s Vision and Mission Statements reflect its commitment as a student-centered campus to focus on the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development and health and wellbeing of the region and of the state. [IU Northwest Mission, Institutional Overview].
- The University’s other distinctive objectives are in alignment with the Vision and Mission. [O2, 2P1]

**Core Component 1b.** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The University’s Mission and Vision speaks to the importance of embracing diversity in all its facets and of respecting both individual and community aspirations. [IU Northwest Mission, Institutional Overview 2P1, 4P3]
- Diversity is one of the general education outcomes and is also reflected within each School’s learning objectives. [O1, 1P1, 1P2, 1P9]
- The Office of Diversity and Equity provides the infrastructure to increase the University’s capacity to appreciate and respect diverse backgrounds and perspectives. [4P3, 4P8, 4P9]
- The annual Diversity Programming Series positions IU Northwest as an important venue for diversity programming and community engagement in the region. [2P1, 2R1]

**Core Component 1c.** Understanding of and support for the mission pervade the organization.

- Students, faculty, staff, administrators, the Chancellor’s Society and a member of the Board of Trustees were involved in the creation of the University’s Shared Vision. [Institutional Overview, O5]
- All planning at the University is driven by the Mission and Shared Vision. [8P2]
- All academic units incorporate the four student-learning outcomes from the Vision (lifelong learning, ethical practices, successful careers, and effective citizenship) into their core curricula. These also informed the development of the General Educational Principles. [O1, 1P1, 1P2]
- Non-instructional objectives are derived from the Mission and Shared Vision. [O2, 2P1]
- All short- and long-term strategies, goals, and priorities are developed within the context of the missions of both IU and IU Northwest. [8P1]

**Core component 1d.** The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Administrators are empowered to make decisions within their respective units. Adopting responsibility centered management will further enhance the culture of distributed accountability, and allow administrators latitude in the strategic use of income toward achieving their missions. [8P1, 8P6]
- Broad-based membership on planning and decision making bodies, for example, on the Northwest Council, Facilities Planning Committee, and Information Technology Council, encourages diverse perspectives and collaborative processes. [05, 5P2, 5P5, 8P1]
- IU Northwest operates under the policies established by the IU Board of Trustees and administered by the President of IU and his staff. Each regional campus chancellor reports to the President, and no campus is subordinate to another campus. Chancellors and Vice Chancellors from all campuses meet and collaborate regularly. [Institutional Overview, O5, 9P1]
- The University's collaborative processes for the development of new programs involve input and evaluations from the Northwest Campus and community stakeholders, all of the campuses of Indiana University and the Indiana Commission on Higher Education. [1P3, 1P4]

**Core component 1e.** The organization upholds and protects its integrity.

- All (student and employee) complaints and grievances are documented, reviewed and resolved in a timely manner in accordance with the appropriate codes of conduct. [3P6]
- The University Information Technology System (UITS) assists the campus with the security and integrity of its information systems. [7P7]
- Ethical employee practices, student responsibilities, and processes to insure compliance are outlined in the applicable employee/student handbook. [3P6, 4P7]
- Professional purchasing employees and fiscal officers adhere to the principles and standards of the National Association of Educational Procurement Code of Ethics. [9P4]
- IU Northwest and all applicable programs are fully accredited and so meet the national standards of those organizations. [Institutional Overview, 1P2]

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**Criterion Two – Preparing for the Future.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

**Core Component 2a.** The organization realistically prepares for a future shaped by multiple societal and economic trends.

- IU Northwest has strategic planning processes in place that allow the campus to prepare for and respond to changing needs and trends. [O7, 8P1]
- IU Northwest uses historical and current data to determine campus priorities. [1P3, 7P2, 7P4, 7I1]
- IU Northwest's key planning processes are facilities, information technology, human capital/succession, emergency crisis management, enrollment and budget. These processes are aligned with the Mission, Vision and 2010 Strategic Outcomes. [8P1]

- Adopting responsibility centered management will enable administrators to better respond to changing needs and trends. [8P1, 8P6]
- IU Northwest is committed to leadership development succession planning. [5P9, 5P10, 8P8]

**Core component 2b.** The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- IU Northwest's resources are adequate to support quality educational programs and student services. [Institutional Overview, O6, 3R5, 3R6, 7P4]
- In annual budget hearings, unit administrators present plans for creating and maintaining excellence in academic programs and student services as well as their plans for strategic use of resources. [8P1, 8P4, 8P7]
- The majority of the faculty is full time with terminal degrees in their respective disciplines. [O4]
- IU Northwest continually assesses risk and prioritizes resources. [8P7]

**Core component 2c.** The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The support needs of students and employees are identified through analysis of satisfaction surveys, focus groups, institutional research reports, and improvements are implemented. [3P1, 3P3, 6P1, 6P2, 7P1, 3I1, 6I1, 7I1]
- IU Northwest has established key performance indicators and a process for setting targets for improvement. [7P2, 8P2, 8R1, 8R2, 8R3]
- Program reviews and accreditation assist in monitoring the currency and effectiveness of the curriculum. [1P2, 1P13, 1P14]
- IU Northwest has established a process for centralized assessment of student learning outcomes. [1P18, 1R1, 1R2, 1R3]

**Core component 2d.** All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The 2010 Strategic Outcomes are in alignment with the Vision and Mission. [O5]
- Planning to achieve organizational objectives is aligned with the campus mission. [O2, 2P1, 2P2, 8P4]
- General Education Principles and their concomitant student learning outcomes are aligned with the campus vision and mission. [1P1, 1P2]
- Key planning processes are guided by principles derived from the Vision, Mission and 2010 Outcomes to ensure alignment. [8P1]

**Criterion Three – Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core component 3a.** The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- IU Northwest has 5 General Education Principles, each with its own set of learning outcomes that all students regardless of program of study must achieve. [1P1]
- Each academic program has clearly stated student learning outcomes and assessment plans. [1P2]
- Assessment of student learning occurs at both the course and program level. Academic units employ diverse measurements to assess student learning. [1P18, 1R1, 1R2, 1R3, 1R4]
- New academic program proposals must clearly identify student learning outcomes and assessment measures. [1P3]

**Core component 3b.** The organization values and supports effective teaching.

- IU Northwest provides resources to support faculty in meeting the needs of diverse learners. [1P8, 1P9, 1P10, 6R2, 6I2]
- IU Northwest annually recognizes the outstanding teaching of full-time and adjunct faculty with monetary awards. Summer Faculty Fellowships are also awarded for development of new courses or major course overhauls. [4P9, 4P10, 4P11]
- The campus defines and documents expectations for effective teaching and learning. [1P11]
- The Center for Excellence in Teaching and Learning provides seminars and support throughout the academic year for all faculty, including adjuncts, to enhance effective teaching and learning practices. [1P11]

**Core component 3c.** The organization creates effective learning environments.

- IU Northwest has processes and programs in place to ensure students have the preparation to succeed in college-level courses. [1P5, 1P8, 1P9, 1P10, 1P12, 1P15, 3P1]
- IU Northwest acknowledges the importance of co-curricular activities and their alignment with curricular objectives. [1P16]
- IU Northwest provides a safe and secure environment in which learning can occur. [6P3, 6R3]
- IU Northwest has systems and processes in place to identify and meet student support service needs. [6P1, 6R2]
- IU Northwest is committed to creating attractive and effective physical and virtual learning environments. [06, 1P12, 6I1]

**Core component 3d.** The organization’s learning resources support student learning and effective teaching.

- A significant amount of resources have been allocated to upgrading and enhancing Information and Classroom Technology. [3P2, 3I1, 4R3, 6I1, 7R1]

- IU Northwest supports faculty and staff training related to student learning and effective teaching through the Center for Excellence in Teaching and Learning, Office of Information Technology and Instructional Media. [1P11, 4P9, 4I1]
- IU Northwest provides data driven student learning support services for all learners. [1P8, 1P9, 1P10, 1P15, 1R5, 6R1, 6R2, 6I1]

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**Criterion Four: Acquisition, Discovery, and Application of Knowledge.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**Core Component 4a.** The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The mission of IU Northwest clearly articulates our commitment to the value of education and lifelong learning. [IU Northwest Mission , Institutional Overview, O1]
- IU Northwest provides numerous opportunities for the professional development of faculty and staff, including but not limited to a Fee Remission Policy that allows employees to enroll in classes at a greatly reduced cost. [1P11, 4P9, 4I1]
- IU Northwest values and explicitly communicates its commitment to academic freedom for faculty, staff and students [*Academic Handbook; Code of Student Rights, Responsibilities and Conduct; and The Essential Guide for Professional, Support, and Service Staff*]

**Core Component 4b.** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The IU Northwest mission states that the campus strives to create a community dedicated to the pursuit of knowledge and intellectual development. [IU Northwest Mission, Institutional Overview]
- IU Northwest has 5 General Education Principles, that all students regardless of program of study must achieve and that include a significant emphasis on acquiring breadth of knowledge. [1P1]
- IU Northwest provides resources to support faculty and student research and creative activity. [1P15, 1P16, 4P9, 4R3, 9P1, 9P5, 9P7, 9R2]

**Core Component 4c.** The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The campus Mission was last revised in 2005 and reflects current societal needs and expectations. [IU Northwest Mission, Institutional Overview]
- The General Education Program was redesigned between 2006-2009 to reflect the campus Mission and to better prepare students to live and work in today's world. [O1, 1P1]
- Academic units systematically conduct reviews of their curricula for currency, relevancy and efficacy using a variety of measures to assess the needs of students, alumni and employers and, then, use that input to make adjustments to the curriculum. [1P2, 1P4, 1P13, 1P18, 1R1, 1R3, 3P2, 3P3, 3P4, 3R1, 3R4, 3R5]

**Core component 4d.** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Vision 2010 clearly presents the University's values for ethical practices and effective citizenship [IU Northwest Vision, Institutional Overview]
- IU Northwest has 5 General Education Principles, that all students regardless of program of study must achieve and that include a significant emphasis on ethics and citizenship. [1P1]
- IU Northwest's Offices of Sponsored Research and Compliance support faculty, staff and students in ethical conduct of research and are supported by and provide reports to Indiana University Internal audits provide reports to the President on the compliance of the IU Northwest with appropriate laws and IU policies. [Institutional Overview, 5P1]
- The Information Technology Department, Center for Excellence in Teaching and Learning and the Library provide support and training to faculty, staff and students on the fair and ethical use of information. The Information Technology Department monitors adherence to policies related to downloadable media. [4P9, 7P2, 7P3]

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**Criterion Five: Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a.** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- IU Northwest assesses the unique needs and expectations of students and other stakeholders [O3, 3P1, 3P2, 3P3, 3P4, 3P5]
- The campus has prioritized the development of collaborative relationships within the seven counties it serves on issues relating to sustainable regional vitality and cultural discovery and learning. [2R1, 9P5]
- Each unit prioritizes outreach and collaborative opportunities within the context of their available human and fiscal resources, faculty and staff interest, student needs, community requests, and in keeping within the mission and vision of both the campus and their own unit. [9P5]

**Core Component 5b.** The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The Center for Regional Excellence increases the capacity of 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. [O9, 9P5, 9P6, 9P7]
- IU Northwest demonstrates its commitment to the communities it serves through the myriad of co-curricular activities designed to engage students, staff, administration and faculty and the external community. [2R1, 2R4, 2I1, 9P5]
- The Division of Continuing Studies provides outreach in the community through its noncredit programming that covers a range of activities- career preparation, personal enrichment and Kid's College. [9C1]
- The School of Continuing Studies provides outreach in the community through its noncredit programming that covers a range of activities- career preparation, personal enrichment and Kid's College. [O1, O9, 1P12]

**Core Component 5c.** The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- IU Northwest publications (internal and external) provide important links between university and constituencies. [5P7, 5P8, 9P1, 9P6, 9P7, 9I1]
- IU Northwest routinely seeks information from external constituencies that depend on the supply of our students and graduates and are responsive to those organizations requirements. [1P3, 1P4, 9P2, 9R2]
- Transfer policies and practices of IU Northwest help create an environment supportive of student mobility. [1P6, 1P8, 9P1]

**Core Component 5d.** Internal and external constituencies value the services the organization provides.

- The Campus Climate Survey indicates employees feel valued and engaged in the mission of the campus [4P12, 4R2, RI1, 5R2, 5I1]
- Results from the 2009 National Survey of Student Engagement indicate that IU Northwest's students are very satisfied with their overall educational experience. [1R5, 3R6]
- IU Northwest ranks among the highest of the regional IU campuses in private donor giving. [3R6]
- IU Northwest Alumni Organization continues to grow in response to alumni needs and expectations and is recognized as a valuable asset for establishing community relationships. [3R4, 9I1]

## Glossary of Terms

AA – Academic Affairs	CQI – Continuous Quality Improvement
AACSB – Association to Advance Collegiate Schools of Business	CRE – Center for Regional Excellence
AAR – <i>Affirmative Action Register</i>	CUPA – College and University Professional Association
AAUP – American Association of University Professors	CWA – Communication Workers of America
ACE – American Council on Education	DLS – Division of Labor Studies
ADP – American Democracy Project	DPG – Diversity Programming Group
AII – Association of Independent Institutions	DSC – Division of Continuing Studies
ALC – Academic Learning Center	DSW- Division of Social Work
APC – Academic Priorities Committee	EH&S – Environmental Health and Safety
AQIP – Academic Quality Improvement Program	EPIC –Electronic Procurement and Invoicing Center
AR/OAR – Alumni Relations	ES – Enrollment Services
ATI – Assessment Technology Inc.	EVCAA/VCAA – Executive Vice Chancellor for Academic Affairs
AVCAA – Associate Vice Chancellor for Academic Affairs	FA – Financial Aid
AVCIER – Assistant Vice Chancellor for Institutional Effectiveness and Research	FACET – Faculty Colloquium on Excellence in Teaching
B&N – Barnes & Noble College Booksellers, Inc.	FIS – Financial Information System
BofT – Board of Trustees	FLSA – Fair Labor Standards Act
CASLO – Campus Assessment of Student Learning Outcomes	FOD – Fiscal Officers Development
CCD – Campus Council on Diversity	FPC/FP – Facilities Planning Committee
CDS – Common Data Set	FRAME – Faculty Retention and Mentoring Education
CEE – Center for Economic Education	GIS – Geographic Information Systems
CETL – Center for Excellence in Teaching and Learning	HIT – Health Information Technology
CFO – Chief Financial Officer	HLC – Higher Learning Commission
<i>CHE – Chronicle for Higher Education</i>	HR – Human Resources
CHHS – College of Health and Human Services	HRMS – Human Resource Management System
CIO – Chief Information Officer	IASS – Indiana Academy of Social Sciences
CLP – Critical Literacy Program	ICHE – Indiana Commission for Higher Education
CMD – Center for Management Development	IER/OIER – Institutional Effectiveness and Research
CMT – Crisis Management Team	IPAS – Indiana Project on Academic Success
COAS – College of Arts and Sciences	IPEDS – Integrated Postsec. Ed. Data System

## Indiana University Northwest 2009 AQIP Systems Portfolio

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COFFY – Community Organizations for Children and Families	IR/OIR – Institutional Research
COMPASS – Computer-adaptive Placement, Assessment, and Support System	IT – Information Technology
IU – Indiana University	RFP – Request for Proposal
IU LeaD – Leadership Development	SAAB – Student African American Brotherhood
IUAA – Indiana University Alumni Association	SBI – Small Business Institute
IUB – Indiana University Bloomington	SES – Student Enrollment Services
IUIE – Indiana University Information Environment	SI – Supplemental Instruction
IUSB – Indiana University South Bend	SIS – Student Information System
IUSM-NW – IU School of Medicine – Northwest	SLLA – School Leaders Licensure Assessment
LAUW – Lake Area United Way	SOBE – School of Business and Economics
MLA – <i>Modern Language Association</i>	SOE – School of Education
MLT – Medical Lab Technology	SON – School of Nursing
NAIA – National Association of Intercollegiate Athletics	SPEA – School of Public and Environmental Affairs
NCA – North Central Association	SPT – Strategic Planning Team
NCEE – National Council on Economic Education	SSJ – South Shore Journal
NCLEX-RN – National Council Licensure Examination for Registered Nurses	SWOT – Strengths, Weaknesses, Opportunities, Threats
NIRPC – Northwestern Indiana Regional Planning Commission	TAL – Teaching All Learners
NPI – Non-Profit Institute	TP – Transaction Processing
NSSE – National Survey of Student Engagement	UBO – University Budget Office
NSSP – New Student Success Program	UFC – University Faculty Council
OAR/AR – Office of Alumni Relations	UITS – University Information Technology System
OCS- Office of Career Services	UPIRA – University Planning, Institutional Research and Accountability
ODE – Office of Diversity and Equity	USCAA – United States Collegiate Athletic Association
OMC – Office of Marketing and Communication	UTEP – Urban Teacher Program
OSP – Office of Sponsored Programs	VCA – Vice Chancellor for Administration
OSSA/SSA – Office of Student Services Administration	VCSA – Vice Chancellor for Student Affairs
OSSS/SSS – Office of Student Support Services	VITA – Volunteer Income Tax Assistance
PNC – Purdue North Central	VU – Valparaiso University
PUC – Purdue University Calumet	WAC – Writing Across the Curriculum
RCM/RC – Responsibility Centered Management	WIG – Wildly Important Goal

### Institutional Overview

**Indiana University** (IU) was founded in Bloomington in 1820 and is one of the oldest state universities in the Midwest. With an annual operating budget of \$2.2 billion, IU enrolls over 100,000 students. The residential campus at Bloomington and the urban center in Indianapolis form the core campuses of the university. Regional campuses are in Gary (IU Northwest), Fort Wayne, Kokomo, New Albany, Richmond, and South Bend.

The University is governed by the Trustees of Indiana University. The President of IU, 12 vice presidents, two executive vice presidents (who also serve as provosts of the Indianapolis and Bloomington campuses), and a chancellor at each of the regional campuses provide administrative leadership.

IU Northwest operates under the policies established by the IU Board of Trustees (BofT) and administered by the President of IU and his staff. Each regional campus chancellor reports to the President, and no campus is subordinate to another campus. In 2010, however, the Office of the Vice President for University Regional Affairs, Planning, and Policy was created to focus attention on the unique needs of the regional campuses as well as serve as an intermediary between the regional campuses and the IU President. A mixture of centralized and decentralized processes characterizes the operations at IU. Administrative functions tend to be based on university-wide processes and systems subject to centralized controls. Academic functions tend to be decentralized, operating in the context of general university-wide policies.

In the past, IU contained several University-system schools, which exercised varying degrees of coordination in relation to the academic units on the campuses. However, the structure of the system schools underwent a review process in 2006-07 and several of the system schools were dismantled, although many maintain loose ties and lines of communication. University-system schools that persist are the IU Schools of Medicine and Social Work.

**IU Northwest** In 1921, IU offered its first formal classes in Lake County as part of a program sponsored by the Gary Public School system. In 1932, IU initiated the Calumet Center in East Chicago. In 1948, at the request of the Gary School Board, IU assumed the management of the Gary College, which then became the Gary Center of IU.

In 1955, the city of Gary authorized the sale of 27 acres of Gleason Park to IU for the purpose of establishing a campus for the Gary Center (the present site of IU Northwest). In 1959, the first classes were held at this location. In 1963, IU reorganized its various “extension” centers into regional campuses. The Gary Center and the Calumet Center became the Northwest Campus of IU. Soon thereafter, the first degree programs were authorized, and the Northwest Campus became a four-year college. The first commencement was held on the Northwest Campus in June 1967. In 1968, the Trustees of IU changed the name of the Northwest Campus to IU Northwest.

Some of the unifying features that tie IU Northwest closely to the idea of a single IU include: shared payroll; unified business functions; the student registration system; student financial aid; HR management and training; purchasing; architecture; facilities development and management and other management systems; a common inventory of courses (Master Course List) from which any campus can draw; all university faculty organizations, such as the University Faculty Council (UFC) and the Faculty Colloquium on Excellence in Teaching (FACET); university-wide tenure standards and approvals through the Office of the President and BofT; and shared resources for faculty research and Instructional Technology (IT).

IU Northwest is a Comprehensive Masters 1 institution with a total annual operating budget of \$46.6 million and approximately 68 authorized degree programs. While the campus no longer offers classes at the Calumet Center in East Chicago, it has leased classroom space since 1997 in Portage, which is located in Porter County. In collaboration with Purdue University Calumet (PUC), the campus also offers classes at PUC's Academic Learning Center (ALC) in Merrillville, Indiana. These sites serve as feeders into the degree programs offered on the campus.

The Higher Learning Commission (HLC)/ North Central Association (NCA) last reaccredited IU Northwest in 1993; IU Northwest submitted a follow-up report in 1995, and the campus became an Academic Quality Improvement Program (AQIP) institution in 2002. We received Reaffirmation of Accreditation in 2009.

In 2004, then IU President Adam Herbert launched a mission differentiation project that included all of the IU campuses. Each campus, with the assistance of a university leadership team, reviewed its mission statement for clarity and definition of its distinctive contributions. In 2005, a new [mission statement](#) was adopted by IU Northwest's Faculty Organization, the faculty governance structure at IU Northwest. The revised mission statements for each of the campuses were approved at the November 2005 meeting of the BofT and, subsequently, by the Indiana Commission on Higher Education (ICHE).

As a commuter campus, IU Northwest serves a seven-county region comprised of Lake, Porter, LaPorte, Jasper, Newton, Starke, and Pulaski counties. Eighty-six percent of its students live in Lake County and in the next closest county, Porter. The campus annually matriculates between 950 and 1050 freshmen. In the fall of 2010, only 5.4% of the freshman students were from the top tenth of their class, while 48.3% were from the bottom half of their high school class. The average graduation rate over the last five years for IU Northwest students is 27.0%, and the second-year retention rate (freshman-to-sophomore, five-year average) is 63.3% for full-time beginners and 60.5% for all beginners.

IU Northwest is IU's most racially diverse campus. Student enrollment peaked in 1992 at 5,962 students, and steadily declined to a low of 4,639 students in 2001. However, recent trends of the past 10 years have spurred enrollment to a new record high in the fall 2010 of 5,969 students and 61,854 credit hours. The vast majority of classes (77%) have fewer than 30 students, with only eight class sections enrolling more than 100 students. The student-faculty ratio in the fall of 2009 was 16:1.

### 2010 Student Fast Facts

- 60% of students attend full-time
- 85% of students work (2009)
- 60% of students receive financial aid
- 40% of students are from ethnically underrepresented populations
- 89% of students are undergraduates
- 99% of students are Indiana residents
- Average age of students is 27
- 68% of students are female

**O1 Goals for student learning** IU Northwest's [Shared Vision](#) articulates four general student-learning outcomes: life-long learning, ethical practices, successful careers, and effective citizenship. The common learning objectives for undergraduate programs are the five new [General Education Principles](#). All academic units incorporate these principles and learning outcomes, along with those in the *Shared Vision*, into their core curricula. The revision efforts were completed and have been implemented in fall 2010. The learning objectives of the graduate programs include acquiring the knowledge and skills to successfully practice the profession/discipline. The learning goals for each graduate degree are

articulated in the [IU Northwest Graduate Bulletin](#).

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 18 certificate programs, 7 associate degrees, 36 baccalaureate degrees and seven graduate degrees. The degree programs are offered through the following academic units, which are listed by the number of majors from highest to lowest: College of Health and Human Services (CHHS), College of Arts and Sciences (COAS), School of Education (SOE), School of Business and Economics (SOBE), and the Division of Continuing Studies (DSC). In a reorganization that occurred in 2010, the School of Public and Environmental Affairs (SPEA) was moved into the College of Health and Human Services.

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. The following is a brief overview of the key instructional programs in each of the schools.

IU Northwest restructured the following programs within its new [CHHS](#): Nursing, Radiography, Health Information Technology (HIT), Dental Education, and Social Work. The Assistant Dean and Director of the IUSM-NW serves as the Dean of the CHHS; the CHHS has over 1,500 students. The [School of Nursing \(SON\)](#) offers a BSN with a BS/BA to BSN option. Radiologic Sciences offers an AS and BS; [HIT](#) offers an AS in HIT and a Certificate in Coding. [Dental Education](#) offers an AS in Dental Hygiene and a Certificate in Dental Assisting. The [Division of Social Work \(DSW\)](#) offers an MSW with three concentrations: 1) Mental Health and Addictions, 2) School, and 3) Health. They will begin offering a BSW in the spring of 2011. The degree programs in [SPEA](#) are the BS in Public Affairs, BS in Criminal Justice, and BS in Health Systems Management and, at the graduate level, the MPA. In SPEA, 449 students are enrolled in its undergraduate programs and 145 students are pursuing graduate education.

The [COAS](#) programs include 18 BA degrees; 9 BS degrees; 23 minors; and four interdepartmental majors. The COAS also offer four post-baccalaureate certificates, and began offering an MLS degree in the fall of 2010. Beginning in the spring 2011 COAS will start offering an MS in Clinical Counseling. COAS majors, as of fall 2010, totaled 1,268 students. The top three groups of students within the COAS are undecided (n=237, 19%), psychology (n=222, 17%), and biology (n=168, 13%).

A distinctive feature of the [DCS](#) degree program is flexibility in earning college credit (i.e., credit by examination, distance education, self-acquired competency, and credit for military service and law enforcement). There are 458 students in the Division of Continuing Studies. Affiliated with Social Work and the Division of Continuing Studies, the [Division of Labor Studies \(DLS\)](#) offers an AS and a BS in Labor Studies.

Currently 560 undergraduate and 127 graduate students are enrolled in the [SOBE](#). Undergraduates prepare for a BS in Business and students 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 CPA. In addition, the School offers an on-line Graduate Certificate in Management to assist managers who want to enhance their credentials. At the graduate level, the School offers a Masters of Business Administration degree with two delivery options. Students may choose the weeknight delivery with a schedule of their choice or the MBA for Professionals, which is a cohort program offered on Saturdays through hybrid delivery methods utilizing both on-line and classroom components.

The [SOE](#) has a total of 776 students; 509 undergraduates, and 268 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 (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 the region urban school districts in an attempt to help address a looming teacher shortage. The SOE also offers master's degrees in Educational Leadership, Elementary Education, and Secondary Education.

The academic units use a wide variety of methods to deliver instruction, although the most common method is face-to-face classes conducted on campus. No academic units are delivering their entire program over the Internet, though there are some web-based courses. Many academic units are using a hybrid method of delivery within individual courses. Faculty use Oncourse, the IU instructional platform, to post materials, test students, post grades, and interact with students. Faculty members have IU Northwest e-mail accounts to communicate with students and to receive/send assignments. As appropriate to the course, laboratories, clinical experiences, field practica, and seminars are some of the other delivery methods used. Many courses are taught with experiential and problem-based methods that require students to demonstrate knowledge and skills in applying what they are learning.

[The Center for Excellence in Teaching and Learning](#) (CETL) offers training to faculty to improve pedagogy on campus. It hosts and coordinates a variety of events, as well as works with individual faculty members on topics related to teaching effectiveness. The [Office of IT](#) provides innovative, contemporary, and accessible technology in microcomputing, instructional media, networking, and telephone services, enabling the students, faculty, and staff to effectively meet the goals of a student-centered learning community, whether on or off campus.

**O2 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 the [Office of Student Services Administration](#) (SSA) and other administrative areas. These include [Admissions](#), [Career Services](#), [Financial Aid](#) (FA), [Student Life](#) (clubs, organizations, and athletics), the [Child Care Center](#), [Counseling Services](#), [Occupational Development Program](#), [Student Retention Programs](#), [Student Support Services](#) (SSS) (including disability services), and [Multicultural Affairs](#). In 2009, the campus opened the [Campus Health and Wellness Center](#), with a nurse-managed clinic that offers episodic primary care services to students, faculty, and staff at a very modest fee (lab tests and medications are at-cost).

Needs of external stakeholders (alumni, friends, donors, community partners) are met through the [Center for Urban and Regional Excellence](#) (CRE), [Office of Alumni Relations](#) (OAR), the Offices of [Marketing and Communication](#) (OMC) and [Development](#), the [Center for Management Development](#) (CMD), the [Library](#), the Office of [Special Events](#), the [Theatre Northwest](#), the [Gallery for Contemporary Art](#), student athletics, and numerous outreach activities, such as the Glen Park Conversations program and many others described throughout the Portfolio, but especially in Categories 2 and 9.

**O3 The requirements and expectations of IU Northwest students** are informed by the students' academic disciplines or degree expectations, preparation (based on placement testing and transcripts), academic load and standing (full- or part-time and freshman, sophomore, etc.), demographics (age, gender, ethnicity, etc.), family life and responsibilities, financial responsibilities, particular needs (financial aid, learning assistance, child care, counseling, etc.), and commuter status. With these factors in consideration, IU Northwest attends to the short- and long-term expectations and requirements of its

potential and current students. In terms of other stakeholder groups' requirements and expectations, IU Northwest provides university employees (faculty and staff) with a safe and productive work environment in which they can attend to the primary task of teaching students and in which they are rewarded for their productivity and excellence. At the same time, the community (employers, alumni, and elected officials, etc.) justifiably expect the university to contribute positively to the quality of life in northwest Indiana See Figure O3.

<b>Students</b>	<b>Faculty, Staff, Administration (NORTHWEST COUNCIL, ACADEMIC AFFAIRS)</b>	<b>Alumni, Friends, Donors (UNIVERSITY ADVANCEMENT)</b>
<p><b>Potential Students</b></p> <ul style="list-style-type: none"> <li>• User-friendly information</li> <li>• Timely information</li> <li>• Smooth registration processes</li> <li>• Helpful advising</li> <li>• Financial aid availability</li> <li>• Quality academic programs and degrees</li> </ul> <p><b>Current Students</b></p> <ul style="list-style-type: none"> <li>• Quality academic programs and degrees</li> <li>• Available classes</li> <li>• Appropriate advising</li> <li>• Flexible learning environments</li> <li>• Technological resources</li> <li>• Campus activities</li> <li>• Financial aid availability</li> <li>• Safe environment</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient resources to maximize learning experiences</li> <li>• Safe and productive work environment</li> <li>• Recognition and rewards</li> <li>• Equitable and ethical practices</li> <li>• Consistent information about campus</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent information about campus</li> <li>• Networking</li> <li>• Positive institutional image</li> <li>• Connection with campus</li> <li>• Continuing learning opportunities</li> <li>• Initiatives to support campus opportunities</li> <li>• Recognition for support</li> </ul>
	<p><b>Employers, Local Businesses</b></p>	<p><b>Elected Officials, Media (SENIOR ADMINISTRATION, UNIVERSITY ADVANCEMENT)</b></p>
	<ul style="list-style-type: none"> <li>• Interns and employees</li> <li>• Faculty expertise and outreach</li> <li>• University contribution to the quality of life</li> <li>• Recognition for support</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate, updated information about campus affairs and community engagement</li> <li>• Promotion of important campus issues and/or happenings</li> <li>• Lobbying-related activity through Hoosiers for Higher Education</li> </ul>

**Figure O3 Student and other stakeholder needs and expectations**

IU Northwest is one of several institutions of higher education serving northwest Indiana. There are two four-year public institutions, PUC and Purdue North Central (PNC); Ivy Tech Community College of Indiana; two private four-year institutions, Valparaiso University (VU) and Calumet College of St. Joseph, and several other proprietary enterprises. PUC, which is located only 14 miles from IU Northwest, is our primary competition for the recruitment of students. Although we have many programs in common, IU Northwest also offers unique degree programs in the arts, public and environmental affairs, and health and human services. Our three areas of academic focus—Arts and Culture, Business Excellence, and Health and Human Services—contribute to our unique identity. To cement our regional identity, the campus created a CHHS in 2008, to bring together all the health and health-related programs and to create a more formal relationship with the IUSM—NW. The Dean of the CHHS also serves as the Assistant Dean and Director of the IUSM—NW. We also have a new initiative on campus to strengthen

our unique identity as an urban-focused campus.

**O4 Administrative, faculty and human resources** IU Northwest organizes its work, activities, and jobs to support an environment conducive to learning and to create an atmosphere in which diversity is respected and individual and community aspirations and growth are supported.

In Fall 2009, IU Northwest employed 178 full-time faculty members (70% are tenured or tenure track) and 183 part-time (adjunct) faculty members. Seventy-one percent of the full-time faculty members hold doctoral degrees or terminal degrees in their field, 22% are members of minority groups, and 49% are women. The Faculty Organization serves as the faculty governance structure and operates as a council of the whole. Although faculty are not represented by a collective bargaining agent, there is an active AAUP chapter on campus.

Seventy-one professional, 77 clerical, 17 technical, and 44 service and maintenance employees provide support to the students and faculty. The clerical and technical employees are represented by the Clerical Workers of America (CWA). IU Northwest also employs approximately 473 hourly employees, of which 61% are students.

Faculty teach four courses each semester; however, tenured and tenure-track faculty receive a one-course reduction each semester for scholarship. In 2007, the Executive Vice Chancellor of Academic Affairs (EVCAA) and faculty finalized a process for the review and evaluation of course load reductions, which are also made on a case-by-case basis for administrative duties. Full-time faculty members have ten-month appointments, with the opportunity to teach one or two courses over the summer for a stipend of ten percent of their ten-month salary for each course. Only administrators and librarians have 12-month appointments; librarians hold faculty rank, but they do not teach. Part-time (adjunct) faculty is hired as needed. Adjunct faculty members teach no more than two classes per semester unless there is an emergency and, then, permission of the EVCAA must be granted. The campus does not use graduate assistants in the classroom. Undergraduate students are hired as lab assistants in the introductory science classes and as hourly workers in the academic and support service units.

In 2004-05, the IU Northwest [Human Resources \(HR\) office](#), with the assistance of the [University Office of HR](#), reviewed and updated all professional staff positions in order to comply with the new FLSA regulations, with regard to identifying positions that were exempt and non-exempt from overtime pay and recordkeeping requirements. All of IU reclassified 890 positions as overtime-eligible, which included 27 positions at IU Northwest.

Clerical, technical, and service maintenance positions work regular 40-hour weeks; some positions work staggered hours to ensure coverage of their offices from 8 a.m. to 6 p.m. The only employees who work in shifts are those in the police and physical plant departments.

Many administrative teams and committees have been formed to gather diverse perspectives and to address complex issues more systemically. Examples of cross-disciplinary and cross-functional teams include the former Strategic Planning Team (SPT), the Northwest Council, the Facilities Planning Committee (FPC), the Technology Council, the American Democracy Project (ADP), Academic Core Group, the Diversity Programming Group (DPG), and the AQIP Steering Committee and Category Working Groups.

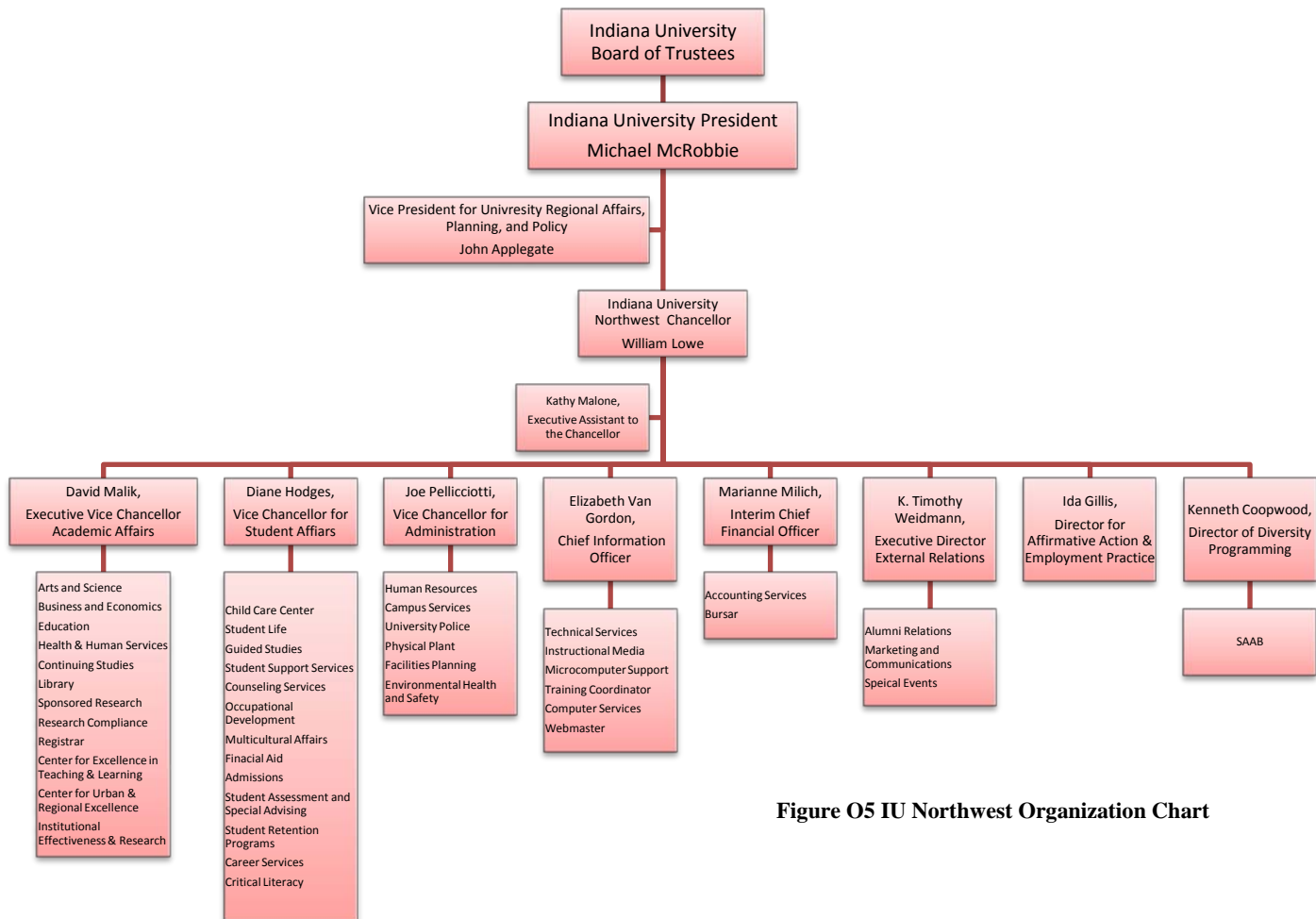
**O5 Leadership, decision-making and communication** IU Northwest's organizational chart can be found in Figure O5. It includes those who have the day-to-day supervisory and decision-making responsibility for the management of the institution. The practices of the IU Northwest leadership are aligned with the practices and views of the BofT, as shown. The senior leaders of the campus are

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members of the Northwest Council. One of the members of the BofT was a member of the steering committee that created the *Shared Vision*. IU's President and the BofT approve the missions of each of the campuses. Internal audits provide reports to the President and the BofT regarding the compliance of each IU campus with IU policies and procedures. In 2010 a new [Office of the Vice President for University Regional Affairs, Planning, and Policy](#) was created to serve as an intermediary between the regional campuses and IU's President.

The [Vision](#) clearly presents the campus' values for ethics, equity, social responsibility, and community service and involvement. The leadership's expectations can be found in the [2010 Outcomes](#). Installation of a new Chancellor, William J. Lowe, in 2010 brings about an opportunity to begin a new cycle of strategic planning. The campus has transitioned to a more decentralized planning model in which each organizational unit develops short- and long-range goals and reports them centrally in yearly budget hearings. Overarching goals for the campus are presented, prioritized, and approved by the Northwest Council and its Agenda Committee. Specific expectations for faculty and staff regarding ethics, social responsibilities, and community service and involvement are described in the appropriate employee handbook, promotion and tenure guidelines, and the *Academic Handbook*.



**Figure O5 IU Northwest Organization Chart**

**O6 Services and facilities** Key administrative and support services are listed in Figure O6. IU Northwest occupies 38 acres in an urban neighborhood in Gary. Its facilities include 20 buildings, 12 academic and administrative facilities, and a child care center. The addition of a student activity center in 2000 added significantly to student life on the campus. The newest building on campus is the Dunes Medical Professional Building. The first phase of this building, completed in 2004, is occupied by the

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IUSM—NW. This branch of the medical school, although located on the campus, is part of the statewide Indiana medical education system. The second phase of the construction was completed in the summer of 2006 and houses the SOBE, SPEA, SON, DSW, and other programs in the CHHS. This building provides significantly upgraded classrooms, clinics, and office space for faculty and student interaction.

Needs	Key Process	Supporting Operations	
Student Support	Admissions/Enrollment	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Financial Aid (FA)</li> <li>• Bursar</li> </ul>	<ul style="list-style-type: none"> <li>• Placement testing</li> <li>• Registrar</li> </ul>
Student Support	Persistence in pursuing degree objectives	<ul style="list-style-type: none"> <li>• Academic advising</li> <li>• Critical Literacy Program (CLP)</li> <li>• Student Retention Programs (SRP)</li> <li>• Supplemental Instruction (SI)</li> <li>• Student Life</li> <li>• Writing Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Math Lab</li> <li>• Athletics</li> <li>• Career Services</li> <li>• Counseling Services</li> <li>• Pre-professional program</li> <li>• Student Support Services (SSS)</li> <li>• Office of Retention Initiatives</li> </ul>
Student Support	Teaching and learning	<ul style="list-style-type: none"> <li>• Library</li> <li>• Instructional Media</li> <li>• Student labs</li> <li>• Office of Diversity and Equity (ODE)</li> </ul>	<ul style="list-style-type: none"> <li>• Student life</li> <li>• Assessment center</li> <li>• Student advisory boards</li> <li>• Student government</li> <li>• Multicultural affairs</li> </ul>
Administrative Support Services	Providing attractive and convenient environment conducive to learning	<ul style="list-style-type: none"> <li>• Police</li> <li>• Physical Plant</li> <li>• Parking</li> <li>• IT infrastructure</li> <li>• Food services</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities planning</li> <li>• IT Technology Council</li> <li>• Purchasing</li> <li>• Fiscal Affairs</li> </ul>
Administrative Support Services	Communication	<ul style="list-style-type: none"> <li>• News and publications</li> <li>• Webmaster</li> <li>• HR</li> </ul>	<ul style="list-style-type: none"> <li>• CETL</li> <li>• IT Help Desk</li> </ul>
Administrative Support Services	Engagement	<ul style="list-style-type: none"> <li>• Special Events</li> <li>• Continuing Education</li> <li>• CURE</li> <li>• Purchasing</li> <li>• Advisory boards</li> <li>• Center for Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• CMD</li> <li>• Center for Economic Education (CEE)</li> <li>• Alumni</li> <li>• Development</li> </ul>

**Figure O6 Administrative and Support Services**

In 2008, a campus flood destroyed Tamarack Hall, home to programs in visual and performing arts, as well as the Theatre Northwest. IU BofT and the Indiana state legislature approved funding for a replacement building in the 2009 budget session. Currently, the campus is renting off-campus space to house the arts programs until the new building is completed. The campus also leases classroom space in Porter County and south Lake County and shares classroom space with PUC in its ALC, at which 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.

Every full-time faculty and staff member is provided with a computer. The campus uses lifecycle replacement funding to update faculty and staff computers every three years. Adjunct faculty members have access to computers within the academic department or computer labs. IU Northwest has two student technology centers, one Information Commons, and eight designated computer classrooms on the main campus and one at our Portage location. Also, the campus has unit-specific computer rooms used for classes and for general student use enrolled in particular units (examples are dedicated labs for foreign languages, nursing, HIT, radiologic sciences, reading, and the SOBE). The campus supports faculty and staff in the use of technology through the CETL and the IT department.

**O7 Information gathering decisions** There are three primary initiatives that guide our selection of data. The first is our [key campus performance measures](#), a project initiated by the SPT in 2007. The director of IR led a committee, comprised of representatives from throughout the campus, to gather research on key performance indicators and solicit input from campus constituents, including faculty, staff, students, and business advisors. The committee presented its initial recommendations to the STP in November 2007, and its final recommendations in May 2008 for approval.

The second initiative is the ICHE “[Reaching Higher](#)” initiative. In its initial stages a set of performance measures for state institutions of higher education were presented. These measures will be directly linked to state funding. Some of the data for these measures will be collected and reported by the University Office of Institutional Research and Reporting for all IU campuses. Initial plans did not include significant details on the role regional campuses, such as IU Northwest, should play in the state higher education system. Subsequent documents from ICHE and the new Office of Regional Affairs, Planning, and Policy, like the [IU Blueprint for Student Attainment](#), provide additional guidelines for the future planning at regional campuses.

The campus Wildly Important Goal (WIG) of increasing our enrollment to 6,000 by 2013 through marketing, recruitment, and retention is the third key initiative guiding our selection of data.

PeopleSoft provides IU with several administrative and mission-critical applications; the Human Resources Management System (HRMS) and the Student Information System (SIS) are examples. The HRMS has improved the quality of HR data for timekeeping, staff and faculty records, payroll, and benefits administration. The SIS provides a university-wide computing environment for student administration at IU. The SIS addresses such key functions as student recruitment, admissions, records, registration, grades, transcripts, advising, financial aid, and student bursar accounts. Students, parents, faculty, and staff are now able to access information about their own records and conduct business with the university through a web interface, OneStart.

The IU Information Environment (IUIE) is a web-based, university-wide, reporting application for academic and administrative decision-making that provides consistent, integrated data, along with the tools for data extraction, analysis, and reporting. The IUIE is currently the central repository for all student data. IU continues to develop the integrated data into a more robust information depository piloting business intelligence (BI) technologies, processes, and analytics.

IU implemented a new web-based purchasing system in 2006. The EPIC system is a paperless purchasing system, which allows users to create purchase requisitions online and track purchase orders and payments.

IU has updated and changed its Financial Information System (FIS) to a web-based application named

Kuali. The FIS provides an efficient way of managing the financial resources of IU and is comprised of two main components: the Transaction Processing (TP) environment and the Decision Support environment. The TP environment is an “electronic forms” environment that replaces the financial paper processes. One of the primary features of this system is the concept of pre-established routing. The Decision Support environment is a collection of services that provide access to the information within the FIS. The Decision Support tools enable IU to produce standard reports on a scheduled basis, run predefined queries on an ad hoc basis, and access and extract appropriate detailed information.

**08 Commitments, constraints, and challenges** When IU Northwest joined AQIP in 2002, it made a commitment to becoming a continuous improvement organization. Over the past eight years, we have made considerable progress; however, further improvement is needed. Infrastructure for continuous quality improvement (CQI) continues to be a challenge. In 2006, we developed an Office of Institutional Research (OIR), which greatly enhanced our ability to make data-driven decisions. Now the campus has matured to the point where it has become necessary to create an Office of Institutional Effectiveness and Research (OIER) to coordinate all of our CQI initiatives and activities, and to coordinate and prioritize requests for data (see 8I2). Another challenge had been the campus’ declining enrollments and subsequent budget implications. This is now a major focus of both short- and long-term planning on campus. Enrollments for the past three years have increased 25 percent, due, in part, to these efforts.

Last year, the campus transitioned from a continuous planning model of strategic planning, with year 2010 outcomes and related year-to-year outcomes, to a more decentralized planning model in which each organizational unit develops short- and long-range goals and priorities and reports them centrally in yearly budget hearings. A related major initiative on campus (and an AQIP Action Project) is our movement to responsibility-centered management (RCM); the campus is very optimistic that the new planning model and budget process will greatly enhance our ability to keep on maturing as a continuous improvement organization.

An ongoing challenge is making sure that the campus’ short- and long-term initiatives are in line with the goals and priorities of the larger IU as well as that of the Office of University Regional Affairs, Planning, and Policy; this is both a challenge and an opportunity. Finally, our Chancellor retired in 2010, and the new chancellor will likewise offer both challenge and opportunity. Other challenges that IU Northwest faces include:

1. *Revenue uncertainties.* Continuing budget constraints related to the state’s economic downturn challenge the stability of IU Northwest’s operating and capital budgets. Repairs and renovations have been underfunded by the state and, as a result, the campus has a backlog of maintenance and repair projects. However, our dramatic increase in student credit hours in the fiscal year 2010 and fiscal year 2011 has provided cash to address this.
2. *Increased competition.* PUC has opened a state-of-the-art learning center, the ALC, in south Lake County. The location of the learning center is in an area from which IU Northwest recruits a high percentage of its students. IU Northwest is currently offering courses at that site, but has not been assured of any long-term commitment from PUC. On the other hand, the learning center could be an opportunity for IU Northwest to build a more collaborative relationship with PUC and could lead to a pooling of the faculty resources of both institutions to offer more academic programs together than we could each afford to do separately. Additionally, there are many new, proprietary institutions in the region.
3. *Student access and success.* IU Northwest serves a student body reflective of a diverse regional population and containing a large number of returning adult students. Many of the students require additional developmental courses and support services in order to bring their skills to the level at which they are prepared for college work. Although IU Northwest’s retention rates

are currently the highest of the other regional campuses, the campus continues to seek ways to provide admitted students with support services that will increase their ability to persist and graduate. In addition to two retired action projects focusing on student retention, IU Northwest has revised its general education program, which will be addressed in Category 1. With the new general education program now implemented, IU Northwest has started a new action project to assess student learning outcomes of the program. Another action project coinciding with general education assessment will be the development of the degree audit system. The degree audit system will supply academic advisors and students with a tool to assist in making academic career choices and track academic progress towards a degree.

**O9 Key collaborations and partnerships** Collaboration and cooperation are highly valued at IU Northwest. Located in the Glen Park neighborhood of Gary, IU Northwest worked with the city on the University Park project, a comprehensive plan to revitalize the Glen Park neighborhood. In 2005, the U.S. Department of Justice awarded the Glen Park area a “Weed and Seed” designation. This designation gives the neighborhood the eligibility to apply for more than \$1 million in community development and crime prevention grants over the next several years. In 2009, the Department of Minority Studies, in conjunction with the American Planning Association, and the Black Community Division planners and architects collaborated on the Historic Gary Midtown Project’s “Vision for Broadway” plan.

The establishment of the Center for Urban and Regional Excellence (CURE) has led to numerous strategic community/university partnerships that are discussed later in Category 9. The Library responds to local stakeholders’ needs for information through the Northwest Indiana Center for Data and Analysis and serves as a community resource for regional history through the Calumet Regional Archives. The DCS provides outreach to the community through its non-credit programming. Its offerings cover a range of programs, such as career preparation, personal enrichment, and Kid’s College, a summer youth program. Additionally, all the academic units engage in community outreach that includes hosting middle and high school academic competitions, enrichment activities for the Gary public schools and others, providing tax and health advice for the community, to name but a few.

The Northwest Indiana Quality of Life Council is a member organization composed of individuals from business, government, labor, education, and social action organizations in Lake, Porter, and LaPorte counties. The Presidents or Chancellors of the region’s universities are among the members of the board of directors. Their purpose is to create a better, more sustainable life for the residents of the Northwest Indiana region. One way they do this is through the publication of a set of “Quality of Life Indicators” to document trends and help set the agenda for improvement of the region.

## 1 Helping Students Learn

**IP1 Common learning objectives** IU Northwest’s *Shared Vision* articulates four general goals for an IU education: “life-long learning, ethical practices, successful careers, and effective citizenship.” The new General Education Principles that will apply to undergraduates admitted for Fall 2010 are derived from the campus Mission and Vision. The *Shared Vision* states that the campus is committed to “academic excellence, characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement.” The Mission states that the campus will provide a high quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state.

During its recent four-year revision of IU Northwest’s General Education Program, the General Education/Assessment Committee of the Faculty Organization began with these general goals and developed [five general education principles](#), each with its own domains and student learning outcomes. The result has been a huge expansion of the explicit shared learning outcomes at IU Northwest. We hope that, through the establishment of the required courses and learning outcomes and the accompanying

assessment program, we can monitor and ensure improved learning outcomes among our graduates.

The revision process, which seemed to work well for the culture of our campus, can serve as a template for future determinations of shared outcomes and learning for all undergraduate students. It was basically a bottom-up process that involved a great deal of discussion and consensus building. It began with the creation of a combined General Education/Assessment Committee, a Faculty Organization committee with representation from all academic units, and with administrators from Academic Affairs (AA) serving as ex-officio members. Committee members sought to learn about the general education revision process from other campuses, particularly those within the IU system. Through the mechanism of faculty governance, the committee sought input, reaction, and feedback from faculty, deans, and administrators at all stages of the process, from drafting through final approval by vote of the Faculty Organization. The committee chairs summarized the progress of the committee, including consultations with internal stakeholders, at the end of each semester. The [reports](#) show that the committee began by agreeing to and obtaining Faculty Organization approval for five over-arching principles. Once these principles were established, the committee methodically defined the specific course requirements and learning outcomes for each principle which, in turn, were discussed by all internal stakeholders and eventually approved by the Faculty Organization.

At present, each academic unit is in the process of incorporating the new general education principles into its undergraduate degree programs, ensuring alignment with the Mission and *Shared Vision*. The evidence for integration of these new principles will be made via a common [template](#). All academic units must document their incorporation of the shared learning outcomes by November 2009.

The learning outcomes of the graduate programs include acquiring the knowledge and skills to successfully practice the profession or discipline for which the degree prepares the student. 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 Graduate Bulletin](#).

**1P2 Program learning objectives** The [Mission Statement](#) of the campus sets the general framework for determining the campus learning goals. While each unit is responsible for determining the program learning goals for the program it administers, these program goals must be congruent with and derived from the Mission and *Vision* of the University. In accordance with the *Academic Handbook* developed by the UFC, the Mission and *Vision* of the campus are developed by the Faculty Organization. In addition to the campus strategic planning process, all academic units and major departments have strategic planning processes used to develop their mission statements which, then, provide the framework for their learning goals. As mandated in the campus mission, many IU Northwest degree programs are designed to meet external accreditation standards. Accredited programs are shown in Figure 1.1.

Program	Accrediting Body
BS in Nursing	Indiana State Board of Nursing, The Commission on Collegiate Nursing Education, National League for Nursing Accrediting Commission
AS in Health Information Technology	Commission on Accreditation for Health Informatics and Information Management
AS and BS in Radiography	Joint Review Committee on Education in Radiologic Technology
AS in Dental Hygiene; Certificate in Dental Assisting	American Dental Association, Commission on Dental Accreditation
AS, BS and Masters in Business Administration	Association to Advance Collegiate Schools of Business

BS in Elementary Education, BS in Secondary Education	National Council for Accreditation of Teachers of Education
Masters in Social Work	Council on Social Work Education
BA and BS in Chemistry	American Chemical Society
AS. and BS and Masters in Public Affairs	National Association of Schools of Public Affairs and Administration
Post-bac. Certificate in Addictions Counseling	Indiana Counselor's Association on Alcohol and Drug Abuse

**Figure 1.1 IU Northwest program accreditations**

The Mission of IU Northwest also indicates that the campus is committed to the economic, social, and cultural progress of Northwest Indiana and notes that Northwest Indiana is one of the most diverse regions in Indiana and large populations of Eastern Europeans, African Americans, and Asians reside in the service area. For this reason, the program learning outcomes include learning outcomes in the areas of appreciation for cultural diversity and civic responsibility to the community.

**General Education** outcomes are determined by the campus and all academic units must incorporate these outcomes into their programs. See IP1 for more details.

**Discipline-Specific Program Outcomes** are determined by each academic unit. The units must determine both the specific content requirements for each degree and the courses that the unit will designate to meet campus general education requirements.

The specific program outcomes for the units are developed through the curriculum and assessment process in each unit. 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), accreditations requirements, and the unit's unique contribution to postsecondary education in the service area.

The curriculum committee for each unit is composed of faculty and staff who make recommendations to the unit faculty as a whole. The unit faculty act on these recommendations to create the unit learning outcomes. The committee may seek input from the community and students to determine the learning outcomes for its programs. 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 Faculty Organization Committee responsible for reviewing the integration of unit specific program goals with the campus Mission. The campus policies and procedures reviewed by the Campus Survey and Curriculum Committee include all new course requests, as well as processes for the development of new degree programs, certificate programs and graduate programs, and guidelines.

**IP3**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, or the needs of the students.

As a unit develops or revises a course, it must complete a "New Course Approval Form" that includes a detailed description of the course requirements and prerequisites, assessment of outcomes, and justification for the course. Once a unit has completed this process, the request for a new course is submitted for review and approval to the Campus Survey and Curriculum Committee. An approved request is, then, forwarded to the Office of AA. Lastly, the request is then circulated to all other IU

campuses. All IU faculty have the option to remonstrate if they do not support the new course. If there is no remonstrance, the course is added to the University Master Course List and can be offered on any IU campus.

The development of new programs and certificates is a bottom-up process originating with the faculty within a particular program. They identify program outcomes and assessment measures for any proposed new program, taking into account general education, as well as 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, evidence that the program will not duplicate existing programs at other regional institutions, 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, once it is approved by the unit and the Campus Survey and Curriculum Committee, it is reviewed by the Office of AA. Requirements for any proposals for new degree programs must be in alignment with the campus Mission and also include the identification of learning outcomes and methods for assessing student learning. New [guidelines and procedures](#) for degree programs have been developed by the academic leadership of the entire IU system. Within the last four years, the following new programs, shown in Figure 1.2, have been approved, or are in the process of approval, for the IU Northwest campus.

New Degrees/Certificates	Certificates/Degrees in Progress
Joint BA in Anthropology with IUSB	Masters in Clinical Counseling
MS in Educational Leadership	Bachelors in Social Work
Post-baccalaureate Certificate in Drug and Alcohol Counseling	BS/MA in Geosciences and Secondary Education
Certificate in Women's and Gender Studies	BS in Environmental Science
Masters of Liberal Studies	Multidisciplinary Certificate in Urban Studies
Post-baccalaureate Certificate in Management	
BS in Informatics	

**Figure 1.2 New Degrees/Certificates**

**1P4 Designing responsive academic programming** As part of the IU System, 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 has made the decision to focus primarily on baccalaureate and select master's degree programs, a decision in accord with the 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. A report prepared by IU Bloomington then made the recommendations detailed above. This report was presented to the Northwest Council as well as the Faculty Organization for comment. While IU Northwest is generally following 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 system so that the community does not suffer. In 2005, as part of mission differentiation, two task forces made up of faculty, staff, and administrators were formed to create 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 is our newly-formed CHHS (2008) which contains degree offerings previously housed within the School of Medicine, SON and Health Professions, and the DSW. Subsequently, two working groups are designing an interdisciplinary urban studies program and research institute that will help IU Northwest more fully embrace its place as an urban institution of higher

education. For more information on our process for new course and program development, see IP3.

**IP5 Determining preparation** The preparation required of students for particular programs is determined by IU, the campus, and individual academic units using best practice in their disciplines. In response to the request from the President of IU that each campus review its admissions policies, IU Northwest has reviewed, revised, and approved a [new admission policy](#) determined by the faculty. The new policy, which will apply to students admitted for Fall 2011, is somewhat more demanding than the one currently in effect. For example, the new policy requires 34, rather than 28, units of college preparatory work in high school. Although IU Northwest does not have an explicit open admission policy, approximately 77.5% of the students who apply (79% acceptance rate for freshman, 76% acceptance rate for transfer students) are admitted (2009 statistics). [Current admissions policies](#) for freshman students, transfer students, guest students, and early admission for high school students can be found online.

Once students begin their academic work following intensive placement testing, departments review DFW rates to determine if, in fact, 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 has begun to require the completion of M014 Basic Algebra before enrollment into K300 Statistics in order to increase the likelihood of success, and the Computer Information Systems Department now requires that, to enhance success, the writing and math requirements be completed before students begin microcomputer application courses. Finally, some of the units have additional requirements for admission into their programs.

**IP6 Communicating objectives** The [Bulletins](#) and the [Schedule of Classes](#) communicate the knowledge required to be successful in any course. The prerequisites for all courses are listed in the bulletin. These prerequisites are reviewed by faculty within the units, generally, every three years. In classes having high DWF 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.

The Admissions Office reviews the transcripts of transferring students to determine whether the courses meet the course equivalency requirements. In the event the admissions counselor cannot make this determination, the academic units are consulted for assistance. Information regarding expectations is also available on the campus and unit websites, in one-on-one counseling during advising sessions with staff or faculty, on course syllabi, during open house presentations, college recruitment events, student orientations, and meetings with high school counselors, and in the student handbook.

**IP7 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 sufficiently high SAT or ACT scores. Students are permitted to register only for the mathematics course in which they have placed. 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, which is sent to Bloomington for scoring, resulting in a two-week turn-around 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 the 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 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.

Undecided students 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. This program has been evaluated and supported by the Indiana Project for Academic Success (IPAS). 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.

**1P8 Helping underprepared students** Based upon a review of the student's academic record, class standing, and test scores, students who are underprepared academically are placed in college-level courses or in the CLP. Students in the CLP are not permitted to 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 the CLP are enrolled in the developmental courses as a cohort with some of the features of a learning community.

There are some students the campus does not believe the CLP can prepare for college work. These students are recommended for the REACH program. The REACH program provides that, if the students successfully complete the developmental courses at Ivy Tech Community College, they will automatically be admitted to IU Northwest. A counselor from our campus stays in touch with the students, visits Ivy Tech to meet with the students, and tracks their progress.

**1P9 To address differences in student learning styles**, selection of programs of study begins with an advising appointment with the identified lead advisor for that discipline, who helps students select programs of study that match their interests and needs. All academic units offer specialized support to assist students with differing 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 the COAS to design a math course specifically to help students who have difficulty passing a mandated standardized test in mathematics. Faculty advisors also suggest appropriate developmental coursework for students who seem not to have the knowledge and skills needed to be successful.

Discussions are held with advisor and student once a semester, throughout their academic career, about student needs and postgraduate aspirations. For those students who experience difficulty in their coursework, these discussions lead to referrals for additional help to support units like the Writing Center or Math Lab, SSS, or Special Retention Programs (SRP). (See 1P10 for further details.)

**1P10 Addressing special needs** [Student-Centered Principles](#) guide the concerted effort to address the needs of student subgroups. Flexible scheduling in the course-delivery system, with special attention to the frequency of upper-division courses as well as distribution of times and day, is prioritized to meet the needs of commuter and non-traditional student populations. (See 1P12 for more specific information on scheduling practices.) Programs are in place to assist the needs of students. For example, the OSSA provides a variety of developmental and support services to students as they pursue higher education.

The OSSA works to enhance the personal and academic development of all students. The SSS strives 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. In addition to these services, the SSS also has a program for students with disabilities and oversees the [Guided Studies](#) Program. Special services within this program include the following: reader and note-taker services, placement

testing, test proctoring, campus orientation, resource information, and referrals. The Guided Studies Program is for students who do not meet the University's regular or probationary admission criteria. Admission into this program is not guaranteed. Upon successfully completing required developmental courses, students may enroll in regular university courses leading to a degree. The program also assists adults who have been out of school for an extended period and who wish to refresh basic skills before proceeding with their educational plans.

**1P11 Expectations for teaching and learning** The campus defines and documents expectations for effective teaching and learning in four ways. First, the campus [Promotion and Tenure Guidelines](#) are a primary source of information regarding effective teaching and every 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, the CETL provides an instructional seminar to faculty regarding how to prepare for tenure and promotion. These expectations are communicated and explained as a part of that seminar. The quality of teaching and learning is established by the Campus Promotion and Tenure Committee's review of candidate files. The promotion and tenure process requires the documentation and evaluation of effective teaching and learning by outside reviewers. Further, the promotion and tenure process requires students of the candidates to provide a written evaluation of teaching to document and measure the effectiveness of teaching and learning in the faculty member's classes.

Second, the SPT developed a document approved by all campus constituencies in 2005 entitled "[Academic Excellence at IU Northwest](#)" that defines faculty excellence in teaching, is aligned with the Mission, is supplemental to the *Promotion and Tenure Guidelines* and informs the criteria for teaching awards, design of the student evaluations of teaching and the CETL's programming.

Third, the Faculty Organization has two standing committees, the Founder's Day Teaching Awards Committee and Trustees Teaching Awards Committee, which develop [criteria](#) for the annual campus teaching awards. These criteria define effective teaching and learning. The applications, with these expectations, are distributed 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, the campus has developed a standard form for student evaluation of teaching each semester in each course. While each unit has an individual evaluation system, there are common questions across all units that define the areas of focus for effective teaching. Each academic unit documents the effectiveness of teaching and learning by correlating the student evaluation data provided on these forms. The course evaluation form is incorporated into the Faculty Annual Report and third-year review process as a means for documenting effective teaching and learning.

Fifth, the campus supports a [CETL](#), which provides seminars throughout the academic year for all faculty, including adjuncts, on effective teaching and learning practices. The workshops and seminars provided by the CETL are available on the campus website.

**1P12 Building effective course delivery systems** As a student-centered campus, the [Student-Centered Principles](#) are taken into account in the delivery of course instruction. These principles articulate the manner in which IU Northwest has developed a course-delivery system that balances student and institutional needs. 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.

Of note here, in terms of particular processes in place, is the IU system-wide 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, an objective that is meant to guide the scheduling of classes for all schools and divisions. At the same time, it is important to recognize the data indicating 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 MW and TR, schedules so that students may plan their coursework. The student-centered premise behind a systematic overview of the campus course-delivery system, including sequencing, scheduling, and offering of particular classes within programs and across units, is being taken into consideration, especially as components of the revised general education program are developed. For example, all graduate programs are designed as part-time programs. Courses are offered only in the evenings or weekends with the exception of the SOE, in which graduate courses are offered in the late afternoon.

Schedules are reviewed by unit heads to certify that course distribution is balanced. Faculty in departments with low numbers of majors (fewer than 20) frequently offer upper-division courses as independent study classes (without faculty compensation) so that students can complete their degree requirements in a timely manner. All units recognize that the role of advising is crucial, as it allows students to be notified of the need to take infrequently offered courses. Many units employ a strategy in which faculty and staff share the advising responsibilities, providing students ample opportunity to consult with advisors before scheduling their courses, as well as seeking assistance in planning their degree completion. Summer school offerings are another avenue for students who wish to progress toward degrees by attending school year-round.

Faculty are encouraged in the creative delivery of courses and, especially, in the use of technology to enhance learning. As a result of the *Shared Vision/Strategic Planning* process and the IU system-wide IT master plan, most classrooms on campus are equipped with multimedia equipment to enhance the use of technology in teaching. In addition, many faculty use the Oncourse teaching/learning environment (in 2008-09, 73% of registrar-based courses had active Oncourse sites at IU Northwest, compared to 51% for the entire IU system), podcasts, and IU courseware to enhance course delivery. The CETL offers regular seminars on the use of Oncourse and other technology available to enhance teaching and learning that have high rates of participation.

Alternative methods of course delivery also allow the campus to address student and organizational needs. IU Northwest offers hybrid and distance education courses in the majority of the units and the DCS' Strategic Plan has set a goal of adding an additional 30 online general education courses for the IU Northwest campus by Fall 2012. The SOBE offers a [weekend and weeknight MBA program](#) (with traditional, hybrid, and online courses) tailored to working professionals. [Swingshift College](#) is an innovative program designed to meet the needs of student workers and family members by offering each course twice a day so students can attend either morning or evening classes. Classes are offered both on-campus and off-campus for added convenience and are also videotaped and transferred onto DVDs. Some classes are video conferenced to two or more locations and a streaming video of classes is available online 24 hours-a-day, seven-days-a-week. Additionally, IU Northwest courses are offered at two off-campus sites: the Portage Commons Instructional Site and the ALC in Merrillville, Indiana (which is owned and managed by PUC but with whom we partner to offer courses to both IU Northwest and PUC students).

**1P13 Ensuring currency of programs** Program reviews (COAS) 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 [Office of AA](#) requires annual reports from each campus academic unit, and the EVCAA reviews these reports.

Also in terms of monitoring the currency and effectiveness of the campus curriculum, the general education program is currently in redesign. The process used has been multilayered and inclusive. The [2006 and two 2007 Action Projects](#) more fully describe the timelines and processes specific to this reform

effort, as well as IP1.

**IP14 Decisions to change or discontinue programs** are made after careful review at various levels. Such reviews take many factors into account, including unit missions, projected needs, resources, and costs.

On rare occasions, decisions are made at the State of Indiana level, such as when the ICHE decided that associate degree programs that were not part of bachelor degree programs in Indiana would move from state universities to Ivy Tech State College. This decision led to the end of the Medical Laboratory Technology (MLT) program, which closed in May 2009, and the Respiratory Therapy program, which will close in December 2009.

Internally, the process used to change or discontinue courses and programs is a bottom-up process that originates at the unit level. Although units vary regarding the degree to which they emphasize various criteria for changing or discontinuing programs, they all use regular program review 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
- 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
- Adherence to accreditation standards

**IP15 Learning support needs** The identification of learning support needs of our students begins during the admissions process. (See IP7 for placement testing process.) Based on their placement scores, these students, then, are eligible for a number of programs that will facilitate their achievement at IU Northwest. 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, Writing Center, and Reading Lab for consulting and tutoring to develop those respective skills. For example, the WAC survey (2007) indicated that 76% of respondents refer their students to the Writing Center.

The COAS provides programs that offer learning support for students in all units: the Math Department maintains a [tutoring lab](#) that is open 37 hours per week, the English Department maintains a [Writing Center](#) that is open 41 hours per week, and the Department of Modern Languages maintains a tutoring lab for Spanish and French open 12 hours per week, 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 43 hours per week.

In the last seven years, 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 allied health, dental education, and the SPEA. In 2008 they provided tutoring for approximately 250 students per semester.

Advising is an important aspect of learner support. IU Northwest's advising system is purposefully centered in the academic disciplines. Incoming freshmen are advised by faculty and/or advising staff in

their majors, unless they are undecided on a major upon admittance. Then they are assigned an undecided advisor and work with that advisor and OCS to determining their interests in order to select a major. The Office of Admissions maintains a Lead Advisor Contact Sheet to refer students across the disciplines. An Advisors Council was developed in the summer of 2009, which includes members from each academic area, in response to input from the academic units, the Northwest Council, and Wildly Important Goals (WIGS) Coordinating Groups. They will meet at least once a semester to share and align best practices in advising, as well as learn about important changes in general education, transfer credits, and technology.

The [CETL](#) offers frequent faculty development workshops on effective teaching, assessment of learning, and the use of technology. [IT](#) is committed to meeting the needs of faculty and students—delivery of instructional media equipment, servicing/maintaining multimedia classrooms, computer builds (installation of faculty-requested software on campus computer labs), servicing/maintaining and replacing faculty computers and (in conjunction with the CETL) offering a myriad of software use classes for students and faculty (Word, Excel, PowerPoint, Access, webpage creation, etc.). The IU Northwest [Library](#) is dedicated to meeting the diverse educational and research needs of students, faculty, staff, and other customers, housing nearly a half-million books and other publications, plentiful work areas, and all the modern technology necessary for productive study and research.

In addition, a 2005 Strategic Outcome focused on faculty mentoring and retention led to the development of [FRAME](#): a formalized process for recruiting, retaining and promoting faculty development (See 4P3). 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 expectations for promotion and tenure of faculty in all performance areas. Some units have additional development plans specific to their disciplines as deemed necessary.

**1P16 Aligning co-curricular goals** IU Northwest acknowledges the importance of co-curricular activities and their alignment 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 the Figure 1.3 below. Additionally, academic support units such as the CRE support research projects, internships, volunteer work, and service learning experiences that meet the preparedness requirements as outlined in our recently adopted General Education Principles. Service learning is an important co-curricular activity that is supported by many of the units on campus. Overall, service learning efforts at IU Northwest are coordinated through the CETL. Finally, individual academic units tailor their co-curricular experiences to the individual disciplines, in addition to campus-wide efforts.

Co-Curricular Activity	Examples	General Education Principles
Research Conferences	COAS Research Conference Women's Studies Conference	3,4,5
Academic Clubs	Over 70 clubs and organizations <a href="http://www.iun.edu/~stulife/clubs/">http://www.iun.edu/~stulife/clubs/</a>	1,2,3,4,5
Undergraduate Research	All academic units	2,3

Community Outreach	MLK Day Programming Science Olympiad Redhawk Debate Tournament Lego League Brain Bee Women's Business Expo Dental Clinic Volunteer Tax Assistance Program Small Business Institute	1,2,4,5
Literary/Creative Outlets	<i>Spirits</i> literary magazine <i>Theatre Northwest</i> Film society <i>Phoenix</i> student newspaper <i>South Shore Journal</i>	1,2,3,5

**Figure 1.3 Alignment of co-curricular activities with General Education**

**IP17 Measuring preparedness** The campus is currently developing the structure and processes that will allow centralized assessment of student learning outcomes. In addition to the task force charged by the SPT and the efforts of the General Education/Assessment Committee, the campus has developed a specific 2007 Action Project related to assessing student learning. (See IP18 for more details.) At the same time, the General Education/Assessment Committee is including such assessment measures in its revision of the General Education Program as it progresses through all stages of the revision process.

Academic units use a variety of measures to analyze 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, ETS field test results, and exit exams.

**IP18 Assessing student learning** In 2005, the SPT developed criteria and surveyed units to learn how they measure students' preparedness for the student learning outcomes included in the *Vision and Mission*: lifelong learning, successful careers, ethical practices, and effective citizenship. Furthermore, the General Education/Assessment Committee used these general student learning outcomes along with university-wide documents to develop the new [General Education Principles](#) adopted in the fall of 2008 and the respective outcomes and assessment measures. At the same time, faculty develop and revise their unit-specific student learning outcomes in alignment with the *Vision/Mission* and general education outcomes. In 2007, recognizing the need to develop a centralized approach to assessing student learning outcomes, the SPT recommended the creation of an office to focus on student learning outcome assessment housed in the Office of AA. This quarter-time faculty position and quarter-time staff position collects [assessment results](#) and disseminates them to the campus through the Centralized Assessment of Student Learning Outcomes (CASLO) office.

IU Northwest's assessment structure includes course-level, general education and major/program level aspects. They incorporate 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 verbal and written feedback, repeated measures, papers, projects, exams, and performances to assess student learning outcomes. In addition, these means are used to allow for mid-course adjustments and improvements.

**General education assessment** takes place both in and out of the classroom. Our new General Education

Principles will be activated for the 2010-11 academic year. At that point, instructors will conduct self-assessments within classrooms, 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. These assessment results will be used by the academic units, writing, language, and math centers, as well as the CETL in their improvement efforts.

**Major/program assessment** occurs within individual units and follows the [student learning outcomes](#) each major/program has identified. Some of these learning outcomes are driven by external accrediting bodies; others have been developed over time by the faculty within individual programs. A wide variety of assessment tools are being used as deemed appropriate by the respective units, including: standardized exams, licensure preparation exams, portfolios, capstone projects, research papers, field experience/practicum evaluations, and student exit interviews. Results are used by the majors/programs as they continuously work to enhance the quality of the degrees and student educational experiences. They are also reported to AA and posted on the [CASLO](#) website annually.

**1R1 Measures of student learning** We regularly collect several items of data that reflect on student learning. We have participated in the NSSE during the years 2004, 2005, 2006 and 2009 and will continue 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 items in the NSSE, unrelated to general education principles, are important to our understanding of student development. We have also conducted an assessment of the Principle 1 domain of “speaking and writing effectively.” The Committee intends to choose a second set of learning outcomes for assessment from a Principle 1 domain during the 2009-2010 academic year.

Now that the new General Education Principles, requirements and learning outcomes have been articulated, the General Education/Assessment Committee will turn its attention to supporting the assessment efforts of the academic units. (See [Timeline](#).) The committee will also assist the Associate Vice Chancellor of Academic Affairs (AVCAA) in creating a centralized assessment cycle for all of the general education learning outcomes.

**1R2 Performance results for common learning objectives** As our General Education Principles have just been finalized; we do not have a large body of results to report at this time. We do, however, have baseline information provided by the [NSSE data](#) from the years 2004, 2005, 2006 and 2009. In recent years, NSSE has made it possible to do two forms of comparison: 1) same-year comparisons with selected groups, and 2) multi-year benchmark comparisons with our own previous performance. In addition, we have conducted a writing assessment, discussed below.

**NSSE Comparison Group Benchmarks**—In contrast to previous participation years, our comparison groups no longer include those in our Carnegie classification. Rather, we selected three comparison groups: 1) urban universities, 2) the other six IU regional campuses, and 3) campus peers, which included schools who participated in NSSE 2009 that our campus had selected as peers in the past because they match ours in *some* demographic characteristics. It turns out that identifying groups of true peers is a challenge, because very few schools in our Carnegie classification group match our demographics. Some of the differences in respondent characteristics between IU Northwest and these various peer institutions can be seen [here](#). One of the most prominent of these characteristics on which we differ from even our IU regional campuses is in the percent of both our first-year (FR) and senior (SR) students who reported attending school full-time. For our campus, the figures were 77% (FR) and 59% (SR), while for the other IU regional campuses, the figures were 84% and 66%, respectively. For the other two comparison groups, rates of full-time attendance were much, much higher. In addition to the fact that part-time students likely have more demanding off-campus lives, for part-time students, 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 responses to such items among 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 had a much higher proportion of under-represented minority students than did either of the other IU regional campuses or our self-selected campus peers. Our sample included more non-traditional students than did our comparison groups and, in addition, we have no residence halls, so none of our students live on campus. Our students reported many more hours of work off campus—50% reported working more than 20 hours per week, more than those of 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 may be expected to reduce our scores relative to those of comparison groups.

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 [IR webpage](#), but we highlight some of the results here. Our students are comparable to those of our comparison groups in the *Level of Academic Challenge* measure of engagement. On the other hand, we score much lower than our comparison groups in the amount of *Active and Collaborative Learning* reported by our students. Close inspection reveals that the item that reduces the IU Northwest mean is “Worked with classmates *outside of class* to prepare class assignments.” Faculty at IU Northwest often find such assignments unsuccessful because our students have little out-of-class flexibility due to work hours. IU Northwest scored lower than our peers in *Student-Faculty Interaction*, largely due to the much lower frequency of first-year students who reported “Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)” Our students just find it extremely difficult to spend time on campus outside of their class attendance. Likewise, most of the items on which we scored lower than our peers in the area of *Enriching Educational Experiences* pertained to participation in extra-curricular activities. On the other hand, two items on which our scores were higher than those of our peers and which are related to our diversity learning outcomes were “How often have you had serious conversations with students of different religious beliefs, political opinions, or personal values?” and “How often have you had serious conversations with students of a different race or ethnicity than your own?” In the area of *Supportive Campus Environment*, our students’ responses were very similar to those of our comparison groups. These results suggest that IU Northwest is doing a very good job of engaging its students in an academically challenging and mind-broadening experience in spite of the challenging life circumstances with which they often contend.

**NSSE Multi-year Benchmark Comparisons** The results can be seen [here](#). They are very encouraging in that in each of the five NSSE benchmarks of Effective Educational Practice (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment), IU Northwest results have improved relative to the previous three years of participation, among both FR and SR students. It should be noted that this 2009 improvement is accompanied by the best response rate we have enjoyed in all of the participation years (31% in 2009, relative to response rates ranging from 16% to 28% in the other three years of participation). These response rates were the direct result of the efforts made by our Director of IR to boost the response rate through creative incentives, repeated advertising, and reminders. We are happy to see this broad improvement and we hope to continue the upward trend.

**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, 2005 and 2006 and 2009 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. In fact, across 52 questions that we believe focus on our 5 General Education principles only one

question had an effect size larger than .29, indicating a moderate difference from our urban university comparison group. All of the other questions, whether for FR or SR students had trivial to small effect sizes. The specific question that did reach a moderate effect size of -.33 was “How often have you made a class presentation within the last year?” for FR. We hope that the addition to the general education curriculum of public speaking will have a positive impact on the class presentation experiences of our students. While only a small effect size of -.28, the question “How often have you used an electronic media to discuss or complete an assignment?” sheds light on our decision to designate courses as satisfying Learning Technology goals in order to give all students the electronic media skills they need to work effectively both in and after college. Finally, while our freshman look very similar to freshman at other urban universities regarding diversity issues, our seniors are significantly more likely to have included diversity issues in papers and class assignments as well as have had serious conversations about race with students of a different ethnicity than themselves. Beginning with the 2009 administration of NSSE, we have begun comparing our results with our peer institutions and the other IU regionals. After our participation in 2012 we will update these tables to show the comparisons across years for these groups as well.

**Writing Assessment** Following a [2007 survey](#) of faculty perceptions of common writing problems among students at all levels of their academic careers, the General Education/Assessment Committee conducted a [Writing Assessment](#) in the spring of 2009. The results showed that there is much room for improvement at both the first-year composition level and the advanced level. Our committee’s purpose for this assessment was, not to review a representative or random sample of student writing but rather, to get a sense of the *range* of skills at these two points in our students’ academic careers. We deliberately requested that instructors submit two samples from the same class: one at the low end of accomplishment and one that they considered an exemplary paper. For the first-year composition students, the mean ratings were below “acceptable” in all categories we rated. For the upper-division papers, the mean ratings were just above “acceptable,” but the comments from raters were quite negative for the lowest scoring papers. Thus, we know from these results that 1) our faculty have high standards for minimally acceptable writing skills, and 2) that we need to target our efforts at improving the skills of students who are completing advanced courses without writing skills that *are* minimally acceptable. Otherwise, these students may be entering the work force without the skill level that will be expected by prospective employers.

**1R3 Performance results for program learning objectives** Data on student academic achievement indicates that IU Northwest students are meeting desired specific program learning outcomes. These data are collected and analyzed by the individual programs, units or national testing agencies and come in a variety of forms, including portfolio evaluation, standardized tests, embedded course assessments, surveys of students and alumni, etc., that are appropriate to the discipline evaluated. They are used by the programs annually to revise their curricula, they are reported centrally to the CASLO office, and feedback is provided on the process by the General Education/Assessment Committee.

The **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 department of CHHS are contained in IR6. These results, while very positive, have been fed back into the individual programs and the following changes have been made to further enhance student success as shown in Figure 1.4.

Dental Hygiene	Addition of Board Review classes; > number of difficult patients
Nursing	Credit hour adjustments to several courses; ATI exams incorporated into coursework
Radiologic Sciences	Altered curriculum to reflect a more digital environment

Health Information Technology	> amount of surgery coding and current procedural terminology coding in curriculum in two new lab experiences
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**Figure 1.4 Recent data driven changes to curriculum in CHHS**

The **SOBE** uses exit interviews, ETS field tests, as well as a school-designed and administered undergraduate or graduate business core concept to measure [student learning outcomes](#). Early results indicate that the Business Core Concept Exam provides a better measure of student functional learning, based on the consistency in the test results, than the ETS field test (results reported in IR6). Student learning is measured in disciplines including accounting, finance, information systems, marketing, management, and operations management. Test scores from the last three administrations indicate that students meet or exceed the expected level of performance in marketing and management. However, they do not meet the expected level of performance in accounting, finance, information systems, and operations management. It was determined that students were not taking the testing situation as seriously as they should; therefore, plans for the 2009-10 year include preparing review materials and increasing study opportunities, both in and out of class, as well as incentivizing test-taking.

The **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 2007-08 and 2008-09 assessment results for COAS can be found [here](#). These results have been fed back into the individual programs and the following changes have been made to further enhance student success as shown in Figure 1.5.

Biology	Updating physical facilities; anatomy and physiology exams moved to discussion sections to increase class time
Communication	Designing portfolio assessment of student work
English	> style analysis of literature in upper-level courses with specific assignments
Fine Arts	Developing BFA degree
History	> use of primary sources in upper-level courses
Modern Languages	> adjunct peer observations; implemented mandatory absence policy
Women's and Gender Studies	Redesign W201 to emphasize critical thinking skills
Psychology	Designing exit interview for graduating seniors

**Figure 1.5 Recent data driven changes to curriculum in COAS**

The **SOE** assesses students on all [program outcomes](#) each year. These outcomes are assessed using performance on conceptual framework outcomes in courses and field/student teaching experiences; demonstration of professional dispositions in courses and field/student teaching experiences; self-assessment of professional dispositions; progression through program checkpoints; program exit surveys; graduate follow-up surveys; advising evaluations; course evaluations; and PRAXIS (results reported in IR6) and SLLA scores, among others. The Assessment Committee re-designed the advanced program disposition forms after several semesters of data collected showed little variation among candidates' responses at the beginning, middle, and end of their programs. In addition to evaluating how much the candidate values each disposition, a component was added, to both the instructor/mentor assessment of candidate and the candidate self-assessment, to measure how well a candidate exhibits the disposition.

**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 IR3 for individual programs, as well as the general education assessment results described in IR2. Additionally, schools and divisions use employer surveys, community boards, graduate school

admissions, and alumni surveys to validate that our student population continues to be successful after graduating with a degree from IU Northwest.

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, and have developed a set of performance measures including admissions and enrollment, financial aid and student success. Targets for improvement will be set in the fall of 2009 for the first time based on the initial data reported [here](#).

**1R5 Learning support results** highlighted here are enhancing retention rates and student satisfaction. Results of the 2009 NSSE indicate that 78% of FR students feel that this institution places substantial emphasis on academics. Eighty-three percent of FR students and 86% of seniors report a favorable image of this institution; 80% of freshmen and 81% of seniors would choose this school again if they could start their college career over. Further, 72% of FR students and 68% of seniors feel that this institution has a substantial commitment to their academic success.

An assessment of the **CLP** revealed that it is effective (Figure 1.6). Students in this program are being retained at a higher rate than one would expect, given the students' educational profiles.

Year	# of students	2 <sup>nd</sup> Semester Retention	2 <sup>nd</sup> Year retention	3 <sup>rd</sup> year retention
04-05	120	76%	57% (43%)	34%
05-06	101	78%	52% (55%)	UA
06-07	104	81%	61% (52%)	23%
07-08	120	88%	71% (52%)	49%
08-09	94	74%	56% (UA)	UA

(#) = IU Northwest overall fall: fall retention rate for full-time and part-time students combined

**Figure 1.6 Critical Literacy Program results from 2004-2008**

While the evaluation of the program is not complete, we are seeing consistently high retention rates from the first to second semester, but the rate drops as students move into their majors. We are also preparing to analyze the relationship between successful completion of a math class and retention, as preliminary data suggests that the students who are not retained have not completed their required math course.

The 2008 IT survey reports that students rated the Student Technology Centers (168 computers) 4.16 on a 5-point scale, while faculty rated the classroom technology and services only 3.32. These results indicate that, while students are happy with the technology available on campus, faculty are less satisfied, especially with customer service. As a result, a new system for tracking problems and complaints has been implemented that includes a single phone number (HELP) for instructional media, phone, and computer issues, as well as 24/7 call-in support. Also, in the last two years, 50 more technology-equipped classrooms have been completed, and Adobe software has been loaded on all campus computers, in addition to the full Microsoft suite, Mathematica and SPSS.

The 2007 Writing across the Curriculum (WAC) survey data reported here (49 faculty responses) focuses on Writing Center use and the types of assignments and [common writing problems](#) by course level. In response to whether faculty members recommended that students *use the Writing Center*, 76% said yes, while 23% said no. Of the 38 faculty members who sent students to the Writing Center, 73% found it "Hard to Evaluate" changes in student writing, while 26% "Noticed Positive Changes." See 1R2 for more details.

**1R6 Comparison to other organizations** IU Northwest is making progress in comparing our student success markers with that 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, HIT, 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 1.7.

Program	Test	National (3-year average) Pass Rate or % Correct	Northwest 2006	Northwest 2007	Northwest 2008
Nursing	NCLEX (RN Licensure Exam)	86.7%	85.7%	77.5%	94.4%
HIT	HIT National Boards	76.4%	88%	92%	100%
Radiology	Radiologic Sciences National Boards	90.8%	97%	98%	98%
Dental Hygiene	Dental Hygiene National Boards	95.7%	100%	100%	92%
Business	ETS - MBA		246.8(53) •	247 (59) •	244.5 (58) •
Business	ETS - Undergrad		147(49) •	144(60) •	146 (52) •
Education	Praxis I	55-78% correct	48-66% correct	55-78% correct	57-74% correct
Education	Praxis II (TAL)	58-79% correct	50-75% correct	58-77% correct	55-80% correct
	Praxis II (Secondary)	50-78% correct	39-72% correct	52-68% correct	43-70% correct

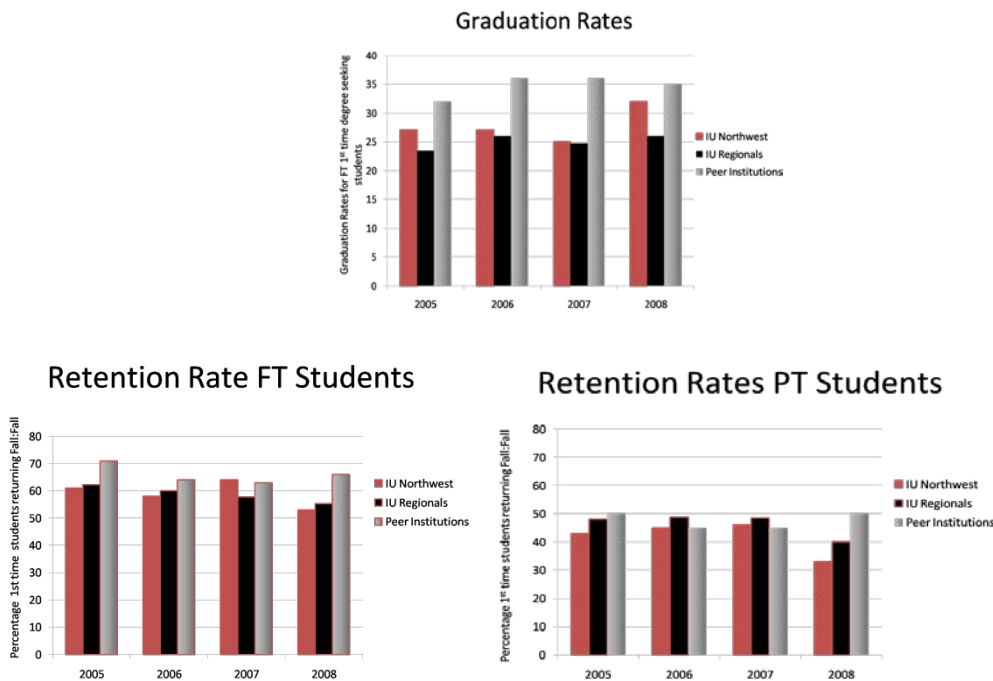
• Mean score (percentile)

**Figure 1.7 Licensure/Exam Pass Rates**

More centrally, [NSSE data](#) from 2004-2009 related to student learning outcomes for the new General Education Principles are available at the CASLO website. This data is used by our academic and service units to target areas of opportunity for improvement. For example, the results were used extensively in designing the new general education plan for the campus. Graduation and retention rates, as reported to the National Center for Education Statistics, also provide important comparisons with our fellow IU regional campuses as well as our peer institutions. Our graduation rates of FT, first-time, degree-seeking students are generally higher than the other IU regionals, but are lower than our peer institutions as shown in Figure 1.8. Retention rates for full time (FT) and part time (PT) students from fall: fall indicates a clear window of opportunity for improvement as shown in Figure 1.9, even though our retention rates were the highest of the IU regionals for FY 2008-09. These data were used by the Enrollment Taskforce 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 6000 by 2013. One key aspect of retention, advising, is

undergoing modifications in the 2009-10 academic year. The 2009 NSSE data indicates that 73% of freshmen and 70% of seniors were satisfied with their advising experiences. In an effort to improve these processes, lead advisors from every discipline have been identified and shared with all support units serving students, an advisors survey was conducted, and an Advisors Council has been formed that will meet once each semester to ensure consistency in advising, as well as share best practices.

**Figure 1.8 Graduation Rates from: IPEDS Data Feedback Reports, 2005-2008**



**Figure 1.9 Retention Rates of FT and PT students from: IPEDS Data Feedback Reports, 2005-2008**

**1I1Recent improvements** in this category include:

1. Establishment of a centralized assessment center located in the office of the AA, Fall 2008.
2. General education reform, 2005-present.
3. The designation of a part-time position as Assessment Coordinator, Fall 2008.
4. A writing improvement initiative that has extended from Spring 2008 through Spring 2009 that included bringing a writing expert to campus for a faculty workshop, as well as a series of three workshops offered by our English Department colleagues on designing, grading, and assessing student writing.
5. Creation of the position of IR (2007) for the first time in the history of IU Northwest. This step has already benefitted us in the dramatically improved response rate of 35% to the NSSE 2009.

While we are creating a systematic plan for assessment of general education learning outcomes and have begun the process of assessing student performance, the processes are not yet comprehensive.

**1I2The culture and infrastructure** at IU Northwest are currently changing dramatically. The campus has reached a state in its growth and evolution in which additional attention must be directed toward the internal expectations of regular 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 by this important area. Thus, the following support structures have been approved for implementation in the fall of 2009:

1. Creation of a new position, Assistant Vice Chancellor of Institutional Effectiveness and Research (*AVCIER*) (reporting to the EVCAA). This individual will provide both stability and a clearly delineated job focus to monitor and coordinate quality improvement initiatives at IU Northwest.
2. Creation of an *Institutional Effectiveness Advisory Committee* that will serve an advisory, monitoring, and coordinating role at IU Northwest in planning and assessment. This Committee's role and support function will be developed with the support of the Office of AA, in conjunction with the new AVCIER, and will be appointed by the EVCAA, in consultation with the Chancellor and the Faculty Organization Executive Committee. The initial work of this group will be to work with the AVCIER to create a systematic plan of evaluation for the campus.

The campus Director of IR has been systematically collecting data that will be used to target improvements 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.

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.

## 2 Accomplishing Other Distinctive Objectives

**2P1 Non-instructional objectives** are derived from the campus [Mission](#) and [Vision](#) and represent our continuing commitment to Northwest Indiana and to faculty involvement in the region's ongoing dialog about its economic, social, and cultural future. The key non-instructional processes are designed to meet stakeholder needs; information about stakeholders' needs is gathered through formal and informal surveys, local news, student feedback, and community feedback. The outreach mission of the campus is coordinated by the Chancellor and his direct reports. In addition, each academic unit and academic support unit is responsible for an outreach mission in alignment with the campus Mission and Vision. At the unit level, non-instructional processes are designed by the dean or director of the academic or support unit, with input from faculty and staff. The non-instructional objectives are translated into programs and activities.

For example, the campus Mission includes a commitment "to participating in the sustainable economic development of the region and state," and numerous studies and focus groups with stakeholders have indicated that the community expects the campus to assist with economic development. Consequently, economic development was designed to be a part of the mission of two centers within the SOBE and integrated into the curriculum.

1. The Center for Economic Education (CEE), accredited by the NCEE, provides workshops for service area educators during the school year, serving almost 150 K-12 teachers annually. The Center is also designed to provide graduate credit instruction to local teachers on local, state and national economy issues. Further, the Center is designed and funded to provide programs for students in grades six through twelve on the local economic conditions each year.
2. The Center for Management Development (CMD) is designed to provide management

consulting for local businesses each year. The Center allows the faculty to apply their expertise to local and national business issues through hands-on consulting experiences, and it keeps the SOBE and the campus in touch with local and national business issues. The Center serves at least ten local and national businesses each year.

In addition, economic development is integrated into the curriculum of the SOBE in the following ways:

1. The SOBE partners with the IRS through the Voluntary Income Tax Assistance (VITA) program to provide assistance to the community with the filing of income taxes each year. The program is designed to help low-income families and elderly persons. Students are trained by the IRS and supervised by faculty.
2. Senior business students, in their required capstone course, provide general business analysis, valued at over \$10,000, to a local client business through the Small Business Institute (SBI). SOBE students have served more than 125 local businesses during the past ten years.
3. Students take courses in financial literacy and finance on the simulated trading floor and the SOBE provides seminars in financial literacy on the floor to the community and local businesses each year.

Similarly, the CHHS is assigned responsibility for many of the wellness initiatives on campus. One result of our commitment “to the health and well-being of the communities we serve” is the creation of our [Campus Health and Wellness Center](#). The Center serves faculty, staff, and students and provides low cost, episodic primary care. Additionally, The SPEA offers community programs dealing with issues of local government and the environment.

The campus is “strongly dedicated to the value of ...diversity, celebration of cultures and opportunity for all...” and this is clearly manifested in the many cultural celebrations and diversity events on campus and open to the community. These events include the annual Asia Day, Black History Month events and celebrations, the Diversity Landmark series, the annual MLK, Jr. celebratory event, and the myriad of events and programs included in the Diversity Programming series each year managed by the [Office of Diversity and Equity](#) (ODE).

Another way the campus designs key non-instructional processes in alignment with its mission of serving its external stakeholders is through the Office of [AR](#). The IU Alumni Association (IUAA) designs and operates University alumni affairs programs and initiatives and oversees campus alumni operations. The IUAA strategic plan was designed to build upon the relationship between alumni and the University. It recognizes the strategic roles alumni play in the life of the University. The plan provides a clear direction for our alumni leaders and our association, as well as for all the programs and services the Alumni Association and the OAR administers.

**2P2 Non-instructional objectives** are derived from the campus Mission, which is developed by the faculty through the Faculty Organization governing body. The Faculty Organization is charged with developing and/or revising the mission statement. Each unit, then, is responsible for determining non-instructional goals and objectives for its programs that are congruent with and derived from the campus Mission. Each academic unit develops its own mission statement (congruent with the campus Mission) through its faculty governance structure, and the unit and department objectives, both academic and non-academic, are derived from that mission. Non-academic units utilize committees that represent each stakeholder group to develop its unit’s mission, goals, and objectives. Each unit is responsible for soliciting and incorporating the feedback from its stakeholders, integrating the unit’s accreditation or other professional requirements, and determining the unit’s/department’s unique contribution to post-secondary education in the service area.

Currently, the campus strategic planning body is the [Northwest Council](#). The membership of the Council includes the Chancellor's direct reports, as well as representatives of the faculty and all support areas. The Northwest Council and its members determine the organization's major non-instructional objectives for external stakeholders by determining which projects it will fund and support. The group utilizes a town hall process for deliberations and then makes recommendations to the Chancellor. Prior to the Northwest Council, the campus had an SPT from 2002-2008, which was responsible for determining the Mission and *Vision* derived goals and objectives of the campus through short- and long-term outcomes and specific action steps and projects.

As an example of academic unit development of key non-instructional objectives, the SOBE has a faculty Strategic Planning committee, which is charged with developing 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 the OAR. The IUAA Strategic Planning 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 association's actions in assisting the University in six areas specified by the IU president. Those six areas are: student, faculty, and staff recruitment; diversity; advocacy; marketing; international affairs; and development. The OAR is designed to bridge the gap between students and alumni of IU Northwest. The Student Alumni Association provides a means for interaction and understanding between current students and the IUAA, to encourage students to work with alumni and the alumni association in developing loyalty and support of the University, and to make students aware of their potential role as an alumnus.

In considering the aforementioned areas, the OAR, in conjunction with the IU Northwest Alumni Association, has developed a variety of programs. Some are social in nature, with the purpose of promoting the association and engaging alumni. Examples of such activities are summer picnics, open houses for alumni (e.g., nursing and dental education), trips to local theater productions, and Theatre Northwest productions. Other programs are educational, such as two events organized for the SOE alumni. One event provided a presentation and discussion of the state of the Indiana State Teachers Pension Fund, and the second provided a panel to discuss the federal government's stimulus package and its potential effect on education.

**2P3 Communicating expectations** The campus Mission is visible on the IU Northwest website, and the campus web pages are rich with information about the campus. The campus consistently communicates with all constituents of the University, including students, staff, faculty, and the community. The campus communicates to these constituents all major initiatives of the university, such as new buildings on campus, new large donations from the alumni and the community, and visits and meetings of dignitaries, including the trustees, the President of IU, and governmental representatives. The OMC communicates all important decisions, programs, events, and activities and summarizes media reports about IU Northwest through regular communiqués of campus e-mail, the *Northwest News* magazine, and the *IU Northwest Annual Report*. Also, the Chancellor holds periodic town hall meetings on more complex issues of importance. There is regular communication at unit and departmental levels at regular faculty meetings and a monthly meeting of the faculty organization. A major responsibility of members of the Northwest Council is to keep their constituents informed of issues, objectives, etc. Additionally, the Northwest Council agendas and minutes are [online](#). Information and progress on action projects and the

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reaccreditation process are available [online](#) and updates and announcements are conveyed regularly to the faculty and staff through Faculty Organization and announcements to the campus listserv.

**2P4 Assessing the appropriateness of objectives** Strategic objectives are translated into programs, initiatives, and activities at the unit and department level. These objectives are assessed and reviewed by all involved parties, specifically students, faculty, staff, community members, alumni, and business leaders like local employers and administrators. The Chancellor’s Society 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 sometimes through anonymous suggestion box/blogs.

**2P5 Determining faculty and staff needs** As indicated in 2P3, institutional objectives are translated into programs, initiatives, and activities at the college and school level and, then, at the unit and department level. Human and material resource needs are subsequently determined by the units and communicated by unit heads in yearly budget hearings. The Office of Development and the OMC assist the campus and individual units with fundraising and marketing, or with publicizing events. Enrollment projections are one important way that faculty and staff needs are anticipated. 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. Additional ways that faculty and staff needs are ascertained is through town hall meetings, the [Campus Climate Survey](#) (every three years), and through discussion at the Northwest Council meetings. The AA office recently instituted a survey designed to get faculty input into the various centers and areas that it oversees as well.

**2P6 Adjusting objectives** The primary way that faculty and staff needs are incorporated in re-adjusting objectives or processes is by using information to help guide decisions about resource allocation. Discussions occur in faculty governance committees, in the Northwest Council meetings, and in yearly budget hearings.

**2R1 Measures** Every campus unit is engaged in pursuit of the mission and the strategic goals of the University. A wide range of programs and initiatives are being implemented. Each program determines its measures of effectiveness and accountability. Figures 2.1 and 2.2 provide a summary of sample measures used to assess and analyze non-instructional activities or services for students and external stakeholders. They are an indicator of the extensive nature of the non-instructional activities and programs on campus, and of the collaborative and united effort of all campus constituents to accomplish non-instructional objectives. All of these activities have been designed and developed to serve the campus Mission of providing outreach to the region IU Northwest serves and enrich the academic experience of students. For ease of presentation and analysis, we have summarized this in two parts: one for the students and the other for external stakeholders.

Programs	Objectives	Responsibility Unit	Measure 2008-2009
<b>Athletics</b>	Generate a sense of community and pride among students, staff, faculty, and alumni	Vice Chancellor of Student Affairs (VCSA), Office of Student Life	75 recruited varsity athletes; 42 home competitions; average attendance of 30-50 persons
<b>Assessment Center</b>	To make students aware of their strengths and developmental needs as they relate to the	Dean of the SOBE	200 students assessed

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Programs	Objectives	Responsibility Unit	Measure 2008-2009
	skills needed for academic and professional success		
<b>Service Learning</b>	Student learning and service to the community	Director of the CETL	407 students in 24 projects
<b>Counseling Center</b>	To provide students access to a wide range of counseling services and resources	VCSA	920 hours provided; 90% students
<b>Student Clubs and Organizations</b>	To enhance the quality of life of students, enhance learning, and provide students service opportunities	VCSA, Office of Student Life	Over 75 registered clubs
<b>Child Care Center</b>	To offer affordable and safe child care for students' children	Director of the Child Care Center, VCSA	17 student families utilized the Child Care Center
<b>Financial Aid</b>	To provide resources, guidance and financial assistance for students pursuing educational goals	Director of FA	40.9% of financial need of full-time, degree-seeking students was unmet
<b>Health and Wellness Center</b>	To provide low-cost, episodic, primary health care (opened in January 2009)	Dean of the CHHS	187 visits during January – June, 2009
<b>Diversity Programming Series</b>	Position IU Northwest as a premier venue for diversity programming and community engagement	Director of the ODE	15 events
<b>Career Services</b>	To assist students and alumni in planning for successful careers and securing meaningful employment	VCSA	1224 student assists

**Figure 2.1 Student Stakeholders—2008-09**

Programs	Objectives	Responsibility Unit	Measure 2008-2009
<b>Alumni Association</b>	To connect alumni, students, and friends of IU through communications, activities, programs, and services	Director of OAR	22 events and 620 participants (in a two-year period)
<b>Northwest Indiana Business Alliance</b>	To provide internships and to network business community with the SOBE	SOBE Business Advisory Board	250 attendees at the annual business luncheon
<b>Business Connections</b>	To provide networking for business school alumni	Dean and the SOBE faculty	50 participants
<b>Center for Economic Education</b>	Equipping our young people, their parents, and teachers with economic and financial literacy	Dean of the SOBE, Council on Economic Education	14 presentations in the past two years; 676 people reached

## Indiana University Northwest 2009 AQIP Systems Portfolio

Programs	Objectives	Responsibility Unit	Measure 2008-2009
<b>Center for Management Development</b>	To serve the community and businesses with management training and development	Dean of the SOBE	17 projects and approximate revenue of \$69,000
<b>VITA Program</b>	Community service and to provide an opportunity for student learning and professional training	Dean of the SOBE, IRS	Trained eight students; helped 135 families
<b>Calumet Regional Archives</b>	To collect, preserve, and make available records to document the history of Indiana's Calumet Region	IU Northwest Library	1000 research requests; acquired 5 new collections
<b>Money Smart</b>	To help improve local citizens' financial knowledge by attending seminars offered by financial professionals	Federal Reserve System	25 seminars; 360 attendees
<b>Gallery Northwest</b>	Art appreciation, display of contemporary art, and to give artists a platform to show their works	The gallery committee	Average of 300 attendees per exhibit
<b>Science Olympiad</b>	Engage middle and high school students in science	COAS	300+ students participate yearly
<b>Weed and Seed</b>	To "weed" out the criminal element in the designated area, while "seeding" in positive programming for youth and residents	Department of Justice	Crime index has decreased every year since 2005 but is still higher than U.S. average
<b>Annual Forum on Child Abuse and Neglect</b>	To provide information on topics related to foster care, abuse prevention and child safety	SPEA and DSW	300+ attendees yearly
<b>Center for Data and Analysis</b>	To provide data/demographic and geographic/GIS specialized information, resources, services, and tools	IU Northwest Library	15 projects for community organizations per year via external funding
<b>Steel Shavings magazine</b>	To publish articles by IU Northwest students and others pertaining to life in the Calumet Region of Northwest Indiana	COAS and the EVCAA	Subscription list of 200+
<b>Wetlands Restoration/ Little Calumet River</b>	To assemble and preserve native prairie, wetlands, and habitat	COAS	300 native plant species
<b>Theatre Northwest</b>	Only public theatre program in NW Indiana, theatre appreciation	COAS	3 shows per year; hundreds of attendees

**Figure 2.2 Community Stakeholders—2008-09**

**2R2 Performance results** We classify 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. We collect information from various departments and units to assess our performance results in non-instructional objectives and track the trends over time for a better assessment and analysis. The data given in figures 2.1 and 2.2 provide the most recent data available.

**2R3 Comparison to other organizations** IU Northwest has not compared results for the performance of processes for *accomplishing other distinctive objectives* with results for other institutions.

**2R4 Value added** Many of the non-instructional programs use levels of participation and/or attendance as measures of their success, and the numbers of participants are growing. Participation levels are key indicators and measures because they document the success of the campus in serving its mission to provide community outreach to northwest Indiana. The non-instructional programs enhance the relationships with the community and region the campus serves in the following ways:

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 unit 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.
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. IU Northwest has achieved affiliations with the following regional and national athletic associations:
  - i. National Association for Intercollegiate Athletics (NAIA) (10 years)
  - ii. United States Collegiate Athletic Association (USCAA) (since 2008)
  - iii. Association of Independent Institutions (AII) (just formed in 2008)
2. Another improvement in this area was an administrative realignment that moved the entire array of enrollment services (admissions, registrar, and financial aid) over to the Students Services area (see Institutional Overview, Chart O3). This allows better communication within, and oversight of, all non-instructional student services.
3. IU Northwest has taken several steps towards measuring institutional effectiveness. The Chancellor has approved a new position of AVCIER (See 1I2 and 5I2 for more information).

**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. 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 Faculty Organization meeting, faculty are kept up-to-date on projects and initiatives.

Second, regular AQIP reports are given at the Northwest Council meetings; the AQIP co-coordinators are standing members of the Northwest Council. The Northwest Council, which is representative of all administrative areas, was the body that vetted and recommended for approval the new position of AVCIER. Decisions regarding which initiatives will become AQIP Action Projects are discussed at Northwest Council meetings also.

Third, in creating of 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 is developing at IU Northwest, as it seeks to be a quality-driven institution, which delivers the highest quality instructional and non-instructional programs in northwest Indiana.

### 3 Understanding Students' and other Stakeholders' Needs

**3P1 Identifying student needs** The needs of potential students are identified in several ways.

A "Request More Information" option is available at the Office of Admissions website, which allows prospective students to both request, and provide information with regard to their interests. E-mail requests from prospective students are answered through the Office of Admissions and referred to other departments, as needed. The needs of prospective students are also identified through recruiter visits to all high schools in our service area, discussions with high school counselors, and involvement at numerous career/college fairs and on-campus recruitment events. The changing needs of IU Northwest's student groups are identified through:

- Changes in placement testing scores
- Changes in SAT/ACT data
- Changes in results on the NSSE survey
- Comments from the student advisory boards of the academic units
- Changes in students' GPAs and persistence rates by demographics
- Student responses on course evaluations
- Changes in patterns of activities regarding the use of student labs, tutoring, etc.
- Changes in types of services requested
- Student government meetings
- Retention reports
- Exit interviews/surveys with students
- Graduation reports
- Financial Aid reports

These data are processed through normal curricular and administrative structures. For example, the NSSE data is analyzed by the Office of IR and the results are fed back to the Deans' Council and departments within SSA 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. The NSSE results have led units to reexamine program schedules to accommodate student work schedules. The campus is increasing federal work study positions to maximum levels and is encouraging campus offices to employ student workers in order to meet student's financial needs while keeping them on campus.

An additional vehicle for identifying the needs of students is a section on the IU Northwest admissions application, which allows students to indicate their interests and activities. The information collected is used to populate a database, which identifies students for participation in an array of athletics, clubs, programs, or activities. Students attending New Student Orientation are encouraged to develop new organizations if current offerings do not meet their needs. *The Student Handbook*, which is 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.

The technological foundation for service delivery to students is OneStart. OneStart is maintained by the system-wide [University Student Enrollment Services \(SES\)](#), not by IU Northwest. IU Northwest students benefit greatly as part of the IU shared system with regard to the fundamental technology. The technology makes the processing of prospective students through admissions and the management of student records, student financials, etc. possible for this campus. The system continues to evolve with the

recent 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, which allows notification of campus emergency situations to students, faculty and staff. This new system was enacted for the first time in the fall of 2008 when the campus was flooded and closed for two weeks. Daily updates were provided, in the fastest and most efficient way possible, to inform the university community of the campus' status.

University SES assesses needs through various means, e.g. via SES Problem Report Form, SIS security-access requests, etc. Front-end enrollment offices utilize point-of-service comment cards/satisfaction surveys as a conduit to assessing how well student needs/expectations are being met. For example, student comments led to the development of a new online admission application that will allow for a faster receipt/processing time, availability of fee waivers for select groups, and more flexible usage of credit card companies.

**3P2 Building and maintaining student relationships** Figures 3.1 and 3.2 depict more specific ways that IU Northwest builds and maintains student relationships through personal interaction and technology.

Relationship building with prospective students can begin in several ways. A prospective student may call the [Office of Admissions](#) (or other SSA offices) in search of information. The Office of Admissions responds (with additional calls/campus visits possibly occurring as a result). Also, prospective students may submit e-mail messages to any of the offices that make up the SSA area, or they can use the Office of Admissions' website information request link. The Office of Admissions also builds relationships with prospective students via direct contacts made through high school visits and through its involvement at college/career fairs and campus visit programs. Discussions between Admissions and high school counselors help to build general relationships, as well. The Office of Admissions sponsors "College 101," a free workshop, open to prospective students and their parents, which offers general information about applying to college). The [Office of FA and Scholarships](#) regularly participates in "College Goal Sunday," a set of coordinated workshops conducted each February throughout Indiana that provides information to prospective students on financial aid and the financial aid application.

Customer Service	Outreach Events	Outreach Activities
<ul style="list-style-type: none"> <li>• Telecounselors build relationships from the prospect stage through enrollment.</li> <li>• Prospective student observation of classes and study sessions.</li> <li>• Discussion of service needs in Admissions Office via telephone, e-mail, and in person; distribution of information by e-mail and flyers.</li> <li>• Individual appointments (career assessments and counseling, job search strategies, and mock interviews), roundtable events, job fairs.</li> <li>• Online application, <i>Schedule of Classes, Bulletin</i></li> </ul>	<ul style="list-style-type: none"> <li>• Local county fair booths and state fair booth</li> <li>• Attending college fairs at the area high schools</li> <li>• ACE days</li> <li>• Faculty serving as guest lecturers at high schools</li> <li>• Participation in community events</li> <li>• Tables at career/job fairs</li> </ul>	<ul style="list-style-type: none"> <li>• Science Olympiad</li> <li>• Redhawk Speech Competition</li> <li>• Brain Bee</li> <li>• IU Northwest Calculator Tournament</li> <li>• University workshops (Collaborative with Gary Schools)</li> <li>• Kid's College</li> <li>• "We the People"</li> </ul>

**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"> <li>• The Admissions Office</li> <li>• The Athletic Department</li> <li>• Student Government</li> <li>• The Student Activity Board</li> <li>• Career Services</li> <li>• Special Retention Programs</li> <li>• Student Support</li> <li>• Other campus departments</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty-student advising sessions</li> <li>• SI</li> <li>• Math Lab</li> <li>• Writing Center</li> <li>• Reading Lab</li> <li>• Student Support Services</li> <li>• Critical Literacy</li> <li>• Library services</li> <li>• Peer mentoring</li> <li>• Student technology centers</li> <li>• Book loan program</li> <li>• Laptop loan program</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Northwest Phoenix</i></li> <li>• Student handbook</li> <li>• Academic planner for new students</li> <li>• Mass e-mails to the student listserv</li> <li>• IU Northwest website</li> </ul>	<ul style="list-style-type: none"> <li>• Student representation on campus committees such as the DPG and the student Alumni Association</li> <li>• “Get a Student Life” week, sponsored by the Student Activity Board</li> <li>• Campus counseling services</li> <li>• Student leadership groups</li> <li>• Career services (testing, job placement, and internships)</li> <li>• Student life activities</li> <li>• Faculty/staff sponsorship of student activities and clubs</li> <li>• OneStart</li> </ul>

**Figure 3.2 Relationship Building with Current Students**

There are two primary ways that IU Northwest maintains relationships with students. The first way is through direct interpersonal interactions. Many of our students represent first-generation college attendees, and personal contact is a very important way to build relationships and offer support and encouragement to students. A large number of our students are adults with heavy workloads and family commitments. In order to be able to foster relationships and provide students the convenience of getting help or answers to their questions 24/7, the campus has provided various technological advances to support communication between student and faculty, student and student, and student/administration.

The web-based OneStart information portal allows students to view their financial or loan information, register for classes, make payments, and view grades from offsite locations. In addition to using e-mail to communicate with students, growing numbers of faculty on the campus are using Internet-based Oncourse for students to communicate with them, or other students, outside of the classroom. Oncourse became a powerful tool for faculty communicating with, and delivering education to, students during the Fall 2008 campus flooding. The employees responsible for the various activities and offices included in Figure 3.2 have developed mechanisms for meeting and responding to student and stakeholder needs: supplying contact information, responding to phone and electronic queries, and developing strategic programs.

While the Office of Admissions coordinates New Student Orientation, it is a campus-wide initiative with representation from academic departments, administrative units, and SSA units, and student groups. Additionally, this one-day program introduces students to campus procedures and policies. The orientation 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 and academic support services, and advising and registration.

One particular process that IU Northwest uses to build and maintain relationships with students is the [IT Satisfaction Survey](#). IT seeks student, staff, and faculty feedback on services provided to meet their respective needs by conducting a user survey every two years. Students are surveyed regarding their satisfaction with our student technology centers, the software and hardware available, consulting services,

courtesy and helpfulness of consultants, the University's Oncourse software used to support instruction, online student records access, online bill payment, etc. The results of these surveys are reviewed with the IT directors, who use them to identify potential opportunities for improvement. An example is the redesign of the student computer kiosk in the lobby of Hawthorn Hall. The IT department learned, through the survey, that the kiosk was not user-friendly to students in wheelchairs; the IT department's redesign added a wheelchair-friendly kiosk as a result. IT and Enrollment Services (ES) combined efforts to add three, new, flat-screen TVs in various buildings to disseminate campus information, e.g., safeguards for N1H1 influenza, steps to enrollment, and campus events. Mobile units are also available, through IT, for communicating information such as new IT services, website premieres, or other important campus communications to students, faculty, and staff.

In the fall of 2007, the Classroom Technology and Distributed Education Committee conducted a brief survey to determine faculty needs for classroom technology upgrades and maintenance in response to faculty concerns about availability and currency of classroom technology. As a result, improvements continue to be made to meet student needs by upgrading technology in the classrooms and developing a new Library Information Commons, extended lab hours, a redesigned e-mail kiosk, and auxiliary printers during peak registration times and the first weeks of each semester.

Many student service offices have an assessment process in place. For example, OCS utilizes a sign-in sheet along with a satisfaction survey. The Office of Admissions utilizes a comment card to evaluate prospective students' satisfaction with services.

An illustration of how the campus analyzed, and then selected, a course of action can be found in our new retention program. Retention from first semester to second semester, and from first year to second year, showed room for improvement. To strengthen retention, particularly of minority and first-generation students, a new grant-funded retention program was added for the fall of 2009. The New Student Success Program (NSSP) enrolled its first class in a program designed to increase retention through learning communities and peer mentoring. Data from placement testing, high school records, and ACT/SAT scores were utilized to select a pilot group of students to have a two-day orientation before enrolling in classes. Additionally, Student African American Brotherhood (SAAB) (established to enhance African American male retention) just completed its second Summer Bridge Program.

**3P3 Identifying stakeholder needs** As one method of assessing IU Northwest's image among constituents, an online and paper survey was conducted in the summer of 2008. The 3,000+ responses from current students, faculty, staff, alumni, and community members enable various university entities to develop strategies and action plans.

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

1. Community e-mail 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 are distributed to local media and national, when appropriate.
3. Distribution of Northwest News (a publication for faculty, staff and friends) and the bi-annual distribution of Northwest Magazine (a publication for alumni and friends).
4. Recognition of employers through publicity efforts for the annual Job Fair and Employer of the Year Awards ceremony. (An increased number of employers exhibited at the spring 2009 Job Fair, going against the trend of decreased exhibitors at many other area Job/Career Fairs.)
5. Encouraged and solicited feedback from various internal and external constituents through the comments form for university advancement, marketing and news.

6. Annual surveys included in Northwest News and Northwest Magazine to gauge interest in constituents' preferences on news and event items.
7. 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.
8. Participation in a number of community activities, such as the Glen Park Weed and Seed community improvement campaign (partnership grant between IU Northwest and the community), Walk-a-thons, Habitat for Humanity, community organization events, and county and state fairs, increasing IU Northwest's visibility to generate a positive image.
9. The active presence of three local alumni associations, whose monthly meetings are attended by the campus director of AR sharing information on events, activities, and opportunities on the IU Northwest campus.
10. Postcards mailed each semester to alumni, announcing upcoming campus and alumni events, and postcards mailed to new students in the summer, encouraging them to become active in the Student Alumni Association.

Graduating students complete exit surveys that focus on their learning experiences. Local employers are also surveyed by the academic units to assess how well graduates are prepared for entry into, or advancement within, the working world. Survey results are collected and analyzed at the unit level and used to inform curriculum through the normal curricular change processes.

The campus, along with several other local higher education institutions, is involved in the administration of the region's Quality of Life Council. The Council identifies the needs of the region and the gaps that currently exist in meeting those needs. The campus also conducts regular evaluations of high-level external events, such as the IU Northwest Gala, that involve significant documentation and group interaction to determine how to improve these events in the future. The respective academic and administrative units use the data collected in the various surveys to drive data-based decision-making in meetings that focus on related issues. For example, based on evaluation data related to the gala, this event was modified from a fundraising event to a donor recognition and appreciation event. Thus, the campus-wide process for meeting expectations of key stakeholders involves conducting surveys, analyzing the data, and using that data to modify key events and processes.

**3P4 Building and maintaining relationships with stakeholders** Figure 3.3 provides a listing of some of the activities that IU Northwest uses to build and maintain relationships with other key stakeholders. Cultivation activities focus on recognizing and showing appreciation for key stakeholders like donors and alumni, and providing venues wherein these individuals can develop and maintain a connection with the university. Furthermore, campus publications and advertising/marketing in the region media outlets build and maintain relationships with these stakeholders by communicating with them and keeping them informed about campus news and events, while activities like service on advisory boards maintain their engagement in the life of the university.

Cultivation Activities	Campus Publications	Advertising and Marketing	Miscellaneous
<ul style="list-style-type: none"> <li>• IU Northwest Gala</li> <li>• Golf outing for athletic scholarships</li> <li>• Enhanced stewardship of high-level donors</li> <li>• Individual project fundraising activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Northwest News</i></li> <li>• <i>Northwest Magazine</i> (circulation of 20,000+, twice annually, initiated in 2003)</li> <li>• <i>Spirits</i> (award-winning student literary magazine)</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive interaction with media</li> <li>• Press releases</li> <li>• News stories</li> </ul>	<ul style="list-style-type: none"> <li>• Telefund activity</li> <li>• Staff and faculty service on advisory boards of corporations, not-for-profits, professional organizations</li> <li>• Alumni association</li> <li>• IU alumni retaining IU e-mail address</li> </ul>

**Figure 3.3 Activities to Build and Maintain Relationships with Other Key Stakeholders**

**3P5 Determining new student and stakeholder groups** Within the general Mission and *Vision* of the campus, the IU Northwest administration, faculty, and staff analyze programs and related data in the context of market and demographic changes to assess potential new student and other stakeholder needs. For example, in the *Vision* process, outlying counties supplying relatively fewer students to the campus (yet still included as service areas in our Mission), received campus attention in the form of needs assessment and focus groups to assess the needs of students and other stakeholders in those areas. As a result, a plan for outreach to those counties was developed. Recent realignment of service areas within the IU system may lead to a reassessment of these outreach plans. Additionally, any new degree program proposal is required to include a market analysis or needs assessment. This process is more fully described in 1P3 and 1P4.

**3P6 Handling complaints** Student complaints, initiated in person, in writing, or via telephone, are handled hierarchically, and students are informed of the outcome of their respective complaints. [\*The Student Code of Rights, Responsibilities, and Conduct\*](#) addresses student complaints, process and procedures, and appeals. Files are kept for each student complaint and its resolution.

When a student or employee notifies the ODE of a complaint, the Director of the ODE conducts a personal interview, either in person or by phone, with the complainant during which he/she gathers relevant information about the case. The purpose of the interview is to gain a clear understanding of the complaint and circumstances surrounding it.

The Director determines whether the complaint involves discrimination and should be handled by the ODE. If not, the Director refers the complainant to an appropriate office or university official or implements other informal procedures to help resolve the conflict. The complainant is asked to keep the ODE informed of any assistance or resolution that the referral office provides. This information is important in determining and ensuring that the complainant received assistance from the university.

If it is determined that the complaint involves discrimination and should be handled by the ODE, the Director determines what relief the complainant is seeking in response to the complaint. Some complainants may want advice about approaching the respondent, or they may want simply to make the Director aware of a problem. The complainant may or may not want the ODE to investigate the complaint; however, the Director will determine if he/she must take some responsive action to avoid potential liability for the university. The Director addresses the matter of confidentiality and makes it clear that only persons with a need-to-know will be made aware that the individual has filed a complaint. The Director cannot guarantee complete confidentiality to a complainant. They inform all parties

associated with the complaint that retaliating against the complainant for filing a complaint, or otherwise opposing discriminatory practices, is unlawful and against IU policies.

The Director of ODE initiates an investigation to seek the validity of any allegations within the jurisdiction of the ODE. All information gathered through the investigation is documented and included in the complaint file. At the conclusion of the investigation, if the complaint is determined to be non-meritorious, a letter from the Director containing the decision is forwarded to the complainant and any appropriate personnel. If the complaint is determined to be meritorious, the Director prepares a summary of results and any appropriate recommendations for resolution.

The goal in cases that appear meritorious is to resolve the complaint internally. The summary of results and recommendations is forwarded to the direct supervisor or up-line (highest official not involved in the case). The official may decide to follow the recommendation(s) of the Director, take another course of action to resolve the complaint, or refuse to take any action based upon his/her review of the case. If the official chooses a course of action that the Director of the ODE does not feel is an appropriate response to the complaint, they attempt to explain why the response is inappropriate and suggests an appropriate response.

After negotiations with the officials and/or department involved, the Director discusses, with the complainant, the results of the investigation, the recommendation(s), 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. At this point, the Director considers the case closed, pending any other action by the complainant.

Formal faculty and staff complaint procedures are in place through the ODE and the HR office. These procedures are published in the employee handbooks including the [Academic Handbook](#), [Nonunion Personnel Policy manual](#); and the [Hourly Personnel Policy manual](#). Appeal procedures and notification procedures are also included.

Formal complaints processed within the ODE from 2005-2009 are shown in Figure 3.4. Of the 11 cases processed between 2007-2009, 7 were deemed non-meritorious, 1 meritorious, and 3 are still active.

<b>Discrimination based upon</b>	<b>2005-2007</b>	<b>2007-2009</b>
Disability	1	0
Gender	1	0
Race	2	2
Retaliation	2	0
Sexual Harassment	6	3
Other	0	2
Multiple concerns	0	4

**Figure 3.4 ODE Complaints, 2005-2009**

The Faculty Organization provides a conduit for faculty concerns to be addressed, and the Faculty Board of Review provides the mechanism for due process. Informal resolution is encouraged, and mediation procedures are available. If similar issues continue to surface, the general issue may be discussed by the Faculty Organization, the Deans' Council, the Northwest Council, or meetings of other groups, such as the ES Council, as a means to educate people on processes or procedures that about which they may not be aware or to review policies or procedures to see if they should be adjusted.

**3R1 Measures to determine student and other stakeholder satisfaction** can be found in Figure 3.5

Stakeholder	Measure(s)	Process	Improvement Target
Students	Course evaluations	Conducted each semester	Faculty use to improve courses
	Exit survey	Conducted by the academic unit during the students' last semester	Academic units use data to improve program delivery
	Alumni survey	Conducted by the unit, usually one year after student graduates	Academic units use to improve programs
	NSSE	Conducted with FR 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
	FA, Bursar, Registrar surveys	Annually	Used by the ES Council 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 completion of event	Event organizers use to improve events, such as the IU Northwest Gala

**Figure 3.5 Measures/Processes to Determine Student and Stakeholder Satisfaction**

**3R2 Performance results for student satisfaction** Benchmarked NSSE data is presented in 3R6. In addition, the biannual IT survey provides data on student satisfaction with IT services. A new survey will be conducted in 2009-2010. The 2004 IT User Survey, which was administered by the IU Center for Survey Research, indicated that 94.1% of students, faculty, and staff were satisfied with the computing environment provided by the IT department, while the 2008 survey indicated a satisfaction rate of 97.6%. The complete results of the IT survey can be found [here](#).

Figure 3.6 reports data from the ES Council survey results for 2006 -2007. The question focuses on students' levels of satisfaction with having their queries answered knowledgeably in Admissions, Career Services, Placement Services, FA, Registrar, and Bursar offices. As the figure shows there has been an increase in satisfaction for ES, however, ongoing efforts continue to improve services to students in these areas.

Year	N	Agree Completely/Somewhat	Neutral	Disagree Somewhat/Completely	No Experience
2006	179	94 (53%)	18 (10%)	54 (30%)	13 (7%)
2007	117	77(66%)	13(11%)	23(20%)	4(3%)
2008	Not completed due to campus flooding				

**Figure 3.6 Enrollment Services satisfaction survey results**

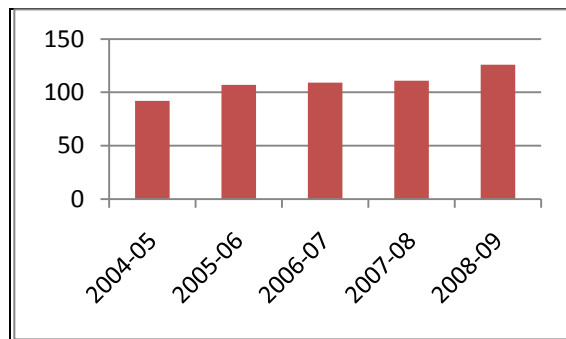
**3R3 Performance results for building relationships with students** Benchmarked NSSE data is presented in 3R6. Another example, resulting from student evaluations of the new student orientation process, is that the process has been revamped to include better coordinated advising sessions, upfront

loading of ID numbers for student ID cards to decrease the wait in line, strong partnering with IT, and offering a parent/spouse program. As a result, the number of students and parents attending has increased over the last few years. We have experienced a 26% increase in students attending the three summer orientation sessions.

**3R4 Performance results related to external stakeholders** include:

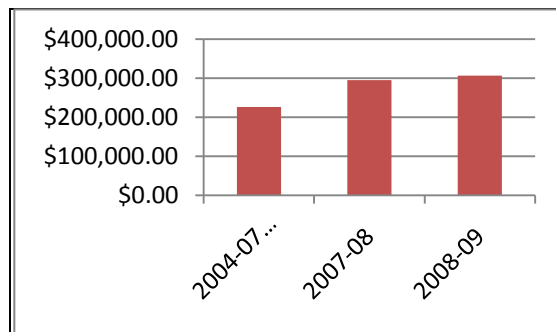
1. In 2002 and 2008, conducted image and perception research to measure institutional image and brand value of IU Northwest.
2. In 2005, measured effectiveness and awareness of key programs with external outreach and impact on value of quality of life in Northwest Indiana.
3. Executed effective marketing strategies for recruitment and retention initiatives resulting in significant increases in enrollment between Fall 2002 and Fall 2009.
4. Alumni satisfaction has increased, as demonstrated by the increase in paid alumni memberships. Our campus realized a net gain of 48 paid alumni members last year.

**3R5 IU Northwest's results for the building of relationships with key stakeholders** occur in the areas of private donors and media coverage. With regard to the IU Foundation, there are currently 126 active accounts benefitting the Northwest campus as shown in Figure 3.7. The majority of the accounts support scholarships for students attending IU Northwest. The remaining accounts provide support for various aspects of the campus, academic projects, and many other activities from recruitment to graduation. The growth in the number of these accounts can be seen in the chart below.



**Figure 3.7 Number of IU Northwest IU Foundation accounts**

Through its 79 scholarship accounts, the IU Foundation provides financial assistance to over 200 students annually, with awards ranging from several hundred dollars to full-tuition scholarships. Growth in IU Foundation scholarships is shown in Figure 3.8.



**Figure 3.8 IU Northwest Foundation scholarship dollars**

Media coverage results include:

## Indiana University Northwest 2009 AQIP Systems Portfolio

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1. IU Northwest publishes all current and archived press releases online. This has resulted in greater connectivity and awareness of news and events among internal and external constituents.
2. A 19% increase in the number of press releases distributed to the media in 2006-2008.
3. Achieved a 60% increase in market coverage and exposure through innovative media relations and advertising strategies (including both paid advertising and article coverage) in 2006-2008.
4. Increased visibility of institutional image through use of a free biweekly column in the local newspaper devoted to promoting upcoming events on campus. The Chancellor's editorial series has also been maintained twice annually and is designed to shed light on current issues affecting Northwest Indiana and how IU Northwest and our educational partners are engaged in helping to provide resources and/or solutions.
5. Increased web and social networking presence beginning in 2009 with the addition of IU Northwest [Twitter](#), MySpace, and Facebook to provide greater opportunities for communicating with students, faculty, staff and the public.

**3R6 Comparison with other organizations** The NSSE results provide information for the comparison of IU Northwest's results with other NSSE institutions. Figure 3.9 shows comparisons of satisfaction with the education experience benchmarked against other IU regional campuses, an urban cohort, and our peer institutions (% answering with highest rating) for the most recent NSSE administration in 2009.

NSSE Question – Satisfaction with.....	IU Northwest	Urban Univ.	IU Regionals	Peer Instit.
Quality of relationships with faculty members	30%	17%	20%	18%
Quality of relationships with administrative personnel and offices	22%	13%	17%	15%
Quality of academic advising	28%	26%	30%	33%
Providing support to help you succeed academically	33%	31%	31%	31%
Helping you cope with non-academic responsibilities	11%	12%	12%	14%
Acquiring a broad, general education	39%	36%	32%	33%
Acquiring job or work-related knowledge and skills	30%	24%	24%	25%

**Figure 3.9 2009 NSSE satisfaction rating comparisons**

Referring to external stakeholder results, IU Northwest ranks at midpoint among the regional campuses for private giving, as shown Figure 3.10.

Campus	FY 2008		FY 2009	
	# Donors	Gifts	# Donors	Gifts
Bloomington	80,285	\$205,157,020	68,634	\$65,417,371
IUPUI	33,138	\$42,127,121	29,456	\$46,769,623
Southeast	2,309	\$2,098,369	1,947	\$873,610
South Bend	3,271	\$1,010,467	2,734	\$1,406,061
<b>Northwest</b>	<b>1,561</b>	<b>\$490,233</b>	<b>1,336</b>	<b>\$1,266,014</b>
East	788	\$277,830	895	\$455,501
Kokomo	1,155	\$214,911	930	\$150,551
IPFW	54	\$9,076	40	\$8,482

**Figure 3.10 Total Private Giving to Indiana University, FY 2008-2009**

**3I1 Recent improvements** The campus improves its current processes and systems for understanding the needs of its key stakeholders by:

1. Continuously monitoring how students and stakeholders use our services.
2. Creating measures that will be used to assess the success of all retention programs on campus.
3. Increasing the number and quality of communication items.

In a recent IT survey, faculty expressed the desire to have more technology-enabled classrooms available; therefore, IU Northwest IT upgraded 12 additional classrooms to include technology resources. Likewise, the Classroom Technology and Distributed Education Committee will use the classroom technology survey to develop a plan for the upgrade and maintenance of those classrooms. The Technology Council also uses data from the IT survey to target improvements such as this one, and to develop the IT plan.

**3I2 Culture and infrastructure support** The Northwest Council has replaced the SPT as the venue for short- and long-range planning. The Council established a campus goal of reaching 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. Outcomes are assessed and new goals may be established. The entire campus is committed to achieving this goal and has measures, which are reviewed monthly by the Northwest Council, in place to determine its progress. The annual results are shared with the campus via electronic reports, discussed at meetings, and presented in the newly developed performance measures, which are reviewed annually.

For example, one way in which you can track campus support for an improvement project related to increasing enrollment is via new student orientation. The (non-mandatory) new student orientation has gone through an evolutionary period since 2002 and has, at times, been poorly attended. New students evaluate each of the four sessions of new student orientation held each year. The evaluations are, then, utilized to make needed revisions. 2008's student evaluations led us to adjust the format from the previous year. More time was given for academic advising and registration, making it a full-day program instead of the half-day program of the previous year. 2009 evaluations rated this move as a positive one that met the needs of the majority of students. Also, due to increased admissions, we added a fourth new student orientation session in 2009. They were attended by 554 students: 94 in June, 158 in July, and 302 in the two August sessions. In 2008, 488 students attended new student orientation sessions. Two hundred-seventeen parents/supporters attended the 2009 sessions. These positive results have been lauded by the Chancellor in Northwest Council and the fall Town hall meetings and plans are already underway to improve orientation for next year based on current feedback.

## 4 Valuing People

**4P1 Credentials, skills, and values** required for employees are specified when a job position is created. Units seeking to hire must describe their needs and provide a justification for how those needs are aligned with the campus mission and goals. The unit administrators and search and screen committees analyze needs for program/unit growth and broaden job descriptions for optimal recruitment results. See 4P2 and 4P3 for a more detailed description of the hiring process.

**4P2 IU Northwest's hiring processes** work to ensure that employees possess the appropriate credentials, skills and values. The administrator of the hiring unit must complete or update an Essential Position Functions Worksheet for the position. The ODE provides the [process and guidelines](#) for search and screen, which were revised and simplified in 2009. The hiring practices are enhanced by the presence of a Diversity Council member on search committees, campus training on hiring, interview

scrutiny, and strategic training retreats for Diversity Council personnel. The search and screen committee develops appropriate evaluation sheets, and they are shared with the unit head and the Director of the ODE for use in internal screening and selection. The ODE must approve the list of candidates recommended by the search and screen committee for interview, and they must provide a rationale for the exclusion of any candidates who are members of underrepresented populations and/or veterans.

Traditionally, the University uses channels of recruitment recommended by the ODE for faculty, administrators and some professional staff; however, this process is not used currently for support staff. During the interview process for faculty and staff, IU Northwest's *Vision* and the Mission are discussed with each candidate. All positions require an extensive interviewing process in which candidates' skills, experience, and educational backgrounds are matched with the duties and tasks required for the position.

Although IU Northwest recognizes the need for hiring a diverse faculty, administration, and staff and has identified hiring processes that support diversity hiring, the cycle of this process, results, and implementing change in the process remains in need of improvement. The campus has lost three administrators of color within the past two years. Two of the administrators remain at IU Northwest in another capacity, but one has resigned.

**4P3 Recruit, hire and retain** Each year in the fall, anticipated vacant academic positions and requests for new positions for the subsequent year were reviewed by the Deans' Council and the Faculty Academic Priorities Committee (APC) (see [process map](#) for details). A new process is being implemented for FY 2009-10 in anticipation of RCM in 2010-11. Budget hearings are held in the spring, when individual RCs present plans and objectives, including any special budget requests, to the Chancellor, EVCAA, Vice Chancellors, Chief Fiscal Officer (CFO), and Faculty Organization President. Requests for new faculty and staff positions are considered at that time as well. Budgets for the new FY are tentatively set based on these hearings, the data presented, and the expectation of future income. Once budgets are set for the next year, RCs are given permission to recruit for the following year. This new system centers responsibility in the RCs; however, as faculty and staff resign or retire, there is still campus review of base budget allocations.

IU Northwest is an Equal Opportunity Employer. The University uses the traditional channels of recruitment recommended by the ODE for faculty and professional staff. In addition, the University posts openings on discipline-specific or organization-specific websites, the IU Northwest HR website, and regularly advertises in the *Chronicle of Higher Education (CHE)*, the *Affirmative Action Register (AAR)*, and discipline-specific journals. The HR office has developed the capability to accept applications for staff positions [electronically](#) and applications for faculty positions will become electronic in late fall of 2009. Faculty candidates are usually asked to make a presentation on their research to the faculty in the hiring unit and, in some cases, are asked to demonstrate their teaching as a part of the interview process.

Once candidates are interviewed, the dean/director recommends to whom the offer should be extended. The EVCAA extends the formal offer. The same process is required for the hiring of professional staff; however, the appropriate administrator decides to whom the position should be offered, and the formal letter of offer is sent by the Director of HR.

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 position is advertised in a variety of locations including the [IU Northwest website](#), local newspapers, discipline-specific journals, etc. Upon interviewing, applicants are asked job-related questions regarding experience and the ability to perform in the position advertised. After final interviews, following any other discussions with the search

committee, the preferred applicant is selected. The name, resume, salary approval form and anticipated hire date is given to the Director of HR, who sends a formal offer letter to the applicant with all necessary payroll and benefit information. Criminal background checks are required for all full-time employees at IU Northwest.

Retention is approached through campus-wide mentoring initiatives and early lifestyle and community engagement initiatives. One of the strategic outcomes for 2005 was the establishment and implementation of a mentoring program for faculty and the development of a similar plan for staff and administrators.

The FRAME program serves its purpose primarily by modeling language, principles, and practices which are reflective of (1) the IU Northwest *Shared Vision*, (2) faculty strategic career planning outcomes, and (3) recommendations of the *Shared Vision* Task Force, i.e., achieving a faculty census more representative of the student body. FRAME emphasizes many relevant strategies, techniques, and tools to assist the new faculty hires with support for their research, teaching, and service agendas. Beginning in the fall of 2006, each dean and academic chair was asked to submit the name of their department mentors who were assigned to the new faculty hires. During the fall of that same academic year, a workshop was sponsored by CETL to process highlights and activities of FRAME for potential mentors.

In addition, CETL offers several workshops during the year on manuscript development, external grant acquisition, cultural diversity in the classroom, writing across the curriculum, technology integration, and others designed to assist or enhance the teaching of new and returning faculty. Using various formats, these workshops have serviced over 130 participants.

Although the incorporation of FRAME has the potential to contribute to academic excellence on the IU Northwest campus, full implementation as it is currently designed has not been realized. It is, therefore, recommended that a strategic plan be developed to institutionalize this process and the outcomes it was originally designed to achieve.

The Office of AA conducts an orientation session for new faculty before the fall semester begins each year. Previously, this orientation was a full-day session; however, based on feedback from the new faculty, this orientation was extended, in 2006, to cover two days. Additional feedback has led to modifying the format to include informational tables, as well as workshops related to future teaching and research needs of the new faculty. 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 the new employee to the department.

**4P4 Orientation** As new employees join the IU Northwest campus community, they are introduced and provided information during the initial orientation process on the history, Mission and *Shared Vision* of the campus. Throughout an employee's tenure with this campus, this same information is made available through various methods that include the IU Northwest website and in various printed documents, such as the IU Northwest Annual Report. Additionally, posted throughout the campus in offices and in classrooms, there is a printed version of our *Shared Vision* that details the commitment of the University towards excellence in education.

Throughout the year, as events are hosted (both for the campus community and for those which include guests from neighboring communities), there is reference to the history of the campus. Also, all employees in a supervisory role are asked to periodically review with their staff the Student Centered Principles, a document that stresses the importance of making students and their concerns/issues a priority

on our campus.

**4P5 Changes in personnel** are handled using the recruitment processes described in 4P1-3. When personnel changes are projected through retirement or changes in programming, an analysis is carried out by the units affected and reported at their annual budget hearing. As RCM is implemented on the campus, individual units will have more control over decisions regarding replacement, redefinition or reallocation. The campus has chosen to address the issue of leadership succession by developing a human capital plan as described in 5P10.

**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, the Northwest Council 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 data is presented at the Northwest Council, and individual units then work to improve specific processes based on the findings.

A desired outcome of this feedback is providing training, award programs, compensation, and benefits that are attractive to employees. One of our *Shared Vision* objectives is to be a student-centered campus and, in so doing, we commit to providing excellent and pleasant service to students. All campus processes are centered on producing a quality educational experience for students. Performance management reviews are designed around this concept, as well as goal-setting objectives for all employees.

**4P7 Ethical practices** When each employee is hired, they are given a copy of the IU Conflicts of [Commitment](#) and Conflicts of [Interest](#) brochure explaining the policies of ethical behavior. Employees are asked to sign a [disclosure](#) form annually if a conflict exists, defined by the policy and in discussion with the employee's supervisor. This process is administered and maintained by the HR department.

Other processes and procedures requiring disclosure and ethical behavior include [Purchasing](#), [IT](#), and [Whistle Blower Protection](#). Faculty and administrators can find detailed information in the [Academic Handbook](#).

The IU Northwest Faculty Board of Review evaluates ethical complaints and policy violations. HR, Payroll, the Institutional Review Board, and Accounting conduct random internal audits, as well. In addition, training sessions are conducted periodically regarding ethical behavior, including appropriate use of purchasing procurement cards, financial policies, fiscal officer and account manager responsibilities, conflicts policies, and human resource management system document control and use.

All staff employees are evaluated on the criteria of "Ethical and Professional Behavior" annually during their performance management reviews with two-way discussion between supervisor and employee, providing guidance and an oversight process for correction, if necessary.

**4P8 Determining training needs** Administrators and supervisors determine training needs by what they see is needed and input from subordinates in individual departments. Annual evaluations are a resource used to determine campus-wide training program(s). Results of the Campus Climate Survey have also been used as a window into faculty and staff training needs and desires. Employees are then solicited to apply or are assigned to training that is needed by departments. Also, ongoing training by the IU Northwest campus and IU is part of the overall training environment, and faculty and staff are encouraged

to apply for such opportunities.

Training needs can be identified as part of the performance management review process as either skills that the employee lacks and upon which he/she needs to improve, or as part of a development plan to expand the employee's knowledge and provide him/her with the credentials to position the individual for advancement.

The Office of HR offers [mandatory federal compliance training](#) for all supervisors, including faculty, and is usually conducted every two years, unless specifically requested more frequently. The ODE also offers training in avoiding and dealing with sexual harassment.

Most recently, in order to achieve our overarching enrollment goals and to align this priority throughout the organization, the campus adopted the FranklinCovey© *4 Disciplines of Execution*<sup>TM</sup> format. Each administrative unit underwent training in this planning and execution process, and each unit was responsible for developing WIGs that would contribute to the achievement of the campus WIG of 6,000 students by 2013.

By training employees on new and/or different programs and areas of student need, they can better serve the campus and community. Training improves faculty and staff performance which enhances student success.

**4P9 Training and development** To train and develop all employees (faculty and staff), a mentoring process is used: each new employee is assigned a mentor to ensure that the new employee receives all the necessary information and training he/she needs. In this manner, employees are provided with specific job training, necessary technical equipment and software, social involvement in campus community activities and meeting other campus constituents. All employees are, then, encouraged to continue their training in a variety of ways.

Onsite and video conference training and workshops are presented 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 current level of skills for future growth and to assist performance at a high productive level. Offsite professional organization training is also encouraged and funded by departments as requested by supervisors, employees and during performance evaluation reviews. Frequently, this training is presented during the year and as employees are either considered for promotion or, having been recently promoted, when additional skill training is recommended and funded by the department.

Training is reinforced by continuing to consider employees for promotional opportunities based on previous and ongoing training participation. In addition, training is reinforced by the HR Department sending campus-wide notification of training opportunities to all departments throughout the academic year. Other departments, such as IT, the SOBE, IUSM-NW and the ODE, freely communicate training opportunities as, well.

Positive feedback is also provided 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. Tuition reimbursement is offered and encouraged as a benefit to employees to improve their knowledge, skills, and abilities for professional growth.

Faculty and administrators have training opportunities available to them through the CETL. This training consists of workshops, brownbag discussions, and one-on-one consultations. It also offers mini-grants to faculty to encourage them to enhance the learning experiences for their students.

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. Applications for sabbaticals follow the same process as promotion and tenure. On average, approximately ten faculty are awarded sabbaticals each year. The faculty have the opportunity to apply for summer faculty fellowships to further their scholarship or redesign or develop a new course. The campus funds twelve \$10,000 summer faculty fellowships and \$17,000 in grants-in-aid and course releases annually. A faculty committee reviews makes recommendations to the EVCAA.

The CRE 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.

HR and the ODE provide training on a variety of topics to administrators and staff. The IT Department provides training regarding popular software packages for faculty and staff. Employees have the opportunity to take classes at IU Northwest using the fee courtesy benefit. Finally, the proposed training and development described in 5P10 includes administration, faculty, and staff to ensure succession planning at the various levels of the university.

**4P10 Performance evaluation** Clerical, technical, and support staff are given a three-month probationary period. Their [performance](#) is reviewed and a determination is made as to whether their job performance has been satisfactory. All staff positions are reviewed annually. The performance evaluation reviews several core functions including student centered principles and criteria included in the “[Academic Excellence at IU Northwest](#)” document, teamwork, decision making and leadership abilities, among others. Excellence for both biweekly staff and professional staff is based on annual Performance Management Reviews.

Full-time tenured and tenure-track faculty complete an annual report each year, which enumerates their accomplishments/activities related to teaching, research and service. Each faculty member is evaluated by his/her supervisor based on the criteria included in the “[Academic Excellence at IU Northwest](#)” document and student-centered principles, which are aligned with the [Academic Handbook](#) and the [Promotion and Tenure Guidelines](#).

Assistant professors are provided a third-year review, which is formative in nature, before they are reviewed for tenure and promotion during the fifth year of their employment. Faculty members submit a dossier in which they are evaluated for their teaching, research, and service. They must demonstrate excellence in one of those three areas and satisfactory performance in the other two. Dossiers are reviewed by faculty within the candidate’s school, their dean, the All-Campus Promotion and Tenure Committee, the EVCAA, the Chancellor, the University VCAA and the President of IU. Promotion to full professor follows the same procedure as above. Faculty members (full-time and adjunct) are required to use student evaluations of teaching for their classes. These evaluations are used in the faculty annual review process to understand whether to contract with adjuncts in the future, and they are used by faculty for continuous improvement.

As part of the process of course-load release for scholarship and creativity, the academic units use a process for mentoring and developing faculty who do not meet the requirements for this release time. The CETL conducts 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 and EVCAA, in addition to annual reviews, are reviewed at the campus level every five years. This process can be found in the [Academic Handbook](#). AQIP Category Working Group 5 has also recommended that a process be developed to review other administrators to ensure continuous improvement at all levels.

**4P11 Recognition, rewards and compensation** The recognition, reward, and compensation processes have been aligned with the “[Academic Excellence at IU Northwest](#)” document. The campus culture and unique objectives were taken into consideration in the development of this document as were the *Promotion and Tenure Guidelines* and the *Academic Handbook*. The various units on campus were then asked to align their recognition, reward, and compensation systems with the document’s principles.

Performance Management Reviews provide an opportunity for employees to be recognized in writing by his/her supervisor for individual or team performance contributions toward the campus goal of 6000 enrolled students by 2013. Employee skills and abilities are also evaluated for possible future advancement and promotional opportunities through annual Performance Management Reviews.

Faculty and staff are also recognized annually at a years-of-service recognition luncheon. Those with five, ten, 15, 20, 25, 30 and 35 years of service are presented with small gifts to recognize their years of service. IU Northwest has many awards to recognize its employees for their performance. For faculty, the [awards](#) include the Founder’s Day Teaching Award (for full-time and associate faculty), the Outstanding Scholarship Award, the Outstanding Service Award, and the Trustees Teaching Award. For staff, there is an annual award for outstanding clerical staff, professional staff, technical staff, and service maintenance staff employees.

IU Northwest faculty have the opportunity to compete for [IU awards](#). Ten of IU Northwest’s faculty have been recipients of distinguished IU Teaching Awards, and eight have received prestigious IU Service Awards.

Compensation systems are based on specific job requirements compared to benchmark positions at comparable universities as noted by Mercer and CUPA salary surveys. Salary ranges are reviewed annually by IU HR Services and, when appropriate and possible, adjusted accordingly for staff employees. Clerical and technical employees at IU Northwest are represented by the CWA. Compensation ranges and work content are negotiated through the Union.

Competitive [benefits](#) for all IU Northwest employees are the same IU system-wide. One interesting benefit is the ability to purchase popular Macintosh or Windows software for a very nominal fee due to special licensing agreements with vendors. Three unique benefits have been added within the past two years: the Tobacco Cessation Plan, the Wellness Health Reimbursement Arrangement plan and Eldercare. These plans were implemented as a result of employees’ and families’ health concerns in an effort to improve employee health and productivity.

**4P12 Employee motivation and engagement** IU Northwest values employee engagement. We determine key motivation issues by holding departmental, campus, faculty, and administrator meetings and soliciting ideas and concerns in an open forum, as well as through campus-wide surveys of stakeholders.

Training issues are identified during the Performance Management Review process, as well as during ongoing work performance. Employees are requested to acknowledge skills and abilities they consider

to be of value to them in the performance of their job and while meeting departmental and campus goals. This year, several department supervisors and academic administrators received training in the FranklinCovey® *4 Disciplines of Execution*<sup>™</sup> by certified University trainers. This training gave employees the knowledge to determine the most important goals within their respective departments and how to timely execute those goals while aligning them with the campus goals. Prior to this training, many were confused or overwhelmed by the lack of focus on what accomplishments are important within their respective departments.

The Chancellor and EVCAA meet monthly with the Executive Committee of the Faculty Organization for information sharing and discussion of concerns. The Chancellor and EVCAA also meet with faculty monthly, at Faculty Organization meetings, to elicit their input on the direction of the campus and campus goals. The Chancellor and EVCAA meet with full professors every semester to get their input and views on the direction in which the campus is moving. The Chancellor schedules time with employees from the support areas to answer questions and discuss concerns regarding the campus. The information that is gathered at all of these meetings is discussed in the Northwest Council Agenda Committee and full meetings and, if necessary, appropriate action is taken.

The Northwest Council meets once a month and consists of faculty, staff, students, and administrators. All Northwest Council members represent constituents of the campus and are asked to submit concerns and ideas before the meeting to the Northwest Council Agenda Committee monthly. The minutes and actions of the Northwest Council are made public to the entire campus community. All employees are encouraged to submit their ideas or suggestions to the council.

Employee “town hall” meetings are held each year to update the campus on events, policies, plans, and processes, the most recent of which occurred October 6<sup>th</sup> and 7<sup>th</sup>, 2009. Employees are encouraged and do openly participate in these meetings. One organizational group of staff employees was formed as a suggestion from a town hall meeting and the [campus climate survey](#). When concerns are raised the administration, deans and supervisors review all possible solutions and discuss openly, communicating by e-mail, quarterly publication, or website possible solutions or adopted ideas. The IU Northwest IT Department sponsors town hall meetings to discuss the future of computing mobility and other IT topics of campus interest.

All employee handbooks include enforcement procedures that may be initiated by any concerned person on campus. The Faculty Board of Review exists to review faculty issues. Unionized staff have a separate grievance process, while other staff would operate 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 are held with employees to discuss major campus issues, initiatives, financial conditions, and other employee-related subjects. A sense of employee satisfaction can be gauged at these meetings by receiving employee feedback in an open forum. 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 measurements 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 & Safety (EH&S), Fiscal Affairs, and AA, with the results used to improve services.

The campus celebrates the beginning of the Fall term and the holiday season with all-campus theme parties and the Spring term with an all-campus picnic. Celebrations are held at multiple times during the academic year to acknowledge the hard work and appreciation of faculty and staff contributions and achievement. The units also report celebrations during the year to commemorate the start of the school year, birthdays, Administrative Professionals Day, Bosses 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 visitors to campus 24-hours-a-day, seven-days-a-week. They continuously patrol parking lots and walk through buildings and all floors on campus. An escort service is provided, by phone contact, 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. A link to the police satisfaction survey can be found [here](#). A 2006 “Criminal Offenses-On Campus” report indicated that IU Northwest ranked seventh among 17 universities in Indiana with only four crimes (burglary) and was one of five campuses with [zero offenses in 2007](#).

The **IU Northwest Wellness Council**, 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 Council is currently seeking a grant to combat obesity in the campus community area. It also includes a clinician member, who manages the newly-created [Campus Health and Wellness Center](#), which is open three days per week to accommodate employee and student medical needs. Health and wellness information is also provided to patients regarding a myriad of health concerns.

The Director of **EH&S** provides service to the campus by developing comprehensive health and safety programs in areas such as food, fire, and flu safety. 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 e-mail messages to offices, homes, cell phones, and university and external e-mail 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 procedures, [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 satisfaction or dissatisfaction with benefits, and these concerns are communicated to the benefits administrators at the IU Bloomington campus. An onsite Employee Assistance Plan and a 1-800, toll-free phone number is also available 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.

**4R1 Measures** The measures shown in Figure 4.1 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

Measure	Examples	Evaluated	Frequency
Customer Satisfaction Surveys	IT, CETL, AA, PD, EH&S, Fiscal Affairs, Campus Climate, NSSE	Support Areas	Varies from annually to every three years
Awards	Founder's Day, Trustees Teaching, AA Research and Service, Professional, Technical, and Clerical Staff	Staff, Faculty	Annually
News	<i>Northwest News</i> , IU Northwest webpages, local newspapers	Staff, Faculty, Administrators	Monthly
Customer Satisfaction Surveys	IT, CETL, AA, PD, EH&S, Fiscal Affairs, Campus Climate, NSSE	Support Areas	Varies from annually to every three years
Compensation Review		Staff, Faculty	Periodically

**Figure 4.1 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. Compensation adjustments were made in 2007, 2008 and are planned for 2009.
2. The campus successfully completed the FLSA review and, although some employees needed to be reclassified, the campus and the University responded to their concerns and created a new level of professional staff that complied with FLSA regulations while allowing the reclassified employees to maintain their status as professional staff and keep their benefits.
3. [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.
4. The ODE revised faculty and professional staff recruitment and selection procedures, constructed a faculty mentoring template and training session, revised compliance procedures, and reconstructed the Campus Council on Diversity (CCD).
5. There is a high level of employee participation in campus activities.
6. Alumni-related events initiated in Porter County.
7. Increased newspaper coverage as a result of new marketing campaigns.
8. The results of the EH&S survey are overall, faculty and staff expressed a high level of satisfaction with EH&S services. Greater than 93% of the survey participants reported they were "very satisfied" on all eight measures.

**4R3 Evidence of productivity and effectiveness** Evidence indicates that the productivity and effectiveness of our IU Northwest's employees help achieve campus goals. Campus enrollment for Fall 2009 increased 16% from Fall 2008, indicating the campus attention to recruitment has had a positive effect. A review of faculty's research productivity found that, on average, 87% of faculty exceeded the baseline productivity required for a course release for research. Three new degrees have been developed across two academic units, with several more in progress. According to the 2009 NSSE survey, 83% of FR students and 86% of seniors report a favorable image of IU Northwest and 80% indicated that, if they were to start over, they would still attend IU Northwest. The life cycle funding process resulted in the faculty and staff being supplied with new computers on their desks every three years. This has resulted in an increase in satisfaction in technology support for teaching (11%) and research/scholarly activity (5%) from 2006- 2009. Development activities sponsored by the CETL and IT are heavily supported, as well

(250 faculty in the CETL; 750 staff and faculty in IT).

**4R4 Comparison to other organizations** The campus has not had an opportunity to systematically compare our performance results for *Valuing People* with other higher education organizations at this point.

**4I1 Recent improvements** Recent improvements in *Valuing People* can be seen on both broad and narrow scales. Each year, the SPT reviewed the processes that were used to achieve the outcomes. As the SPT neared the 2010 endpoint, it decided that it was mature enough to embed its processes in the normal working structure of the campus (rather than have separate committees focusing on Strategic Planning Outcomes).

Town hall meetings are now held to solicit faculty and staff ideas and concerns regarding the mission of the campus. The University continues to work on improving current processes and systems for valuing people by utilizing the ongoing [Campus Climate Survey](#). This survey provides feedback to the campus on ways to improve the quality of campus life for all faculty and staff members. In the 2009 survey, two concerns expressed by faculty were a perceived lack of support for scholarly endeavors and a need to reassess the faculty award processes. As a result, Summer Faculty Fellowship amounts were increased, as were the AA Research and Service Award amounts. Guidelines for the AA Service and Research Awards are being revised, as well. Monthly research coffee breaks are being reinstated to share and celebrate scholarly activity on campus, too.

Focus group sessions were held in May 2009 to determine what employees valued as professional development attributes. As a result, a supervisor and employee development series was formed, consisting of eight separate topics, to be presented in monthly sessions to be held September 2009 through April 2010. Certificates of completion will be issued to successful participants. Additionally, all IU students, faculty, and staff now receive fee-free access to the entire [lynda.com](#) e-learning library. It contains over 650 courses, covering the latest developments in areas such as multimedia, web design, programming, and more. Finally, a leadership development series was begun in 2008 with an eye to succession planning and faculty and professional staff motivation. The first cohort, selected by senior and middle administrators, completed this training in the Spring 2009 semester; the second cohort will begin in the Spring of 2010. See 5P9 for more details.

**4I2 Culture and infrastructure support** IU Northwest sets targets for improvement related to *Valuing People* based on review of current results, available trended data, and alignment with strategic goals. We are targeting the following areas for improvement:

1. Continuing to improve communication vis-à-vis staff, deans/directors and faculty
2. Salary equity adjustments
3. Staff development and leadership training
4. Enhancing minority attainment
5. Succession planning

### Category 5 Leading and Communicating

**5P1 Mission and values** IU Northwest has traditionally defined and reviewed its mission and values through the Strategic Planning process. As part of the IU system, we are also bound by the mission, values and needs of the entire system. The practices of the IU Northwest leadership are aligned with the practices and views of the BofT. The senior leaders of the campus were members of the 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*. The Chancellor has shared the *Vision* and the Strategic Outcomes with the IU President and with 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. In 2004, IU President Adam Herbert, with the authorization of the BofT, launched a mission differentiation project that included all of the IU campuses (see Institutional Overview). The *Vision* clearly presents the campus' values for ethics, equity, social responsibility, and community service and involvement. The leadership's expectations can be found in the [2010 Outcomes](#).

For several years, the SPT, which included the Chancellor's Cabinet, the majority of the Chancellor's direct reports, and the president of the Faculty Organization, set the direction of the campus through the creation of Strategic Outcomes and controlled their alignment with the mission, *Vision*, and values of the institution. The SPT model has been discontinued since many of the campus' goals and outcomes have been met through this process. We are now in transition as we begin the process of searching for a new chancellor. A new leadership structure, the Northwest Council, was created to assist IU Northwest's leaders in guiding the institution through this transition and to help seek future opportunities while we continue to build and sustain a learning environment dedicated to excellence. Although the Council has replaced the Cabinet, the Chancellor does meet with the Vice Chancellors to set the agenda before the monthly meetings. Members of the Northwest Council (administrators, faculty, and staff) have the power to make decisions that impact the day-to-day operations of the institution and, since these decisions affect the operations of the entire campus, they are fully discussed at the monthly meetings. An account of how such decisions are reached and updates on various processes are recorded in the minutes and are posted to the Oncourse site for all members and Chancellors [website](#) for the IUN community. Members are expected, then, to communicate this information to their constituents.

**5P2 Setting directions** The Northwest Council and its administrative arm, the Northwest Council Agenda Committee sets the direction of the campus and controls their alignment with the Mission, Vision, and values. Other campus leadership groups are described in Figure 5.1.

As outlined in 5P1, IU Northwest is preparing to search for a new chancellor and the campus is currently facing a transition to new leadership. In the 2006 Systems Appraisal Feedback Report, reviewers suggested that no systematic process was articulated to explain how the budget planning process, program prioritization, AQIP, and building infrastructure provide opportunities to build and sustain the campus learning environment. At this time, IU Northwest's leaders are in the process of moving the campus to RCM as a new budget process to ensure that the allocation of resources is based on rewarding the success and high performance of individual units, which will align the budget planning process directly with program prioritization and continuous quality improvement. 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 such task forces include the Budget Task Force, the Institutional Effectiveness Task Force, the CHHS Task Force and the Chancellor's Enrollment Task Force. AQIP directors and category chairs meet frequently to review and improve the processes for evaluating and sustaining the learning environment, as well.

**Indiana University Northwest 2009 AQIP Systems Portfolio**

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<b>Group</b>	<b>Purpose (mission)</b>	<b>Frequency</b>
Northwest Council	Functions as the central administrative body for the discussion of significant issues facing the University. Develops recommended courses of action regarding those issues and will provide these recommendations to the Chancellor.	Monthly
Northwest Council Agenda Committee	Sets the agenda for Northwest Council and serves as de facto Chancellor's Cabinet	Monthly
Faculty Organization Executive Committee	Elected faculty body advises the administration and the Northwest Council on the faculty issues	Monthly
Faculty Organization	All faculty members meet in a town hall setting to discuss current events and express their views on current issues facing IU Northwest	Monthly
CRE	Promote/support faculty scholarship and engagement with community on issues related to cultural discovery and learning and sustainable regional vitality	Monthly
CETL	Encourages and supports teaching and learning efforts	As needed
Campus Budget Committee	Appointed faculty and staff discuss and finalize positions' priorities, salary issues, and budget requests on campus	As needed (several times per year)
Deans/Directors Council	All academic deans and directors review academic policy and directions	Monthly
Enrollment Services Council	VCSA, members of the offices of admissions, the registrar, the bursar, FA, and special retention programs meet to prioritize support programs and positions	Monthly
Administrative Council	Vice Chancellor of Administration (VCA), members of FPC, HR, the police, purchasing office, EH&S, and physical plant meet to prioritize support programs and positions	Monthly
WIGS Coordinating Group	AVCAA, VCSA, and representatives from academic and service units coordinate campus WIGS	Monthly
AQIP Steering Group and Working Groups	Spearhead continuous improvement and general accreditation activities	Monthly and as needed

**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. Major decisions are then made with broad collaboration and consideration for how these items align with the mission and vision of the university. The Northwest Council and the Faculty Organization Executive Committee serve as advisory groups to the Chancellor and the senior leadership team overall. Most operational decisions are made within these major units: SSA, AA, the Office of Administration, and the Faculty Organization.

**5P4 Seeking future opportunities** Campus leaders use data, information, and performance results to guide decisions that align with the strategic goals. These measures reflect the following foci: students, faculty/employee, external stakeholders, financial issues, and strategic directions. Leadership is committed to making data-driven decisions. The process begins with the collection of data; the analysis of that data by a task force or committee is followed by recommendations to the Northwest Council and decisions made by the Chancellor or the appropriate Vice Chancellor.

Participation in AQIP also positions the campus to be able to review and improve its processes for evaluating and sustaining the learning environment. The campus' commitment to making evidence-based decisions resulted in a 2010 Outcome that focused on becoming a continuous improvement institution and was adopted at one of the final SPT meetings in February 2007.

**5P5 Decision making** For several years, the SPT set the strategic direction for the campus. The FPC, the Technology Council, and the Human Capital Planning group operated using the principles provided to them by the SPT. In the 2006 Systems Appraisal Feedback Report, reviewers suggested that our campus is not explicit enough about the process of decision-making for the above groups, although they acknowledge that there does exist a collaborative institutional structure. During the current academic year, the SPT has been discontinued as many of the campus goals and outcomes have been met and as we begin the process of searching for a new chancellor, as described previously. However, a new leadership body, the Northwest Council, emerged to fill the void. This organizational structure's etiology was initially a response to a devastating flood precipitated by Hurricane Ike. The campus was closed for two weeks at the beginning of the Fall 2008 semester, and the Chancellor immediately assembled campus leaders from all constituencies—administrators, faculty, and staff—to engage in crisis management on a daily basis for most of the two week- period. The strategy was so effective that the Chancellor institutionalized the process and the Northwest Council now meets regularly once a month. This leadership structure has, in many ways, increased the transparency of decision-making processes. The Northwest Council focuses primarily on WIGs such as enrollment and retention strategies, as well as crisis management, but meetings are not limited to these topics.

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 on the third Tuesday of the month and another group, the directors (CRE, CETL, Sponsored Research and Research Compliance, etc.), meet separately in the Academic Core Group on the first Tuesday of the month. AA chairs these meetings, at which the groups gather to make decisions that will impact more than their individual programs. Within these meetings, the responsible party 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 areas of academics.

The *Academic Handbook* provides for the areas in which the faculty hold legislative authority. The structure and processes for faculty governance are as follows: the Faculty Organization has monthly town hall-style meetings of the whole faculty, 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 [IU Northwest Constitution](#). Each year, faculty members select the committee(s) on which they choose to serve, and the president of the Faculty Organization charges the committees each fall. Each of these committees brings reports (moved and seconded) to the Faculty Organization meeting for action, as necessary. Individuals can propose that an item be added to the agenda by contacting the Executive Committee, and information provided before the actual meeting is attached to the agenda, which is sent to faculty electronically. At the end of each academic year, the president of the Faculty Organization requests a report via letter from the chair of each Faculty Organization 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 is also asked to suggest what goals and projects the committee might pursue in the coming academic year. Members of the faculty may also initiate items for discussion under the “New Business” portion of the Faculty Organization agenda. Within this meeting, *Roberts Rules of Order* is followed. 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 Faculty Organization is provided a seat at the table of the Deans Council, the Academic Core Group, the former SPT, the Campus Budget Committee, the Northwest Council, and other significant decision-making bodies. The president of the Faculty Organization meets frequently with the Chancellor and the EVCAA, who are readily accessible for consultations with the president and who meet regularly with the Executive Committee during its monthly meetings. Use of taskforces in decision-making is described in 5P1.

As part of our method of responding to the feedback on our Systems Portfolio, and because we felt the need to integrate our continuous improvement process with our strategic planning structure, we have developed a particular [structure and processes](#) for AQIP that incorporate the various constituents across campus in the research, analysis, and decision-making necessary for an effective continuous quality improvement effort. Our AQIP working group structure, described on the IU Northwest AQIP website, made it possible for 57 faculty and staff from every unit on campus to help the Category Working Group Chairs and AQIP coordinators in the data collection, analysis, and writing of the 2009 Systems Portfolio.

**5P6 Using performance results** As stated in the 2006 Systems Appraisal Feedback Report, IU Northwest has not had a specific process delineating how data is used in decision-making. As explained in 5I2, the institution has now established an office and structure for systematically pursuing institutional effectiveness to include clear processes for making evidence-based decisions.

However, even without the institutional effectiveness structure, the campus has been using evidenced-based decision-making. 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.

Also, IU Northwest, through its Northwest Council, has implemented a systematic process, based on FranklinCovey® *4 Disciplines of Execution*<sup>TM</sup>, to set goals that focus on an ultimate enrollment goal of 6,000 students. These goals and progress toward lead measures are reviewed through a standing agenda item at each Northwest Council.

**5P7 Communication** The organizational chart (Figure O5) reflects the formal chain of communication. Communication occurs through e-mail announcements, newsletters, town hall meetings, monthly Faculty Organization meetings at which the Chancellor and Vice Chancellors report to the faculty, and Faculty Organization Executive Committee meetings with the Chancellor and Vice Chancellors. The Northwest Council has a communication plan using Oncourse so that members of the campus are kept abreast of the activities of the Council. In addition to the formal chain of communication as reflected 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 Faculty Organization meets regularly with the EVCAA and semi-regularly with the Chancellor; the president of the Faculty Organization also serves on the Northwest Council, budget committee, Deans Council, and the Academic Core Group. The president of the Faculty Organization can, then, communicate important information to the faculty and represent the faculty in the various meetings. Simultaneously, staff representation is a deliberate and major strength of the Northwest Council, as these individuals have 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, as well as gather feedback to bring back to the Council.

**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 there was an effective communications plan for informing the campus and the community of its work and achievements. This included a website update, listserv and e-mail communications, as well as print documents distributed both internally and externally. The Northwest Council has adopted some of these methods and is in the process of adopting more. The Chancellor and Vice Chancellors have standing report times during which they can address important topics at Faculty Organization and Executive Committee meetings. The Chancellor and Vice Chancellors often hold town hall meetings to communicate these issues and also, when necessary, attend Deans Council and individual unit meetings. Furthermore, the appointment of Associate Vice Chancellors for Marketing and Communication and Development has institutionalized the responsibility for internal and external communication of matters integral to the achievement of the *Vision*, mission, and goals of the campus.

**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 committees and activities. These include the SPT, the FPC, the Northwest Council, AQIP Category Teams, Faculty Organization Committees and the Technology Council. Selected administrators have also participated in the IU Fiscal Officers Development and IU LeaD, a management development program. Further, selected employees have participated in the ACE Fellows program, the Harvard Institutes for Higher Education, and the annual meetings of the Coalition of Urban and Metropolitan Universities.

However, in the 2006 Systems Appraisal Feedback Report, it was noted that there was no systematic process for teaching leadership skills. Given this feedback and a clear understanding of the importance of developing leadership capabilities, IU Northwest implemented a [systematic process](#) to address the need. The process began with a Campus Climate Survey in April 2006, which was followed by focus groups who discussed the results of the survey. The outcomes of the focus groups were used by the campus administration to develop possible action plans, which were then discussed in town hall meetings in the fall of 2006. These steps revealed strong support for leadership development, prompting the campus administration to work with consultants from IU HR to develop a list of desired leadership characteristics. These characteristics were discussed with the Deans Council and the Faculty Organization, and the desired characteristics list was finalized in Spring 2008. The campus administration then worked with IU HR to select a facilitator and to develop a training program during the summer and early fall of 2008.

Later in the fall of 2008, nominations for participants in the leadership training series were solicited from Vice Chancellors and the Deans Council. Eleven participants were selected and the first cohort participated in the leadership series during February, March, and April of 2009. Post-session evaluation data was gathered from participants and this data, along with data from the second Campus Climate Survey implemented in June 2009, will be used to revise the training program which will, again, be implemented in Spring 2010.

**5P10 Succession planning** The campus chose to address the issue of leadership succession by developing a human capital plan. In June of 2006, the SPT established [principles](#) for the operation of the Human Capital Planning group for the campus. When it was decided that preparation of the plan according to the identified principles was not feasible as an “in-house” project, an SPT subcommittee was formed and issued an RFP for the work. Since bids in response to the RFP were substantially higher than the available resources, the campus approached IU for assistance. At first, Bloomington showed an interest in undertaking a human capital plan for the entire university, but that did not materialize.

Recent actions in this arena were undertaken by members of the Category 5 Working Group. Members of the group met with the IU Northwest Director of HR, who shared websites and documents that typified exemplary practices in succession planning. Examination of these documents shed light on the difficulties in obtaining viable models for off-the-shelf, ready-to-replicate models for use by our relatively small, academic, regional campus. The group reviewed a number of items, including the University of Michigan’s succession planning document. Because it is similar to our own university-wide institutional culture, the Michigan plan offers a good model of the categories of data that need to be assembled. It is believed that the IU Office of Planning, Institutional Research and Accountability may be persuaded to work with our campus to compile data sets which would be comparable to the definitive compendium of data sets that the University of Michigan has assembled.

The working group believed that, while it was beyond the scope of the committee to gather the data required for a Michigan-like effort, it could collect and distribute some data that could be very useful for informing succession planning. It was well known that large numbers of faculty and staff were nearing retirement age, but the exact timing of the projected retirements and the distribution across the various academic and service units had not been studied.

So, the Category 5 Working Group assembled and analyzed this data in the spring of 2009. Review of the [preliminary data](#) indicated some units have particularly large proportions of their faculty members nearing retirement age. The average age of faculty is 51.7 years, and that of staff is 50.4 years. Faculty have served the university for 13.8 years, on average, with about 40% having more than 16 years of service. Staff members have served the university for 11.6 years, on average, with about 20% having more than 20 years of service. Overall, about 20% of the campus’ current workforce will reach age 65 in the next six years. The group has provided this 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 short-term.

**5R1 Measures of leading and communicating** IU Northwest regularly collects and analyzes measures of leading and communicating through two instruments. First, all non-faculty employees, including all administrative personnel, annually participate in the [Performance Management Process](#). The process is calendar year-based and 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 process is completed by the supervisor providing a written evaluative statement that accompanies the rating.

Second, the campus now administers a [Campus Climate Survey](#) (with the first completed in 2006 and the second in 2009). The survey, administered electronically, provides data on a wide variety of topics, including perceptions of the campus’ performance in leading and communicating. The data gathered from the survey is further developed 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 Vice Chancellors. 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 is using the policy for Vice Chancellors to develop a comparable 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. Results of the survey are discussed within the Council and action plans are created 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.

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, was used to develop the leadership training initiative (see 5P9) and also was used by the IU Northwest Staff Organization to develop procedure manuals for all offices and [process maps](#). A second administration of the Campus Climate Survey was carried out in Summer of 2009. The data from the second survey was compared to the data obtained in the first survey to identify issues and topics for focus groups for faculty and staff led by an IU facilitator. Draft action items produced in the focus groups will be discussed in town hall meetings to be held in the fall of 2009 and in the Northwest Council meetings.

No Vice Chancellor has reached the fifth year of appointment, so the evaluation processes have not been used for them. Since the policy for evaluation of deans has not been completed, no results are available at this time. The fifth year evaluation of the Chancellor took place in 2004 and resulted in his reappointment.

Quantitative results from the 2009 Northwest Council Survey can be found in Figure 5.3. Additional qualitative results are located [online](#). There was a 60% return rate for the survey and, while 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, there was some concern expressed regarding the frequency of meetings and ease of accessing information for the meetings. After discussion of the results in Northwest Council meetings, meeting times were reduced to once each month and the Oncourse project site for the Northwest Council was reorganized for ease of information access.

Question	Excellent	Very Good	Good	Fair	Poor
Timeliness of information presented.	6	8	4		
Opportunity for questions.	5	8	4	1	
Ease of understanding what is being communicated.	6	7	3	2	
Information presented help disseminate useful information to others in units.	4	9	3	2	
Meeting frequency.	1	6	6	3	1
Ease of referring to items on Oncourse project site.	5	7	2	3	1
Value of information presented.		13	4	1	

**Figure 5.3 Quantitative Results 2009 Northwest Council Survey**

**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.

**5I1 Recent improvements** IU Northwest has implemented a variety of improvements in leading and communicating since the last portfolio. As presented in the [process map](#) for the leadership training initiative, the results from the Campus Climate Survey administered in May/June 2006 were used in focus groups and town hall discussions to identify action items of most importance to the campus community. This resulted in 1) the leadership training program (see 5P9), 2) the [process mapping initiative](#), 3) the second administration of the [Campus Climate Survey](#), 4) the establishment of a staff organization, 5) the production of policy and procedure manuals for all units, 6) a process for rapid notification to the entire campus of suspicious or criminal activity, 7) commitment to a uniform procedure (e-mail) for communicating with students, and 8) commitment to use Oncourse by faculty.

**5I2 Culture and infrastructure** In order to select processes to improve and to set targets for improved performance results, IU Northwest has established an institutional effectiveness structure. This structure is being used to develop measures of institutional effectiveness which are varied and comprehensive and that produce information that will provide IU Northwest and its stakeholders with a fuller understanding of its success in fostering excellence in learning and in providing for informed decision-making. This process began with the establishment of the Office of IR and has now evolved into the creation of the position of AVCIER, the lead administrative position in implementing the commitment to institutional effectiveness, who will operate the OIER (See also 1I2). In addition, there will be an institutional effectiveness advisory committee that advises the AVCIER and monitors the institution's progress. The Office of AA, within which the institutional effectiveness structure is placed, will work with the AVCIER

to provide infrastructure support. The AVCIER and the advisory committee will engage in discussions to identify ways of pursuing benchmarking of program costs, organizational structures, enrollment factors, student learning practices, success measures, etc. Initially, the work of the AVCIER and the committee will focus on evaluating and analyzing data collected as a result of recent surveys (e.g., the NSSE, Campus Climate Survey) for the purpose of improving data-gathering practices and assessment. The AVCIER and the advisory committee will also work with deans and Vice Chancellors to develop a comprehensive system of evaluation for all programs and units, to provide support for campus assessment and evaluation processes, and to enhance the continuous improvement culture on campus.

## 6 Supporting Organizational Operations

**6P1 Identifying support service needs of students and stakeholders** A variety of groups and offices, both on campus and off, are used on a regular basis to provide data on the support services needed by the university’s students and are shown in Figure 6.1.

Student Advisory Councils that are located in each academic unit	Academic Affairs	Bookstore
Student Government	Financial Aid Office	Library
Admissions Office	Bursar	IT Services
Alumni Association	Special Retention Programs	Math and Writing Centers
Campus Police	Placement Testing Services	Student Life
Career Services	Food Services	Registrar

**Figure 6.1 Groups and offices that provide data on support services for students and stakeholders**

Specific processes for identifying student needs include:

1. Student satisfaction surveys are conducted regularly online by the OSSA and Enrollment Services, with the next survey scheduled to be done in the fall of 2009. Students are asked to determine their level of satisfaction and level of importance for key functions of each ES unit (Admissions, Financial Aid, Registrar, Bursar, Student Placement Testing, Career Services, and Special Retention Programs). Survey questions focus on the helpfulness of staff, accuracy of information received by students, and service provided by the web function. Now with the merger of Student Services and ES, the following units will be added to the survey: Student Life, SSS, Occupational Development Services, Counseling Services and 21<sup>st</sup> Century Scholars. Several of the questions allow for freeform comments regarding ES overall. Results are discussed collectively by all ES units and Student Services, with individual results being used by each department for improvement.
2. The NSSE is sent to a randomly selected group of freshmen and seniors every third year. IU Northwest looks for changes in results from survey to survey. 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 student persistence. NSSE results have, in part, led the campus to engage in a more in-depth “Survey of Working Students” (a project undertaken collaboratively by IU Northwest, PUC, and Ivy Tech Community College – all of them Northwest Indiana institutions).

3. The Survey of Working Students was conducted in Fall 2005 with 3,000 randomly selected undergraduate students surveyed and 1,000 responses (across all three institutions), followed by focus groups in 2008 to provide additional qualitative data. Eighty-two percent (82%) of the students surveyed worked, the majority over 30 hours per week. Students expressed the need for additional financial aid, flexibility in schedules, and supportive advisors. Further analysis of the data in 2008-2009 revealed that, as the number of jobs worked increased, the likelihood of persisting decreased; however, the number of hours worked was not significantly related to persisting. Interestingly, a \$1000.00 increase in grant aid was associated with a decreased likelihood of persisting, despite students expressing a desire for additional financial aid.
4. Other means to identify the support needs of students include comments from the Student Advisory Boards of the academic units; exit interviews with students; 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; student government meetings; retention reports; graduation reports; DFW reports; and financial aid reports.

**6P2 Identifying administrative support services needs** Support needs of university employees and other key stakeholder groups are identified through the following sources shown in Figure 6.2.

Northwest Council	Administrative Council	CWA
Faculty Organization	Annual performance reviews	Enrollment Services
AAUP	AQIP reporting	Meetings with deans and directors
CETL	Advisory boards to academic units	Facilities requests/planning
Campus Climate Survey	Chancellor's Society	Technology Council
HR	Annual reports from each unit	Human Capital Plan (in process)
Accrediting bodies	Budgetary requests	Alumni meetings
Deans' Council	BofT	Institutional Research

**Figure 6.2 Groups and offices that provide data on administrative support needs**

In response to the Systems Appraisal Feedback Report, IU Northwest developed and instituted a [2006 AQIP Action Project](#), with the primary goal of "Increasing Our Capacity for Measuring Institutional Effectiveness and Continuous Improvement." The specific goals of the action plan include:

Increasing IU Northwest's capacity to measure and assess effectiveness across organizational structures and processes in units on campus, and to use those measures for improvements in data-based decision-making. These larger goals include the development of a systematic plan for measuring institutional effectiveness and for continuous improvement; the development and distribution of measures; data collection, analysis, and dissemination; data use for benchmarking; the use of data for continuous improvement; the coordination of assessment and improvement

efforts in a centralized manner; and assisting units across campus with unit efforts to measure effectiveness and continuously improve.

After the January 2007 AQIP Strategy Forum, IU Northwest realized the necessity of dividing this action project into two action projects under the campaign of [Measuring Effectiveness and Continuous Improvement](#).

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 [Office of EH&S](#).

**6P3 Physical safety and security** The key support processes that contribute to physical safety and security at IU Northwest are the [University Police Department](#), and [Department of EH&S](#) (headed by an EH&S manager, who reports to the chief of police). Both the police department and EH&S maintain campus customer satisfaction surveys and communicate regularly with the campus community. The heads of these units are active within their professional associations and work with their counterparts from throughout IU, including with the [IU Office of Risk Management](#). The campus maintains a CMT, headed by the VCA, which includes key personnel from across the campus, together with the EVCAA and the VCSA, critical IT personnel, the heads of university relations and campus marketing and communications, and others from the physical plant, police department, EH&S, purchasing, and the office of the Chancellor.

The CMT operates as part of the campus' Crisis Management Plan. The plan is a strategic document created to manage major emergency and crisis situations in an organized manner. It is an all-risk emergency plan that addresses campus-wide, as well as building-specific, emergencies and department/unit/individual contingency planning. This plan is designed to address a comprehensive set of emergency situations, including natural disasters, active shooter situations, terrorist attacks, and pandemics. The plan integrates campus departments/units/individuals and other resources into a coordinated response effort to prevent or limit loss of life and property by educating personnel having emergency duties; providing a means for periodically testing emergency response capabilities; minimizing disruption of programs and activities; and ensuring effective use of resources. The plan is coordinated with the Emergency Actions Plans established and operated for each campus building. The plan also is coordinated with the campus' Crisis Communications Plan (a plan for emergency communications with the campus and external communities) and operates within the Usage Protocol Guidelines established for the "IU Notify" emergency notification system. "IU Notify" is a sophisticated university-wide notification system, launchable from computer or telephone and able to deliver emergency notifications via e-mail, telephone (campus and home telephone lines), and by text message. Other communications are available via our online [preparedness website](#).

The chair of the CMT also serves as the campus' member on the University-wide, President's Emergency Preparedness Committee, which meets regularly to discuss matters of mutual interest to all IU campuses and serves to coordinate university-level emergency response activities. Added communication on a university-wide basis is available through IU's [preparedness website](#).

**6P4 Management of key support services** The Vice Chancellors, academic deans, department chairs and directors are responsible for the management of the administrative support service processes on a day-to-day-basis. Achievement of the campus [Strategic Outcome 7](#) required all units to have developed a service philosophy and measures for their units to determine if they are achieving them. HR worked with the outcome committee to ensure individual measures are part of all employees' performance evaluations. ES units meet collectively, on a monthly basis, to discuss and identify strengths and weaknesses in their day-to-day operations, as do units within the Office of Administration (through the Administrative

Council), AA (Deans Council, Academic Core Group) and academic disciplines (CHHS, COAS, SOBE, SOE, SPEA).

**6P5 Documenting support services** The campus is working on a concerted effort to better document these processes. Each unit is to have a policies and procedures manual in place by November 20, 2009. The format for the manuals has been provided and training, covering the format and expectations for the manuals, for a core set of staff has already taken place. Many [key campus processes](#) have been mapped within the last year and others are ongoing. The processes are posted on the IR website for use by the entire campus. A wide variety of plans, processes and results are available on the IU Northwest website and are shared at faculty, staff, and administrative committee meetings. Additionally, each unit reports on their lead measures during Northwest Council meetings, so that information can be shared with the entire campus and support sought and accomplishments lauded.

**6R1 Measurement of support service processes** A variety of measures are regularly used 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. They include, among others, the NSSE, student satisfaction surveys, the Campus Climate Survey, the IPEDS, admission and enrollment data, activity patterns in student labs, retention program data, discipline-specific exit surveys, town hall meeting and focus group results, and financial aid reports. Many of these measures are monitored by the individual service areas and used to target improvements; however, key performance measures are now monitored by the Office of IR and targets for improvement are set for the campus annually, beginning in the fall of 2009. The first of the [performance measures](#) are documented online, with comparative data from 2005 to the present.

**6R2 Performance results for student support services** are used to inform decision making at the unit, as well as campus, level. This can take place in the Faculty Organization, ES, Deans Council, Administrative Council, CMT, and the Northwest Council meetings. In addition to these more “formal” modes for analysis, individuals, as part of their responsibility in their departments, analyze the information that is provided them.

1. Retention data (see Category 1 results) has been widely distributed and discussed by the deans and others, and course evaluations and DFW reports have provided a measure of classroom processes.
2. The Admissions Office has distributed a student profile that provides information for unit analysis of student demographics. This information is used in program design and class scheduling.
3. Recent Math Lab usage statistics indicate 1,555 visits (322 different students) for 2007 and 1,482 visits (272 different students) for 2008. Figure 6.3 indicates which courses students seek assistance for. The Math Lab is also open to the community so high school students and students from other colleges who need math tutoring may come in for assistance. Students from Merrillville, Hebron, Munster, Emerson, Wirt, Roosevelt, and West Side High Schools, Ivy Tech Community College, Valparaiso University, PUC, Wiley College, and Governors State University also received services.

Course Name	Percentage Tutored	
	2007	2008
K200 Statistics for Teachers	1%	0%
MAT 044 Mathematics (Ivy Tech)	1%	1%
T102 Math for Elementary Teachers 2	1%	1%
Other (high school, other colleges)	1%	1%
T103 Math for Elementary Teachers 3	1%	1%
M119 Brief Survey of Calculus	2%	2%
M216 Calculus II	2%	2%
M126 Trigonometric Functions	4%	3%
T101 Math for Elementary Teachers 1	4%	6%
M215 Calculus I	8%	7%
M125 Pre-Calculus Mathematics	9%	11%
M007 Elementary Algebra	10%	13%
M014 Basic Algebra	16%	14%
M118 Finite Mathematics	17%	16%
M100 Basic Mathematics	23%	21%

**Figure 6.3 Math Lab results 2007 and 2008**

4. Number of student visits (includes repeat visits) to the Writing Center for 2004-2008 are reported in Figure 6.4. Most student visitors are in the Stretch Composition program and of those who indicate a major, most are from Education and Nursing. The Center serves a significant number of ESL students, most of whom are Spanish-speaking. For the past year, they have had one bilingual student on staff to work with these students.

	2004	2005	2006	2007	2008
Student Visits	715	778	734	560	563

**Figure 6.4 Writing Lab results 2004-08**

5. Based on the assessment of the Critical Literacy Program by IPAS, the CLP has positively impacted the retention of its students. This is discussed more fully in Category 1; however, data collected during CLP focus groups are abstracted below. The all-campus orientation program consistently receives positive feedback from its participants, as well (see Category 1 and 3). The following themes were the strongest to emerge during the focus group sessions and highlight the major findings of the IU Northwest CLP study:

- a. All of the students strongly believe that performance on the placement test (the COMPASS test) is the sole factor involved in qualifying for the CLP. Students, especially those who graduated from high school with an Honors or a Core 40 diploma, expressed confusion and frustration about how and why they are placed in the CLP on the basis of one test.
- b. Students, especially those who have been out of school for a year or more, indicated that they appreciated the “refresher” characteristics of the program.
- c. Learning how to improve their writing and using MLA citation styles were mentioned as the two most valuable features of the CLP.
- d. Students suggested combining the “Becoming a Master Student” and “Key Learning

- Strategies” classes.
- e. The computer lab and the Student Center were two resources the students found useful.
- f. Students found it helpful that they are in multiple classes with the same classmates.
- g. When informed they would be required to take the CLP, most students said they considered attending a different institution—PUC—until they learned that it required the same placement test.
- h. Students said they valued the occasions when the CLP faculty took a personal interest in them and their interests.

6. IPAS also worked with the Office of Special Retention Programs in 2007 to conduct focus groups of SI student leaders and to analyze the resulting data. The research highlighted four major areas of interest: the campus community’s knowledge about SI, the impact of cooperative learning on the SI program, the SI training program, and the SI program staff. A previous evaluation of SI at IU Northwest, conducted by IPAS in 2005, focused on effects of the program on student persistence for students (n=416) who attended at least one SI session during the 2002–2003 academic year. When controlling for a variety of factors such as race, ethnicity, income, and high school preparation, SI was found to have had a significant and positive effect on the likelihood of a student persisting from semester-to-semester, year-to-year, and across three consecutive semesters. The Office of Special Retention Programs now conducts a similar analysis annually. Data from SI sessions from Spring 2008 are shown in Figure 6.5 and provide evidence of higher grades for SI participants. The Peer Network Mentoring Program within the Office of Special Retention Programs has dramatically increased services provided, with seven peer mentors working with 105 students in the fall of 2008. Previously, general peer mentoring served less than a dozen students per semester.

Course	non-SI Group		2 or less SI Sessions		3 or more SI Sessions		SI - NSI
	N	MFG	N	MFG	N	MFG	
Math	61	1.5775	21	2.1675	25	2.71	1.1325
Anthropology	42	1.872	17	2.0325	15	3.422	1.55
Geology	65	2.25	6	2.2	3	3.47	1.22
History	139	1.9733	35	3.116	24	3.29	1.3167
Sociology	146	1.88	25	2.5	7	2.733	0.853

MFG = Mean Final Grade

SI – NSI = Difference between MFG of SI participants (3 or more) and non-SI participants

Figure 6.5 Supplemental Instruction Results Spring 2008

7. The Lumina Foundation provided grant funding (2003-06) for SI in mathematics courses and the “Go Far” program, designed to impact achievement motivation, used in introductory psychology classes. The results of these projects include:

- Examination grades steadily increased for those participating in “Go Far.”
- Course grades improved and 60% of the students participating in the intervention achieved passing grades, while only 24% of the control group passed the course.
- Most (85%) of the “Go Far” participants were retained to the next semester, while only 53% of students in the control group returned.
- Approximately 50% of the defined at-risk group participated in “Go Far.”
- More tutors who were experienced in tutoring M118 staffed the Math Lab. These tutors visited the M118 classes and encouraged the students to come to the lab for extra assistance. The data showed that M118 student usage had increased.

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8. The Office of IT's survey of students (see 6P1) helps to measure processes, as well. Full survey methodology and survey results are described [here](#). Selected results for students include the following, reported on a likert scale (1-5, 5 most favorable) in Figure 6.6.

Question	2008	2006	2004
How satisfied are you with the computing environment at IU Northwest? (overall)	4.20	4.14	4.00
How satisfied are you with Webmail?	3.99	3.80	3.70
How satisfied are you with the Student Technology Centers?	4.25	4.26	3.98
How satisfied are you with the Library Commons?	4.05	NA	NA
How helpful has the IT environment at IU Northwest been in your learning experience?	4.25	4.10	4.02

**Figure 6.6 Selected IT survey results of students 2004-08**

9. Some ES survey results are reported in 3R2.

### **6R3 Performance results for administrative support service processes** include:

1. The Office of IT conducts an "IT User Survey" every two years, with the survey being administered by the IU Center for survey research. [Survey results](#) include the following selected assessments from faculty and staff can be found in Figure 6.7.

Question	2008	2006	2004
How satisfied are you with the computing environment at IU Northwest? (overall)	4.20	4.14	4.00
How satisfied are you with e-mail?	4.42	3.81	3.77
How satisfied are you with user support provided at IU Northwest?	4.07	4.19	3.93
How satisfied are you with IT support for classroom technology?	3.32	3.37	3.67
How satisfied are you with IUCAT (library catalog)?	4.01	3.89	3.78
How satisfied are you with Oncourse (course management system)?	4.26	4.00	4.30
How satisfied are you with IUIE?	3.70	3.77	3.8
How satisfied are you with FIS?	4.08	3.82	3.55
How satisfied are you with telecommunications at IU Northwest?	3.97	3.7	3.74

**Figure 6.7 Selected IT survey results of faculty and staff 2004-2008**

2. The Office of EH&S conducts an online customer satisfaction survey annually. During calendar year 2008, the survey was completed by 44 faculty, staff, students, and community members. Overall, participants expressed a high level of satisfaction with services. Figure 6.8 summarizes the results.

Question	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Accessibility	41	2	1	0	0
Timeliness of Response	40	3	1	0	0
Courtesy	40	4	0	0	0
Understanding Your Needs	40	3	1	0	0
Professional/Tech. Competence	44	0	0	0	0
Helpful/Informative	43	1	0	0	0
Problem Resolution	39	4	1	0	0
Overall Satisfaction with EH&S	41	3	0	0	0

**Figure 6.8 Selected EH&S survey results 2008**

3. The Physical Plant has had a [customer satisfaction survey](#) online for some time, evaluating the response of the Physical Plant staff to work order requests by the campus community. The results are viewed monthly, and there are usually few responses. The Physical Plant revised the survey in 2009. The [new survey](#) asks participants to indicate their level of satisfaction based on the established building services' schedule for cleaning. For the first month (May), the results show various levels of satisfaction, with overall general satisfaction low. There were nine survey responses in May, with one respondent "very satisfied," one "satisfied," five "dissatisfied," and one "very dissatisfied" overall. However, in June, there were six survey responses, with three "very satisfied" and three "satisfied" overall.
  
4. A [customer satisfaction survey](#) is also offered by the IU Northwest Police Department, but the Chief of Police reports that few responses occur. For the eighteen month period, January 2008 – June 2009, there were nine responses, with seven "very satisfied" overall with the department and two "very dissatisfied."
  
5. The Campus Climate Survey also looks to processes, and the first survey (taken in 2006) provides the campus with a useful benchmark. The complete results of the IU Northwest Campus Climate Survey are available [online](#). Selected results appear in Figure 6.9. Satisfaction ratings for most questions improved significantly from 2006 to 2009.

Question	2006	2009
How satisfied are you with development opportunities at IU Northwest?	62.5%	69.6%
How satisfied are you with technology support for research and scholarly activity?	60%	65.2%
How satisfied are you with technology support for teaching?	69.2%	81%
Overall, how satisfied are you with your job?	83.4%	88.8%
I am satisfied with the amount of information I receive about what is going on in my unit.	75.4%	81.7%
I am satisfied with the amount of information I receive about what is going on at IUN.	62.9%	74.3%
The IU Northwest administration is committed to helping me achieve my career goals.	40.7%	54%
The IU Northwest administration is committed to promoting an environment that respects diversity.	78%	81.8%
I have appropriate materials, supplies, and equipment to perform my job well.	72.5%	76.7%
How satisfied are you with your salary.	33%	40%

**Figure 6.9 Selected Campus Climate Survey results 2006-2009**

**6R4 Improving institutional operations** The data collected by the units is used to improve their services. IU Northwest has benefited from the information provided by the University Budget Office (UBO), which supplies data to us on enrollment, retention, and graduation rates. Work with the IPAS helped develop measures for the assessment of some of our student retention support services. IT staff use the feedback from the IT satisfaction survey to make adjustments to the services that they provide to students and faculty. IU has identified the need for more emphasis on data-driven measures and decisions, and this was one of the goals for the entire University in 2005. The Office of FP provides leadership and support for campus facilities planning and helps to guide development so that it gives physical form to IU Northwest's Mission, *Shared Vision*, and programs. An example of a project of this office is a comprehensive parking study, now underway, to determine parking utilization and assess needs.

The goal of achieving institution-wide processes to use information to support service improvement has been fostered as a result of the AQIP [Action Project for 2007](#). The plan has the primary goal of "increasing our capacity for measuring institutional effectiveness and continuous improvement." The particular goals of the action plan are described in section 6P2 (see 1I2, 2I1 and 5I2 for details). The

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mission of both the AVCIER and the institutional effectiveness advisory committee will be to monitor and coordinate quality improvement initiatives at IU Northwest.

**6R5 Information regarding cross-organizational comparisons** is found through the following initiatives:

1. The **NSSE** offers comparative data with other colleges and universities (with other Master’s degree granting institutions). It was the comparative information on working students in the NSSE that spurred the Northwest Indiana Working Student Survey done in partnership with other area institutions (see below). As described elsewhere, the survey was most recently administered to freshmen and soon-to-be-graduating seniors in Spring 2009. This year, for the first time, all IU campuses are participating in the survey. For more information, visit the IU Northwest [OIR](#) website. Selected results are presented throughout the portfolio.

2. **Northwest Indiana Working Student (The “[Mobile Working Student](#)”) Survey:** This research action project, begun in 2005, provides comparative information between working students at Indiana’s community college in Northwest Indiana (Ivy Tech Community College) and at a local, regional, public university (PUC). PUC is also a peer institution of IU Northwest. Additional comparative information is available that shows hours and credit hours attempted by age groups and students’ perceptions concerning financial aid and paying for college. Discussions on the meaning of differences and similarities among the three institutions occur. An advisory board of employers and policymakers also review the data with the three institutions. The project is “rooted in efforts to better understand how working students, commuting students, and independent students manage the pressures they face from work, home, and educational commitments.” Also, it explores “how campus policies and practices enhance or constrain the ability of working students to complete their college degrees.” Figure 6.10 includes data from IU Northwest, Ivy Tech, and PUC and reports student responses regarding how their campus might better help them.

Suggested College Support Services	IUN	Ivy	Purdue	Total
Improve class schedules	32	15	30	77
Internet classes/Distance learning	3	5	8	16
Improve counseling	6	1	11	18
Improve financial aid	18	9	12	39
Daycare	6	20	6	32
More financial aid	17	15	14	46
Better pay	3	1	0	4
Later hours for more campus services	6	1	4	11
Help finding well paid, flexible, applicable employment	5	11	7	23
Tutoring/study groups/homework assistance	7	8	6	21
More staff/more friendly and helpful staff	2	4	1	7
More understanding professors	3	7	13	23
Better study areas	0	4	0	4
Mentoring opportunities	0	0	3	3
Single/working parent and non-trad. student assistance	1	3	2	6
Increase academic standards	1	0	1	2
Improve academic programs	0	1	2	4
Services to help with missed classes/meetings	1	1	2	3
Improve on-line services (e.g., registration,)	1	1	0	2
Seminars/help with managing school and work	3	2	5	10

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Suggested College Support Services	IUN	Ivy	Purdue	Total
More on-campus jobs/work study	2	1	10	13
Decrease tuition and other costs (e.g., books)	1	1	3	5
Other	3	7	7	17
None	11	15	8	34

**Figure 6.10 Mobile Working Student Results**

3. IU Northwest has established a list of peer institutions, which has been approved by the IU BofT. Information regarding this selection (and more results) is available [online](#). Initial analysis provided by the IU Office of University Planning, Institutional Research, and Accountability (UPIRA) compares IU Northwest and the peer institutions on a number of characteristics, including enrollment, student and faculty profile, undergraduate admissions, tuition, financial aid, student life, degrees conferred, library, research and resource indicators. Some of our key performance indicators will be benchmarked against them when possible, and they are one of our NSSE comparison groups, as well. As an example, results for the library are provided in Figure 6.11.

Library	Library Holdings	Current Serials	Gate Count per/wk	Ref. Transact.	Hours open per/wk	Lib & Prof Staff/FTE	Total Lib Exp/FTE
<b>IU Northwest</b>	<b>246K</b>	<b>1541</b>	<b>1800</b>	<b>212</b>	<b>67</b>	<b>2.37</b>	<b>\$321</b>
<i>Median of Peers</i>	<i>335K</i>	<i>1706</i>	<i>6400</i>	<i>323</i>	<i>83</i>	<i>2</i>	<i>400</i>
Angelo State University	470K	1753	6300	210	93	1.84	287
Arizona State University (West)	335K	3271	9574	391	96	3.13	700
Auburn Univ. Montgomery	312K	2044	3525	323	87	3.04	478
Cal. State Bakersfield	389K	1535	15586	620	83	1.84	372
Cal. State San Marcos	213K	12645	6375	712	69	1.99	489
Lamar University	698K	2630	10374	200	94	1.79	400
Nicholls State University	434K	1306	6400	615	83	1.61	238
PUC	262K	1412	3914	230	75	1.02	253
Texas A&M Corpus Christi	433K	1706	13377	834	94.2	2.78	430
Univ. of Texas at Tyler	215K	1353	2488	220	80	2.59	447
Univ. of Mich. -Flint	305K	1111	7989	286	81	2.57	330

**Figure 6.11 IUN Northwest Library compared to peer institutions**

**6I1 Recent improvements** in supporting institutional operations have been based on the data collected, described in the results section of Category 6, and include the following:

1. ES: The Registrar's office modified the process used for mid-term attendance and enrollment audit to ensure more complete participation with the goal of obtaining 100% compliance
2. IT: Instituted an organized preventative maintenance program for classroom technology with the goal of ensuring that defective equipment is replaced or repaired in less than one business day
3. IT: Increase in the number of technology-enabled classrooms; new web interface

4. IT: Installation of ultra-high bandwidth network throughout campus
5. Student activities: Increased the number of intramural sports from one to five
6. Faculty salary: Promotion amounts increased
7. Physical Plant: Housekeeping services' work hours were moved from predominantly evenings to predominantly days to ensure better oversight and to meet needs arising during daily operations
8. FA: Instituted deadlines on all communication with students; eliminated repetitious steps in their internal business practices that caused processing delays
9. Library: added Information Commons and increased operating hours
10. Food services: added Little RedHawk Café in the library
11. Retention programs: Increased funding for SI to serve more classes and students; addition of peer mentors for CLP and NSSP
12. Retention programs: New learning community (NSSP) for underrepresented students begun in the fall of 2009
13. Facility use analysis underway to include parking, classrooms, and support services needed to accommodate increase in enrollment

**6I2 Culture and infrastructure support** The primary new way the culture and infrastructure help select processes for improvement is through the use of the *4 Disciplines of Execution*<sup>TM</sup> program. The overall goal (WIG) for the campus has been established and widely publicized. The WIGs Coordinating Committee reports to the Northwest Council, which is the advisory and communication committee for the Chancellor of the campus. Each senior administrator for the functional areas of the campus also serves on the Northwest Council and reports on WIGs-related activities. Information exchanged at the Northwest Council meetings and feedback from the Council was used to help establish individual functional unit goals. Individual units monitor progress and modify WIG activities, as required, to ensure that progress towards goals is occurring. This structure has led to a systematic and comprehensive approach to processes and performance results.

## Category 7 Measuring Effectiveness

**7P1 Select, manage and distribute data** The three primary initiatives that guide selection, management, and distribution of data and performance information are the Key Campus Performance Measures, the ICHE “Reaching Higher Initiative,” and WIGs (see O7 in the Institutional Overview section).

Data is used at either the campus or school/department level depending on its purpose as described in Figure 7.1. Generally, if the data collected is at a campus level, it is collected and managed by the campus OIR. Other data, if unique to a department or school, is selected, collected and managed by individual departments and units and some assistance may be provided by the OIR. This data is often selected in order to provide an assessment of their programs for continuous improvement and professional accreditation reporting.

Data Collected	Selected By	Managed By	Use and Distribution
Campus Performance Measures	SPT	OIR	Campus continuous improvement initiatives. Used to measure performance against campus goals/targets. The first round of data collection is occurring now. Draft reports on work-to-date are located <a href="#">here</a> . Final results will be posted on the web for faculty and staff.

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Data Collected	Selected By	Managed By	Use and Distribution
Reaching Higher Measures	State of Indiana	OIR	<a href="#">Measures</a> the state will use to determine appropriations.
NSSE	AA	OIR	Posted on the <a href="#">OIR website</a> . Tool for assessing student learning and engagement; benchmarking against other institutions.
Credit Hours and Faculty and Degrees: Comparison of Schools	Chancellor, CFO and AA	OIR	Used as a reference for budget construction and decision making within AA. Distributed to the budget committee and deans.
Enrollment and Credit Hour Projections	UBO, CFO, Chancellor, BofT	UBO, CFO, UPIRA, EVCAA	Used to construct campus and university budgets.
IT User Survey	IT	IT	Used by IT to measure continuous improvement. Posted on <a href="#">IT's website</a> .
Local, State and National licensure and standardized tests	COAS, CHHS, SOBE, SOE, SPEA	COAS, CHHS, SOBE, SOE, SPEA	Used by the academic units to measure its performance as well as the performance of its students against peers.
Alumni surveys, exiting senior surveys, and employer surveys	COAS, CHHS, SOBE, SOE, SPEA	COAS, CHHS, SOBE, SOE, SPEA	Used for program review and continuous improvement within the SOE.
Unit performance data for WIG	Individual units on campus	Individual units on campus	Reported at IU Northwest Council by Vice Chancellors, Deans, CIO and CCFO. Used for internal performance measuring against the unit and campus WIGs.
Physical Plant User Survey	Director, Physical Plant	Physical Plant and IT	Feedback used to assess performance of the department and make changes, if needed. Example: Physical Plant changed the hours its employees worked due to feedback from the campus. Used internally by the director and his Vice Chancellor.
EH&S User Survey	Manager, EH&S	Manager, EH&S	Feedback is used to assist in assessing performance. Used internally by the manager and her supervisors.
Classroom Technology Survey of Faculty	Learning Technology Partners Committee	IT and CETL	Survey data leads to ensuring classroom technology and information technology support is meeting the needs of the faculty.
Student Survey/Evaluation of Enrollment Services	Admissions, FA, Registrar, Bursar	Directors of each area, VCSA, CFO	Used to help assess effectiveness of key units serving students on campus. Used internally by each department and their Vice Chancellors.
EduCause Core Data Survey	IT	EduCause	Campus IT department participates in this national survey. Results are used for strategic planning within IT.

Data Collected	Selected By	Managed By	Use and Distribution
Alumni Surveys	OAR	AR	Surveys have been done recently on the topics of alumni membership and activities. Used by AR to better meet the needs of alumni.
Campus Climate Surveys (faculty and staff)	Chancellor and Vice Chancellors	OIR	Used by the campus administration to identify needed areas of improvement and to measure results once implemented. Used for continuous improvement. Distributed via the <a href="#">web</a> .

**Figure 7.1 Data collected, used and managed by campus constituents**

**7P2 Select, manage and distribute data** The process for setting targets for Campus Performance Measures is being implemented in 2009-2010 (see 8P2). This process defines how targets for improvement efforts are set, how the data will be distributed to the campus, and how performance is reviewed and analyzed after data has been collected. The campus aligns targets for measures with campus WIGs when appropriate. The OIER is responsible for collecting, managing and distributing the data as directed by the Chancellor and the Northwest Council.

The intention is to add more key performance indicators after we have successfully completed one or two years of collecting, reporting, and using the first phase of Performance Measures. The evaluation portion of the Performance Measures process supports our planning and improvement efforts on campus. It will likely point us to areas which need more improvement and assist us with the selection of our WIGs.

Information on our performance will be available online and also discussed by Vice Chancellors with their individual units. The timeline calls for the data to be available to the campus in the spring of 2010. See section 7P4 for detailed information on Performance Measures.

In the fall of 2006, the SPT asked that a subcommittee conduct a SWOT analysis. The Director of IR, who was also a member of the SPT, collected and analyzed the data for the SWOT. The SWOT analysis was presented to the SPT in May, 2007. As a result of this analysis, the campus WIG of 6,000 students by 2013 was selected.

University-wide and campus-level data relating to retention, admissions, credit hours, students, faculty, and finances is published by the office of UPIRA. This data and the University's [fact book](#) are available online to all faculty and staff.

IU Northwest schools and units may need school-specific data for planning and assessing progress toward unit goals. Data from the University's SIS, FIS, and HRMS is available to them through the IUIE, which allows users with access to query IU's data warehouse. The IU Northwest OIR, with the support of IT, brings a trainer from IU's SES to campus at least once per year to provide training on the IUIE. The most recent training was held in November, 2008. In addition to local training, our faculty and staff may register and attend free training, conducted by SES throughout the year, on our campuses in Bloomington and Indianapolis.

The standard IUIE queries meet most data needs on campus. For more complex data requests from the schools and units, individuals contact the OIR. The IR Director works closely with the IT department, which has committed resources to working on complex data requests. Examples of work recently completed include a database for AA to track adjunct faculty contracts vs. adjuncts listed in the class schedule, a parking database that includes who purchased a parking permit and tracks the permit number, and data on student credit hours and student census.

In cases where the campus or a school has a need for external data that the OIR either does not have the access to, does not have the expertise or the resources to obtain, the OIR can contact the UPIRA for assistance.

**7P3 Determining needs of units** IU Northwest makes budgetary, student and personnel data available to all units and departments in two primary ways: (1) database searches in IUIE, and (2) through the OIR. Data searches in IUIE can be conducted by any unit or department with appropriate authority. Online IUIE training is available for all campus personnel. It is up to the deans, directors and chairs to make use of the data to further improve their programs. For those units that do not have the personnel or inclination to do a detailed database search in IUIE, the OIR provides all units with data in two ways: (1) online reports on student information such as credit hours, headcount, etc., and (2) census information. The type of census information provided by the OIR is determined by the data requests of the various units. Census information contains sensitive data. In order to eliminate unauthorized access to this data, the OIR, together with IT, developed a system in which sensitive information is uploaded periodically to each unit in “drop box” folders that reside in secure file servers. These drop boxes are available only to the unit to which each is assigned.

As an example of using these resources, the COAS has used the census data provided by the OIR to conduct an analysis of department majors and compare the data to our peer institutions is shown in Figure 7.2. This type of data analysis is then used by the COAS to make programmatic decisions.

College of Arts and Sciences	Peer Group	2009		Gender			Academic Level			
Department	Peer %	IUN	IUN %	F	M	%F	Freshman	Sophomore	Junior	Senior
Biology	4.9%	137	2.94%	73	64	53	60	24	19	34
Chemistry	0.8%	60	1.29%	36	24	60	17	11	14	18
CIS	2.1%	66	1.42%	21	45	32	16	9	18	23
Communications	3.0%	47	1.01%	39	8	83	16	11	6	14
English	1.9%	34	0.73%	20	14	59	9	10	5	10
Fine Arts	1.5%	72	1.55%	44	28	61	24	18	9	21
Geosciences	0.5%	9	0.19%	5	4	56	0	1	2	6
History	1.5%	36	0.77%	17	19	47	6	11	5	14
Philosophy	0.7%	5	0.11%	3	2	60	2	1	0	2
Mathematics	0.9%	17	0.37%	7	10	41	7	2	5	3
Minority Studies	0.1%	4	0.09%	2	2	50	1	1	1	1
Modern Languages	0.5%	12	0.26%	5	7	42	2	4	2	4
Psychology	4.1%	151	3.24%	114	37	75	43	32	41	35
Sociology	1.5%	67	1.44%	54	13	81	15	19	10	23
Theatre	0.7%	15	0.32%	8	7	53	5	3	2	5
WOST	0.2%	2	0.04%	2	0	100	0	0	0	2
Other	1.2%	30	0.64%	10	20	38	12	8	5	5
<b>Total</b>	<b>26.1%</b>	<b>764</b>	<b>16.41%</b>	<b>460</b>	<b>304</b>		<b>235</b>	<b>165</b>	<b>144</b>	<b>220</b>
<b>Campus totals</b>		<b>4656</b>								

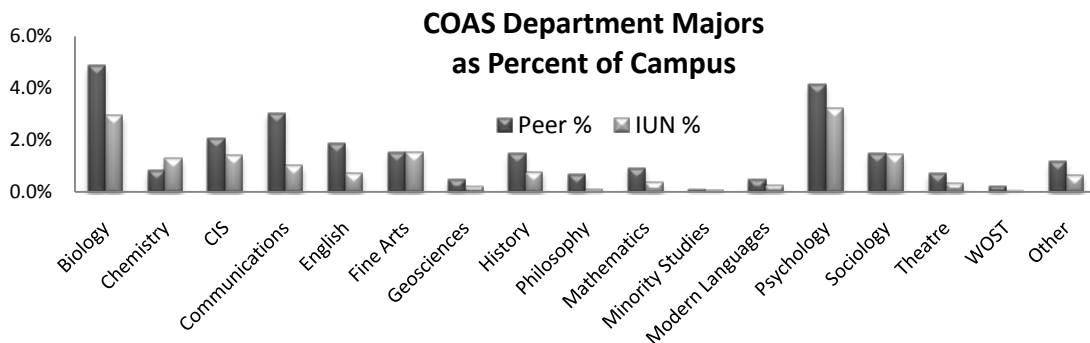


Figure 7.2 Example data use by COAS – percentage of majors as compared to peer institutions

**7P4 Organizational analysis of data** The Performance Measures project, which is underway, will become the primary process for analyzing data related to campus performance. The measures selected

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will provide feedback to the campus on the critical areas of 1) Admissions and Enrollment, 2) Financial, and 3) Student Success. Data collection, analysis and publication will be the responsibility of the OIER. The measures are designed at a campus level. If any particular measures register below the goal or target, a more detailed analysis will be conducted by the OIER or by the unit most associated with the measure to determine a plan of action for improvement.

The Performance Measures (Figure 7.3) are intended to assist us in the process of continuous improvement on campus by providing feedback as to the impact, if any, key improvement initiatives are having in critical areas. In other words, are our initiatives and what we are doing day-to-day making a difference and moving the campus forward? In 2009-2010, we will finish the data gathering, typically going back three to five years for each measure, and set targets for 2010 (see section 8P2 for the process of setting targets). There are several measures relating to recruitment and enrollment for which we have already set targets. Data and analysis is shared with the campus via the web and is also discussed by the Northwest Council and in the meetings of the Faculty Organization. Data to date can be found [here](#).

Performance Measures: Data Collected	Selected By	Managed By	Purpose
<b>Admissions &amp; Enrollment</b>			
Admissions “funnel” data	SPT	OIER*	Tracks admissions data from applicant to enrolled student.
Test scores for new undergraduate admits	SPT	OIER	One measure of the academic readiness of our new incoming students.
Diversity of student body	SPT	OIER	Tracks the composition of our student body.
Number of CLP eligible students admitted	SPT	OIER	One measure that monitors that our students are academically qualified to succeed at IU Northwest.
Student headcount and FTE	SPT	OIER	Measures our performance against our campus goal of 6,000 students.
<b>Financial</b>			
Fiscal year budgeted credit hours vs. actual credit hours	SPT	OIER	Monitors our budgeted vs. actual credit hours. Assists with future budgeting.
Private money raised	SPT	OIER/Development	Measures private money raised and assists in setting future goals.
Dollars in Sponsored Research	SPT	OIER	Tracks outside sources of funding.
Financial aid awarded by category (loans, grants, etc.)	SPT	OIER	Tracks all aid to students. Monitors amount of gift aid vs. student loans.
Financial aid – average unmet need	SPT	OIER	Monitors access to education by students with financial need.
Average faculty and staff salaries compared to IPEDs	SPT	OIER	Tracks the competitiveness of IU Northwest regarding faculty salaries against our peers.
Average faculty salaries by rank and discipline compared to a peer group	SPT	OIER/AA	Tracks the competitiveness of IU Northwest regarding faculty salaries at the department level against our peers. This data must be purchased.
Staff salaries vs. IPEDs	SPT	OIER	Tracks the competitiveness of IU Northwest regarding staff salaries against our peers.

Performance Measures: Data Collected	Selected By	Managed By	Purpose
Campus expenditures in core categories vs. IPEDs	SPT	OIER	Tracks campus expenditures in core categories vs. peers. Helps monitor where our dollars are allocated.
<b>Student Success</b>			
Number of degrees awarded annually	ICHE & SPT	UPIRA/OIER	Measure used by the state to appropriate funding and measure our student success.
Graduation rates compared to state of Indiana targets	ICHE & SPT	UPIRA	Measure used by the state to appropriate funding. Measure of our student success.
Retention	ICHE & SPT	UPIRA/OIER	Measures traditional fall-to-spring and fall-to-fall retention of undergraduates. Impacts our enrollment goal of 6,000.
6-year persistence index	SPT	OIER	Goes beyond typical graduation and retention measures to measure progress of our students. Impacts our enrollment goal of 6,000.
Career success	SPT	OAR/ OIER	Alumni survey on salaries, full-time employment of recent alumni, number working in their field of choice, etc.

\*as of January 2010

**Figure 7.3 Campus Performance Measures**

**7P5 Needs and priorities** The campus needs and priorities for comparative data are driven largely by our Campus Performance Measures initiative, professional schools and their accrediting agencies, and assessing progress in several areas, including general education and student engagement. Not all of the Campus Performance Measures use external comparative data. Some measure IU Northwest’s performance over time. Others use comparative data from IPEDs, from other IU campuses, and data purchased from organizations such as CUPA. (See Figure 7.3 for more details)

Departments and units at IU Northwest use various data sources to compare performance and success with other similar programs and institutions. One of the advantages of a multi-campus university such as IU is the ability for units to easily access data from similar programs at other IU campuses. Additionally, IU Northwest has identified a group of [peer institutions](#) that are used for comparison (see 7P3). The other primary sources of comparative data for units at IU Northwest are the baseline and stakeholder metrics provided by the national accreditation agencies in several disciplines. These national professional accrediting organizations also assist the schools in determining some of their data needs and priorities. Units taking the most advantage of comparative data in their disciplines are the campus professional schools and those in the health sciences. The SOBE and the programs within the new CHHS have been able to use comparative data consistently to show the strength of their programs (e.g. AACSB, NCLEX-RN, etc.). The campus is increasingly moving toward a “continuous improvement,” “lead measures,” and “student-centered” culture that involves using external quantitative and qualitative statistics to benefit all units across the IU Northwest campus.

Some of the criteria for selecting comparative data are 1) Is it easily obtainable in the same format year after year? 2) Is it affordable? 3) Is it relevant? We have begun using IPEDs data for some of our campus performance measures because the data is easy to obtain, we can select historical data as well as current data, there is no cost, and we can select the relevant data we wish from what is available.

We participate in the NSSE because it is relevant and provides us with the ability to compare our results against multiple customized comparison groups. In 2009, we used the following comparison groups: 1) Urban Consortium, 2) IU Northwest Peer Institutions, and 3) IU campuses excluding our residential Bloomington campus. This year's report also included a multiyear benchmark using our previous years of data. IU has agreed that all of its campuses will participate in the NSSE on an every-three-year cycle, with the next participating year as 2012.

**7P6 Aligning data analysis with organizational goals** The campus has created a WIG of reaching 6,000 students by Fall 2013 (See 4P8, 8P1 "*Enrollment planning initiative*"). In addition, the campus is in the process of implementing assessment of five campus-wide general education principles. This includes classroom-based and institution-wide assessment of the general education principles. We have elected to participate in the NSSE on an every-three-year cycle. The OIR is responsible for coordinating the survey and making results available to the campus. The campus has mapped specific NSSE questions to our [general education principles](#).

The campus is moving from a Director of IR to an AVCIER, to be overseen by the Office of Academic Affairs (see 8I2). The AVCIER will be responsible for centralizing student learning outcome assessment across the campus, working with the Faculty Organization Assessment Committee, unit assessment coordinators, deans and individual faculty members. Each academic unit has already submitted an assessment plan. The plans and results will be aggregated and reported to campus constituents. The EVCAA will hold the academic units accountable for unit-specific cycles of assessment, reporting, and improvement.

**7P7 Ensuring information integrity** IT at IU Northwest ensures the effectiveness of its information systems by updating hardware in the offices of its faculty and staff and student labs every three years. The Computer Committee, a Faculty Organization committee, advises IT of software updates required for the campus. The University Information Technology System (UITS) assists the campus with the security and integrity of its information systems, and tests to ensure reliability of the data. IU Northwest utilizes the IU enterprise-wide, PeopleSoft-based, SIS, FIS, and HRMS. These systems are located on servers housed in Indianapolis and Bloomington and are maintained using state-of-the-art hardware and software appropriate for an enterprise Oracle-based system. The servers are mirrored and backed up daily. Data integrity is checked utilizing tests in which local data managers participate and generate problem reports. IU Northwest accesses these systems over the campus network using PC workstations that are maintained by local IT staff. UITS is a university-wide support team that provides support for the local IT staff in their efforts to maintain functioning and secure PC workstations. There is no local backup performed on these workstations, as the data on the above systems is located on remote databases. Most university data (SIS, HRMS, FIS, Oncourse, etc.) are not housed on this campus at all, but are located on servers on the IUPUI and Bloomington campuses. UITS is responsible for the backup of this data. Local copies of reports that contain university data, as well as some custom applications, are required to be stored on IU Northwest file servers. The IU Northwest IT team is in the process of migrating this data and the applications on these servers to the university's virtual server environment, located on the Bloomington and Indianapolis campuses. Essential data is currently backed up nightly using the university's enterprise backup and storage system, which is located in Indianapolis. Users may request a restore of this type of data by contacting the IU Northwest IT Support Center at x4357 (XHELP). Every effort will be made to perform a restore on the same day it is received. There is no charge for a restore. IU Northwest faculty and staff are reminded that it is University policy that data files containing confidential University information and data that is essential to university business is to be stored on the university's file servers, and not on a user's local hard drive.

**7R1 Measures** IU enterprise systems have regularly scheduled maintenance windows as published on the following [web page](#).

In addition, the IU Northwest campus provides technology resources to faculty and students in support of academic, administrative, and research efforts. Examples of these resources are network files, print and application services, and Ezproxy service for access to library electronic databases. The maintenance window for these resources is from 5:00 to 7:00 p.m. on Fridays. The campus file servers are on uninterruptable power supplies (UPSs), which allow these services to continue operating through minor power outages of up to ten minutes. The campus experiences, on average, one power outage per year of sufficient duration to exceed the UPS battery time. When this happens, the systems are set to undergo a controlled shutdown. The campus IT team is currently working on a project to migrate these services to high-availability IU resources located at the Bloomington and Indianapolis campuses.

The university-wide HRMS/SIS project team summarizes its approach to ensuring the performance and effectiveness of the university’s information system as follows: “Application updates include regulatory changes such as FA regulations, payroll tax updates, enhancements, and bug fixes. Major application patch releases are scheduled to occur four times per year, with two additional patch releases scheduled for payroll tax updates. These releases are scheduled based on the needs of functional business units. When application updates are applied to the product, IU customizations are analyzed for impact and reworked as part of the patch implementation cycle. Updates to the PeopleSoft technical environment (PeopleTools) are scheduled on an as-needed basis. The SIS and HRMS executive committees govern the activities associated with each release, as well as the establishment of release dates. The HRMS and SIS development teams and system managers from each area (HR, payroll, benefits, academic advising, admissions, FA, student financials, student records, and student self-service) manage the planning and implementation of each release.”

Utilizing input from focus groups, usability studies, and testing, OneStart, IU’s web-based application portal, was redesigned to include major upgrades to the portal and improvements to the reading content and was re-released in the fall of 2007.

Additionally, IT user surveys are done annually or biannually and the results can be found [here](#). Comparison surveys for other IU campuses can be found [here](#). In answer to the question “Overall, how satisfied are you with the computing environment offered by IT (e.g., Student Technology Centers, computer equipped classrooms, electronic mail, computer network, help desk)?” survey respondents were quite positive and IU Northwest compares favorably to the other IU regional campuses as shown in Figure 7.5. Survey respondents felt services helped them in their teaching and research as well.

Campus	Average	Satisfaction	Usage
<b>IU Northwest</b>	<b>4.20 ± .08</b>	<b>95.2 ± 2.2%</b>	<b>97.6%</b>
IU East	4.02 ± .10	89.7 ± 3.3%	98.7%
IU Kokomo	4.16 ± .09	97.1 ± 2.2%	98.3%
IU Southeast	4.33 ± .08	97.0 ± 1.8%	97.5%
IU South Bend	4.14 ± .07	95.7 ± 1.9%	90.4%

**Figure 7.5 Selected Comparisons from recent IT survey results**

**7R2 Evidence of effectiveness** IT satisfaction surveys, NSSE data, and utilization reports all indicate general satisfaction with the information management environment at IU Northwest. As stated previously, the demand for data is increasing as the campus moves to a culture of continuous quality improvement and RCM, leading us to make improvements outlined in 7I1.

**7R3 Comparison to other organizations** NSSE survey results and IT satisfaction survey results are

benchmarked against other IU campuses and/or peer institutions. These results have been reported previously in Categories 1, 3, 7, and 8.

**711 Recent improvements** are significant. We now have had an Office of IR for almost three years. Not only does this position mean that an individual is charged with gathering and monitoring data about our campus, but also it means that our institution has made a visible, tangible commitment to continuous improvement. The IR office makes a broad range of data available to programs and departments so that they know where to focus their efforts. For instance, the director of IR successfully coordinated the 2009 NSSE, nearly doubling our student response rate, from 16% in 2006 to 31% in 2009. Our 2009 results will be more reliable and useful as part of our assessment of undergraduate general education principles. As described elsewhere, the campus is moving from a Director of IR to an AVCIER.

In addition, we have instituted a performance measures process, overseen by the Performance Measures Task Force, chaired by the director of IR. Built into the performance measures process is systematic annual evaluation. Ongoing assessment of policy is, therefore, integral to policy-making at our institution.

IU Northwest has implemented WIGs down to the unit level, using a process that aligns them with the campus WIG of reaching an enrollment of 6,000 students. This process included the completion of training in the *4 Disciplines of Execution*<sup>TM</sup> of all non-academic unit department heads, as well as academic deans and administrators.

**712 Culture and infrastructure support** Our performance measures process is designed for the annual review of performance and target setting. The annual review will guide us in selecting areas for improvement.

As part of the AQIP structure, our campus has established nine working groups, each composed of administration, faculty, and staff. These groups engage in a process of self-examination and information gathering. They serve to inform a broad range of campus stakeholders, who then explore areas for improvement and suggest targets for improved performance. These working group members then contribute to the campus climate of continuous improvement.

### Category 8 Planning Continuous Improvement

**8P1 Key Planning Processes** In October of 2008, the SPT was discontinued. At that time, in response to our Quality Checkup Report, the SPT and campus administration decided that it needed to limit its focus to four major initiatives/processes. The four initiatives are budget planning and moving to RCM, emergency/crisis management, continuous improvement, and enrollment. The Northwest Council was created to assist in moving the University forward by functioning as the forum for discussions of all major issues facing our campus. It is representative of all segments of the campus and replaces the Chancellor's Cabinet. All major planning is eventually vetted by the Northwest Council, which then recommends actions to the Chancellor for approval. Brief descriptions of these and other *major planning processes* that occur on campus now are noted below.

**Budget Planning** is currently being revised and formalized, and it is the subject of a current AQIP Action Project. Quoting from our [posted Action Project](#):

In 2007 IU Northwest began an Action Project titled Creating a Culture of Continuous Improvement, which sought to analyze and revise structures and processes at every unit level in order to “help integrate the continuous improvement process into all relevant

processes on campus,” making it a “driver” rather than a separate process. As the campus proceeded with this work, it became clear that commitment and motivation to move in this direction was uneven on campus. In fact, in our recent Reaffirmation Recommendation it was noted, “IUN has committed itself to the continuous improvement process; however, the commitment has not become campus wide or embedded itself into the culture of the institution.” Under the current budget system, improvement in processes does not always translate into any tangible reward for units (other than improvements in stakeholder satisfaction, etc); unit managers do not see revenue, and monies remaining at the end of the year are returned to the central campus fund for re-allocation. Additionally, IU Northwest has recently developed a goal of increasing its enrollment 20% by the year 2013, with each unit subsequently developing its own goals for contributing to this increase. However, some academic units especially question how they will directly benefit from increased enrollment since increases in tuition revenue would not be reflected in their unit budgets. Changing to an RCM model would enhance both responsibility for collective action in units to improve processes for efficiency, provide a range of incentives that focus administrative and faculty attention on strategies that result in increased enrollment and student success, and support a culture of distributed accountability reinforcing a wider range of strategic use of income.

**Emergency/Crisis Management.** See 6P3.

**Continuous improvement** as a driver of all other processes on campus is still evolving at IU Northwest. We now have an established [OIR](#) and a proposal has been approved by the Chancellor for the creation of a position of AVCIER to report to the EVCAA. The campus has an established AQIP Coordinating Committee and AQIP Category Working Groups to oversee improvement initiatives and keep the *AQIP Systems Portfolio* up-to-date. Category 5 Working Group is currently working on mapping key campus processes in order to identify areas of needed improvement. (Example process maps are the faculty/staff hiring process, the [Office of Sponsored Programs](#) (OSP) proposal submission process, the facilities request process, and the change of grade process). The procedure for developing process maps can be found [here](#).

**Enrollment planning initiative.** Based on a detailed SWOT analysis undertaken by the Director of IR in conjunction with a subcommittee of the former SPT, the campus developed an enrollment goal to reach 6,000 students by the year 2013. In order to achieve this goal and to align this priority within all areas of the organization, the campus adopted the FranklinCovey© *4 Disciplines of Execution*<sup>TM</sup> format (Also see 4P8). Each administrative unit underwent training in this planning and execution process, and each unit was responsible for developing WIGs that would contribute to the achievement of the campus WIG of 6,000 students by 2013. This process is overseen by a WIG Coordinating Group that reports regularly to the Northwest Council. This coordinating group is co-chaired by the AVCAA and the VCSA, and its job is to coordinate WIGs from each administrative unit; track the progress of recruitment, retention, and marketing efforts by each unit; and to recommend, to the Northwest Council, resource allocation for initiatives. Additionally, each administrative unit head gives an update at each Northwest Council meeting on their initiatives and progress toward achieving their WIGs.

**Succession planning/leadership development** is another important process underway at IU Northwest. In response to our 2006 Systems Appraisal Feedback Report, IU Northwest began a process of identifying critical skills necessary for those in leadership roles and creating a series of development opportunities for faculty and staff. This process is more fully described in Categories 4 and 5.

**IT** planning is done by the IU Northwest Technology Council. This council is made up of the Chief Information Officer (CIO), a representative from each academic unit, representatives from the Faculty

Computer Committee and Classroom Technology and Distributive Education Committee, a representative from Student Services, student representatives, directors of the various IT service areas, and the Registrar. The CIO reports on IT planning to the Northwest Council and the Chancellor. The planning process has been mapped and is available [here](#).

Finally, the **Facilities Planning** process is a major initiative that resulted from the former strategic planning process. The process, started in 2006 and revised in April 2009, is directed by the FPC and is chaired by the Director of IR. The FPC is a cross-representational group of campus faculty and staff that provides leadership and guidance on issues related to the physical environment. The Committee develops short- and long-term facility plans in alignment with campus priorities, and it reports to the VCA. 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 Vice Chancellors, 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.

**8P2 Short- and long-term strategies** Obviously, all strategies, goals, and priorities are developed within the context of the [missions](#) of both IU and IU Northwest.

The first way that IU Northwest develops both short- and long-term strategies is in response to University/Presidential initiatives. For instance, IU recently completed its [Information Technology Strategic Plan 2](#) (the first one having been completed in 1998). 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 BofT in December 2008 and will guide planning at the local campus level.

A second University initiative that is driving strategies at IU Northwest is the President's mandate to increase diversity at all IU campuses. In mid-2007, then President-elect Michael McRobbie and President Adam Herbert released a joint mandate: “We are therefore asking the IUB Provost and the Chancellors to develop campus-specific plans to increase underrepresented minorities in the enrollment of students, in the ranks of faculty and professional staff, and in the utilization of minority- and women-owned businesses by the university.”

As a result of this mandate and the availability of new resources to support it, the IU Northwest campus has developed two new initiatives. The first is the [SAAB](#) initiative, developed in conjunction with IVY Tech Community College. This program is specifically aimed at increasing year-to-year retention and graduation rates of African American men. The second is the NSSP, a freshman experience program for underrepresented and underprepared new college students. These programs are described more fully in Category 1, 3, and 6.

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

1. The AQIP Coordinating Committee and Category Working Group Chairs recommend improvement initiatives that could/should be undertaken or become AQIP Action Projects. These recommendations are made to and approved by the Northwest Council.
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.

3. The Northwest Council (described previously)
4. The Dean's Council and Academic Core Group (described previously)
5. The WIG Coordinating Group (see 8P1).
6. Results of key campus performance indicators will guide strategies for procedures and actions once the process for setting targets is fully implemented. The process for setting targets is as follows. Also see posted Action Project:

Targets for the campus Performance Measures will be tied to campus level WIGs whenever appropriate. Performance Measures that are not directly tied to a WIG provide valuable information on the status of the campus and will allow us to monitor aspects of the campus that, while important, may not be a top priority or WIG in a given year. If our work relating to the campus WIGs is succeeding, it will be reflected over time in our Performance Measures.

### *Year 1 – First Time Setting Targets*

1. The Director of IR meets with appropriate operating units and gathers their suggested targets with supporting rationale.
2. Draft targets are reviewed with AQIP Coordinating Committee.
3. The AQIP Coordinating Committee determines which targets need to go to the Faculty Organization for informational purposes. Rationale: Faculty will only be interested in some, not all, of the targets.
4. Review all suggested targets with deans and directors.
5. Targets selected to be shared with faculty are presented to the Faculty Organization.
6. All recommended targets, along with input gathered from AQIP Coordinating Committee, deans and directors, and the Faculty Organization are sent to the Chancellor and the Northwest Council.
7. The Chancellor and the Northwest Council set final targets.

### *Year 2 and Beyond*

1. Vice Chancellors (VCs) and senior administrators evaluate progress toward targets at year's end after data has been gathered and compiled by the OIER.
2. Determine what actions, if any, need to be taken. VCs will be responsible for communicating these actions to their appropriate units and staff.
3. The Chancellor and VCs gather input from the operating units.
4. The Chancellor and VCs set draft targets for the coming year.
5. The Chancellor and VCs present draft targets for the coming year to the Northwest Council for discussion and approval.
6. The targets are communicated to the campus and posted on the web as part of a Strategic Planning communication from the Northwest.

**8P3 Developing action plans** Once campus priorities are determined and goals are established, appropriate planning bodies are charged with developing action plans to achieve those goals. This work is accomplished by the FPC, the Technology Council, the Dean's Council, the Academic Core Group, the Enrollment Services Council, and each administrative and academic unit. Action plans are reported in yearly budget hearings and as informational items to the Northwest Council.

**8P4 Coordination and alignment of planning processes** There are four major ways the campus coordinates and aligns planning processes all described elsewhere in this document. First, as described

earlier, each administrative unit has undergone training in the method of setting and achieving WIGs. Second, planning is aligned on campus is via the AQIP Coordinating Committee and Category Working Groups. Third, planning is also aligned through yearly budget hearings. Finally, all planning is ultimately overseen by the Northwest Council and then communicated through the organization via normal administrative or organizational lines.

**8P5 Selecting measures and targets** The process for setting targets for campus wide-key performance indicators is described in 8P2. Additionally, the campus set the enrollment target of 6,000 by 2013 in response to a detailed SWOT analysis undertaken by a subcommittee of the former SPT. Another way that the campus sets performance targets is through the development of AQIP Action Projects, which are proposed by the AQIP Coordinating Committee 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.

**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 has a current Action Project designed to move the campus to RCM in order to empower deans and other unit heads to more effectively plan in the context of goals, resources, and future needs. Currently, the budget is very centralized with any unspent money at the end of the year returning to the campus general fund. Competing priorities are discussed by the Northwest Council Agenda Committee and brought to the Northwest Council for discussion. Also, recommendations arising from the Facilities Planning, IT Planning, and other planning processes are reported to the Northwest Council. Generally, the Northwest Council is able to come to consensus about what priorities should be funded. If consensus cannot be reached, the Chancellor makes the final decision. In the context of the campus enrollment goals (WIGs), initiatives that are related to recruitment, retention, and (general) marketing are given priority. As described elsewhere in this section, the WIG Coordinating Group oversees all other unit WIG initiatives and reports to the Northwest Council.

**8P7 Assessing risk** is addressed by continually reassessing and prioritizing resources. The campus CFO reports directly to the Chancellor, and is a member of the Northwest Council. In addition, the Faculty Budgetary Affairs Committee and the First Tier Salary Committee make recommendations to the EVCAA, CFO, and Chancellor regarding priorities such as faculty compensation issues. With the transition to RCM, unit heads will be in a better position to plan and prioritize resources with appropriate CFO oversight.

Under the revised budget planning process, unit heads are required to present their priorities for the coming year in the context of their projected income and expenses. This is described in 8P4.

Because of the major campus enrollment initiative, a group consisting of the Director of Admissions, the EVCAA, the AVCAA, and the VCSA meets regularly to prepare an enrollment contingency plan in the event of a large increase in enrollment. That group discusses essential student services that could be overwhelmed with a sudden increase in students and develops a plan to deal with that contingency.

**8P8 Planning for change** IU Northwest is very committed to faculty and staff development. One important initiative related to organizational strategy (as described above) is the *4 Disciplines of Execution*<sup>™</sup> format for aligning campus and unit initiatives and priorities. This is resulting in complete organizational alignment of enrollment goals.

Relevant faculty, staff, and administrators are also undergoing development in the budget process and, specifically, in the RCM process. As mentioned, this training is an important step in the transition to RCM and is described more fully in our latest AQIP [Action Project](#).

Another way faculty and staff capabilities are developed is through the Leadership Development Series, begun in 2008 in response to the campus's obligation to attend to appropriate succession planning. This process is more fully described in 5P9.

**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
3. Northwest Council Effectiveness Survey
4. Campus Climate Survey
5. Satisfaction surveys done by many of the campus support areas (Enrollment Services, AA, Physical Plant, Campus Police, IT, EH&S, etc.)

**8R2 Performance results** are the following:

1. *WIGs*:
  - a. **Enrollment**: At the end of Fall 2009 registration/census, the headcount was 5,560, compared to 4,794 in Fall 2008, representing an increase of 16%. The credit hours of 56,950, compared to 48,736 for the same time last year, represents an increase of 16.9%. Budgeted credit hours for fall 2009 were 49,192.
  - b. **Marketing**: One indication of marketing progress is faculty and staff perception of the reputation of IU Northwest in the community. On the Campus Climate Survey, in response to the question, "How would you rate the reputation of IU Northwest?" 60% answered "good" or "excellent" in 2009, compared to just 42% in 2006.
  - c. **Retention**: As a baseline for our retention efforts, the freshman to sophomore retention of first-time, full-time, degree-seeking students from Fall 2007 to Fall 2008 was 66%. The six-year graduation rate of the 2002 cohort of first-time, full-time, degree-seeking students was 24%. The percentage of IU Northwest students receiving financial aid is 55.2.
2. *Campus Key Performance Indicators*: Results are available [here](#) (username and password available on request). Again, these measures are in the three broad areas of Admission and Enrollment, Financial, and Student Success.
3. *NSSE*: IU Northwest [results](#) are located on the IR webpage. A brief executive summary of 2009 results, specifically in the area of "supportive campus environment," reveals:
  - a. 59% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.
  - b. 83% of FY students report a favorable image of this institution; 81% of seniors would choose this school again if they could start their college career over.
  - c. 3% of FY students spend more than 15 hours a week participating in co-curricular activities. 78% spend no time participating in co-curricular activities.
  - d. 43% of FY students find the administrative personnel and offices helpful, considerate, and flexible.
  - e. 72% of FY students feel that this institution has a substantial commitment to their

academic success. 37% feel well-supported by the institution regarding their social needs.

The IPEDS and CDS data sets are very large and overwhelming; these data 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 our Key Campus Performance Indicators.

4. [CDS](#): Results for IU Northwest for the years 2000-01 through 2008-09 are available. Statistics are presented for all IU campuses on admissions, student life, financial aid, faculty/student ratio, enrollment, graduation, and retention.
5. [IPEDS](#): Results for IU Northwest for the years 2005 through 2008 are available.
6. [Campus Climate Survey](#) results for 2006 and 2009 are available.
7. *Satisfaction Survey* results are used by each unit to improve services. For instance, the results of the IT User Satisfaction Surveys are [here](#).

### **8R3 Performance targets** are:

1. WIG lead measures for units represented in AA are located on the AA webpage and are listed here as an exemplar of what every unit on campus has produced for the 2008-09 academic year.
2. Timelines for Action Projects are listed in those project reports and are updated annually.
3. General Education is on track to be implemented in Fall 2010 for 2014 graduates.
4. CASLO: The second cycle of data collection occurred this fall for the 2008-2009 academic year. The campus assessment plan, timelines, and results are available online.
5. RCM: Fiscal year 2010 is a “pilot year” in which all units are operating as if RCM were in place. The campus plans to fully implement RCM in fiscal year 2011.
6. Performance Measures targets: The process for setting targets is established and the first year of systematic data collection and reporting is underway.

### **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 capacity for a campus of its size/enrollment. Although we have established an Office of IR, we are now at a point where we need to establish a fulltime Institutional Effectiveness position, described further in section 8I2.
2. All professional programs (Business, Education, Nursing, HIT, Radiography, Radiation Therapy, Diagnostic Medical Sonography, Social Work, Dental Hygiene, Dental Assisting, Respiratory Therapy, Public Affairs, etc.) hold national accreditation.

### **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, and meeting frequency was changed to once per month, but the basic functioning of the Council will continue. Meeting agendas and minutes are now posted on the Chancellor’s website.
2. The Reaffirmation of Accreditation in May of 2009.

3. See 8R1 and 8R2 above.

**8I1 Recent improvements** The most important improvement has been the campus's moving from nine Strategic Outcomes to four primary focus areas (budget planning and moving to RCM, emergency/crisis management, continuous improvement, and enrollment). This has allowed us to focus our efforts on those processes that are deemed priorities and to better align those priorities within all areas of the organization.

As mentioned, we are completely revising our budget planning process as described in 8P1. Although we have not fully implemented RCM, unit heads are approaching planning with an "as if" attitude, and efficiencies and income-generating ideas are already being sought and implemented.

The campus has made tremendous progress in developing its emergency planning process. A CMT is established, an emergency plan finished (now in the approval stage at the University level), and practice table top sessions are being implemented.

The FPC generally reviews its process yearly. Any issues that have arisen in the past year regarding the process are discussed. Last year, a number of urgent issues regarding facilities occurred. After reviewing and discussing these situations, the FPC proposed some simple revisions to the process that allow the FPC to better respond to emergency or urgent issues. This includes allowing the Chancellor to decide that a request is urgent, at which time the committee immediately meets (off cycle) to review the situation and make a recommendation to the Northwest Council.

The AQIP Category 5 Working Group continues to select processes for mapping, leading to our ability to better understand our important campus processes and initiate improvement efforts where needed. For instance, the group mapped the [faculty hiring process](#) and, in doing so, revealed several inefficiencies and roadblocks. As a result, a group was formed to examine the process more thoroughly and find ways to streamline it. This group consists of the Director of the ODE, the Affirmative Action Officer, a faculty representative, the EVCAA, the AVCAA, and a representative dean and produced a revised hiring process document.

Another important improvement the campus has made is in the enrollment planning process as described above. Selecting the *4 Disciplines of Execution*<sup>TM</sup> format for setting and achieving goals has greatly improved alignment of efforts to increase enrollment and improve retention. Every unit has goals and lead measures that align with the overall campus goal. Although it is too early to understand the impact our efforts are having on enrollment and retention, it is clear that, for the first time in several years, there is absolute alignment of efforts and a shared understanding of the direction of the campus.

In 2007, faculty at IU Northwest expressed great dissatisfaction with the condition of classroom technology for teaching. As a result, 2007 through 2009 has seen a complete replacement and upgrade of technology in each classroom on campus, an upgrade of network infrastructure, and development of pervasive wireless access on campus.

**8I2 Culture and infrastructure support** The process of simply becoming an AQIP institution has significantly worked 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 one complete AQIP cycle 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. With that office now established, we are planning for the next infrastructure improvement to contribute to our ability to plan

and improve. A proposal has been approved by the Chancellor to establish an OIER (reporting to the EVCAA) to move our efforts to “the next level.” The proposal was based on a web search of the institutional effectiveness infrastructure at like-sized peer institutions and other IU regional campuses. This infrastructure support improvement has been approved for FY 2010-11 and is described elsewhere in this document.

### **Category 9 Building Collaborative Relationships**

#### **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 Ivy Tech Community College. These events include “on the road” events in local communities, tours by groups of local high school students, information sessions on campus, dual credit courses offered by local high schools, “Preview Nights,” the annual Youth Summit of middle school students, and many others. Once these activities are planned, the Office of Admissions 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 Occupational Development Office reaches out to local high schools in several ways. First, that office coordinates “hands on” workshops for high school students interested in health careers. Students are brought to campus and are rotated through the various health education program laboratories for introductory experiences with faculty and equipment. Also, the Occupational Development Office coordinates meetings between high school counselors and science teachers, and science and health faculty, from IU Northwest. These meetings are informational in terms of expectations for student preparation and expectations for dual credit courses. Finally, the Occupational Development Office offers online science tutoring to local high school students, free of charge, through the Oncourse teaching and learning platform.

Other events and processes to engage local middle and high school students on campus are coordinated through academic units. These include Kids College, Lego League, “We the People,” the Calculator Tournament, the Science Olympiad, the Science Fair, the Redhawk Debate Team, and the Brain Bee. The Math Lab is also open to local middle and high school students for tutoring. In addition, academic student clubs are engaged in 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).

Another mechanism of establishing relationships with educational institutions and other community organizations is through the OMC’s [Speakers Bureau](#). Faculty and staff register with the OMC and provide information on their areas of expertise and interest. Then, local schools and others can be matched with appropriate speakers to meet their needs.

Units across the institution have also initiated partnerships with other local institutions of higher education. The chief executive officers of the local colleges/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 of the IU campuses meet regularly in the Academic Leadership Council. Deans from the institutions meet periodically as needs and opportunities for collaboration are identified. At the same time, the Office of AA has spearheaded the campus’s creation of articulation agreements with Ivy Tech

Community College and Vincennes University, as well as individual course articulations in the *Transfer Indiana* set of core courses that are transferable across all Indiana state colleges and universities.

**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 and with various organizations. For example, as a result of the relationship between the CRE and the Northwestern Indiana Regional Planning Commission (NIRPC) to develop a 2040 Regional Development Plan, our students were awarded paid internships in which they are engaged in professional development opportunities that will benefit them and the region. Additionally, the [Office of Career Services](#) has developed numerous partnerships with local business and organizations that have resulted in many internship and job opportunities for students. That office regularly sends out job and internship prospects on the student listserv and coordinates an annual on-campus Career Fair. A third, major way that IU Northwest builds relationships with other organizations that employ our students is through service learning arrangements. [Service learning](#) is coordinated through the CETL, which offers many workshops for faculty on the development of service learning courses.

In order to achieve the Mission of the campus, faculty and staff are encouraged to engage collaboratively both internally and externally. Faculty and staff are members on advisory boards, participants in local cultural events, and are invited as guest speakers to 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 also been used to determine if partners' needs are being met. Academic units also 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, employers are surveyed annually by the various professional schools and that feedback is used to inform and improve 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.

Students are exposed to the various graduate programs on campus through recruitment activities, listserv and newsletter information, and via the *IU Northwest Bulletin* and *Schedule of Classes*. Graduate program representatives from other institutions are frequently invited to campus for informational sessions with students. For instance, each year the University of Chicago Law School holds such a session on campus.

**9P3** Two important **organizations that provide key services to IU Northwest students** include the bookstore, operated on campus by Barnes & Noble (B&N), and the campus food service, operated by Comfort's Catering, a local company with offices in St. John, Indiana. 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 IU Northwest campus. All aspects of the B&N contract are periodically reviewed and issues are immediately addressed. The campus CFO and the campus Manager of Student Accounts work closely with the IU Northwest campus bookstore management team. Communication between campus administrators and the campus bookstore management team is open and collaborative. The bookstore team has been very responsive to the needs of students, faculty, and staff 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. The IU Northwest campus' B&N provides employment opportunities for students, which is an important component in the educational experience for students

and contributes to the campus retention efforts. The relationship with the bookstore continues to be a rewarding and productive experience for the campus.

**Food Service:** Comfort's Catering works closely with the director of the Office of Purchasing and Campus Services. Responding to requests from students, faculty, and administration, Comfort's Catering has continued to improve its operations with the re-introduction of a café within the library and an increase in its library hours of operation to include Friday (meeting the needs of a growing student population). The library café is one of two permanent food service locations, as Comfort's Catering also operates the campus cafeteria located in the Moraine Student Center. The food service provider supplies catering services for campus events, as well. The purchasing director collaborates closely with Comfort's Catering in advertising the provider's menu, service hours, pricing, and other aspects of operation. Comfort's Catering also considers all suggestions regarding hours of operation, menu items, etc., that students, faculty, and administration provide in order to improve service on campus. In collaboration with the Office of Student Life and the Office of Purchasing and Campus Services, Comfort's Catering has also taken responsibility for the concessions for athletic events held on campus.

**9P4** The Director of the Office of Purchasing and Campus Services, who reports to the VCA, has a leadership role in **developing and nurturing supplier relationships**, as well as ensuring that University purchasing policies and priorities are met. 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 purchasing director and other administrators. Currently, for example, the campus is planning a significant purchase of new classroom furniture. Furniture suppliers are assisting the campus by providing samples for faculty and students to view on campus. A supplier will be collaborating with faculty and administrators by providing a demonstration on the "best uses" of furniture in the classroom. Meetings with suppliers are frequent, and foster both good communication and quality outcomes. The campus purchasing director interacts regularly with her counterparts at the other IU campuses, as well, helping to develop best approaches to working with suppliers. Suppliers are provided helpful [information](#) by IU. As indicated there, IU is committed 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 is currently creating a "Vendor Newsletter" to help suppliers do business with the University.

**9P5 Building other relationships** As expressed in its *Vision* and Mission statements, IU Northwest is committed 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 2010 [Strategic Outcome 8](#): "IU Northwest successfully collaborates and cooperates in the seven counties it serves on issues relating to sustainable regional vitality and cultural discovery and learning."

[The CRE](#) has been 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 CRE promotes regional quality of life and works with the community to find opportunities for partnerships and collaboration. The underlying conceptual framework for the CRE includes six points of impact that are representative of the resources that our institution can provide to enhance the region's cumulative quality of life in keeping with our Mission and *Vision*, including education, economic development, environmental sustainability, health disparities, arts, and culture. The definition of engagement to which the CRE subscribes is espoused by the leading national proponent of university engagement that sets the highest standard for excellence, the Carnegie Foundation for the Advancement of Teaching, which denotes that "Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional, state,

national, and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” These collaborative relationships are categorized hierarchically from most advanced (Category 1) to least advanced (Category 4) engagement.

Collaborative relationships with the CRE are prioritized based on the level and extent of the relational exchange that occurs. Collaborator, Fellow, Partner, and Associate. An example of such a relationship is the one the CRE has with the COFFY. This consortium includes member organizations that are dedicated to services for children and families in Gary. The CRE has been and continues to be instrumental in the strategic planning, capacity building, and technical assistance to those organizations. On at least three occasions, the CRE has partnered with the organizations in submissions of grant proposals which would provide active engagement opportunities for our faculty and students consistent with the university mission of advancing research, teaching, and service.

A major mechanism by which the CRE facilitates university and community relationships is through its key initiative, entitled the [Non Profit Institute](#) (NPI). Funded with a grant from the Lake Area United Way (LAUW) and housed in the CRE, the mission of the NPI is to provide education, research, and technical assistance that will increase capacity and sustainability of non-profits for fund development, service provision, outcome measurements, and impact throughout Lake County. The NPI provides one-on-one capacity building in the areas of grant writing, grant review, fundraising, program design, evaluation, organizational development, volunteer management, professional development for staff, volunteers and board members, experiential learning internships, and faculty-directed curricular and co-curricular student service-learning for networking and collaboration.

In addition to the CRE, 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 its own unit.

Two noteworthy collaborations between institutions of higher education in the region are the Indiana Academy of Social Sciences (IASS) and the South Shore Journal (SSJ). The IASS is an academic, professional organization dedicated to increasing the usefulness of the social sciences in Indiana, while providing an environment in which the social sciences from both public and private schools can interact in cooperation and friendship. [The Journal of the IASS](#) is published yearly, and an IU Northwest faculty member serves as its editor; IU Northwest underwrites a significant portion of the production cost of the journal. [The SSJ](#) is an online, refereed journal focused on issues relevant to the citizens of Northwest Indiana; the journal received start-up money from the CRE, and has a rotating editorship among IU Northwest, PUC, PNC, VU, and Calumet College of St. Joseph.

**9P6 Ensuring needs are met** The CRE maintains regular, ongoing, open lines of communication with both internal and external constituents. The communiqué’s include those generated internally by CRE staff persons, as well as those developed and disseminated by the university’s Office of University Relations. To make certain that the partnership relationships meet the varying needs of those involved, the CRE also ensures that communication is not merely linear, but also circular. In this way, our constituents understand that our message of an “open door” between the university and community applies to all interpersonal, intrapersonal, inter-organizational, and intra-organizational communications. Further, the CRE staff is in regular contact with all constituents through attendance and active participation in partnership meetings with campus, local, regional, state, and national allies. These average more than 100 per year. It is also important to note that prior to implementing any strategic

actions, the CRE administrator actively seeks out and engages in meetings with key campus partners, including administrators, faculty, students, and staff. The work of the CRE is informed and guided by the input gathered through these multiple facets of communication with all internal and external constituents. Also, the CRE has developed a comprehensive impact binder detailing communications and tangible products that are the outcomes of each partnership engagement, and these are updated regularly to offer ready examples of how ongoing needs assessment is conducted, and how the results are utilized to promote adherence to best practices.

**9P7 Building relationships within the organization** The CRE's objective is the advancement of the university's tripartite academic mission of research, teaching, and service through the development and facilitation of collaborative partnerships and engagements. Multiple opportunities are afforded faculty and students to be awarded for, or assisted in, the generation of partnership relationships. The CRE is creating a new university/community engagement advisory council, which will effectively ensure the integration of communication across all relationships by creating regular opportunities for interaction via two annual meetings—a strategic retreat and a strategic advance—as well as quarterly workgroup meetings to maintain momentum and advancement toward established goals and objectives.

Cross-unit/department collaboration is encouraged and rewarded in many ways. The Office of AA encourages creative, collaborative endeavors and frequently provides human and fiscal resources to assist. For instance, the campus is exploring a cross-disciplinary urban studies focus that will bring together partners from all interested academic units. The faculty committee that is working on this initiative has the leadership and support of the AVCAA, and it includes representatives from CHHS, COAS, SOE, SOBE, Division of Continuing Studies, and SPEA. In addition, the Office of the EVCAA provides internal research grants that particularly target projects with cross-disciplinary collaboration. With the implementation of RCM, units will be further incentivized to develop creative and mutually beneficial partnerships. Cross-unit communication is maintained through the Deans Council, the Faculty Organization, the Northwest Council, the IU Northwest website, and internal e-mail and print communications.

**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 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 the CRE on the number of community projects and number of participants,
- Biannual reports on admission statistics, and
- Annual feedback from high school counselors.

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 necessarily need to decide what its goals or outcomes would be based on its inherent purpose, then the unit would have to address effective ways of measuring 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 in a meeting, and they target improvements based on the data. Also, the information is provided to the appropriate AQIP Category Working Group for inclusion in the Systems Portfolio.

**9R2 Performance Results** Examples of relationships that the CRE has developed include 1) educational associations—the Gary Community Schools Corporation with which the CRE partners to assist with

crucial educational reform, 2) external agencies—the Northwest Indiana Center for Workforce Innovations with which the CRE collaborates to address expanding achievement gaps across racial and gender groups, to deal with the dire rate of high school dropouts in Gary, and to develop a blueprint for multiple pathways to education, 3) consortia partners—the Northwest Indiana Consortium of Community Partnerships, and 4) the general community—with whom the CRE offers ongoing community roundtables to convene collaborative groups of university and community groups to explore potential, participatory, action research projects through which the university tripartite of research, teaching, and service can be advanced.

Current data on **Service Learning** activities are displayed in Figures 9.1 and 9.2.

Year	Number of courses	Number of Faculty	Number of Students
2004-2005	9	8	246
2005-2006	17	11	284
2006-2007	23	11	528
2007-2008	24	13	407

**Figure 9.1** Yearly summaries of service learning courses 2004-2008

Department/School	Courses	Faculty	Hours
Women’s Studies	2	1	140
Dental Education	1	1	264
Speech	2	1	250
Psychology	2	1	1200
Education	11	5	3429
Business	5	3	3429
SPEA	1	1	459
Total	24	13	7341

**Figure 9.2** 2007-08 service learning courses by discipline

Students visit the Office of **Career Services** (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 e-mails. Previously, the OCS webpage had only 1,000-2,000 hits monthly. They now have over 10,000 web hits per month. Visits to the office are up as well as shown in Figure 9.3. The OCS encourages students to get relevant internship experience along with their degree, which will help make them highly marketable upon graduation. Placement success is documented in Figure 9.3.

Year	Office Visitor Log Numbers	Number of Interns
2007	1,102	82
2008	1,225	64
2009 to date	1,237	58

**Figure 9.3** Office Visits and Internship Placements, OCS, 2007-present

The OCS brings employers to campus on a regular basis. Employers have the opportunity to participate with 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 9.4 contains the number of attendees as well as number of employers represented.

Job Fair	Number of Employers	Number of Attendees
Spring 2007	52	374
Spring 2008	50	300
Spring 2009	59	422

Figure 9.4 Job Fair Statistics, 2007-2009

**9R3 Comparison to other organizations** The campus has not had an opportunity to systematically compare our performance results for *Building Collaborative Relationships* with other higher education organizations at this point. However, we can compare our sponsored programs results with the other IU campuses as shown in Figure 9.5. IU Northwest is consistently near the top of the regional campuses in grants and contracts.

Campus	2005-06	2006-07	2007-08
Bloomington	\$146,976,412	\$149,069,601	\$145,632,463
IUPUI	226,158,196	252,261,312	252,220,856
East	4,325,757	3,715,481	3,532,856
Kokomo	530,542	519,805	572,631
<b>Northwest</b>	<b>1,271,297</b>	<b>1,417,262</b>	<b>1,061,330</b>
South bend	646,560	538,859	783,396
Southeast	867,274	571,249	818,143

Figure 9.5 Grant and Contract Expenditures, 2004-2008

**9I1 Recent improvements** One recent improvement that has contributed to the effectiveness of our outreach/recruitment efforts is the addition of a “check box” on the campus calendar event scheduler to alert the Office of Admissions that an on-campus event is a recruitment opportunity. Then, admissions staff can plan to have a presence at the event and can provide appropriate recruitment materials.

Another improvement has been the establishment of a new dual credit relationship with Crown Point High School. This collaboration is an attempt to formalize the transition from high school to college in response to the higher education needs of Northwest Indiana. This relationship is in addition to an already-existing, all-University, dual credit program called the [Advanced College Project](#). IU Northwest is offering two courses at the high school this year, taught by high school teachers under the supervision of an IU Northwest faculty member. The offerings are Human Biology and a lab which has been converted to a whole year course, and an Introduction to Teaching course (education).

Until recently, an untapped resource in establishing relationships and building partnerships has been IU Northwest’s 19,500 alumni, many of whom remain in the region after graduation. Now, however, there has been an increase in communication with IU Northwest area alumni via e-mail, bulk mail, and events. Communication is sent from the OAR to alumni on a regular (monthly) basis. Some of the communication is generated from academic departments. The OAR encourages faculty to provide it with upcoming event information and then forwards it to alumni in an attempt to keep them connected with the university. To identify alumni needs, an electronic survey was sent in 2007 to all alumni for whom we had e-mail addresses. The data was reviewed by a committee of alumni and the director of AR to plan a membership drive and respond to the interests of the alumni in future event planning. Some specific recent outreach events have included 1) an off-campus event with our alumni and admissions office to promote the institution in Porter County; 2) off-campus breakfast and lunch gatherings held in area

hospitals for IU/IU Northwest alumni, an ongoing project to reach alumni at their places of employment; 3) the alumni/OAR co-sponsored, with the Gary Chamber of Commerce, the Gary Business Expo; and 4) the OAR co-sponsored a dental alumni reception with the Department of Dental Education and a nursing alumni event with the SON. In an attempt to reach nursing alumni for whom we had no current mailing information, we placed an ad in the Indiana State Nursing Association bulletin, and on the web, inviting them to attend the event. Other similar events are being planned and 5) a newsletter for the Division of Continuing Studies has been developed. In an effort to provide more visibility to our students who had no awareness of the OAR or the association, events have been planned for current students and alumni such as the networking workshop and the etiquette dinner. In addition, the director meets monthly with a student group to engage them in alumni events, both on and off campus. A great deal of effort is given to working with alumni and student groups by engaging them to work collaboratively on activities and events.

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 in terms of quality and is now a monthly publication with a circulation of 1,000. Another high-quality campus publication, *Northwest Magazine*, was initiated in early 2003 and is distributed twice annually to faculty, staff, alumni, and donors, with a circulation of approximately 25,000. *Northwest Magazine* provides information about campus events, updates or happenings in each of the academic units, and stories about activities closely associated with the *Shared Vision*. In order to foster communication between the campus and the neighborhood in which the campus is located, a monthly Glen Park Conversations meeting is hosted on campus. A faculty member and a member from the Glen Park community make short presentations. This provides a venue for the community and faculty and staff members to learn about each other.

**9I2 Culture and infrastructure support** Our priorities for improvement in campus engagement were clearly delineated in IU Northwest's Strategic Outcomes. Engagement with the community and other institutions of higher education is a clear priority at IU Northwest and is evident in its Mission.