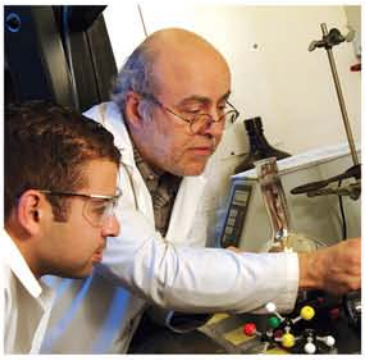

AQIP systems portfolio 2011

INDIANA UNIVERSITY
NORTHWEST

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The criteria for accreditation are listed below but not linked to the evidence in this *2011 Living Portfolio*. To see the links to the criteria in our official 2009 Portfolio, click here.

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.

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

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

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.

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

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.

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

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

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

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.

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

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

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

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.

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.

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.

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

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.

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

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

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

Glossary of Terms

AA – Academic Affairs
AACRAO – American Association of Collegiate Registrars and Admissions Officers
AACSB – Association to Advance Collegiate Schools of Business
AAR – Affirmative Action Register
AAUP – American Association of University Professors
ACE – American Council on Education
ADP – American Democracy Project
AEVCAA – Associate Executive Vice Chancellor for Academic Affairs
AII – Association of Independent Institutions
AIR – Association for Institutional Research
ALC – Academic Learning Center
APC – Academic Priorities Committee
AQIP – Academic Quality Improvement Program
AR/OAR – Alumni Relations/Office of
AS – Associate of Science
AVCIER – Assistant Vice Chancellor for Institutional Effectiveness and Research
AY – Academic Year
B&N – Barnes & Noble College Booksellers, Inc.
BA – Bachelor of Arts
BFA – Bachelor of Fine Arts
BI – Business Intelligence
BofT – Board of Trustees
BS – Bachelor of Science
BSA – Blueprint for Student Attainment
BSN – Bachelor of Science in Nursing
BSW – Bachelor of Social Work
CASLO – Campus Assessment of Student Learning Outcomes
CCD – Campus Council on Diversity
CDS – Common Data Set
CEE – Center for Economic Education
CETL – Center for Excellence in Teaching and Learning
CFO – Chief Financial Officer
CHE – Chronicle for Higher Education
CHHS – College of Health and Human Services
CIO – Chief Information Officer
CLP – Critical Literacy Program
CMD – Center for Management Development
CMT – Crisis Management Team

COAS – College of Arts and Sciences
COFFY – Community Organizations for Children and Families
COMPASS – Computer-adaptive Placement, Assessment, and Support System
CPA – Certified Public Accountant
CQI – Continuous Quality Improvement
CUPA – College and University Professional Association
CURE – Center for Urban and Regional Excellence
CWA – Communication Workers of America
DLS – Division of Labor Studies
DPG – Diversity Programming Group
DSC – Division of Continuing Studies
DSW – Division of Social Work
EEO/EEOC – Equal Employment Opportunity/Commission
EH&S – Environmental Health and Safety
EPIC – Electronic Procurement and Invoicing Center
ES – Enrollment Services
ETS – Educational Testing Service
EVCAA/VCAA – Executive Vice Chancellor for Academic Affairs
FA – Financial Aid
FACET – Faculty Colloquium on Excellence in Teaching
FIS – Financial Information System
FLSA – Fair Labor Standards Act
FO – Faculty Organization
FP/FPC – Facilities Planning/ Committee
FR – First-year
FY – Fiscal Year
GIS – Geographic Information Systems
HEOA – Higher Education Opportunity Act
HIM – Health Information Management
HLC – Higher Learning Commission
HR – Human Resources
HRMS – Human Resource Management System
IASS – Indiana Academy of Social Sciences
ICHE – Indiana Commission for Higher Education
IER/OIER – Institutional Effectiveness and Research/Office of
IPAS – Indiana Project on Academic Success

IPEDS – Integrated Postsecondary Education Data System
IR/OIR – Institutional Research/Office of
IRS – Internal Revenue Service
IU – Indiana University
IU LeaD – Leadership Development
IUAA – Indiana University Alumni Association
IUB – Indiana University Bloomington
IUIE – Indiana University Information Environment
IUSB – Indiana University South Bend
IUSM-NW – IU School of Medicine – Northwest
IT – Information Technology
MBA – Master of Business Administration
MLA – Modern Language Association
MLS – Master of Liberal Studies
MLT – Medical Laboratory Technology
MPA – Master of Public Affairs
MS – Master of Science
MSW – Master of Social Work
NAIA – National Association of Intercollegiate Athletics
NCA – North Central Association
NCEE – National Council on Economic Education
NCES – National Center for Educational Statistics
NCLEX-RN – National Council Licensure Examination for Registered Nurses
NIRPC – Northwestern Indiana Regional Planning Commission
NSSE – National Survey of Student Engagement
NSSP – New Student Success Program
OAA – Office of Affirmative Action
OCS- Office of Career Services
ODE – Office of Diversity and Equity
ODP – Office of Diversity Programming
OLA – Online Application
OMC – Office of Marketing and Communication
ORI – Office of Retention Initiatives
OSP – Office of Sponsored Programs
PNC – Purdue North Central
PUC – Purdue University Calumet
RCM/RC – Responsibility Centered Management
RFP – Request for Proposal
SAA – Student Alumni Association
SAAB – Student African American Brotherhood
SBI – Small Business Institute

SI – Supplemental Instruction
SIS – Student Information System
SLLA – School Leaders Licensure Assessment
SOBE – School of Business and Economics
SOE – School of Education
SON – School of Nursing
SPEA – School of Public and Environmental Affairs
SPT – Strategic Planning Team
SR – Senior
SRP – Student Retention Programs
SSA/OSSA – Student Services Administration/ Office of
SSJ – South Shore Journal
SSS/OSSS – Student Support Services/ Office of
SWOT – Strengths, Weaknesses, Opportunities, Threats
TAL – Teaching All Learners
TP – Transaction Processing
UBO – University Budget Office
UFC – University Faculty Council
UIRR – University Institutional Research and Reporting
UITS – University Information Technology System
UPIRA – University Planning, Institutional Research and Accountability
URAPP/VP– University Regional Affairs, Planning, and Policy/Vice President for
USCAA – United States Collegiate Athletic Association
UTEP – Urban Teacher Program
VCA – Vice Chancellor for Administration
VCSA – Vice Chancellor for Student Affairs
VITA – Volunteer Income Tax Assistance
VSA – Voluntary System of Accountability
VU – Valparaiso University
WAC – Writing Across the Curriculum
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 IU. 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 (VPURAPP) 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; human resources 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 (IN). 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 (FO), 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 ten years have spurred enrollment to a new record high of 5,969 students and 61,854 credit hours in the fall of 2010. 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 were 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, seven 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 CHHS.

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 Management (HIM), Dental Education, and Social Work. The Assistant Dean and Director of the Indiana University School of Medicine – Northwest (IUSM-NW) serves as the Dean of the CHHS, which 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; HIM offers an AS in HIM 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.

COAS programs include 18 BA degrees, 9 BS degrees, 23 minors, and four interdepartmental majors. COAS also offers four post-baccalaureate certificates and began offering an MLS degree in the fall of 2010. Beginning in the spring of 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 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 DCS. Affiliated with Social Work and the DCS, 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 may choose between concentrations in Business Administration or Accounting/Financial Information Systems. The SOBE offers a Post-Baccalaureate Certificate in Accounting to prepare college graduates who want to enter the field of accounting and/or sit for the CPA exam. In addition, the School offers an on-line Graduate Certificate in Management to assist managers who want to enhance their credentials. At the graduate level, the SOBE offers an MBA degree with two delivery options. Students may choose the weeknight delivery with a schedule of their choice, or the MBA for Professionals, 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 (TAL), which leads to dual licensure in elementary education and special education, and Secondary Education, which includes English/Language Arts, Math, Science, Social Science, and Art Education. The Urban Teacher Education Program (UTEP) offers both undergraduate and graduate tracks and prepares students to teach in urban educational settings. UTEP has also partnered with 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 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, the Occupational Development Program, Student Retention Programs (SRP), 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 (including lab tests and medications at-cost).

Needs of external stakeholders (alumni, friends, donors, community partners) are met through the Center for Urban and Regional Excellence (CURE), 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 expects the university to contribute positively to the quality of life in northwest Indiana See Figure O1.

<table>
<tr><th>Students</th><th>Faculty, Staff, Administration (NORTHWEST COUNCIL, ACADEMIC AFFAIRS)</th><th>Alumni, Friends, Donors (UNIVERSITY ADVANCEMENT)</th></tr>
<tr><td rowspan="3">Potential Students
• User-friendly information
• Timely information
• Smooth registration processes
• Helpful advising
• Financial aid availability
• Quality academic programs and degrees

Current Students
• Quality academic programs and degrees
• Available classes
• Appropriate advising
• Flexible learning environments
• Technological resources
• Campus activities
• Financial aid availability
• Safe environment</td><td>• Sufficient resources to maximize learning experiences
• Safe and productive work environment
• Recognition and rewards
• Equitable and ethical practices
• Consistent information about campus</td><td>• Consistent information about campus
• Networking
• Positive institutional image
• Connection with campus
• Continuing learning opportunities
• Initiatives to support campus opportunities
• Recognition for support</td></tr>
<tr><td>Employers, Local Businesses</td><td>Elected Officials, Media (SENIOR ADMINISTRATION, UNIVERSITY ADVANCEMENT)</td></tr>
<tr><td>• Interns and employees
• Faculty expertise and outreach
• University contribution to the quality of life
• Recognition for support</td><td>• Accurate, updated information about campus affairs and community engagement
• Promotion of important campus issues and/or happenings
• Lobbying-related activity through Hoosiers for Higher Education</td></tr>
</table>

Figure O1 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) and 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, bringing together all the health-related programs and creating 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 FO 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 American Association of University Professors (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 for Academic Affairs (EVCAA) and the 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 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 Fair Labor Standards Act (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 O2. 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 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 VPRAPP was created to serve as an intermediary between the regional campuses and IU's President.

Our *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 brought 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*.

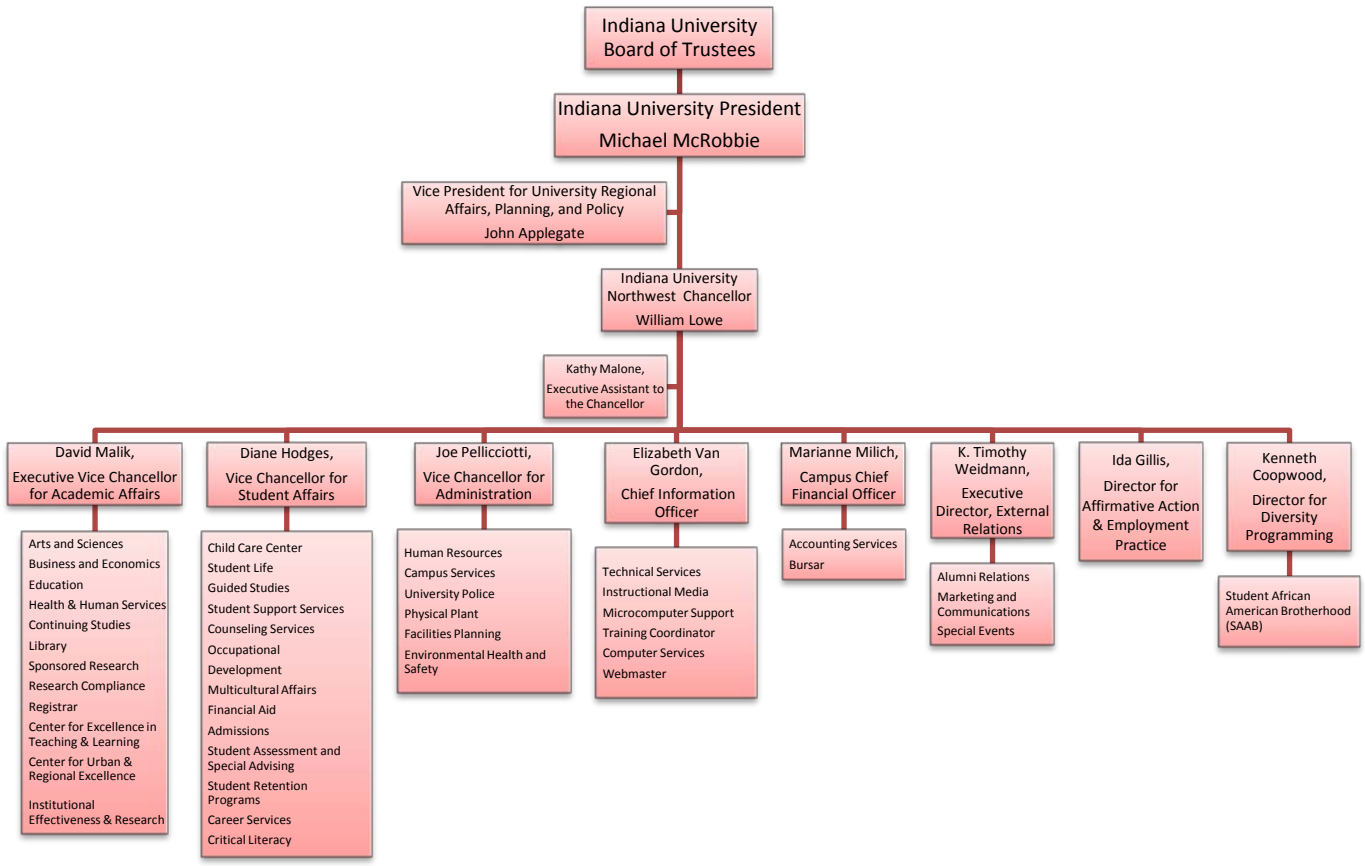


Figure O2 IU Northwest Organizational Chart

O6 Services and facilities Key administrative and support services are listed in Figure O3. 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 IUSM-NW. This branch of the medical school, although located on the campus, is part of the statewide Indiana University 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	• Admissions • FA • Bursar	• Placement testing • Registrar
Student Support	Persistence in pursuing degree objectives	• Academic advising • Critical Literacy Program (CLP) • SRP • Supplemental Instruction (SI) • Student Life • Writing Lab	• Math Lab • Athletics • Career Services • Counseling Services • Pre-professional program • SSS • Office of Retention Initiatives (ORI)
Student Support	Teaching and learning	• Library • Instructional Media • Student labs • Office of Diversity Programming (ODP) • Student Life	• Assessment Center • Student advisory boards • Student government • Multicultural Affairs
Administrative Support Services	Providing attractive and convenient environment conducive to learning	• Police • Physical Plant • Parking • IT infrastructure • Food services	• FP • IT Technology Council • Purchasing • Fiscal Affairs
Administrative Support Services	Communication	• News and publications • Webmaster • HR	• CETL • IT Help Desk
Administrative Support Services	Engagement	• Special Events • Continuing Education • CURE • Purchasing • Advisory boards • Center for Data Analysis	• CMD • Center for Economic Education (CEE) • Alumni • Development

Figure O3 Administrative and Support Services

In 2008, on-campus flooding destroyed Tamarack Hall, home to programs in visual and performing arts, as well as the Theatre Northwest. The IU BofT and the Indiana state legislature approved funding for a replacement 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, or has access to, a computer. The campus uses lifecycle replacement funding to update faculty and staff computers every three years. Adjunct faculty members have access to computers in the academic department and computer labs. IU Northwest has two student technology centers, one Information Commons, and eight designated computer classrooms on the main campus, and one computer classroom at our Portage location. Also, the campus has unit-specific computer rooms for classroom use and for general student use enrolled in particular units. (Examples are dedicated labs for foreign languages, nursing, HIM, radiologic sciences, reading, and the SOBE). The campus supports faculty and staff in the use of technology through 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 Institutional Research (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 (BSA), provide additional guidelines for 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. HRMS has improved the quality of HR data for timekeeping, staff and faculty records, payroll, and benefits administration. SIS provides a university-wide computing environment for student administration at IU and 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.

O8 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% 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 URAPP; 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 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 faculty resources from 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 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 CURE has led to numerous strategic community/university partnerships that are discussed 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 with offerings that 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 Gary public schools and others, and 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. Its 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.

Category 1: Helping Students Learn

1P1 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 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 revision of IU Northwest's General Education Program, the General Education/Assessment Committee of the FO developed five General Education Principles, each with its own domains and student learning outcomes. The result includes major developments in the explicit shared learning outcomes at IU Northwest. Through the establishment of additional required courses and learning

outcomes and our new assessment program, we have begun to monitor 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 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 FO 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 FO. 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 FO 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 FO.

By November 2009, each academic unit had incorporated 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 was made via a common template.

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 FO. 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
BSN	Indiana State Board of Nursing, The Commission on Collegiate Nursing Education, National League for Nursing Accrediting Commission
AS in HIM	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 in Business Administration; MBA	Association to Advance Collegiate Schools of Business
BS in Elementary Education, BS in Secondary Education	National Council for Accreditation of Teachers of Education

Program	Accrediting Body
MSW	Council on Social Work Education
BA and BS in Chemistry	American Chemical Society
MPA	National Association of Schools of Public Affairs and Administration

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 that large populations of Eastern Europeans, African Americans, Latinos, 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 1P1 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 they 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), accreditation 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 committees seek additional input from a variety of sources including the business community, alumni, discipline-specific professional organizations, and current students to determine the learning outcomes for its programs. Some units also have assessment committees responsible for mapping the learning outcomes to particular courses and recommending changes in the curriculum to ensure continuous improvement based on student performance. Further, all curricular changes must be approved by the Campus Survey and Curriculum Committee, a standing FO committee responsible for reviewing the integration of unit specific program goals with the campus Mission. The campus policies and procedures reviewed by the Campus Survey and Curriculum Committee include all new course and course change requests, as well as processes for the development of new degree programs, certificate programs, graduate programs, and guidelines.

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

As a unit develops or revises a course, it must complete a "New Course 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 to the Campus Survey and Curriculum Committee for review and approval. 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, the Academic Leadership Council of Indiana University, and finally ICHE. 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 IU South Bend (IUSB)	Bachelor of Fine Arts (BFA)
MS in Educational Leadership	BS in Dental Hygiene
MS in Clinical Counseling	BS/MA in Geosciences and Secondary Education
Certificate in Women's and Gender Studies	Multidisciplinary Certificate in Urban Studies
MLS	BA in Women's and Gender Studies
Post-baccalaureate Certificate in Management	
BSW	
Minor in Urban Public Health	

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 ICHE's directive about the appropriate setting for associate degrees. The process for making this decision included town hall meetings run by IU, which surveyed students, faculty, staff, and the community about their vision for IU Northwest. A report prepared by IU Bloomington (IUB) then made the recommendations detailed above. This report was presented to the Northwest Council, as well as the FO, 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, the SON and Health Professions, and the DSW. In 2010, SPEA also joined CHHS, with a director reporting to the Dean of CHHS. 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. Currently, the regional campuses of Indiana University are all involved in strategic planning together for the first time.

The BSA Planning Group has multiple representatives from each campus working on designing a plan to encourage collaboration and enhance student learning. Please see the website for more details. For more information on our process for new course and program development, see IP3.

1P5 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 applies 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 requires 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 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.

1P6 Communicating objectives The *Bulletin* 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. Prerequisites are enforced during registration; however, exceptions are made with permission of the instructor. 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. Course objectives are listed on course syllabi also. Any course designated as meeting general education requirements is required to list the learning objectives pertinent to general education, as well as those for the course itself.

The Office of Admissions reviews the transcripts of transferring students to determine whether 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, during open house presentations, college recruitment events, student orientations, meetings with high school counselors, and in the student handbook.

1P7 Selecting programs Student needs, interests, and abilities are important components in selecting programs of study. Admitted students must take reading, English and mathematics placement exams, unless they receive exemptions due to sufficiently high SAT or ACT scores. Recent enhancements include the online availability of the math placement test and the automation of the permission system for math course registration. If a student feels the placement is incorrect, he/she may contact the Department of Mathematics for further evaluation. Students who score below 75 on the reading test are referred to the 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 turnaround time in

receiving results.

Individual units vary in their processes for matching students to interests and abilities. The professional schools use intensive interviewing (e.g., radiography) or rigorous prerequisites before admission to the program (e.g., nursing). In COAS, distribution requirements (12 hours each in science and math, the social sciences, and the humanities) allow students to try out disciplines before deciding on a major. Students learn from these courses, as well as 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 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. Students in the CLP are tracked after they are released into the general student population. Some of these data are reported in section 1R3 in Figure 1.9.

The New Student Success Program (NSSP) is in its third full year. Students who are conditionally admitted to the campus in the fall can enroll in this voluntary program. It consists of a three-course learning community (with one course continuing into the spring), extended summer orientation, and significant contact with peer mentors. The students are currently being tracked for persistence and academic progress. Preliminary data are reported in Figure 1.3.

Cohort	NSSP First Term GPA	NSSP Retention to Spring Semester	Control Group First Term GPA	Control Group Retention to Spring Semester
2009	1.9	71%	2.2	46%
2010	2.4	81%	2.0	64%

Figure 1.3 NSSP Student Success Metrics

There are some students the campus believes cannot be prepared quickly by the CLP 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.

IU Northwest provides multiple services for underprepared students, including math tutoring in the Math Lab, writing tutoring in the Writing Center, and reading enhancement in the Reading Center. Supplemental instruction is offered for specific courses and the Occupational Development Program offers tutoring for many of the science courses and labs. See 1P10 for additional services available for underprepared students.
An online early alert system allows the campus to follow-up with students who are struggling in one or more courses by week five of the semester. The students receive a letter encouraging them to speak with

their instructor and advisor. Students flagged in multiple courses are contacted via phone and required to speak with the ORI, which provides them with academic counseling, and a plan is created to increase the likelihood of success in their classes.

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 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 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, 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 five ways. First, the campus *Promotion and Tenure Guidelines* (revised by the FO in spring 2011) 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 CETL provides an instructional seminar for 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 CETL's programming.

Third, the FO has two standing committees, the Founder's Day Teaching Awards Committee and the 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 quality 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. The current process of unit-based teaching evaluation approaches is being reviewed during the 2010-2011 year by a task force that will identify a common teaching evaluation form to be used by all academic units. 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 and as a basis for discussion of teaching improvements between the instructor and his or her chair or dean.

Fifth, the campus supports 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 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 Monday/Wednesday (MW) and Tuesday/Thursday (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 on 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 to seek 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 strategic plan, classrooms on campus are equipped with multimedia equipment to enhance the use of technology in teaching. Additionally, we now have a technology laboratory classroom with a variety of the latest technology installed for use by classes. The most useful items in this room (as evaluated by the students and faculty who use them) will be installed more widely on campus and will be continually updated to reflect changes in the field. 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. CETL offers regular seminars, with high rates of participation, on the use of Oncourse and other technology available to enhance teaching and learning.

Alternative methods of course delivery 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 recently appointed faculty fellow for online learning is revising the online learning operational plan to increase our offerings in this regard, while providing additional quality training opportunities for faculty who would like to explore online learning pedagogy. The SOBE offers a weekend and weeknight MBA program (with traditional, hybrid, and online courses) tailored to working professionals. Additionally, IU Northwest courses are offered at two off campus sites: the Portage Commons Instructional Site and the ALC in Merrillville, IN (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 (in 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.

1P14 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 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 closed 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. The campus *Bulletin* is republished every two years. Within its lifecycle, courses are reviewed by the relevant academic units and eliminated if no longer viable. Although units vary regarding the degree to which they emphasize criteria for changing or discontinuing programs, they all use regular program review 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

1P15 Learning support needs The identification of learning support needs of our students begins during the admissions process. (See 1P7 for placement testing process.) Based on their placement scores, these students, then, 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 Writing Across the Curriculum (WAC) survey (2007) indicated that 76% of respondents refer their students to the Writing Center.

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

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 the CLP. In addition, the Occupational Development Program offers academic support to students pursuing associate degrees in allied health, dental education, and 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. Those students are assigned an undecided advisor and they work with that advisor and the 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. To enhance advising, a 2010 Action Project will create an online degree audit system that provides "what if" scenarios for a change in major. An Advisors Council was developed in the summer of 2009 that includes members from each academic area, in response to input from the academic units, the Northwest Council, and the WIGs Coordinating Groups. The Advisors Council meets 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.

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—including 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 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, by housing nearly a half-million books and other publications, offering plentiful work areas, and providing all the modern technology necessary for productive study and research.

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 Figure 1.4 below. Additionally, academic support units such as CURE support research projects, internships, volunteer work, and service learning experiences that meet the preparedness requirements as outlined in our recently adopted General Education Principles. 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 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 http://www.iun.edu/~nwstuden/stulife/clubs/index.shtml Student Government	1,2,3,4,5
Undergraduate Research	All academic units	2,3
Community Outreach	Martin Luther King Day programming Science Olympiad Redhawk Debate Tournament Lego League Brain Bee Women's Business Expo Dental Clinic Volunteer Tax Assistance Program Small Business Institute Annual Health Fair	1,2,4,5
Literary/Creative Outlets	*Spirits* literary magazine *Theatre Northwest*	1,2,3,5

Co-Curricular Activity	Examples	General Education Principles
	Film society *Phoenix* student newspaper *South Shore Journal*	

Figure 1.4 Alignment of co-curricular activities with General Education

1P17 Measuring preparedness The campus is currently developing the structure and processes that 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 2010 Action Project to assess learning outcomes in general education courses. (See 1P18 for more details.)

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, Educational Testing Service (ETS) field test results, and exit exams.

1P18 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. Coordinating these assessment processes is the responsibility of the Associate Executive Vice Chancellor for Academic Affairs (AEVCAA) and their staff. They are responsible for collecting student learning assessment results and disseminating them to the campus.

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. The new General Education Principles are now active for the 2010-11 academic year. Instructors conduct assessments of student learning outcomes within the structure of the courses, as well as report data to the General Education/Assessment Committee for general evaluation and feedback. Each of the five principles is scheduled for assessment on a rotating basis by the General Education/Assessment Committee. The faculty and their departments/units are informed in the fall that the general education learning outcomes in their courses are to be assessed during that academic year. They must present a plan to the committee for assessment, which is fine-tuned by the committee before assessment begins. The assessment results are then due in the spring and are used by the academic units and the writing, language, and math labs, as well as CETL, in their continuous improvement efforts.

The general education requirements will be maintained through an annual process, during which courses can be added or subtracted from any comprehensive lists. Specific requirements for each major are also reviewed and updated annually to ensure they are meeting the needs of the programs.

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 Campus Assessment of Student Learning Outcomes (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 National Survey of Student Engagement (NSSE) during 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.

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 AEVCAA in creating a centralized assessment cycle for all of the general education learning outcomes. To date, we have conducted assessments of the Principle 1 domain of speaking and writing effectively and the Principle 2 domain of mastery of mathematical reasoning. For the 2010-2011 academic year, the committee has chosen fluency in oral communication as the target of assessment and, for 2011-2012, learning outcomes for scientific reasoning will be examined. The actual measures used for these assessments are described in section 1R2.

SAT scores are not a measure of student learning; however, they do provide a context for interpreting the rest of the data provided for IU Northwest students. As you can see in Figure 1.5, the verbal and math SAT scores of our students are lower than that of the state of Indiana and the nation. Part of our mission is to provide significant access to higher education for individuals living in northwest Indiana.

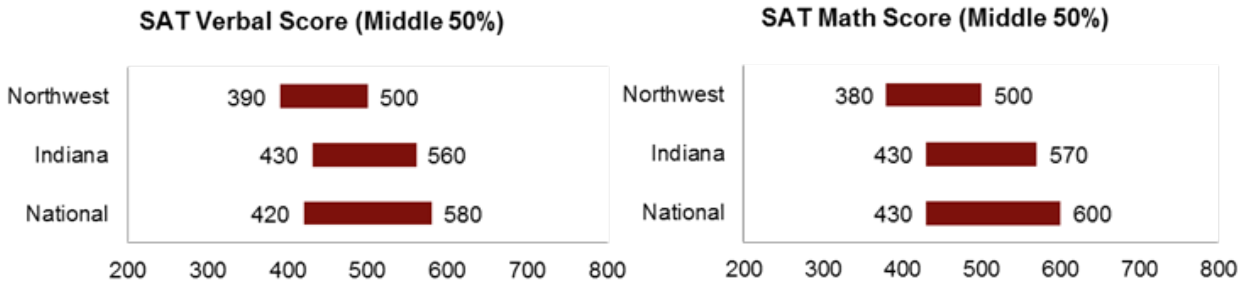


Figure 1.5 SAT Verbal and Math Scores, IU Fact Book 2010-11

Following from this admission base, we next report retention and graduation rates in Figure 1.6. Improving retention and graduation rates is a significant focus on the campus, and a number of current

initiatives have resulted in IU Northwest having the highest retention rate of the IU regional campuses. These data were used by the Enrollment Task Force in 2008 as they developed a plan for increasing retention, one of the two prongs of the campus enrollment plan to increase the number of students to 6,000 by 2013. One key aspect of retention, advising, is undergoing modifications in the 2010-11 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, an action project focusing on developing an electronic degree audit system is underway. Additionally, we are moving to a system whereby admissions can directly schedule advising appointments for freshman, and new, more intrusive processes for early alert and satisfactory academic progress are being implemented.

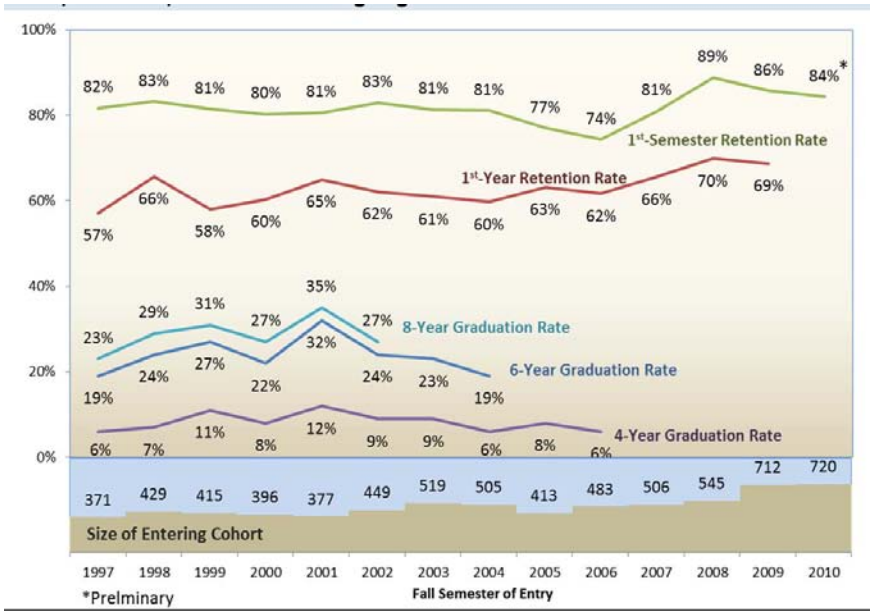


Figure 1.6 Fall, Full-Time, Bachelor's-Seeking, Beginner Retention and Graduation Rate Trends

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 performances. 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 that participated in NSSE 2009 and 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 among IU Northwest and these various peer institutions can be seen here. One of the most prominent characteristics in 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. With regard to the other two comparison groups, rates of full-time attendance were much, much higher. Because part-time students likely have more demanding off campus lives, 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 the responses of full-time students. Lower means on these items for IU Northwest students may be an artifact of the larger proportion of part-time attendees in the sample than in our comparison groups. In addition, IU Northwest had a much higher proportion of under-represented minority students than did any 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, also, 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 in any of our comparison groups. Also, IU Northwest students reported many more hours of caring for dependents. Each of these characteristics presents challenges to student engagement and 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 IER 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 which 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 that they "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, 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 five 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 of public speaking to the general education curriculum 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 needed 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 more likely to 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.

Principle 1 Foundations

A. **Writing** 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 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) 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.

B. **Mathematics** The two most commonly required courses were assessed: Basic Mathematics and Finite Mathematics. A common midterm and final are given in both classes. The General Education/Assessment Committee helped the Math Department select six problems from the exams that measured the learning outcomes for a random sample of students that received a C or better. The questions were rescored using a partial-credit grading key by one independent grader. Results for Basic Mathematics indicated that only 50% of the students scored better than 70% on the six problems. Average performance per problem ranged from 55% to 86%. Currently, the Math Department is using these results to recalibrate the course by increasing coverage of the content related to the outcomes and by tracking the success of the students in subsequent mathematical reasoning courses. Results for Finite Mathematics indicated that 85% of students scored better than 70% on the six problems and, thus, successfully demonstrated achieving the general education outcomes. Average performance was between 81% and 84% for all problems but one: linear inequalities (63%). The Math Department is currently increasing coverage of this topic in the course and providing support for specialized tutoring in the Math Lab; however, we are confident that students who pass the course are achieving the general education mathematical reasoning outcomes. Additional details can be found here.

C. **Public Speaking and Science w/lab** These courses are currently being assessed. Reports are due in late spring 2011.

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 1.7.

Dental Hygiene	None.
Nursing	New clinical contract was secured with Ingalls Hospital in IL to provide additional clinical sites for the increased number of students and, of equal importance, to provide the increased number of capstone students with individual preceptors.
Radiologic Sciences	Changes to the program's attendance and tardy policies for clinical course work.
Health Information Management	Curriculum changes are planned for 2011-12 to increase and strengthen coding and classification experiences and content for the ICD-10-CM and ICD-10-PCS systems, which will be implemented in the United States on October 1, 2013.

Figure 1.7 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 2010-11 year include preparing review materials and increasing study opportunities, both in and out of class, as well as incentivizing test-taking.

COAS departments use a variety of assessment tools including, but not limited to, standardized tests, evaluation of DFW rates, absences, test scores and grades, exit interviews, portfolios, embedded course evaluations, facilities evaluations, and strengths/weaknesses evaluations. The 2008-10 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 1.8.

Biology	More writing in discussions with the aim of urging more dedicated study time by letting students know they'll have to demonstrate understanding in writing, not just on multiple choice exams.
Communication	Designing portfolio assessment of student work.
English	Increase in style analysis of literature in upper-level courses with specific

	assignments.
Fine Arts	Developing BFA degree.
History	History—focus on the use of primary and (local) archival sources. Philosophy—developing courses centered on the dialogue between contemporary secondary sources and classic primary sources.
Modern Languages	Increased assistance and guidance for some part-time instructors.
Women's and Gender Studies	Intro class to spend more time on the history of American feminism.

Figure 1.8 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 redesigned 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 is developing an alumni and employer survey that will be administered one and five years after graduation that should provide important central information on this topic as well.

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. These metrics are being revised during the new strategic planning cycle in 2011 and targets will be set for the revised metrics.

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 1.9). Students in this program are being retained at a higher rate than one would expect, given the students' educational profiles.

Year	# of students	2nd Semester Retention	2nd Year Retention	3rd year Retention
04-05	120	76%	57% (43%)	34%
05-06	101	78%	52% (55%)	UA
06-07	104	81%	61% (60%)	23%

Year	# of students	2nd Semester Retention	2nd Year Retention	3rd year Retention
07-08	120	88%	71% (62%)	49%
08-09	94	74%	56% (67%)	30%
09-10	104	80%	56%(66%)	33%
10-11	114	87%	72%(60%)	NA

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

Figure 1.9 Critical Literacy Program results from 2004-2010

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 onto all campus computers, in addition to the full Microsoft suite, Mathematica and SPSS.

The 2007 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 those of other higher education organizations. Some of our programs have a long history of comparing results to regional, state, and/or national data, including nursing, radiography, HIM, social work, accounting, business, education, chemistry, English, and psychology. These programs use licensure exam pass rates/scores or ETS field test results as one measure of student success. The results of these tests are used to modify existing programs to enhance student success. Some of these results are included in Figure 1.10.

Program	Test	National Pass Rate *or* % Correct	Northwest				
			2006	2007	2008	2009	2010
Nursing	NCLEX (National Council Licensure Examination for Registered Nurses)	86.7%	85.7%	77.5%	94.4%	96%	92%
HIM	HIM National Boards	76.4%	88%	92%	100%	93%	68%
Radiology	Radiologic Sciences National Boards	90.8%	97%	98%	98%	100%	100%
Dental Hygiene	Dental Hygiene National Boards	95.7%	100%	100%	92%	95%	95%
Business	ETS – MBA		246.8•	247•	244.5•	245•	

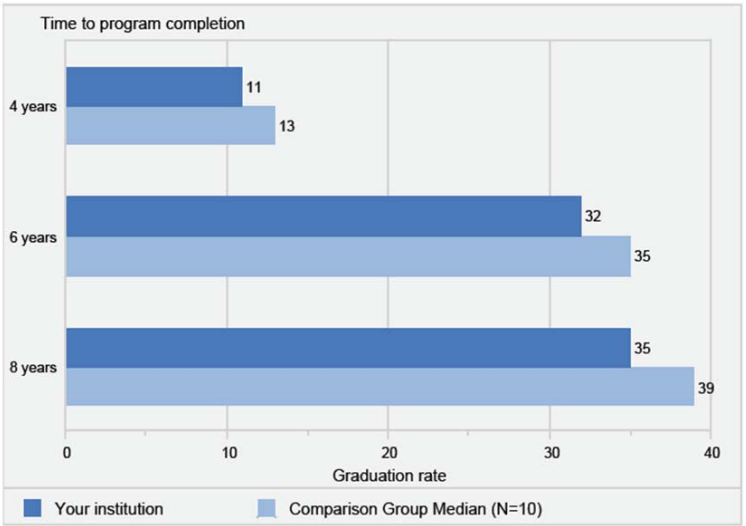
Program	Test	National Pass Rate *or* % Correct	Northwest				
			2006	2007	2008	2009	2010
Business	ETS – Undergrad		147 •	144•	146•	155•	149•
Education	Praxis I	55-78% correct	48-66% correct	55-78% correct	57-74% correct	64-71% correct	60-73% correct
Education	Praxis II (TAL) Praxis II (Secondary)	58-79% correct 50-78% correct	50-75% correct 39-72% correct	58-77% correct 52-68% correct	55-80% correct 43-70% correct	59-80% correct 55-78% correct	58-80% correct 53-80% correct

• Mean score

Figure 1.10 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.

Our graduation rates as compared to our peer institutions are in the bottom third (Figure 1.11). Our peer institutions are largely residential southern universities and so do not necessarily have the same student body as does IU Northwest. Additionally, our time to program completion is longer than that of our peer institutions. However, we do have comparable graduation rates to the other IU regional campuses and the highest retention rates among the regional campuses for full-time and part-time students. We are focused on shortening the time to program completion and increasing graduation rates with a number of initiatives, including the development of the degree audit system, improving the Satisfactory Academic Progress process, and monitoring course offerings to ensure timely graduation.



Rank Among Peer Group (of 11)
4-year: 7
6-year: 8
8-year: 8

Figure 1.11 Graduation Rate Peer Comparisons: 2001 Cohort, Bachelor's degree graduation rate of Fall 2001, full-time, bachelor's degree-seeking beginners within 4, 6, and 8 years

1I1Recent improvements in this category include:

1. Establishment of a centralized assessment center located in the Office of AA (Fall 2008).

2. Assessment of general education learning outcomes.
3. In Math M100, based on this assessment, more emphasis on problem solving and applications; development of supplementary materials to help students prepare for problem solving and applications.
4. Creation of the position of IR (2007), which was further developed into an OIER (2010) 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.
5. Appointment of a programmer and research analyst to accelerate the implementation of the degree audit system.
6. Establishment of the ORI with a full-time director to bring together all retention efforts of the campus. Additionally, a retention committee has been formed, co-chaired by the Director of the ORI and the AEVCAA, to coordinate evidence-based retention strategies.

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.

1I2 The 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 implemented:

1. Assistant Vice Chancellor for Institutional Effectiveness and Research (AVCIER), who reports to the EVCAA. This individual provides both stability and a clearly delineated job focus to monitor and coordinate quality improvement initiatives at IU Northwest.
2. An institutional effectiveness advisory committee, which serves in an advisory, monitoring, and coordinating role at IU Northwest in planning and assessment. The initial work of this group is targeted towards strategic planning, as well as creating a systematic plan of evaluation for the campus. The chart below shows the structure of this plan (Figure 1.12). The circle most relevant to this category is the Academic Assessment circle, which contains all the academic assessment data collection/reporting/feedback/improvement processes that report to the Office of AA (general education, major assessment, program review, NSSE, accreditation, etc.).

Figure 1.12 Campus Assessment Model

3. The OIER, which has systematically collected 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.
4. Additionally, individual academic units routinely gather and compile data related to student learning outcomes. These results are then utilized by the faculty in the units to decide what improvements need to be made on an annual basis. The outcomes assessed each year, and improvements to be targeted in the coming year, are now reported to AA annually.

Category 2: Accomplishing Other Distinctive Objectives

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 National Council on Economic Education (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 economic 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 Internal Revenue Service (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, 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, 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 Martin Luther King, Jr. celebratory event, and the myriad of events and programs included in the Diversity Programming series each year managed by the Office of Diversity Programming (ODP).

Another way the campus designs key non-instructional processes in alignment with its mission of serving its external stakeholders is through the OAR. 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 IUAA and the OAR administers.

2P2 Non-instructional objectives are derived from the campus Mission, which is developed by the faculty through the FO governing body. The FO 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 their units' missions, 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. In 2010-2011, under the leadership of the new Chancellor, the Northwest Council developed a new strategic plan that is now in the process of being vetted across campus and within the community. (Also see Category 8.) Strategic priorities were developed, and campus level and unit level goals are in the process of development. Campus strategic priorities are:

- Student success is our primary mission.
- Academic excellence is at the heart of curriculum content and disciplinary scholarship

that create the high quality Indiana University educational experience.
- Outstanding institutional infrastructure and support are essential elements for achieving success and excellence.
- Community engagement is the hallmark of our commitment to advancing educational opportunities while addressing regional priorities.
- Funding our future builds self-reliance and success.
- Administrative structure and function are the facilitators of transformational success.

Another way in which the campus has developed non-instructional objectives is through the regional campus strategic planning process, termed the Blueprint for Student Attainment (BSA). This is a collective planning process by the regional campuses of IU, led by the Executive VP for University Regional Affairs, Planning, and Policy (URAPP). This planning process was founded on the following priorities:

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

The IU Northwest strategic priorities described above were developed with these regional priorities in mind, as well as in line with the IU President's Principles of Excellence.

As an example of academic unit development of key non-instructional objectives, the SOBE has a faculty 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 plan was developed with contributions from many individuals within IU, the regional campuses, and other groups, including the IUAA Board of Managers and Executive Council. Eight strategic goals have been identified to guide the Association's actions in assisting the University with six areas specified by the IU President. Those six areas are: student, faculty, and staff recruitment, diversity, advocacy, marketing, international affairs, and development. The OAR is designed to bridge the gap between students and alumni of IU Northwest. The Student Alumni Association (SAA) provides a means for interaction and understanding between current students and the IUAA, encourages students to work with alumni and the IUAA in developing loyalty and support of the University, and makes students aware of their potential role as 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 informs these constituents about 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* e-magazine, and the *IU Northwest Annual Report*. Also, the Chancellor holds periodic town hall meetings on more complex issues of importance. There is consistent communication at unit and departmental levels at regular faculty meetings, and a monthly meeting of the FO. 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 reaccreditation process are also available online, and updates and announcements are conveyed regularly to the faculty and staff through the FO 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 and 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 the 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	Measure 2009-2010	Measure 2010-2011
Athletics	Generate a sense of community and pride among students, staff, faculty, and alumni	Vice Chancellor for Student Affairs (VCSA), Office of Student Life	75 recruited varsity athletes; 42 home competitions attendance of 30-50 persons	69 recruited varsity athletes; 48 home competitions attendance exceeding 75 participants per competition	42 recruited varsity athletes; 31 home competitions attendance exceeding 100 participants per competition
Assessment Center	To make students aware of their strengths and developmental needs as they relate to the skills needed for academic and professional success	Dean of the SOBE	200 students assessed	200 students assessed	220 students assessed
Service Learning	Student learning and service to the community	Director of CETL	***See data in Category 9 (9R2)***		
Counseling Center	To provide students access to a wide range of counseling services and resources	VCSA	920 hours provided; 90% students	Statistics and numbers unavailable due to change in staff	468 hours provided; 98% students
Student Clubs and Organi-zations	To enhance the quality of life of students, enhance learning, and provide students service opportunities	VCSA, Office of Student Life	Over 75 registered clubs	45 registered clubs (many inactive clubs were eliminated)	60 registered clubs
Child Care Center	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	14 student families utilized the Child Care Center	12 student families utilized the Child Care Center in fall/spring and 18 student families

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
					utilized the Child Care Center during summer 2011
Financial Aid	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	42.6% of financial need of full-time, degree-seeking students was unmet	TBD
Health and Wellness Center	To provide low-cost, episodic, primary health care (opened in January 2009)	Dean of the CHHS	187 visits January – June, 2009	415 visits January – December 2009	769 visits January – December 2010
Diversity Programming Series	Position IU Northwest as a premier venue for diversity programming and community engagement	Director of the ODP	15 events per year (approximately two per academic month)	15 in academic year (approximately two per academic month)	75 in academic year (approximately seven per academic month)
Career Services	To assist students and alumni in planning for successful careers and securing meaningful employment	VCSA	1,224 student assists	1,590 student assists	1,553 student assists as of 6/28/11

Figure 2.1 Student Stakeholders, 2008-11

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
Alumni Association	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)	29 events and 1,638 participants	32 events and 1,198 participants

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
Northwest Indiana Business Alliance	To provide internships and to network the business community with the SOBE	SOBE Business Advisory Board	250 attendees at the annual business luncheon	260 attendees at the annual business luncheon	230 attendees at the annual business luncheon
Business Connections	To provide networking for business school alumni	Dean of the SOBE and SOBE faculty	50 participants	30 participants	Has been moved to online environment; we have 96 members
Center for Economic Education (CEE)	Equipping our young people, their parents, and teachers with economic and financial literacy	Dean of the SOBE, National Council on Economic Education	14 presentations in the past two years; 676 people reached	14 presentations in the year; 387 people reached	11 presentations in the year; 242 people reached
Center for Management Development (CMD)	To serve the community and businesses with management training and development	Dean of the SOBE	17 projects; approximate revenue of $65,000	15 projects; $124,000 in revenue	15 projects; $65,000 in revenue
Volunteer Income Tax Assistance (VITA) Program	Community service and to provide an opportunity for student learning and professional training	Dean of the SOBE, IRS	Trained eight students; helped 135 families	Trained five students; 173 federal returns filed and 186 state returns filed	Trained eight students; 129 federal returns filed and 140 state returns filed
Calumet Regional Archives	To collect, preserve, and make available records to document the history of Indiana's Calumet Region	IU Northwest Library	1,000 research requests; acquired five new collections	1,000 research requests; acquired five new collections	1,000 research requests; acquired ten new collections
Money Smart	To help improve local citizens' financial knowledge by attending seminars offered by financial professionals	Federal Reserve System	25 seminars; 360 attendees	36 seminars; 313 attendees	TBD

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
Gallery Northwest	Art appreciation, display of contemporary art, and to give artists a platform to show their works	Gallery committee	Average of 300 attendees per exhibit	Average of 300 attendees per exhibit	Average of 325 attendees per exhibit
Science Olympiad	Engage middle and high school students in science	COAS	35 schools and 574 participants	21 schools and 552 participants	20 schools and 525 participants
Lego League	Engage elementary and middle school students in science and technology	COAS and SOE	10 schools and 100 students participated	20 schools and 800 students participated	32 schools and 1,000 students participated
Weed and Seed	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		
Annual Forum on Child Abuse and Neglect	To provide information on topics related to foster care, abuse prevention, and child safety	SPEA and DSW	Approximately 300 attendees	250 attendees	315 attendees
Center for Data and Analysis	To provide data/demographic and geographic/ Geographic Information Systems (GIS) specialized information, resources, services, and tools	IU Northwest Library	15 projects for community organizations via external funding	10 projects for community organizations via external funding	12 projects for community organizations via external funding
Steel Shavings **magazine**	To publish articles by IU Northwest students and	COAS and the EVCAA	Subscription list of 200+	Subscription list of 200+	Subscription list of 200+

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
	others pertaining to life in the Calumet Region of northwest Indiana				
Wetlands Restoration/ Little Calumet River	To assemble and preserve native prairie, wetlands, and habitat	COAS	300 native plant species	300 native plant species	300 native plant species
Calumet Science Fair	Engage elementary, middle, and high school students in science	COAS	33 schools, 200 participants	22 schools, 200 participants	37 schools, 200 participants
Red Hawk Debate Tournament	Provides local high school debate teams with a venue	COAS	5 schools, 200 participants	Cancelled due to snow	6 schools, 200 participants
Summer Health Science Program	Engage Gary high school students in science and inspire college and careers	COAS	3 schools, 25 participants	3 schools, 25 participants	3 schools, 25 participants
Summer Dental Institute	Engage Gary high school students in science and inspire college and careers	COAS	9 schools, 20 participants	9 schools, 20 participants	9 schools, 20 participants
Gary Talented and Gifted	Engage Gary high school students in science and inspire college and careers	COAS	5 schools, 25 participants	5 schools, 25 participants	5 schools, 25 participants
Power Up for Science	Present techniques to Gary high school teachers in science	COAS and Bloomington SOE	5 schools	5 schools	5 schools
Youth Summit	To inspire 8th graders to pursue college and careers	Occupational Development, COAS, CHHS	20 schools, 450 participants	20 schools, 600 participants	Cancelled due to snow

Programs	Objectives	Responsibility Unit	Measure 2008-2009	Measure 2009-2010	Measure 2010-2011
Theatre Northwest	Only public theatre program in northwest Indiana, theatre appreciation	COAS	3 shows per year; 22 schools and 2,307 community members in attendance; total attendance was 2,896	3 shows per year; 32 schools and 3,107 community members in attendance; total attendance was 3,637	3 shows per year; 37 schools and 3,606 community members in attendance; total attendance was 4,697

Figure 2.2 Community Stakeholders, 2008-11

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 and through CURE.
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 student

services area (see Institutional Overview, Chart O2). This allows better communication within, and oversight of, all non-instructional student services.

3. IU Northwest has taken several steps towards measuring institutional effectiveness. We now have an OIER with a full-time assistant vice chancellor and one staff member. (See 1I2 and 5I2 for more information.)
4. We have implemented our new strategic planning structure and process (described in 2P2).
5. We are part of a new regional campus organizational structure under one VP (described in 2P2).

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 FO 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 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 that delivers the highest quality instructional and non-instructional programs in northwest Indiana.

Category 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 request and view information with regard to their interests. E-mail requests from prospective students are answered through the Office of Admissions and referred to departments as needed. The needs of prospective students are also identified through recruiter visits to 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 OIER 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 employee students in order to meet students' 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 that 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. To further meet student needs and to encourage involvement, an Academic Planner is given to all students attending New Student Orientation. The planner provides academic-related dates, university offices, answers to frequently asked questions, and a list of campus organizations and their planned events. *The Student Handbook*, published annually and distributed to all currently enrolled students, provides a comprehensive list of programs, activities, and campus events, along with contact information to facilitate student access.

The technological foundation for service delivery to students is OneStart. OneStart is maintained by the system-wide University Student Information Systems, 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 SIS assesses needs through various means, e.g., via SIS 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. Student comments led to the development of a revamped online admission application that allows for a faster receipt and processing time, availability of fee waivers for select groups, and more flexible usage of credit cards.

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. Our primary service areas of Lake and Porter County are well served. The schools in the areas are visited at least twice each semester, with more frequent visits to our large feeder schools. Programs are offered during and after school and with parent organizations. In addition, the Office of Admissions works with community organizations, such as Boys and Girls Clubs, YMCAs and YWCAs, career and job fairs, libraries, and churches to offer programs on and off campus. The Office of Admissions sponsors "College Prep 101," a free workshop open to prospective students and their parents, which offers general information about going to college. The Office of Financial Aid and Scholarships regularly participates in "College Goal Sunday," workshops conducted each February throughout Indiana that provide information to prospective students about financial aid and the financial aid application.

Customer Service	Outreach Events	Outreach Activities
• Telecounselors build relationships from prospect stage through enrollment. • Prospective student observation of classes and study sessions. • Discussion of service needs in Admissions Office via phone, e-mail, and in person; distribution of information by e-mail/mail. • Individual appointments (career assessments and counseling, job search strategies, and mock interviews), roundtable events, job fairs. • Online application, *Schedule of Classes*, *Bulletin*	• Local county fair booths and state fair booth • Attending college fairs • Faculty serving as guest lecturers at high schools • Participation in community events • Tables at career/job fairs • Visits to Boys and Girls Clubs and YMCAs and YWCAs	• Science Olympiad • Redhawk Speech Competition • Brain Bee • IU Northwest Calculator Tournament • University workshops (Collaborative with Gary schools) • Kid's College • "We the People"

Figure 3.1 Relationship Building with Prospective Students

Orientation	Academic Support	Media	Miscellaneous
Opportunities to meet and talk with representatives from: • The Admissions Office • The Athletic Department • Student Government • The Student Activity Board	• Faculty-student advising sessions • Supplemental Instruction • Math Lab • Writing Center • Reading Lab • Student Support Services • Critical Literacy Program • Library services	• *Northwest Phoenix* • Student handbook • Academic Planner for new students • Mass e-mails to the student listserv • IU Northwest website	• Student representation on campus committees such as the DPG and the student Alumni Association • "Get a Student Life" week, sponsored by the Student Activity Board • Campus counseling services • Student leadership groups • Career services (testing, job placement, and internships)

Orientation	Academic Support	Media	Miscellaneous
• Career Services • Student Retention Programs • Student Support Services • Other campus departments	• Peer mentoring • Student technology centers • Book loan program • Laptop loan program		• Student life activities • Faculty/staff sponsorship of student activities and clubs • OneStart

Figure 3.1 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, 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. The surveys also pointed out the need to increase the number of computer stations; as a result, new stations were added to the Moraine student lounge and

Marram Hall. A new Information Commons in the library, offering the newest in technology and academic support tools for individual and group use, opened in 2010. IT utilizes more than the survey for keeping pace with needs. They monitor work orders coming into the IT Support Center on a daily basis. Faculty and students do not need to wait for the survey to express their concerns since IT is always responsive to a phone call or email concern that comes in to the Support Center. Staff also monitor systems on a continuous basis, including lab monitors' daily reporting of student concerns/requests.

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, and with 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, the 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 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, 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. Additionally, in preparation for strategic planning in the 2010-11 academic year, the OIER conducted an external scanning exercise in which internal and external campus constituents were surveyed concerning trends that are impacting or will impact higher education generally and IU Northwest specifically. As a follow-up, community members were invited to take part in table discussions held on campus with the Director of the OIER, the Chancellor, the Vice Chancellors, and the Deans. At those discussions, community members were asked about the trends in their fields, needs in their communities, and ways in which IU Northwest could be engaged in the community in order to help address needs.

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 distributed to

local media and national media, 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.) There were 43 employers at the Spring 2011 Job Fair.
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 gage 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 gage 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 SAA.

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
• IU Northwest Gala • Enhanced stewardship of high-level donors • Individual project fundraising activities	• *Northwest News* • *Northwest Magazine* (circulation of 20,000+, twice annually, initiated in 2003) • *Spirits* (award-winning student literary magazine)	• Proactive interaction with media • Press releases • News stories • IU Northwest homepage with faculty and staff highlights	• Telefund activity • Staff and faculty service on advisory boards of corporations, not-for-profits, professional organizations • Alumni association • IU alumni retaining IU e-mail address

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. Lake and Porter Counties account for 74% and 19% respectively, of enrollment and are our primary service areas. In the Gary area alone, 35 high school visits, along with nine visits to Ivy Tech Community College were made, eight college fairs were attended, seven community events had a representative from IU Northwest, 11 schools visited campus for programs, and three College Prep 101 workshops were presented off campus. 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 The Code of Student Rights, Responsibilities, and Conduct addresses student complaints, process and procedures, and appeals. Student complaints such as grade appeals, service or safety issues, etc. initiated in person, in writing, or via telephone, are handled hierarchically on both the academic and student services/affairs side and students are informed of the outcome of their respective complaints. The campus recently approved a new Hearing Process and Procedures, which is available online from the Student Services Administration homepage. Some student complaints may be informal, but are still taken seriously. For example, student comments about getting the "run around" between enrollment services offices led, in part, to considering, in conjunction with an American Association of Collegiate Registrars and Admissions Officers (AACRAO) consultant in early 2011, a one-stop service center and reorganization of enrollment services areas to improve student efficiencies.

Increased enrollment in 2009 and 2010 has impacted parking availability for students, faculty and staff, particularly at popular class times from mid-morning through mid-afternoon. A Parking Utilization Study was done in the fall of 2009 by counting open spaces on lots from 8:00 a.m.-6:00 p.m. on Mondays, Tuesdays, Wednesdays, and Thursdays. The study found that some lots were at or above 100% utilization during prime times. This study was followed by a survey in February 2010. The results showed students, faculty, and staff were dissatisfied with parking availability and questioned why they should buy a parking permit when parking was unavailable, far away, or difficult to find. With the anticipation of an increased enrollment in fall 2010, the administration reviewed options to improve parking. Land near campus was purchased and new spots were added. An existing lot was expanded and

traffic flow was enhanced, adding more spaces. The University contracted with a bus company to offer the Redhawk Shuttle, operating every ten minutes from campus to an off campus site where parking is plentiful. The shuttle runs Monday-Thursday, 8:00 a.m.-7:30 p.m. during the fall and spring semesters. Initially, shuttle service stopped earlier, but student, faculty, and staff complaints led to an extension of the hours in early October to better accommodate class and office times.

When a student or employee notifies the Office of Affirmative Action (OAA) of a complaint, the Director of the OAA 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 OAA. 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 OAA 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 OAA, 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 OAA 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. The Director informs 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 the OAA initiates an investigation to seek the validity of any allegations within the jurisdiction of the OAA. 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 OAA does not feel is an appropriate response to the complaint, he/she attempts 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 OAA and the HR office. These procedures are published in the employee handbooks, including the *Academic Handbook*, the Non-union Personnel Policy manual, the Union Represented Personnel Policy manual, and the Hourly Personnel Policy manual. Appeal procedures and notification procedures are also included.

Formal complaints processed within the OAA from 2005-2011 are shown in Figure 3.4. Of the 11 cases processed during 2007-2009, seven were deemed non-meritorious, one meritorious, and three are still active.

Discrimination based upon	2005-2007	2007-2009	2009-2011
Disability	1	0	0
Gender	1	0	1
Race	2	2	0
Retaliation	2	0	2
Sexual Harassment	6	3	6
Other	0	2	1
Multiple concerns	0	4	9
Consultations and inquiries	n/a	n/a	11

Figure 3.4 OAA Complaints, 2005-2011

The FO 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 FO, the Deans Council, the Northwest Council, or meetings of other groups as a means to educate people on processes or procedures 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 students 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

Stakeholder	Measure(s)	Process	Improvement Target
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 bi-annual IT survey provides data on student satisfaction with IT services. 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% and the 2010 survey indicated a satisfaction rate of 97.5%. 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 questions focused 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. Due to reorganization in 2008, the ES Council was dissolved. However, in 2011, the AA and SSS offices are reorganizing to more efficiently serve student needs and an ES Council may be reinstituted in some form.

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 2010.
4. Increased alumni satisfaction, as demonstrated by the increase in paid alumni memberships—a net gain of 48 paid alumni members for our campus in 2008.

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 139 active accounts benefitting the IU 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 Figure 3.7.

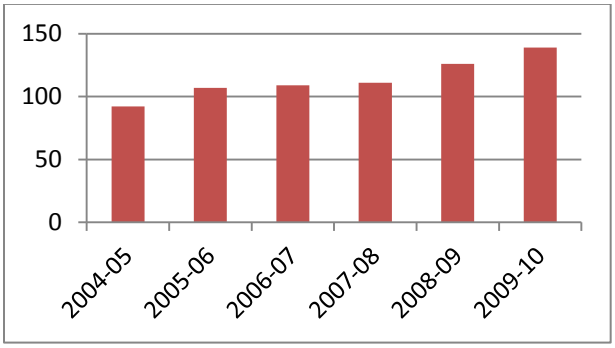


Figure 3.7 Number of IU Northwest Foundation accounts

Through its 83 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.

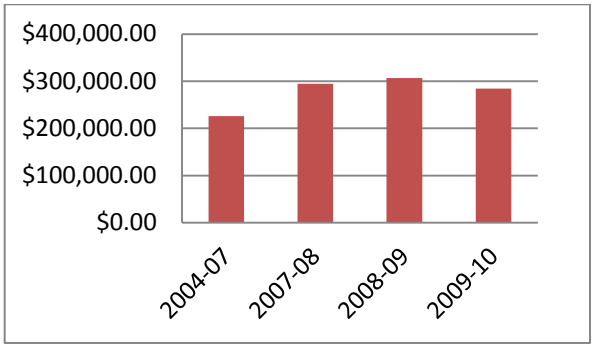


Figure 3.8 IU Northwest Foundation scholarship dollars

Media coverage results include:

1. Published all current and archived press releases online, resulting in greater connectivity and awareness of news and events among internal and external constituents.
2. A 30% increase in the number of press releases distributed to the media in spring 2011 over fall 2010.
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 the 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 pages 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 University	IU Regionals	Peer Institution
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 in Figure 3.10.

	FY 2008		FY 2009		FY 2010	
Campus	**# Donors**	**Gifts**	**# Donors**	**Gifts**	**# Donors**	**Gifts**
Bloomington	80,285	$205,157,020	68,634	$65,417,371	92,880	$95,754,914
IUPUI	33,138	$42,127,121	29,456	$46,769,623		$68,071,288
Southeast	2,309	$2,098,369	1,947	$873,610	1,963	$763,692
South Bend	3,271	$1,010,467	2,734	$1,406,061	2,498	$1,000,006
Northwest	**1,561**	**$490,233**	**1,336**	**$1,266,014**	**1,190**	**$595,066**
East	788	$277,830	895	$455,501	905	$248,869
Kokomo	1,155	$214,911	930	$150,551	945	$362,065
IPFW	54	$9,076	40	$8,482	47	$9,630

Figure 3.10 Total Private Giving to Indiana University, Fiscal Year (FY) 2008-2010

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 2011, the campus initiated an electronic version of the *IU Northwest News* that is now sent to internal stakeholders and to approximately 7,900 alumni. Additionally, the campus OAR has initiated an early communication program whereby they send mailings to all "soon-to-be-graduates" in the spring, introducing them to the OAR and telling them about upcoming events, as well as providing information about commencement.
4. Increasing the number of town hall meetings to seek input from community partners.

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 (fall 2010 equaled 5,969) 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 campus support can be tracked 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. The 2008 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. The 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 and a fifth session in 2010. The 2010 sessions were attended by 675 students and 383 parents, the 2009 sessions were attended by 554 students and 217 parents, and in 2008, 488 students and 198 parents attended new student orientation 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, perhaps with a stronger academic presence based on current feedback.

Placement testing and advising for new students has been improved by utilizing a collaborative approach between academic units and the Office of Admissions. Representatives from the Math Department, IT, Admissions (who oversees placement testing), and CETL worked together to move from pencil and paper tests in math to utilizing Oncourse for an online delivery in the fall of 2010. This allowed faster results for students, interaction with our SIS, and subsequent research opportunities that previously did not exist. Secondly, a pilot project between the placement testing center and the CHHS and the SOBE, starting in May 2011, will allow students to electronically sign up for advising appointments at the end of placement testing. This should result in quicker advising and registration with less stress in establishing appointments for both the student and the advisors.

Category 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 prove a justification for how those needs are aligned with the campus mission and goals. 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 the position description for staff positions and the essential position functions worksheet for faculty positions.

The Office of Affirmative Action and Employment Practices provides the procedures and guidelines for the recruitment plan process in order to conduct search and screen activities for faculty and management level staff positions. This process was revised in February 2010 to include specific minority advertising sources such as the Black Press of America, the National Minority Faculty Identification Program, and other minority-based professional society publications. The scope of advertising also requires that a good faith effort be made to actively seek qualified minority and women candidates. The recruitment plan must be approved by the Director Affirmative Action and Employment Practices as well as the EVCAA.

The hiring practices are enhanced by the presence of a Diversity Council member on search committees, campus training on Equal Employment Opportunity (EEO) hiring, behavioral interview skills, and strategic training retreats for Diversity Council personnel. Search and screen committees develop appropriate evaluation formats which are shared with the unit head and the Director of Affirmative Action and Employment Practices. The Director of Affirmative Action and Employment Practices must approve the list of candidates recommended by the search and screen committees for interview and a rationale must be provided for the exclusion of any candidates who are members of underrepresented populations and/or veterans.

All positions require an extensive interviewing process in which candidates' skills, experience, and educational backgrounds are matched with the duties and tasks required for the position. For staff positions below management level, it is recommended that search committees consist of at least three individuals. Guidelines for formation of search committees for positions at the management level and above are contained in the hiring guidelines mentioned previously.

4P3 Recruit, hire, and retain At the beginning of each academic year, anticipated vacant academic positions and requests for new positions for the subsequent year are reviewed by the Deans Council and the faculty Academic Priorities Committee (APC).

Budget hearings are held in the spring. Department heads present plans and objectives, including any special budget requests, to the Chancellor, the EVCAA, the campus Chief Financial Officer (CFO), and other faculty representatives for approval. Requests for new faculty and staff positions are considered at this time. Budgets for the new FY are tentatively based on these hearings, the data presented, and the expectation of projected future income/revenue. Once budgets are determined for the next FY, departments are given permission to recruit for the following year. An electronic hiring process for faculty positions has been in place since fall 2009 which has dramatically increased the speed in which positions are approved and advertised.

IU Northwest is an Equal Opportunity Employer. The University uses the traditional channels of recruitment recommended by the Office of Affirmative Action and Employment Practices 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 the capability to accept applications for staff positions electronically and applications for faculty positions are submitted by e-mail or U.S. mail. Faculty candidates are 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 employment offer letter 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 may be placed in a variety of locations, but most specifically within the University online application (OLA) system. Other sources of advertising include local newspapers, discipline-specific journals, and peer institutions. Upon interviewing, applicants are asked job-related questions regarding experience and the ability to perform in the position advertised. After final interviews and 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 along with all necessary hiring information. Criminal background checks are required for all full-time employees at IU Northwest.

Retention is approached through campus-wide employee development initiatives and community engagement activities. After a new employee starts work, supervisors are advised to assign an employee to act as the employee's mentor during the first few months of employment. 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.

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 118 participants during 2010-2011.

COAS has a mentoring program for women faculty that has been initiated by a co-chair of the Department of Women's and Gender Studies. This program is designed to provide support for all women faculty as they navigate the path through tenure and promotion. The ODP continues to mentor new faculty with strategic career planning outcomes. The ODP also actively strives to achieve a faculty census more representative of the student body on the IU Northwest campus.

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 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.

The Office of AA conducts a two-day orientation session for new full-time faculty each year before the fall semester begins. Feedback from the participants led to modifying the format to include informational tables as well as workshops related to the future teaching and research needs of the new faculty. These workshops are created for the specific needs of new faculty and topics have included promotion and tenure, instructional technology, pedagogies for large classes, and grant writing. New faculty orientation for associate faculty is in development within the Office of AA. There will be a half-day orientation for the faculty and an interactive website containing FAQs, pertinent contact information, and an organizational chart.

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.

4P5 Changes in personnel are handled using the recruitment processes described in 4P1-4P3. 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 hearings. 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 an ongoing Leadership Training Series (described further in 5P9).

4P6 Work processes and activities The campus reviews and designs work processes and activities by analyzing information and feedback from employee surveys, student surveys, town hall meetings, strategic planning, Northwest Council meetings, and departmental meetings. Individual employees also provide valuable recommendations during exit interviews, via polling employees on desired development topics, and as a result of employee performance improvement plans. As an example, many corrections have been made to work processes within specific departments as a result of suggestions made by departing employees. More systematically, the Campus Climate Survey, conducted every three years, allows the campus to hear from all campus stakeholders. The last Campus Climate Survey was conducted in 2009 with employee satisfaction increasing most notably in staff/faculty morale and campus climate issues. There is also an improvement in technology and faculty work environment. The data is presented to 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. The most current information regarding the campus reviews and plans for continued improvement can be found in the IU Northwest Strategic Plan.

4P7 Ethical practices When employees are hired, they are given a copy of the IU Conflict of Commitment and Conflict 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 Whistleblower 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 In collaboration with employees, administrators and supervisors determine training needs demonstrated by work performance and the skill and education requirements of the job, and further develop opportunities to enhance the employees' current skill sets for existing work or future promotional opportunities. Annual and other periodic performance evaluations are another resource used to determine campus-wide training and development programs. Results of the Campus Climate Survey last performed in 2009 have indicated desired training needs. Employees are solicited to apply or, in some cases, assigned to training that is needed by departments.

Mandatory federal compliance training is offered by the University HR department and the Office of Affirmative Action. This training is required of all supervisors and is conducted every two years as a refresher and each year for new hires or new supervisors. This training consists of legal compliance with labor laws enforced by the EEOC, sexual harassment policies, and the FLSA. Other types of developmental training are voluntary but encouraged. One such training series, Professional Staff Development Series, was presented from September 2009 to April 2010 for all professional and support staff personnel. The topics included leadership, communication, coaching, performance feedback, corrective action, employee policies, delegation/decision making, and motivation. Employees who attended all but one session were awarded certificates of completion. A copy of the certificate and a summary of the courses completed were placed in each attendee's personnel file.

Training needs are also identified as part of the performance management review process, conducted at the beginning of each year and based on the preceding year's performance. During this process, skills in which the employee is deficient are identified, and an agreement between the employee and supervisor to improve these skills is made. Also, a plan may be developed to expand the employee's knowledge and provide him/her with the credentials to position the individual for advancement.

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 the current level of skills for future growth and to assist performance at a highly 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 considered for promotion or after 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 to all departments of training opportunities for supervisors and staff throughout the academic year. HR training sessions include "Getting Things Done: The Art of Stress-Free Productivity" and "Delegation and Decision Making." Other departments, such as IT, the SOBE, IUSM-NW and the ODP, 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 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.

CURE provides grants to faculty to foster activities that enhance student learning or promote faculty research and community engagement in projects related to cultural discovery and learning or sustainable regional vitality.

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 to redesign or develop a new course. The campus funds twelve $11,000 summer faculty fellowships and $17,000 in grants-in-aid annually. A faculty committee reviews the applications and makes recommendations to the EVCAA.

HR and the ODP provide training on a variety of topics to administrators and staff. The IT department provides training regarding popular software packages for faculty and staff. The campus bookstore offers all employees discounts on the latest computer software. 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 recently revised *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. Annual reappointments were enhanced in 2010 to include a formative component and involvement of the faculty in the academic units. 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 all 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. 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, Vice Chancellors, and Deans are reviewed at the campus level every five years. This process can be found in the *Academic Handbook*.

4P11 Recognition rewards and compensation The campus culture and unique objectives were taken into consideration in the development of the "Academic Excellence at IU Northwest" document. The *Promotion and Tenure Guidelines* and the *Academic Handbook* were also written to include policies for recognition and reward and the compensation system.

Performance management reviews provides a formal opportunity for employees to be recognized in writing by his/her supervisor for individual and team performance toward campus, department, and individual goals. A previously established campus goal was to enroll 6,000 students by the year 2013. Although this remains a campus goal, new strategic planning initiatives are underway for the next strategic planning period. During the performance management process and throughout the year, employee skills and abilities are evaluated for possible future advancement and promotional opportunities.

Faculty and staff employees are recognized annually at the campus years-of-service and outstanding staff awards luncheon. Those employees with service beginning with five years and in five year increments are presented with a gift to recognize their years of service to the university. For faculty, awards include the Founder's Day Teaching Award, the Distinguished Scholarship/Creative Activity Award, the Distinguished Service Award, and the Trustees' Teaching Award. All award amounts were increased in the 2010-11 AY.

IU Northwest faculty have the opportunity to compete for Indiana University awards in addition to the campus awards previously mentioned.

Compensation systems are based on specific job requirements compared to benchmark positions at comparable universities as noted by the Mercer and College and University Professional Association (CUPA) salary surveys. Salary ranges and position classification are reviewed annually by IU HR services and, where appropriate, adjusted accordingly for staff employees. In addition, positions are reviewed throughout the year to assure changes in duties and position requirements are revised and positions are classified appropriately. Often this process results in promotions to higher pay classifications and salary increases. Clerical and technical employees at IU Northwest are represented by the CWA union. Compensation ranges and work content are subject to negotiation with the union and university.

Competitive benefits for all IU Northwest employees are the same system-wide within IU. A few new benefits have been added recently such as voluntary family benefits, pet insurance, additional vision care, and improved, high-deductible, annuity savings medical plans. Employees have been able to decrease the amount of employee-paid premium increases for 2011 by engaging in healthy lifestyle activities together with biometric screenings, health assessments, and signing tobacco free affidavits.

4P12 Employee motivation and engagement IU Northwest holds various meetings throughout the year to obtain and assess employee motivation. These meetings range from departmental, campus (town hall), faculty and administrator meetings (such as the IU Northwest Council), FO, and the Deans Council.

Staff and faculty are asked for their ideas and concerns during these meetings and campus climate surveys, and training surveys are conducted periodically to determine employee desires for training. Training recommendations are also identified during the annual performance management review process as well as during the employee's performance observances throughout the year. Employees are requested to acknowledge skills and abilities they consider invaluable in the performance of their job duties. Previous campus training in the FranklinCovey© *4 Disciplines of Execution*™ gave employees the knowledge to determine the most important goals within their respective departments and to execute goals in an expeditious manner while aligning with campus goals. This form of goal setting has been extended to all campus units for the future strategic planning process.

The Chancellor and the EVCAA meet monthly with the Executive Committee of the FO for information sharing and discussion of concerns. The Chancellor and EVCAA also meet with faculty monthly at FO meetings to elicit their input on the direction of the campus and campus goals. The Chancellor meets monthly with each direct report, inviting a director or department head to discuss topics of employee interest or concern. The information gathered at all campus and departmental meetings is discussed in IU Northwest Council Agenda Committee meetings and full meetings in order to take appropriate action.

The IU Northwest Council meets monthly and consists of faculty, staff, students and administrators. All IU Northwest Council members represent constituents of the campus and are free to submit concerns and ideas prior to the monthly Agenda Committee meetings. The minutes and actions of the IU Northwest Council are made public to the entire campus community. All employees are encouraged to submit ideas or suggestions for campus improvement to the Council.

Town hall meetings are held periodically throughout the year to update the campus on events, policies, plans and processes. Employees are encouraged to participate in these meetings. When concerns are raised, the administration, deans, and department supervisors review all possible solutions and discuss openly, communicating by e-mail, electronic message boards, quarterly department publications, or website possible solutions or adopted ideas or policies. Campus climate surveys have also been implemented, most recently in 2009, to gauge employee satisfaction and solicit ideas for improvement. The IU Northwest IT Department sponsors town hall meetings to discuss the future of computing mobility, web content management, instructional devices, 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 operates under the general grievance processes outlined in the *IU Personnel Policies*.

4P13 Evaluating employee satisfaction IU Northwest evaluates employee satisfaction in several ways. Town hall meetings 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, using the results to improve services.

The campus celebrates the beginning of the fall term and the holiday season with all-campus theme parties and 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, Boss's Day, and various achievements.

IU Northwest provides for the health, safety and well-being of its employees in a number of ways. The IU Northwest Police Department provides police protection for the safety and security of all students, staff, and campus visitors twenty-four 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. Crime statistics for the campus are publically available here.

The IU Northwest Wellness Team consisting of faculty, staff, and students presents programs and information to the campus community on healthy lifestyles, participates in the IU Northwest Health Fair, and was instrumental in establishing a tobacco-free campus. The Wellness Team is currently seeking a grant to combat obesity in the campus community area. It also includes a clinician member who manages the newly-created Campus Health and Wellness Center, which is open three days each 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 program and a toll-free, 1-800 phone number are 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
Customer Satisfaction Surveys	IT, CETL, AA, Police Department, EH&S, Fiscal Affairs, Campus Climate Survey, 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	*Northwest News,* IU Northwest webpages, local newspapers	Staff, Faculty, Administrators	Monthly
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 and 2008 and, in 2009, a 3% raise was given to all employees. The raise could have been greater, based on a supervisor's recommendation of an employee's merit.
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. Eighty-two percent of staff/faculty believes that IU Northwest is committed to diversity. There has been a 10% decrease in a sense of negative conflict between groups on campus. Finally, there has been an almost 20% increase in the positive feelings that staff/faculty have about the reputation of IU Northwest.
4. The Office of Diversity and Equity (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. Approximately 70% of employees have attended events or activities to promote diversity and multiculturalism on campus.
6. Alumni-related events were initiated in Porter County and at IU Northwest.
7. Newspaper coverage increased as a result of new marketing campaigns.
8. The results of the EH&S survey indicate that, overall, faculty and staff expressed a high level of satisfaction with EH&S services. Greater than 93% of survey participants reported they were "very satisfied" on all eight measures.
9. The recent IU Northwest Professional Staff Development Series survey indicates that of the 54 individuals surveyed, 100% found the seminar series to be good to excellent overall, as shown in Figure 4.2.

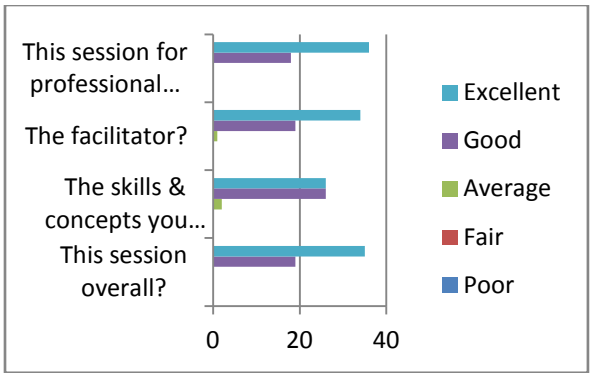


Figure 4.2 Results from 2010 Professional Staff Development Series

4R3 Evidence of productivity and effectiveness IU Northwest has made strong progress toward accomplishing the campus goal of achieving 6,000 enrolled students by the year 2013.

Campus enrollment for fall 2010 increased by 7.4% from fall 2009, preceded by a 16% increase from fall 2008 to fall 2009. Credit hours increased by 8.6% from fall 2009 to fall 2010. Within the fall 2010 enrollment, students of color increased by 17.2% from fall 2009 as further evidence of the campus outreach programs and recruitment initiatives.

From the IU Fact Book, degrees conferred increased by 4% from the 2008-09 academic year to the 2009-10 academic years. Baccalaureate degrees increased by 15% for the same period. Full-time beginner retention rates to second semester and year, full-time beginner cohort increased by 29% from 2008 to 2009, and part-time beginner cohorts increased by 5% for the same period.

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

4I1 Recent Improvements Recent improvements in valuing people include the beginning of the next strategic plan and involving campus constituents and the community. Please see 2P2 and 8P1 for details.

Other recent employee surveys include the Professional Staff Development Series training concluded in April 2010. All attendees were surveyed following each of eight training sessions and the results are displayed in figure 4.2.

A mediation training series was offered to all faculty and staff beginning in April 2011, which includes a requirement to attend five full-day sessions in order to become a certified mediator. The training provides skills to mediate small disputes and communication challenges between individuals and small groups. In addition all IU students, faculty and staff continue to receive fee-free access to the entire lynda.com training series.

The Leadership Development series, which began in 2008, continues to provide succession planning and faculty and professional staff motivation. The third cohort was completed at the end of the 2011 spring semester.

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 – The campus increased the number of town hall meetings in 2009 and early 2010 to continually keep faculty and staff informed on the latest campus information.
2. Salary equity adjustments – The President of Indiana University approved a 3% raise pool for all faculty and staff for the 2010-11 AY and a 1.5% raise pool for the 2011-12 AY. Additionally, the campus is seeking permission to move ahead with an equity plan that was approved several years ago, but was stalled due to budget issues in the state.
3. Staff development and leadership training – HR has offered an IU Northwest Professional Staff Development Series for staff to improve their job skills and teamwork. There was a separate series for supervisors, which included leadership and communication. The IT department frequently offers free computer workshops to staff to increase computing skills.
4. Enhancing minority attainment – The Director of the OAA continually works with the Director of HR to improve the amount of qualified, diverse applicants for available positions at IU Northwest.
5. Succession planning – The Director of HR repeatedly works to promote from within the university. The HR staff also advertises jobs internally, seeking out qualified employees and encouraging their interest in those positions.

The 2009 Campus Climate Survey indicates that improvements have been made in campus climate issues, morale, technology, and work environment for faculty/staff. The next scheduled administration of this survey is in 2012.

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 Indiana University, we are also bound by the mission, values, and policies of the entire system. The practices of the IU Northwest leadership are aligned with the practices and policies 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. 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 FO, set the direction of the campus through the creation of Strategic Outcomes, making sure they were closely aligned with the mission, *Vision*, and values of the institution. The SPT model was discontinued at a point when many of the campus' goals and outcomes had been met through this process. A new leadership structure, the Northwest Council, was created to enable IU Northwest to strengthen planning through broader-based consultation and representation, 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, as well as when other university business requires. This new administrative arm of the Council is known as the Northwest Council Agenda Committee. Members of the Northwest Council (administrators, faculty, and staff) make decisions and recommendations that impact the day-to-day operations of the institution. As these decisions affect the operations of the entire campus, they are fully discussed at the monthly meetings. 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 on the

Chancellor's website for the IU Northwest community. The effectiveness of the Council relies on members communicating this information to their constituents, gathering their feedback, and reporting back to the Council. This two-way communication ensures maximum visibility of the Council's activities, decisions, and recommendations.

5P2 Setting directions The Northwest Council and its administrative arm, the Northwest Council Agenda Committee, set the direction of the campus, cognizant that strategies and goals are closely aligned with the mission, *Vision*, and campus values. Other campus leadership groups are described in Figure 5.1. Formerly, the SPT led the planning process. Today, the Northwest Council guides strategic planning, using tools such as environmental scanning, strengths, weaknesses, opportunities, threats (SWOT) analysis, and town hall meetings to compile trends and forces of change noted by external and internal stakeholders. Council members then come together at a planning retreat to conceive of a plan that is presented for discussion to all campus constituencies, including the FO. The most current iteration of strategic planning is currently underway following this new process, and feedback on the new strategic priorities (2012-2016) is currently being gathered from the campus and will be revised based on this feedback and presented for approval by the FO at the beginning of fall 2012.

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 master planning are coordinated to build and sustain the campus learning environment. Effective in FY 2011, IU Northwest's leadership began transitioning the campus to an extended version of RCM as a new budget model to ensure that the allocation of resources is supplemented by rewarding the success and high performance of individual units, which aligns the budget planning process directly with program prioritization and continuous quality improvement. By way of RCM, unit-level administrators now have decision-making responsibilities that directly link allocation of reserve dollars generated by their units with the campus strategies and goals, thereby improving the stewardship and fiscal responsibility of individual units. Factors influencing the campus 2011-12 financial plan are enrollment, state funding, and unanticipated income and expenses.

A Master Land Use Plan is being developed for each regional campus with the assistance of the IU Office of Capital Projects and Facilities and an external consultant. By the end of 2011, the consultants will have taken inventory of the present development and condition of the campus and develop land use concepts. The plan is intended to support the development of the campus, including program development based on campus academic priorities.

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.

Group	Purpose (Mission)	Frequency
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 provides these recommendations to the Chancellor.	Monthly

Group	Purpose (Mission)	Frequency
Northwest Council Agenda Committee	Sets the agenda for Northwest Council and serves as de facto Chancellor's Cabinet	Monthly
FO Executive Committee	Elected faculty body advises the administration and the Northwest Council on faculty issues	Monthly
FO	All faculty members meet in a town hall, committee-of-the-whole setting to discuss current events and express their views on current issues facing IU Northwest	Monthly
Campus Budget Committee	Appointed faculty and staff discuss and finalize positions' priorities, salary issues, and budget requests on campus	As needed (at least annually)
Deans Council	All academic deans and president of the FO review academic policy and directions	Twice Monthly
Academic Core	EVCAA, library, sponsored research, retention initiatives, continuing studies, CURE and CETL directors, registrar, AEVCAA, human subjects committee chair, AVCIER, FO president	Monthly
Administrative Council	Vice Chancellor for Administration (VCA), members of FPC, HR, police department, purchasing office, EH&S, and physical plant meet to prioritize support programs and positions	Monthly
Office of Institutional Effectiveness and Research Advisory Committee	Headed by the AVCIER, includes the Chancellor, EVCAA, AEVCAA, VCSA, FO president, AQIP liaison, and a faculty representative; coordinates AQIP-required activities, attends the AQIP Strategy Forums, discusses campus improvement initiatives and planning priorities, advises and consults with the OIER on data needs and performance measures, generally serves as a central part of the campus continuous improvement infrastructure, and reports to the Northwest Council via the AVCIER	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 campus. The Northwest Council and the FO Executive Committee serve as advisory groups to the Chancellor and the senior leadership team overall. Most operational recommendations and decisions are made within these major units: SSA, AA, the Office of Administration, and the FO. In 2010, trend analysis was added as a planning tool to assist campus administrators in strategic planning for the next three to five years. In this process, external stakeholders in the greater northwest Indiana community, as well as members of the campus community, were surveyed through a web-based instrument and town hall meetings. At those meetings, participants were

asked to participate in a campus SWOT analysis, both as part of an open discussion and by completing a form.

5P4 Seeking future opportunities Campus leaders use data, information, and performance results to guide decisions that align with campus strategic goals. These measures reflect the following foci: students, faculty/employee, external stakeholders, financial issues, and strategic directions. Leadership 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 redoubling commitment to realizing potential to be a continuous improvement institution.

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 was insufficiently explicit about the process of decision-making for the above groups, although they acknowledge that there does exist a collaborative institutional structure. The SPT has been discontinued, as many of the campus goals and outcomes have been met, and a new leadership body, the Northwest Council, emerged to fill the void (see 5P1). 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 functions as the forum for discussion of all major issues and the major planning body for the campus. It is representative of all segments of the campus and all major planning is eventually vetted by the Northwest Council, which then recommends actions to the Chancellor for approval.

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

The IU *Academic Handbook* provides for the areas in which the faculty holds primary authority. The structure and processes for faculty governance are as follows: the FO has monthly town hall-style (committee-of-the-whole) meetings of all faculty members, monthly Executive Committee meetings (consisting of faculty elected by the various units plus at-large members), and meetings of the various

committees included in the Constitution of the FO of IU Northwest. Each year, faculty members select the committee(s) on which they choose to serve, and the president of the FO charges the committees each fall. Each of these committees brings reports (moved and seconded) to the FO meeting for action, as necessary. Individuals can propose that an item be added to the agenda by contacting the Executive Committee, and 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 FO requests a report via letter from the chair of each FO committee. The report summarizes the projects undertaken during the academic year and provides an account on how decisions were made during committee deliberations. Each chair 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 FO agenda. Within this meeting, *Robert's 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 FO 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 FO meets frequently with the Chancellor and the EVCAA, who are readily accessible for consultations with the president, and who also meet regularly with the Executive Committee at their monthly meetings. Use of taskforces in decision-making is described in 5P1.

While not a decision making body per se, the OIER Advisory Group coordinates AQIP-required activities, attends AQIP Strategy Forums, discusses campus improvement initiatives and planning priorities, advises and consults with the OIER on data needs and performance measures, and generally serves as a central part of the campus continuous improvement infrastructure. This group reports to the Northwest Council via the AVCIER.

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. Explained in 5I2, the campus established the OIER in April 2010, as well as a structure for systematically collecting, disseminating, and analyzing data to pursue institutional effectiveness through clear processes for making evidence-based decisions. In the first year, the office addressed primarily data and information issues on an ad hoc basis. Future plans include conducting a needs assessment in order to devise a more systematic way of assessing data and information needs.

However, even without the institutional effectiveness plan, 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. The institution also participates in a Voluntary System of Accountability (VSA), which results in a comprehensive, data-grounded portrait of the university. Indiana University has also embarked on a Business Intelligence Initiative that will further enhance our use of enterprise databases. (For more information, see 7I2.)

In addition, IU Northwest, through its Northwest Council, had implemented a systematic process, based on FranklinCovey© *4 Disciplines of Execution*™, to set unit goals. These goals and progress toward lead measures were reviewed at each Northwest Council meeting to ensure that they linked back to the strategic plan and to operationalize the strategies that ultimately were approved. The current strategic planning process will build on the WIG/lead measure training received by the campus so that operational plans are created by all units to support the campus' strategic goals.

5P7 Communication The organizational chart (Figure O5) reflects the formal chain of communication. Communication occurs through e-mail announcements, newsletters, social media, town hall meetings,

monthly FO meetings at which the Chancellor and Vice Chancellors report to the faculty, and FO Executive Committee meetings with regular visits by the Chancellor and the EVCAA. The Northwest Council has a communication plan using Oncourse, so that members of the campus are kept abreast of the activities of the Council. In addition to the formal chain of communication represented in the organizational chart and the structure offered by the Council, the campus employs a number of more informal avenues of communication. For example, the president of the FO meets regularly with the EVCAA and, as needs require, with the Chancellor. The president of the FO also serves on the Northwest Council, the budget committee, the Deans Council, and the Academic Core Group. This gives the faculty a high level of engagement, representation, and consultation in campus decision-making. The president of the FO can then communicate important information to the faculty and represent the faculty perspective and voice in the various meetings. Simultaneously, staff representation is a deliberate and major strength of the Northwest Council, as these individuals have an equal voice to their administrative and faculty counterparts on the Council. They present the views of the other staff members, and the representative staff members who serve are expected to disseminate information from the Northwest Council to their constituents, as well as gather feedback to bring back to the Council.

5P8 Leader communication Campus leaders use a variety of media to communicate the institution's mission, *Vision*, and values. During the existence of the SPT and continuing with the Northwest Council, there is an effective communications system for informing the campus and the community of its work and achievements. This includes a website update, listserv and e-mail communications, and print documents distributed both internally and externally. The Chancellor and Vice Chancellors have standing report times during which they can address important topics at FO and Executive Committee meetings. The Chancellor and Vice Chancellors regularly hold town hall meetings to communicate important campus issues and also, when necessary, attend Deans Council and individual unit meetings. The Executive Director of External Relations, whose office incorporates Marketing and Communication, Development, AR, and Special Events, has the responsibility for internal and external communication of matters integral to the achievement of the *Vision*, mission, and goals of the campus.

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 former SPT, the FPC, the Northwest Council, AQIP Category teams, FO committees and the Technology Council. Selected administrators have also participated in the IU Fiscal Officers Development series and IU LeaD, a management development program. Further, certain employees have participated in the American Council on Education (ACE) Fellows program, the Harvard Institutes for Higher Education, 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, followed by focus groups discussing 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 FO, 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, which became the Leadership Training Series.

Nominations for participants in the Leadership Training Series are solicited from Vice Chancellors and Deans to comprise a cohort. Twelve participants, selected for the spring 2011/third cohort, participated

during January, February, March, and April of 2011. Post-session evaluation data was gathered from participants for use with the Spring 2012 Leadership Training Series. At a closing ceremony on April 1, 2011, participants provided individual evaluative comments about their training experiences and, as a group, presented a comprehensive list of ideas for continuing improvement, generated during the training series, for consideration by IU Northwest administration. The Leadership Development Series is the result of IU Northwest's commitment to improving leadership at all levels of the institution and, to date, thirty-six faculty and staff members have benefitted from this investment in campus leadership development.

5P10 Human Capital 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 campus Human Capital Planning group. 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 a request for proposals (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 support of campus human capital 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 regional campus. The group reviewed a number of items, including the University of Michigan's succession planning document.

The Category 5 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 selected data that could be very useful for informing succession planning. It is well known that large numbers of faculty and staff are nearing retirement age, but the estimated timing of 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 these 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 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. Additionally, IU recently instituted an Early Retirement Incentive Plan. Statewide, of 2,566 eligible, 572 applied for this option (73 academic and 499 staff).

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. This process provides a significant opportunity for constructive communication between supervisors and employees.

Second, the campus now administers Campus Climate Surveys (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 are shared with the campus and 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 and other senior administrators. This policy calls for evaluative data to be gathered in the fifth year of the individual's full-time tenure in the position. The institution has used the policy for Vice Chancellors to develop a comparable review and evaluation policy for deans. IU also provides for a five-year review of the chancellors of its campuses.

Finally, the Northwest Council has instituted a yearly survey to evaluate the Council and its procedures. Results of the survey are discussed within the Council and action plans are created for improvement. The planning process is also yielding important data on trends in the larger environment, which inform the SWOT analysis that is part of the process.

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, were used to develop the leadership training initiative (see 5P9) and also were used

by the IU Northwest Staff Organization to develop procedure manuals for all offices and process maps. The procedure manuals are currently being updated and the campus will continue to produce and update process maps as needed. A second administration of the Campus Climate Survey was carried out in the 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 of faculty and staff led by an IU facilitator. Draft action items produced in the focus groups were discussed in town hall meetings in the fall of 2009 and in the Northwest Council meetings. Of particular focus during these meetings were employee recognition and reward. Two initiatives that have moved forward from these action items were reinstituting publication of the *Northwest News* (in an electronic format) and providing a venue for faculty and staff recognition, reviewing, and publicizing the annual employee award/recognition process, and increasing the amount of faculty and staff awards (four staff and three faculty). These changes have led to an increase in the number of applications for staff awards from an average of 17.5 in 2008-09 to 28.5 in 2010-11.

None of the vice chancellors has reached the fifth year of appointment, so the evaluation processes have not yet been used for them. The first evaluation of a dean under the new evaluation process began in the spring of 2011. The fifth year evaluation of the previous 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. The next planned administration of this survey is fall 2011.

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 Series (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 and maintenance of policy and procedure manuals for all units; 6) a process for rapid notification to the entire campus of suspicious or criminal activity; and 7) commitment to a uniform procedure (e-mail) for communicating with students.

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 varied and comprehensive measures of institutional effectiveness that produce information to 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 OIR and has now evolved into the creation of the position of AVCIER, the lead administrative position in implementing the commitment to institutional effectiveness. The AVCIER now operates the OIER (see also 1I2), which is currently in the process of determining institutional needs. In addition, an institutional effectiveness advisory committee has been created to advise the AVCIER and to monitor campus institutional effectiveness progress. The AVCIER and the institutional effectiveness advisory committee will engage in discussions to identify ways of pursuing the benchmarking of program costs, organizational structures, enrollment factors, student learning practices, success measures, etc. 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.

Category 6: Supporting Institutional 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	Student 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. The NSSE is sent to a randomly elected 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.
2. 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, with the majority working 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.

3. 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 FA 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
FO	Annual performance reviews	ES
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	IR

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. Although these action projects are not currently posted at AQIP as official projects, we are continuing to work on them campus-wide.

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 EH&S (headed by an EH&S director, who reports to the VCA). 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 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, 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, by providing a means for periodically testing emergency response capabilities, by minimizing disruption of programs and activities, and by 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 to discuss matters of mutual interest to all IU campuses and serves to coordinate university-level emergency response activities. The University also has created an Office of Public Safety and Institutional Assurance that provides, to all IU campuses, additional resources to assist with public safety efforts. 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. All units have developed service philosophies and measures to determine if they are achieving them. HR worked with the appropriate committees to ensure that individual measures of adherence to the service philosophy 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 and Academic Core Group), and academic disciplines (CHHS, COAS, SOBE, SOE).

6P5 Documenting support services The campus is working on a concerted effort to better document these processes. In 2009, each unit developed a policies and procedures manual. 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, many units regularly report on and discuss their activities during IU Northwest Council

meetings so that information can be shared with the entire campus, support can be sought, and accomplishments can be 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 Integrated Postsecondary Education Data Systems (IPEDS), admission and enrollment data, activity patterns in student labs, retention program data, discipline-specific exit surveys, town hall meetings and focus group results, and financial aid reports. Many of these measures are monitored by the individual service areas and used to target improvements; however, key performance measures are now monitored by the OIER. The first of the performance measures is documented online, with comparative data from 2005.

6R2 Performance results for student support services are used to inform decision making at the unit, as well as at the campus, level. This can take place in the FO, ES, Deans Council, Administrative Council, CMT, and the IU 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 Office of Admissions 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 1,330 visits (by 344 different students) for 2009 and 1,407 visits (by 377 different students) for 2010. Figure 6.3 indicates the courses for which students seek assistance. 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, VU, PUC, Wiley College, and Governors State University also received services.

Course Name	Percentage Tutored			
	2007	2008	2009	2010
K200 Statistics for Teachers	1%	0%	0%	1%
M007 Elementary Algebra	10%	13%	19%	21%
M007 A/B Extended Elementary Algebra	N/A	N/A	N/A	4%
M014 Basic Algebra	16%	14%	8%	7%
MAT 044 Mathematics (Ivy Tech)	1%	1%	2%	N/A
M100 Basic Mathematics	23%	21%	27%	28%
M118 Finite Mathematics	17%	16%	20%	15%
M119 Brief Survey of Calculus	2%	2%	1%	2%
M125 Pre-Calculus Mathematics	9%	11%	9%	6%
M126 Trigonometric Functions	4%	3%	0%	1%
M215 Calculus I	8%	7%	7%	8%
M216 Calculus II	2%	2%	0%	3%
Other (high school, other colleges)	1%	1%	2%	3%
T101 Math for Elementary Teachers 1	4%	6%	3%	0%

Course Name	Percentage Tutored			
	2007	2008	2009	2010
T102 Math for Elementary Teachers 2	1%	1%	1%	1%
T103 Math for Elementary Teachers 3	1%	1%	1%	0%

Figure 6.3 Math Lab usage by course, 2007-2010

4. Number of student visits (including repeat visits) to the Writing Center for 2004-2010 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 the SOE and the SON. The Center serves a significant number of ESL students, most of whom are Spanish-speaking. For the past year, the Writing Center has had one bilingual student on staff to work with these students.

	2004	2005	2006	2007	2008	2009	2010
Student Visits	715	778	734	560	563	749	837

Figure 6.4 Writing Lab usage, 2004-10

5. Based on the assessment of the CLP 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 Computer-adaptive Placement, Assessment, and Support System (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 Modern Language Association (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 were 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 SRP 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 SRP now conducts a similar analysis annually. Data from SI sessions from the 2010 calendar year are shown in Figure 6.5 and provide evidence of higher grades for SI participants. The Peer Network Mentoring Program within the Office of SRP has continued to increase the number of sections in which SI is offered. Previously, general peer mentoring served less than a dozen students per semester.

Spring 2010

Course	non-SI Group		≤ 2 sessions*		dedicated students**		
	#	MFG	#	MFG	#	MFG	SI - NSI
Math	79	1.71	18	2.3225	13	1.2975	-0.4125
Anthropology	95	2.655	26	2.31	8.17	3.422	0.767
Geology	197	2.12	35	2.7175	10	3.3	1.18
History	155	1.9	9	2.96	1	2	1.3167
Sociology	99	1.95	23	2.065	12	3.395	1.445
Chemistry	17	1.73	21	2.87	25	2.63	0.9
Biology	49	2.275	22	2.26	10	2.885	0.61
Physiology	141	1.09	16	2.44	7	2.69	1.6

Summer 2010

Course	non-SI Group		≤ 2 sessions*		dedicated students**		
	#	MFG	#	MFG	#	MFG	SI - NSI
Math	15	2.115	10	2.5	15	2.49	0.375
Anthropology	16	3.505	1	1.7	3	4	0.495
Geology	18	3.215	10	2.7075	9	3	-0.215
History	14	2.28	8	2.58	1	1	-1.28
Sociology	23	2.05	1	3.7	4	2.68	0.63
Chemistry	14	2.49	6	2.96	4	2.83	0.35
SPEA	14	3.55	5	3.48	5	2.46	-1.09

Fall 2010

Course	non-SI Group		≤ 2 sessions*		dedicated students**		
	#	MFG	#	MFG	#	MFG	SI - NSI
Math	128	1.54	29	2.25	14	1.99	0.46
Anthropology	31	2.76	3	1.8	2	1.65	-1.11
Geology	134	2.06	61	2.85	8	2.91	0.85
History	111	1.38	55	2.48	17	2.41	1.03
Sociology	260	1.95	53	2.35	29	2.90	0.95
Chemistry	59	1.84	20	3.23	16	3.00	1.17
Biology	62	2.01	15	2.01	20	2.33	0.32
Physiology	370	1.68	84	1.95	52	2.65	0.96

*The category usually includes exam reviews
**Students who have attended 3 or more sessions
MFG = Mean Final Grade

Figure 6.5 Supplemental Instruction results, 2010

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.
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	2006	2008	2010
How satisfied are you with the computing environment at IU Northwest? (overall)	4.14	4.20	4.18
How satisfied are you with Webmail	3.80	3.99	3.87
How satisfied are you with the Student Technology Centers?	4.26	4.25	4.11
How satisfied are you with the Library Commons?	NA	4.05	4.14
How helpful has the IT environment at IU Northwest been in your learning experience?	4.10	4.25	3.93

Figure 6.6 Selected IT Survey results of students – 2006, 2008, and 2010

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	2006	2008	2010
How satisfied are you with the computing environment at IU Northwest?	4.14	4.20	4.18
How satisfied are you with e-mail?	3.81	4.42	3.92
How satisfied are you with user support provided at IU Northwest?	4.19	4.07	4.15
How satisfied are you with IT support for classroom technology?	3.37	3.32	4.10
How satisfied are you with IUCAT (library catalog)?	3.89	4.01	4.09
How satisfied are you with Oncourse (course management system)?	4.00	4.26	4.36
How satisfied are you with IUIE?	3.77	3.70	3.82
How satisfied are you with FIS?	3.82	4.08	3.90
How satisfied are you with telecommunications at IU Northwest?	3.7	3.97	3.86

Figure 6.7 Selected IT survey results of faculty and staff – 2006, 2008, and 2010

2. The Office of EH&S conducts an online customer satisfaction survey. Between January 1, 2010 and

February 4, 2011, the survey was completed by 46 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	29	14	2	1	0
Timeliness of Response	29	13	2	2	0
Courtesy	32	12	1	1	0
Understanding Your Needs	29	13	4	0	0
Professional/Tech. Competence	32	12	2	0	0
Helpful/Informative	29	15	1	1	0
Problem Resolution	28	13	3	1	0
Overall Satisfaction with EH&S	30	14	1	1	0

Figure 6.8 Selected EH&S survey results, 2011

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 January 1 – February 28, 2011, the results show various levels of satisfaction, with overall general satisfaction. There were 16 survey responses in January and 7 in February, with 16 respondents "very satisfied," five "satisfied, two "dissatisfied," and zero respondents "very dissatisfied."

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 January 2010 – December 2010, there were three responses, with one "very satisfied" overall with the department and one "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 are 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 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 Facilities Planning 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 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, 2I1and 5I2 for details). The 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 graduating seniors in spring 2009. All IU campuses are participating in the survey. For more information, visit the IU Northwest AVCIER website. Selected results are presented throughout the portfolio.
2. The Northwest Indiana Working Student (The "Mobile Working Student") Survey, a 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 Tech	PUC	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

Suggested College Support Services	IUN	Ivy Tech	PUC	Total
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-traditional 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
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 week	Ref. Transact.	Hours open per week	Lib. & Prof Staff/ FTE	Total Lib. Exp./ FTE
IU Northwest	**246K**	**1541**	**1800**	**212**	**67**	**2.37**	**$321**
Median of Peers	*335K*	*1706*	*6400*	*323*	*83*	*2*	*400*
Angelo State University	470K	1753	6300	210	93	1.84	287
Arizona State University (West)	335K	3271	9574	391	96	3.13	700
Auburn University Montgomery	312K	2044	3525	323	87	3.04	478
California State Bakersfield	389K	1535	15586	620	83	1.84	372
California State San Marcos	213K	12645	6375	712	69	1.99	489

Library	Library Holdings	Current Serials	Gate Count per week	Ref. Transact.	Hours open per week	Lib. & Prof Staff/ FTE	Total Lib. Exp./ FTE
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
University of Texas at Tyler	215K	1353	2488	220	80	2.59	447
University of Michigan – Flint	305K	1111	7989	286	81	2.57	330

Figure 6.11 IU 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 its internal business practices that caused processing delays
9. Library: Added Information Commons and increased operating hours
10. Food services: Added the 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; shuttle service/additional parking created to enhance parking opportunities

6I2 Culture and infrastructure support Senior-level administrators for the functional areas of the campus serve on the IU Northwest Council and report on goals/activities. Information exchanged at the Northwest Council meetings and feedback from the Council is used to help establish individual functional unit goals. Individual units monitor progress and modify activities, as required, to ensure that progress towards goals is occurring. This structure leads to a systematic and comprehensive approach to processes and performance results.

Category 7: Measuring Effectiveness

7P1 Select, manage, and distribute data The two departments responsible for measuring institutional effectiveness include University Institutional Research and Reporting (UIRR) located in Bloomington, and the Office for Institutional Effectiveness and Research (OIER) established at IU Northwest in April of 2010. Centralization of much of the compulsory reporting with UIRR allows the OIER to focus on IU Northwest's local needs of assessing effectiveness.

Primary initiatives that will guide a review of data and performance information are the Key Campus Performance Measures, the ICHE "Reaching Higher Initiative," and new operationalization by schools and departments of the strategic plan developed in 2011 by the IU Northwest Council and described in more detail in Category 8.

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 an institutional level, it is collected and managed by the OIER and UIRR. 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 OIER. 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	OIER	Campus continuous improvement initiatives. Used to measure performance against campus goals/targets. The first report was completed in 2009 by the OIR. The OIER has assumed responsibility for these measures and plans an update when the new strategic plan is completed.
Reaching Higher Measures	State of Indiana	OIER/UIRR	Measures the state will use to determine appropriations.
NSSE	AA	OIER	Posted on the OIER website. Tool for assessing student learning and engagement; benchmarking against other institutions.
Credit Hours and Faculty and Degrees: Comparison of Schools	Chancellor, CFO, and AA	OIER	Used as a reference for budget construction, an AA annual report, and decision making within AA. Distributed to the budget committee and deans.
Enrollment and Credit Hour Projections	UBO, CFO, Chancellor, and the BofT	UBO, CFO, UIRR, EVCAA	Used to construct campus and university budgets.
IT User Survey	IT	IT	Used by IT to measure continuous improvement. Posted on the IT website.

Data Collected	Selected By	Managed By	Use and Distribution
Local, State and National Licensure and Standardized Tests	COAS, CHHS, SOBE, and the SOE	COAS, CHHS, SOBE, and the SOE	Used by the academic units to measure their performance, as well as the performance of their students against peers.
Alumni Surveys, Exiting Senior Surveys, and Employer Surveys	COAS, CHHS, SOBE, and the SOE	COAS, CHHS, SOBE, and the SOE	Used for program review and continuous improvement within the SOE.
Unit Performance Data	Individual units on campus	Individual units on campus	Reported to the EVCAA and at yearly budget hearings.
Physical Plant User Survey	Director of Physical Plant	Physical Plant and IT	Feedback used to assess performance of the department and make changes, if needed. Used internally by the director and VCA.
EH&S User Survey	Manager of 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.
EduCause Core Data Survey	IT	EduCause	Campus IT department participates in this national survey. Results are used for strategic planning within IT.
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	OIER	Used by the campus administration to identify needed areas of improvement and to measure results once implemented. Used for continuous improvement. Distributed via the web.
VSA	Standardized	OIER, AA	OIER Advisory Council, campus community, and the general public.
Library Usage Study	Library	Director of the Library	Used for improvement by the Library and reported to the EVCAA.
Parking Utilization Study	Administrative Affairs	Administrative Affairs	VCA and IU Northwest Council; used for improvement in parking services.

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 was implemented in 2009-2010 (see 8P2). This process defined how targets for improvement efforts were 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 goals when appropriate. The OIER has taken responsibility for collecting, managing, and distributing the data.

The intention is to add more key performance indicators after successfully completing 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 future goals.

Information on our performance will be available online and also discussed by Vice Chancellors with their individual units. The timeline called for the data to be available to the campus in the spring of 2010. The transition of the OIR functionality to the OIER, the installation of a new Chancellor, and the initiation of a new strategic planning cycle have delayed an update. See section 7P4 for detailed information about the current Performance Measures.

In the fall of 2010, the Northwest Council began collecting input through a community stakeholder survey to begin work on an external environmental scan. The AVCIER, who is also a member of the Northwest Council, collected and analyzed the data for the community survey. The IU Northwest community also participated in collecting trends for the environmental scan, which was completed in March 2011. Additional community and campus town hall forums were conducted to present the findings of the environmental scan and receive input for a SWOT analysis. All this information was shared with the members of the Northwest Council, who participated in a strategic planning retreat on March 28th and 29th, 2011 to draft a revised strategic plan. The Northwest Council will ask for additional input about the strategic plan draft from the IU Northwest community prior to making final revisions in the fall of 2011.

The UIRR publishes University-wide and campus-level data relating to retention, admissions, credit hours, students, faculty, and finances. 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 OIER, with the support of IT, had brought a trainer from IUB to campus at least once per year to provide training on the IUIE. In addition to local training, our faculty and staff may register and attend free training, conducted by the University 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 OIER. The AVCIER has committed resources to working on complex data requests, and looks forward to developing a partnership with IT to expand data access to the campus. Examples of work recently completed include an analysis for AA to track course use of classroom space throughout a typical week, an assessment of the effectiveness of an early alert process that warns students in trouble academically, and data on student credit hours and student census.

In cases where the campus or a school has a need for external data, the OIER will work with data sources like the National Center for Educational Statistics (NCES) or the U.S. Census Bureau to obtain the data. If external sources prove inaccessible or inadequate, the OIER will work to collect the data independently through methods like surveying, or seek out assistance through UIRR or professional organizations like the Association for Institutional Research (AIR).

7P3 Determining needs of units IU Northwest makes budgetary, student, and personnel data available to all units and departments in two primary ways: (1) the IUIE database, and (2) through the OIER. IUIE is described in the IU Knowledge Base as follows:

The Indiana University Information Environment (IUIE) is a centrally maintained, enterprise-wide, web-based decision support application and reporting environment. It provides a collection of reports, tools, and information to assist the university in providing access to institutional data. In the IUIE, a developer creates a report object, and then it becomes available to all authorized IUIE users.

Generally, the OIER works in close consultation with the university administration to gather institutional data that will advance institutional programs. Data searches in IUIE can be conducted by any unit or department with appropriate privileges, which is usually granted by the Office of the Registrar. The web-based portal to IUIE is OneStart. Training on using IUIE to generate reports is available online, as well as at workshops at various times throughout the year. Use of the data to gauge their programs and make improvements is, for the most part, left up to the discretion of the deans, directors, and chairs. For those campus units that do not have the personnel or inclination to do a detailed database search in IUIE, the unit can request reports from the OIER.

As an example of using IUIE, recently the query SR_ENRL_RSTR_BY_PROXY_GT was used by COAS to extract aggregate student course grades for the past several terms. The results of the query were analyzed using Excel.

College of Arts and Sciences	
Term	**GPA**
Fall 2010	2.52
Summer 2010-2	2.79
Summer 2010-1	2.94
Spring 2010	2.52
Fall 2009	2.54
Summer 2009-2	2.96
Summer 2009-1	2.98
Spring 2009	2.58
Fall 2008	2.68
Summer 2008-2	3.06
Summer 2008-1	3.13
Spring 2008	2.82

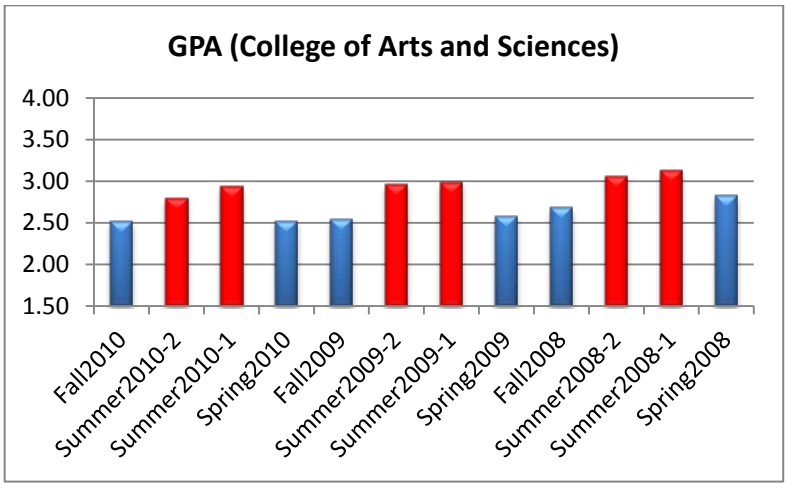


Figure 7.2 Example data use by COAS – Course GPA over past several terms

7P4 Organizational analysis of data The Performance Measures, developed in 2009, will become a primary process for analyzing information related to campus performance. The measures selected will provide feedback to the campus on the critical areas of 1) Admissions and Enrollment, 2) Financial, and 3) Student Success. Publication of the measures will be the responsibility of the OIER. The measures are designed at an institutional level, and there are future plans to benchmark the information against peer institutions. The measures, once updated, will provide an internal reference for IU Northwest to monitor its progress.

Performance Measures: Data Collected	Selected By	Managed By	Purpose
Admissions & Enrollment			
Admissions "funnel" data	SPT	OIER	Admissions data from applicant to enrolled

Performance Measures: Data Collected	Selected By	Managed By	Purpose
Admissions & Enrollment			
Test scores of new undergraduates	SPT	OIER	Academic readiness measure of new students
Diversity of student body	SPT	OIER	Tracks the composition of our student body
CLP eligible students admitted	SPT	OIER	Monitors that our students are academically qualified to succeed at IU Northwest
Student headcount and FTE	SPT	OIER	Measures enrollment growth
Financial			
Fiscal year budgeted credit hours vs. actual credit hours	SPT	OIER	Assists with future budgeting
Private money raised	SPT	OIER/ Develop-ment	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 and 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
Staff salaries vs. IPEDs	SPT	OIER	Tracks the competitiveness of IU Northwest regarding staff salaries against our peers
Campus expenditures in core categories vs. IPEDs	SPT	OIER	Tracks campus expenditures in core categories versus peers, and helps monitor where our dollars are allocated
Student Success			
Degrees awarded annually	ICHE	UIRR/ OIER	State of Indiana funding formula measure
Graduation rates	ICHE	UIRR	State of Indiana funding formula measure
Retention	ICHE	UIRR/ OIER	State of Indiana funding formula measure, and measures enrollment sustainability
6-year persistence index	SPT	OIER	Customized persistence measure that measures our student success
Career success	SPT	OAR/ OIER	Alumni survey on salaries, full-time employment of recent alumni, number working in their field of choice, etc.

Figure 7.3 Campus Performance Measures

IU Northwest has also made a commitment to transparency and improvement by signing up for the VSA in December of 2010. The OIER has submitted all relevant material for the three-month checkpoint to create the institutional college portrait. Key updates in the first three month submission included links to campus web pages, information on campus life and the students at IU Northwest, and a link to the net price calculator. IU Northwest uses the net cost calculator found at the National Center for College Costs which has partnered with Learn More Indiana. This also puts us in compliance with Higher Education

Opportunity Act (HEOA), which requires a calculator of every institution by October 2011. Additional updates to the college portrait over time will allow the public a more complete picture of student success and student learning outcomes at IU Northwest.

7P5 Needs and priorities Government mandates, key performance indicators, the VSA, lead measures developed by implementation of planning, institutional and academic unit accrediting authorities, and general assessment of institutional effectiveness will influence future demands for measuring effectiveness. Where possible, IU Northwest will benchmark our measures against appropriate peer or competitor institutions. Some measures may require that we simply measure our progress as an institution longitudinally.

Departments and units at IU Northwest use various sources to compare performance and success with similar programs at other 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., the Association to Advance Collegiate Schools of Business (AACSB), NCLEX-RN, etc. The campus is increasingly moving toward a "continuous improvement" 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: Is it easily obtainable in the same format year after year? Is it affordable? Is it relevant? We have begun using IPEDs data for some of our campus performance measures because the data is available and free, we can select historical data as well as current data, and we can select the relevant data we wish from what are 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. The 2009 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 IU Northwest has spent the 2010-11 academic year conducting an environmental scan and drafting a revised strategic plan. In addition, the general education committee began an assessment cycle of the campus-wide general education principles. This includes classroom-based and institution-wide assessments. We have elected to participate in the NSSE on an every-three-year cycle. The OIER is responsible for coordinating the survey and making results available to the campus. The campus has mapped specific NSSE questions to our new general education principles. Finally, the VSA requirements include periodic submissions of a variety of institutional measures designed to reflect the institution's level of academic excellence.

IU Northwest has moved from a Director of IR to an AVCIER, to be overseen by the Office of AA (see 8I2). The AVCIER will work with the FO Assessment Committee, unit assessment coordinators, deans and individual faculty members. Each academic unit submits 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 FO 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. Effective July 1, 2011, the IU Northwest campus IT staff will become members of the university-wide UITS team, ensuring that the IU Northwest campus benefits from the total leveraged resources of the University. 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 the campus IT staff. 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 virtual fileservers 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 extension 4357 (HELP). 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 fileservers, and not on a user's local hard drive.

7R1 Measures IU enterprise systems have regularly scheduled maintenance windows as published here. 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 file storage, print and application services, and Ezproxy service for access to library electronic databases. All services in support of these efforts are located in the IU's Intelligent Infrastructure, a virtual server environment located in the new IU Data Center in Bloomington and in the smaller Data Center in Indianapolis.

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."

The biennial UITS IU Northwest User Survey is administered by the Center for Statistical and Mathematical Computing Research. Results for the most recent survey can be found here.

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.

7I1 Recent improvements are significant. An Office of IR worked for three years and established a foundation of improvement through the use of data. Not only was information gathered and monitored about the institution, but also the commitment of resources demonstrates a visible, tangible commitment to continuous improvement. The IR office made a broad range of data available to programs and departments to support decision-making. As mentioned earlier, the institution has transitioned from an OIR to a newly formed OIER under AA. The recently established OIER will continue and expand on the OIR's efforts, as time and resources allow.

IU Northwest had implemented WIGs down to the unit level, aligning them with the institution WIG of reaching an enrollment of 6,000 students. This process included the completion of training in the FranklinCovey© *4 Disciplines of Execution*™ by all non-academic unit department heads, as well as academic deans and administrators. Once a new strategic plan becomes effective, units are expected to develop their goals in the context of the new strategic plan and form operational plans for their individual units.

7I2 Culture and infrastructure support IU Northwest made a cultural shift in measuring effectiveness with the establishment of the OIR. The institution and units of IU Northwest have increased the demand for reliable data, as more data was made available. In the interest of continuous improvement, the OIER will continue to shift the culture of the campus by transforming the demand for data into a demand for information. Additional benchmarking of measurements to show improvement, longitudinal measures, and the use of inferential statistics that goes beyond the descriptive will aid in continuing to shift towards a culture of evidence.

An approach of working within the current organizational framework of IU Northwest, and taking full advantage of the IU system-wide infrastructure, should also make the task of measuring effectiveness less of a burden. The Northwest Council provides a leadership structure to coordinate planning and continuous improvement decisions. The OIER plans to partner with institutional governance structures, like the Northwest Council and the FO, to institutionalize assessment and evaluation that would measure our effectiveness. The UIRR and the Indiana University IR Council also provide an excellent professional network that can help the OIER expand the capacity of the office.

Indiana University has also embarked on a Business Intelligence Initiative that will further enhance our use of enterprise databases more effectively. The effort will empower more individuals within the IU campuses to utilize data better than the existing IUIE system does, with user-friendly interfaces and more standardized data definitions. The initial work involves establishing a governance structure that better coordinates the various units that are data stewards, or responsible for reporting at all the campuses.

Category 8: Planning Continuous Improvement

8P1 Key Planning Processes The Northwest Council functions as the forum for discussion of all major issues facing our campus. It is representative of all segments of the campus and all major planning is eventually vetted by the Northwest Council, which then recommends actions to the Chancellor for approval. Our previous strategic plan was a six year plan, with final goals to be achieved by 2010.

Consequently, and because IU Northwest has a new Chancellor as of July 1, 2010, the campus has begun a new strategic planning cycle. Data collection for this process was started by the OIER with an external environmental scan (external stakeholders), as well as an internal campus trend-scanning initiative. Further data was collected via a meeting of the newly-formed Chancellor's Commission on Community Engagement (a large group consisting of community stakeholders), a survey of Northwest Council members as to campus strengths and weaknesses (as a basis for a pre-planning SWOT analysis), and via two town hall meetings for campus stakeholders. The Northwest Council then developed a draft strategic plan at the end of March. The draft plan will be vetted throughout the summer and will hopefully be finalized in September. Ongoing planning is accomplished through the following processes and systems (in addition to the Northwest Council as described above):

Budget Planning: In 2009, the campus made the decision to move to RCM. This process is still evolving and maturing, but it has become one of the central planning processes for the campus (and one of our current Action Projects). Every year in March, each Responsibility Center (RC) makes a presentation to the Campus Budget Planning group as to their accomplishments of the last year, plans for the coming year, and new resource requests. The committee is made up of the Chancellor, the EVCAA, the VCSA, the VCA, the campus Chief Information Officer (CIO), the campus CFO, a representative from the UBO, the President of FO, and a member of the FO Budgetary Affairs Committee. Once hearings are complete, this Budget Planning group meets to develop priorities for resource allocation/reallocation, and the budget construction process begins.

Emergency/Crisis Management. See 6P3.

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

Enrollment and Retention Initiative: The campus developed an enrollment goal to reach 6,000 students by the year 2013 (a goal that is very close to being achieved this year). This goal is concerned not only with enrollment of new students, but most importantly with retention of students once enrolled. This process is overseen by a coordinating group that reports regularly to the Northwest Council. This coordinating group is co-chaired by the EVCAA and the VCSA and its job is to coordinate enrollment and retention goals from each administrative unit, track the progress of recruitment, retention, and marketing efforts, and recommend resource allocation/reallocation for enrollment and retention initiatives to the Northwest Council. This group also oversees several of the campus-wide retention initiatives such as the Early Alert/Mid-term Audit System and the NSSP, as well as initiatives designed to insure that the growing enrollment does not overtax essential student services in areas such as dining, parking, admissions, financial aid, etc.

The Facilities Planning process, started in 2006 and revised in April 2009, is directed by the FPC and chaired by the Director of FP. 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.

IT planning is overseen by the Campus CIO via the campus Technology Council. Recently, the regional campuses' IT services employees were reorganized into the larger UITS, and the CIOs of the regional campuses report dually to the Chancellors on the campuses they serve as well as to the IU VP for IT. This helps insure seamless integration of campus and University IT priorities, and allows the regional campuses improved visibility in matters of University IT.

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

One way that IU Northwest develops both short- and long-term strategies is in response to University/Presidential initiatives. For instance, in 2009, IU completed its Information Technology Strategic Plan 2 (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 guides planning at the local campus level.

A second important University initiative that is driving planning and strategy at IU Northwest is the restructuring of the regional campuses of IU under the administrative leadership of the VPURAPP. The Chancellors of the regional campuses report to the VPURAPP who, in turn, reports to the President. The responsibilities of the VPURAPP's office include shared academic planning, standards and programming for the regional campuses, improved degree completion, as well as direction of the campuses' collective relationships with the university, state government, Ivy Tech, and other similar campuses in Indiana. In 2010, the regional campuses began a strategic planning process that involves faculty and administrators from all of the regional campuses. A completed plan is expected in by the end of the 2011 academic year. The shared vision for the regional campuses is named the Blueprint for Student Attainment.

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

1. The current strategic planning process is described above in 8P1.
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 in 5P1).
4. The Dean's Council and Academic Core Group (described previously in 5P5).
5. The OIER Advisory Committee (described previously in 5P5).
6. IU Northwest recently joined the VSA, providing a systematic, standardized way to report and display essential data related to student success.
7. Long- and short-term goals arising from the regional campus planning process will be incorporated into the campus' strategic plan.
8. Goals and strategies are also influenced by governmental bodies such as the ICHE Policy of Regional Campus Roles and Missions and the ICHE Reaching Higher initiative.

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, 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 three major ways the campus coordinates and aligns planning processes. All are described elsewhere in this document. First, all planning is ultimately overseen by the Northwest Council and then communicated through the organization via normal administrative or organizational lines. Second, planning is coordinated on campus via the OIER Advisory Committee. Third, planning is also aligned through yearly budget hearings. Continuous improvement as a shared value and commitment is the common organizational thread that aligns these processes. Ad hoc committees and task forces are sometimes assigned by the Northwest Council or its administrative members to specific, time-delineated tasks.

8P5 Selecting measures and targets Now that IU Northwest has joined the VSA, performance measures will be standardized and reported each year. Another way that the campus sets performance targets is through the development of AQIP Action Projects, which are proposed by the OIER Advisory 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 and annual reports.

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 is currently moving to RCM in order to empower deans and other unit heads to more effectively plan in the context of goals, resources, and future needs. Competing priorities are vetted by the Campus Budget Committee, discussed by the Northwest Council Agenda Committee, and are ultimately brought to the Northwest Council for discussion. Also, recommendations arising from the FP, 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, initiatives that are related to recruitment, retention, and (general) marketing are given priority. As described elsewhere in this section, the enrollment planning group oversees all enrollment/retention initiatives and reports to the Northwest Council. The formal strategic planning process currently underway is being coordinated by the OIER and 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, the campus CFO, and the 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 8P1. Additionally, help in assessing fiscal risk comes from the UBO at IU, which provides a framework and guidelines for the interpretation of our individual campus budgets.

8P8 Planning for change IU Northwest has an ongoing leadership development program, which began in 2008 for faculty and staff. Each year a cohort of 10 to 12 faculty/staff members are nominated by their unit head to take part in this program. Faculty and staff development opportunities are offered through CETL and through HR periodically throughout the year. Additionally, administrators, faculty, and staff are all well-represented on the IU Northwest Council (the major planning and coordinating body on campus).

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 (ES, AA, Physical Plant, Campus Police, IT, EH&S, etc.)
6. NSSE every three years (most recently in 2009)

8R2 Performance results are the following:

1. *Enrollment*
    a. Enrollment: At the end of the Fall 2010 registration/census, the headcount was 5,969 compared to 5,560 at the end of Fall 2009 registration/census, and 4,794 in Fall 2008, representing an increase of 25% since Fall 2008. Fall 2010 credit hours of 61,845, compared to 56,950 for Fall 2009 and 48,736 for the same time in 2008, represents an increase of 27% since Fall 2008. Budgeted credit hours for Fall 2009 were 49,192 and for Fall 2010 were 57,462.
    b. 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 Fall 2009 to Fall 2010 freshman to sophomore retention was 68%, and the six-year graduation rate of the Fall 2004 cohort was 24%. The percentage of IU Northwest students receiving financial aid was 55.2% in 2008 and 59.8% in 2010.
2. *NSSE*: IU Northwest results are located on the OIER webpage. A brief executive summary of 2009 results, specifically in the area of "supportive campus environment," reveals:
    a. 59% of FR students report that their peers are friendly, supportive, and help them feel as if they belong.
    b. 83% of FR 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 FR 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 FR students find the administrative personnel and offices helpful, considerate, and flexible.
    e. 72% of FR students feel that this institution has a substantial commitment to their academic success; 37% feel well-supported by the institution regarding their social needs.
3. *IPEDS and Common Data Set (CDS)* are rich and benchmarked against other IU campuses and, in some cases, our peer institutions. However, these data are mined thoroughly to provide results for important performance measures and for our VSA College Portrait.
    a. CDS: Results for IU Northwest for the years 2000-01 through 2009-10 are available. Statistics are presented for all IU campuses on admissions, student life, financial aid, faculty/student ratio, enrollment, graduation, and retention.
    b. IPEDS: Results for IU Northwest for the years 2005 through 2009 are available.
4. *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 include:

1. Timelines for Action Projects are listed in those project reports and are updated annually.
2. General Education has been implemented in Fall 2010 for 2014 graduates.

3. Campus Assessment of Student Learning Outcomes (CASLO): The third cycle of data collection occurred last fall for the 2009-2010 academic year. The campus assessment plan, timelines, and results are available online.
4. RCM: Fiscal year 2010 was a "pilot year" in which all units operated as if RCM were in place. RCM was implemented in earnest in FY 2011, and the second round of budget hearings occurred this year for FY 2012.
5. VSA measures will be updated each year; this will provide information on enrollment, retention, and student success, as well as on financial aid and other important indicators of our enrollment initiative.
6. New action plans and timelines for achieving strategic goals will be developed once the new strategic plan has been completed and vetted by the campus community.

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 had established an Office of IR, the Director was also responsible for FP, and we realized then that we were at a point where we needed to establish a fulltime Institutional Effectiveness position. This was accomplished in April 2010 with the hiring of an AVCIER. As of late 2010, the office also includes a full-time data analyst.
2. All professional programs (Business, Education, Nursing, HIM, Radiography, Radiation Therapy, Diagnostic Medical Sonography, Social Work, Dental Hygiene, Dental Assisting, Public Affairs, etc.) hold national accreditation.
3. The External Environmental Scanning and Trend Analysis done in preparation for strategic planning are similar to the data collection methods used by IU South Bend during their last planning cycle.
4. The OIER Advisory Group is similar in structure and function to other like-institutions we have explored.

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

1. The Northwest Council Effectiveness Survey (see 5R2). The results were generally positive. Some small changes were made in council logistics as a result and meeting frequency was changed to once per month, but the basic functioning of the Council continues under the new Chancellor. 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 improvements have been the campus' alignment of strategic objectives through coordination by the Northwest Council, through yearly budget hearings, and through the formation of the OIER Advisory Council.

RCM continues and is maturing. It is greatly impacting the quality of planning that is occurring at all levels in the organization.

The campus has made tremendous progress in developing its emergency planning process. A CMT is established, an emergency plan is in place, and practice table top sessions are being implemented regularly.

The FPC generally reviews its process yearly. Any issues that have arisen in the past year regarding the process are discussed. In 2008, 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.

Enrollment planning and retention initiatives are much better coordinated now, and regular progress is reported to the Northwest Council. A Director of Retention Initiatives has also been hired to further align and coordinate efforts related to advising and retention.

IT planning on campus has now been coordinated with University IT Planning as described in 8P1.

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. We now have an established OIER (reporting to the EVCAA) to move our efforts to "the next level." In addition, the OIER Advisory Committee (described earlier) is helping to link continuous improvement with organizational planning via the Northwest Council. The AQIP co-liaisons provide monthly reports to the Northwest Council and the FO. The topics of their presentations vary from planning and implementation of Action Projects to what continuous improvement means and how to conduct a continuous improvement project. These actions have gone far to make continuous improvement a more meaningful and visible part of campus life. However, as a campus we are still working on fully institutionalizing continuous improvement processes at all levels.

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, "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.

Other events and processes to engage local middle and high school students on campus are coordinated through academic units. These include Kid's 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 school 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).

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 vice chancellors from those same institutions meet periodically to explore ways to work together for mutual benefit. Also, the VCAAs 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' 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 CURE 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 OCS 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 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. Every fall, pre-law students also take advantage of a free event, sponsored by the Law School Admissions Council, where over 150 law schools are represented.

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. In the fall 2010, B&N instituted a textbook rental program, which can save students more than 50% of the cost of purchasing new, printed textbooks. Students love the rental program and more than 90% said they would rent textbooks again.

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

CURE 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. CURE promotes regional quality of life and works with the community to find opportunities for partnerships and collaboration. The underlying conceptual framework for CURE 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 CURE 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 CURE 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 CURE has with the Community Organizations for Children and Family (COFFY). This consortium includes member organizations that are dedicated to services for children and families in Gary. CURE has been and continues to be instrumental in the strategic planning, capacity building, and technical assistance to those organizations. On at least three occasions, CURE 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. Finally, through an Eli Lilly grant, the Faculty Fellows Program supports IU Northwest faculty and students through funded research fellowships to advance studies of regional relevance in the areas of education, economic development, environmental sustainability, health disparities, arts, and culture. In 2010 (the first year of the fellowship), eight faculty were funded and conducted the following research projects: Great Lakes Innovative Stewardship Through Education Networks; Northwest Indiana Restoration Monitoring Inventory Project; Evaluating Alternative Approaches to Multi-Layered Health and Social Services Delivery; Urban Teaching and Professional Development; Diversity, One of Northwest Indiana's Greatest Assets; Assessment of Collaborative Problem Solving Models: City of Gary CARE (Community Action for a Renewed Environment) Project; and A Symposium on Public Memory.

In addition to CURE, 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 CURE, and has a rotating editorship among IU Northwest, PUC, PNC, VU, and Calumet College of St. Joseph.

9P6 Ensuring needs are met CURE maintains regular, ongoing, open lines of communication with both internal and external constituents. The communiqués include those generated internally by CURE staff persons, as well as those developed and disseminated by the university's Office of External Relations. To make certain that the partnership relationships meet the varying needs of those involved, CURE 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 CURE 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 CURE administrator actively seeks out and engages in meetings with key campus partners, including administrators, faculty, students, and staff. The work of CURE is informed and guided by the input gathered through these multiple facets of communication with all internal and external constituents. Also, CURE 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 CURE'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. CURE is forming a new university/community engagement advisory council that 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 developed a cross-disciplinary urban studies initiative that focused on bringing together partners from all interested academic units. The faculty committee that worked on this initiative had the leadership and support of the AEVCAA and included representatives from CHHS, COAS, SOE, SOBE, the Division of Continuing Studies, and SPEA. In addition, the Office of AA 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 FO, the Northwest Council, the IU Northwest website, and internal e-mail and print communications.

In 2010, Jeff Johnson from the Jeff Johnson Institute conducted a survey of the relationship between IU Northwest and the neighboring community, specifically Gary. He conducted meetings with IU Northwest faculty and staff, Gary school administrators, politicians, and various community leaders from which a report was developed that was made available to IU Northwest and the community. The culminating event was a conversation between community and IUN leaders and was facilitated by consultant Jeff Johnson. The conversation focused on ways that IU Northwest, the City of Gary, and the northwest Indiana region could foster greater partnership and collaboration for the benefit of all. The conversation

was specifically tailored to four core areas of discussion: Economic Impact; Environment; Educational Access and Advancement; and Arts and Cultural Enrichment.

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

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

In 2010, the Office of External Relations was developed. The Office of External Relations is the alumni relations and marketing communications arm of IU Northwest. The office works with campus and external constituencies to achieve institutional goals and has responsibility for all operations relative to internal and external communication, marketing, and alumni relations including community and corporate relations. External Relations and its offices support the university's teaching, research, and public service missions through providing quality marketing materials that enhance the institution's image, forging partnerships with corporate and civic organizations, and maintaining positive relationships with the university's alumni.

The Office of External Relations developed a website that organized campus community-based engagement programs under the categories of Community Investment, Diversity & Inclusion, Education & Partnerships with Schools, Health & Wellbeing, Career Advancement & Development, Business & Economy, Environment & Sciences, Public Affairs & Current Events, Youth & Senior Development, Arts & Culture. These categories represent many of the ways that IU Northwest engages with the region and the local community.

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 CURE has developed include 1) educational associations–the Gary Community Schools Corporation with which CURE partners to assist with crucial educational reform, 2) external agencies–the Northwest Indiana Center for Workforce Innovations with which CURE 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 CURE 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.

NUMBER OF COURSES	NUMBER OF FACULTY	YEAR	NUMBER OF STUDENTS
19	18	1999-2000	470
22	21	2000-2001	484
24	21	2001-2002	623
10	10	2002-2003	500
18	15	2003-2004	444
9	8	2004-2005	246
17	11	2005-2006	284
23	11	2006-2007	528
24	13	2007-2008	407
27	15	2008-2009	610
36	15	2009-2010	799

Figure 9.1 Yearly Summaries of Service Learning Courses, 2004-2010

Department/School	Courses	Faculty	Hours
Dental Education	1	1	242
Communications	1	1	144
Psychology	2	1	1610
Education	13	3	5655
Business	7	3	3330
SPEA	6	3	1465
Geosciences	5	2	480
Nursing	1	1	500
Total	**36**	**15**	**13426**

Figure 9.2 2007-2010 Service Learning Courses by Discipline

Students visit the OCS for career counseling; internships; resume, cover letter, and interview assistance; undecided job inventory testing; and work study information. There has been a dramatic increase in the number of hits to the OCS webpage due to the success of online job postings and e-mails. Previously, the OCS webpage had only 1,000-2,000 hits monthly. It now has 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	1,237	58
2010	1,724	154

Figure 9.3 OCS Office Visits and Internship Placements, 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
Spring 2010	46	610

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	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Bloomington	$146,976,412	$149,069,601	$145,632,463	$151,421,980	$148,444,857
IUPUI	226,158,196	252,261,312	252,220,856	306,430,580	407,624,851
East	4,325,757	3,715,481	3,532,856	1,267,440	6,018,330
Kokomo	530,542	519,805	572,631	328,321	202,159
Northwest	**1,271,297**	**1,417,262**	**1,061,330**	**1,005,543**	**999,555**
South Bend	646,560	538,859	783,396	192,008	1,431,045
Southeast	867,274	571,249	818,143	1,023,884	789,037

Figure 9.5 Grant and Contract Expenditures, 2005-2010

The IU Northwest NSSE data contain information related to collaborative relationships. As shown in Figure 9.6, there are no significant differences between our seniors, our campus peers, and other urban universities regarding participation in field experience and community service activities, suggesting our students are participating appropriately. However, CURE and other parties at the university are continually working to increase these efforts. The campus has focused on service learning as an important enhancement of student learning and the NSSE results demonstrate that our students are participating in service learning activities (2009 – FR 1.34 as compared to SR 1.85). A comparison to other urban universities (1.54, 1.68) and our campus peers (1.57, 1.73) places this participation significantly higher for our freshman and seniors than theirs.

NSSE Question	2004	2006 (Urban Universities)	2009 (Urban Universities, Campus Peers)	2012 (Urban Universities, Campus Peers)
Participation in a field experience, co-op or clinicals	.47	.48 (.46)	.41 (.47, .49)	
Participation in Community Service	.51	.41 (.48)	.47 (.53, .51)	

Figure 9.6 Experiences of seniors compared to other urban universities and campus peers on selected NSSE questions

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. This information is now transmitted to the new staff position On-Campus Recruitment Coordinator, who ensures that admissions staff can plan to have a presence at the event and can provide appropriate recruitment materials.

The interdisciplinary urban studies initiative has resulted in new urban-focused studies minors and the development of plans for an interdisciplinary urban studies program.

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 that has been converted to a whole year course, and an Introduction to Teaching course (SOE). We also are offering a concurrent enrollment program with East Chicago High School in which high school seniors come to our campus and take courses for simultaneous high school and college credit in regular IU Northwest classes. We are currently exploring other dual/concurrent enrollment relationships with other area high schools. In both dual and concurrent credit programs, tuition is at a significantly reduced rate. Students who qualify for reduced or free lunch participate at no charge.

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 Gary Business Expo, co-sponsored by the alumni/OAR and the Gary Chamber of Commerce; and 4) a dental alumni reception, co-sponsored by the OAR and the Department of Dental Education, and a nursing alumni event, co-sponsored by the OAR and 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. IU Northwest has also established Facebook and Twitter accounts to engage with prospective students, alumni, and community members.

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 distributed electronically to the

campus community. 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, and 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 are clearly in evidence in our 2011 strategic priorities (e.g., "Outstanding institutional infrastructure and support are essential elements for achieving success and excellence" and "Community engagement is a hallmark of our commitment to advancing educational opportunities while addressing regional priorities"). Engagement with the community and other institutions of higher education is a clear priority at IU Northwest and is evident in its Mission.