Organizational Overview ............................................................................................................. Page 1

01. Distinctive features of organizational culture ............................................................... Page 1

02. Scope of educational offerings ....................................................................................... Page 3

03. Student base, student needs and requirements ............................................................... Page 4

04. Collaborations ................................................................................................................. Page 4

05. Faculty and staff base ....................................................................................................... Page 5

06. Critical and distinctive facilities, regulatory environment ............................................ Page 5

07. Competing organizations ............................................................................................... Page 6

08. Key opportunities and vulnerabilities ............................................................................ Page 6

AQIP Category One
HELPING STUDENTS LEARN .............................................................................................. Page 9

1C1 What are the common student-learning objectives you hold for all of your students (regardless of their status or particular program of study) and the pattern of knowledge and skills you expect your students to possess upon completion of their general and specialized studies? ......................................................... Page 9

1C2 By what means do you ensure your student-learning expectations, practices, and development objectives align with your mission, vision, and philosophy? .......................................................................................................................... Page 10

1C3 What are your key instructional programs? What delivery methods are used within these key programs? To what degree is technology used within the formal instructional context? .................................................................................. Page 11

1C4 What practices do you use to ensure your design and delivery of student-learning options are preparing students to live in a diverse world and that the options accommodate a variety of student-learning styles? ....................... Page 13

1C5 By what means do you create and maintain a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions? .......................................................... Page 15

1P1 How do you determine your common student-learning objectives as well as specific program-learning objectives? Who is involved in setting these objectives? ........................................................................................................ Page 16

1P2 How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming? ........................................ Page 17
1P3 How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue? ...................... Page 18

1P4 How do you communicate expectations regarding student preparation and student-learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process? ............... Page 18

1P5 How do you help students select programs of study that match their needs, interests and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed? ................................................................. Page 19

1P6 How do you determine and document effective teaching and learning? How are these expectations communicated across the institution? .................. Page 21

1P7 How do you build an effective and efficient course delivery system? How do delivery decisions balance student and institutional needs? ......................... Page 23

1P8 How do you monitor the currency and effectiveness of your curriculum? What process is in place for changing or discontinuing programs and courses? .......... Page 24

1P9 How do you determine student and faculty needs relative to learning support? How are learning support areas involved in the student-learning and development process? .................................................................................. Page 25

1P10 How are co-curricular development goals aligned with curricular-learning objectives? .................................................................................................. Page 27

1P11 How do you determine the processes for student assessment? .................. Page 28

1P12 How do you discover how well prepared students completing programs, degrees, and certificates are for further education or employment? .......... Page 29

1P13 What measures of student performance do you collect and analyze regularly? ........................................................................................................... Page 31

1R1 What are your results for common student-learning objectives as well as specific program-learning objectives? ......................................................... Page 32

1R2 What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (i.e., other educational institutions and employers) for the awarding of specific degrees or credentials? ............................................................... Page 34

1R3 What are your results for processes associated with Helping Students Learn? .......................................................................................................... Page 36

1R4 Regarding 1R1 through 1R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community? ................................................ Page 38
1I1 How do you improve your current processes and systems for helping students learn and develop? ................................................................. Page 39

1I2 With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? ............... Page 40

AQIP Category Two
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES......................... Page 43

2C1 What are your explicit institutional objectives in addition to Helping Students Learn? ................................................................. Page 43

2C2 By what means do you ensure your other distinctive objectives align with your mission, vision, and philosophy? ........................................ Page 43

2C3 How do your other distinctive objectives support or complement your processes and systems for Helping Students Learn? ...................... Page 43

2P1 How do you determine your other distinctive objectives? Who is involved in setting these objectives? ........................................................ Page 43

2P2 How do you communicate your expectations regarding these objectives? ........ Page 44

2P3 How do you determine faculty and staff needs relative to these objectives? ................................................................. Page 44

2P4 How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them? ........................................ Page 44

2P5 What measures of accomplishing your other distinctive objectives do you collect and analyze regularly? ................................................ Page 45

2R1 What are your results in accomplishing your other distinctive objectives? ......... Page 45

2R2 How do the results in 2R1 compare with the results of peer institutions? How do they compare, if appropriate, with the results of other higher education institutions and of organizations outside the education community? ...............Page 46

2R3 How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community(s) and region(s) you serve? ................................................................. Page 46

2I1 How do you improve your systems and processes for accomplishing your other distinctive objectives? ................................................ Page 46

2I2 With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed?
How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? ................. Page 48

AQIP Category Three
UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS......... Page 50

3C1 Into what key groups do you subcategorize your students and other stakeholders? How do you define and differentiate these student and other stakeholder groups?......... Page 50

3C2 What are the short- and long-term requirements and expectations of your student and other stakeholder groups? ....................................................... Page 50

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs? ......................... Page 50

3P2 How do you build and maintain a relationship with your students? ............... Page 52

3P3 How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs? .......... Page 56

3P4 How do you build and maintain a relationship with your key stakeholders? ................................................................................................. Page 56

3P5 How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services? ............................. Page 57

3P6 How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?........................................... Page 57

3P7 How do you determine student and other stakeholder satisfaction? What measures of student and other stakeholder satisfaction do you collect and analyze regularly? ................................................................. Page 59

3R1 What are your results for student satisfaction with your performance? ........ Page 63

3R2 What are your results for the building of relationships with your students? ...... Page 64

3R3 What are your results for stakeholder satisfaction with your performance? ...... Page 65

3R4 What are your results for the building of relationships with your key stakeholders? ................................................................................................. Page 65

3R5 Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community? ....................................................... Page 66

3I1 How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups? .......... Page 67

3I2 With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting and
how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? ................................................................. Page 67

AQIP Category Four
VALUING PEOPLE .......................................................................................... Page 69

4C1 In what distinctive ways do you organize your work environment, work activities, and job classifications to strengthen your focus on student learning and development? ................................................................................... Page 69

4C2 What key institutional and geographic factors determine how you address your work environment and job classification? In what ways do you use part-time employees? ................................................................. Page 70

4C3 What demographic trends do you analyze as you look at your workforce needs over the next decade? ............................................................................ Page 71

4C4 What key faculty, staff, and administrative training initiatives are you currently undertaking or planning to implement in the near future? ........................................... Page 71

4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators? How do your hiring processes make certain that the people you employ possess these requisite characteristics? .......... Page 72

4P2 How do you recruit, hire, and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel? .......... Page 73

4P3 How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees? ........................................................................... Page 76

4P4 How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training? ................................................................. Page 76

4P5 How do you determine training needs? ........................................................ Page 77

4P6 How do you design and use your personnel evaluation system? ................. Page 77

4P7 How do you design your recognition, reward, and compensation systems to align with your objectives? How do you support employees through benefits and services? ................................................................. Page 78

4P8 How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed and how is a course of action selected? ................................................................. Page 79

4P9 How do you provide for and evaluate employee satisfaction, health and safety, and well-being? ......................................................................................... Page 80

4P10 What measures of valuing people do you collect and analyze regularly? ....... Page 81

Table of Contents
V
Indiana University Northwest
Fall 2007 Living Portfolio

4R1 What are your results in valuing people? ..................................................... Page 82

4R2 What are your results in processes associated with valuing people? .......... Page 83

4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals? ....................... Page 83

4R4 Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community? ................................................................. Page 83

4I1 How do you improve your current processes and systems for valuing people? ................................................................................................. Page 83

4I2 With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? ........................................ Page 83

AQIP Category Five
LEADING AND COMMUNICATING............................................................... Page 84

5C1 Describe your leadership and communication systems. (A brief chart or summary of groups, committees, or teams and their functions may be useful in describing these systems.) ........................................................................ Page 84

5C2 In what ways do you ensure that the practices of your leadership system – at all institutional levels – align with the practices and views of your board, senior leaders, and (if applicable) oversight entities? ........................................ Page 84

5C3 What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement? ................. Page 84

5P1 How do your leaders set directions in alignment with your mission, vision, and values and that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning? .......... Page 84

5P2 How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment? .......................... Page 84

5P3 How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out? ............................................................................................ Page 88

5P4 How do your leaders use information and results in their decision-making process? .......................................................................................... Page 89

5P5 How does communication occur between and among institutional levels? ........ Page 89

Table of Contents
vi
5P6 How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement? .............................................. Page 89

5P7 How are leadership abilities encouraged, developed and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution? .......... Page 90

5P8 How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed? ............................................................. Page 90

5P9 What measures of leading and communicating do you collect and analyze regularly? ...................................................................................................... Page 91

5R1 What are your results for leading and communicating processes and systems? ....................................................................................................... Page 91

5R2 Regarding 5R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community? ............................................................. Page 92

5I1 How do you improve your current processes and systems for leading and communicating? ............................................................................................. Page 92

5I2 With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? .................................................... Page 92

AQIP Category Six
SUPPORTING INSTITUTIONAL OPERATIONS............................................. Page 94

6C1 What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups? ........................................................................................................ Page 94

6C2 How do your key student and administrative support services reinforce processes and systems described in Helping Students Learn and Accomplishing Other Distinctive Objectives? ....................................................... Page 99

6P1 How do you identify the support service needs of your students? .............. Page 99

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni, etc.)? ................................................................. Page 100

6P3 How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment? ................. Page 101
6P4  How do your key student and administrative support areas use information and results to improve their services? ................................................................. Page 101

6P5  What measures of student and administrative support service processes do you collect and analyze regularly? ............................................................... Page 102

6R1  What are your results for student support service processes? ..................... Page 103

6R2  What are your results for administrative support service processes? .......... Page 107

6R3  Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community? .......................................................... Page 108

6I1  How do you improve your current processes and systems for supporting institutional operations? ................................................................. Page 108

6I2  With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders? .......... Page 108

AQIP Category Seven
MEASURING EFFECTIVENESS ................................................................. Page 111

7C1  In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those that need it? ............................................................... Page 111

7C2  What are your key institutional measures for tracking effectiveness? ............ Page 112

7P1  How do you select, manage, and use information and data (including current performance information) to support student learning, other institutional objectives, planning, and improvement efforts? ........................................ Page 113

7P2  How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met? .................................................................................................. Page 113

7P3  How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community? .................................................................................................. Page 114

7P4  How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization? .................................................................................................. Page 114

7P5  How do you ensure department and unit analysis of information and data aligns with your institutional goals regarding student learning and overall institutional objectives? How is this analysis shared? ................................................................. Page 115
**Table of Contents**

<table>
<thead>
<tr>
<th>Question</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7P6</strong> How do you ensure the effectiveness of your information system(s) and related processes?</td>
<td>Page 115</td>
</tr>
<tr>
<td><strong>7P7</strong> What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?</td>
<td>Page 116</td>
</tr>
<tr>
<td><strong>7R1</strong> What is the evidence that your system for measuring effectiveness meets your institution’s needs in accomplishing its mission and goals?</td>
<td>Page 116</td>
</tr>
<tr>
<td><strong>7R2</strong> Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?</td>
<td>Page 116</td>
</tr>
<tr>
<td><strong>7I1</strong> How do you improve your current processes and systems for measuring effectiveness?</td>
<td>Page 117</td>
</tr>
<tr>
<td><strong>7I2</strong> With regard to your current results for measuring effectiveness, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?</td>
<td>Page 117</td>
</tr>
</tbody>
</table>
| **AQIP Category Eight**  
**PLANNING CONTINUOUS IMPROVEMENT** | Page 118 |
| **8C1** What is your institution’s vision of what your institution will be like in the next 5-10 years? | Page 118 |
| **8C2** What are your institution’s short- and long-term strategies? How are these strategies aligned with your mission and vision? | Page 118 |
| **8P1** What is your planning process? | Page 118 |
| **8P2** How do you select short- and long-term strategies? | Page 118 |
| **8P3** How do you develop key action plans to support your institutional strategies? | Page 118 |
| **8P4** How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels? | Page 119 |
| **8P5** How you select measures and set performance projections for your institutional strategies and action plans? | Page 119 |
| **8P6** How do you account for appropriate resource needs within your strategy selection and action plan implementation processes? | Page 120 |
| **8P7** How do you ensure faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans? | Page 120 |
8P8 What measures of the effectiveness of your system(s) for planning continuous improvement do you collect and analyze regularly? ........................................ Page 120

8R1 What are your results for accomplishing institutional strategies and action plans? .................................................................................................. Page 121

8R2 Regarding 8R1, what are your projections of performance for your strategies and action plans over the next 1-3 years? ........................................ Page 121

8R3 Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside of the education community? ....................... Page 121

8R4 What is the evidence that your system for planning continuous improvement is effective? .............................................................................. Page 121

8I1 How do you improve your current processes and systems for planning continuous improvement? .............................................................................. Page 122

8I2 With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders? .............................................................................. Page 122

AQIP Category Nine
BUILDING COLLABORATIVE RELATIONSHIPS ................................. Page 132

9C1 What are your institution’s key collaborative relationships? ................. Page 132

9C2 In what ways do these collaborative relationships reinforce your institutional mission? If applicable, how do these relationships support changes in your institutional directions as addressed in Planning Continuous Improvement? ................................................................. Page 132

9P1 How do you create, prioritize, and build relationships with the:
● educational institutions and other organizations from which you receive your students?
● educational institutions and employers that depend on the supply of your students and
● graduates that meet these organization’s requirements?
● organizations that provide services to your students?
● education associations, external agencies, consortia partners, and the general community with whom you interact? ................................................. Page 132

9P2 How do you ensure the varying needs of those involved in these relationships are being met? ................................................................................. Page 132

9P3 How do you create and build relationships within your institution? How do you assure integration and communication across these relationships? ......... Page 133
9P4 What measures of building collaborative relationships do you collect and analyze regularly?.......................................................................................................................... Page 134

9R1 What are your results in building your key collaborative relationships?......... Page 135

9R2 Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?.......................................................................................................................... Page 135

9I1 How do you improve your current processes and systems for building collaborative relationships?.......................................................................................................................... Page 135

9I2 With regard to your current results for building collaborative relationships, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders?.......................................................................................................................... Page 136

APPENDICES ........................................................................................................ Page 140

Appendix A ........................................................................................................ Page 140

Appendix B ........................................................................................................ Page 141

Appendix C ........................................................................................................ Page 145
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 more than 98,000 students. The residential campus at Bloomington and the urban center in Indianapolis form the core campuses of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing education of high quality within reach of all of Indiana’s citizens.

The University is governed by a nine member board, known as the Trustees of Indiana University. Administrative leadership is provided by the President of Indiana University, seven Vice Presidents, and a Chancellor at each of the eight campuses.

Indiana University Northwest (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 Indiana University.

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 Indiana University. 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 Indiana University changed the name of the Northwest Campus to Indiana University Northwest.

Some of the unifying features that tie IU Northwest closely to the idea of a single Indiana University 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 University Faculty Council and the Faculty Colloquium on Excellence in Teaching (FACET); university-wide tenure standards and approvals through the Office of Senior Vice President for Academic Affairs; and shared resources for faculty research and information technology.

IU Northwest has evolved into a Comprehensive Masters 1 institution with a total annual operating budget of $ 46.7 million and approximately 68 authorized degree programs. While the campus no longer offers classes at the Calumet Center in East Chicago the campus has leased classroom space since 1997 in Portage, which is located in Porter County. In collaboration with Purdue University Calumet (PUC), the campus also offers classes at PUC’s Academic Learning Center (ALC) in Merrillville, Indiana. These sites serve as feeders into the degree programs offered on the campus.

In 1999 the faculty, staff and administrators at IU Northwest designed and implemented an inclusive process to develop a Shared Vision for the campus. A Steering Committee of over 30 people comprised of students, faculty, staff and members of the community engaged between 800 and 900 of its stakeholders in the creation of a vision for the campus. The Shared Vision (see Figure Oa) is a representation of the kind of institution
that the campus is trying to create by 2010.

**Figure Oa**

**Indiana University Northwest.**

*We, the students, faculty, staff, and alumni of IUN, take pride in our unique identity as Indiana University serving the seven-county region of northwest Indiana.*

*As a student-centered campus, we commit ourselves to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement.*

*Because we value the complete richness of the human family, we embrace diversity in all its facets and aspire to the full nobility of our shared humanity.*

*We interact in caring and competent ways to support individual and community aspirations and growth.*

*We honor and value the contributions of all our members.*

*We promote well-being through an attractive and convenient environment conducive to learning. Our graduates are prepared for lifelong learning, ethical practices, successful careers and effective citizenship.*

*Indiana University Northwest collaborates and cooperates with other educational institutions, external partners, and the surrounding communities to enhance our overall quality of life.*

The Steering Committee identified campus climate and unique identity as the two strategic foci to accelerate the achievement of the Vision. The focus on campus climate included both the physical climate (e.g. classrooms fully conducive to learning) and the less tangible aspects of climate (e.g. promoting competent, caring, and respectful interactions, advancing diversity and living by student-centered principles). The implementation of the Shared Vision initiatives has resulted in the development of a set of student-centered principles (Figure Ob).

**Figure Ob**

**Student-Centered Principles**

**Preamble**

We, the students, faculty, staff, and alumni of IU Northwest define a student-centered campus as one that considers all aspects of service delivery, academic support, and learning environment to meet the needs of students. All units must use the student-centered principles in guiding them when making decisions. Decisions are not always made to satisfy each student but are made within the guidelines of these principles. “As a student-centered campus, we commit ourselves to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement.” Becoming student centered involves the way we interact with students. We commit ourselves to these student-centered principles:

1. Students are informed how often, and when within the ensuing two years, classes are likely to be offered.
2. IU Northwest coordinates advising and scheduling so that full-time students can complete baccalaureate programs in a timely manner. Full-time (at least 15 credit hours per semester) students without deficiencies shall be able to complete baccalaureate programs within four years.
3. IU Northwest offers lower division courses at times convenient for both day and evening full-time and part-time students. Upper division courses shall be offered at times convenient for both day and evening full-time and part-time students whenever practical.
4. Students, faculty, administrators, and staff are guided by and exhibit ethical behavior and treat each other with respect, promoting a sense of pride, enjoyment, and dignity.
5. To the extent possible, constituencies of the IU Northwest community are informed in a timely manner when decisions are made that significantly affect them.
6. Faculty, advisors, counselors, and
frontline staff are knowledgeable, available, competent, and show personal concern for students.

7. IU Northwest is committed to student safety, privacy, easy accessibility, well being, maximum student achievement, and student success through both academic and administrative support services.

8. A wide variety of opportunities for involvement in campus life and enrichment activities is valued, available, widely communicated, and easily accessible for all students.

An inclusive process to engage campus stakeholders (internal and external) in discussions to identify areas of academic excellence that would contribute to the campus’s unique identity as Indiana University in northwest Indiana culminated in the identification of two areas of academic excellence, Cultural Discovery and Learning and Sustainable Regional Vitality. (See Appendix A for the campus’s description of Cultural Discovery and Learning and Sustainable Regional Vitality.)

In 2002 IU Northwest was accepted into the Academic Quality Improvement Program (AQIP). The AQIP accreditation process was attractive to IU Northwest for a number of reasons: an interest in the quality improvement philosophy; an accreditation process that allowed the campus to focus on issues that the campus identified as important; and the opportunity to improve its ability to make data-driven decisions.

In 2003 IU Northwest developed a Strategic Planning process to insure the achievement of the Shared Vision by 2010. A Facilities Plan, an Information Technology (IT) Plan, a Human Capital Plan, operational plans, the determination and oversight of AQIP projects, and the budgeting process are being developed in alignment with the Strategic Planning process.

In 2004 IU President Adam Herbert, with the authorization of the Trustees, launched a mission-differentiation project that included all of the campuses of Indiana University. Each campus, with the assistance of a university leadership team, was asked to review its mission statement for clarity and definition of its distinctive contributions. In Spring 2005, the following Mission Statement, which is aligned with the Shared Vision, was adopted by IU Northwest’s Faculty Organization, the faculty governance structure at IU Northwest:

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

The revised mission statements for each of the campuses were approved at the November 2005 meeting of the Board of Trustees.

O2

IU Northwest’s primary emphasis is on undergraduate education; however, graduate degrees are offered in Business Administration, Education, Public and Environmental Affairs and Social Work. IU Northwest offers 16 certificate programs, 13 associate degrees, 34 baccalaureate degrees and 5 graduate degrees. The degree programs are offered through the following academic units, which are listed by the number of majors from highest to lowest: Nursing and Health Professions,
Organizational Overview

As the community college initiative continues to evolve in Indiana, IU Northwest will be focusing any new program development at the baccalaureate and graduate levels. In order to build excellence within our academic programs, the campus developed a program prioritization process for academic and support programs. This process assists the campus in allocating its limited resources.

The campus is organized into six units of Executive Management: the Office of Academic Affairs, the Office of Diversity and Equity, Administrative and Fiscal Affairs, Information Technology, Student Affairs, and University Advancement (see Figure Oc).

IU Northwest serves a seven-county region comprised of Lake, Porter, LaPorte, Jasper, Newton, Starke, and Pulaski counties. As a commuter campus, 89% of its students live in Lake County, the county in which IU Northwest is located, and in the next closest county, Porter. The campus annually matriculates between 800 and 900 freshmen. Only 8.2% of the freshman students are from the top tenth of their class, while 50.9% are from the bottom half of their high school class.

The average graduation rate over the last five years for IU Northwest students was 23.8%, and the second-year retention rate (freshman to sophomore) was 58.9%.

IU Northwest is the most racially diverse campus of Indiana University and was ranked first in Indiana and fourth in the Midwest according to the 2003 U.S News and World Report and college rankings on diversity. Student enrollment peaked in 1992 at almost 6,000 students and steadily declined to a low of 4,639 students in 2001. Since then, enrollment had been growing steadily to 5,138 students, but it dropped back down again in Fall 2005 to 4,987 students. Fall 2006 enrollment was 4,819, while Fall 2007 enrollment was 4,790.

The vast majority of classes (86%) have fewer than 30 students, with only three class sections enrolling more than 100 students. The student-faculty ratio is 13.6 to 1.

2006-2007 Student Fast Facts

- 54% of students attend full-time
- 85% of students work
- 51.9% of students receive financial aid
- 37% of students are from underrepresented populations.
- 88% of students are undergraduates
- 99% of students are Indiana residents
- Average age of student is 28
- 70% of students are female

IU Northwest collaborates with other higher education institutions in the region to promote student success. For example, IU Northwest, Purdue University Calumet (PUC), and Ivy Tech Community College Northwest (IVY) are collaborating on a research project to identify the effects of employment on the retention of students at our institutions.

Collaboration and cooperation are highly valued at Indiana University Northwest. As part of the Strategic Planning process, IU Northwest is working with residents in each of the seven counties that the campus serves to learn about their needs and identify potential opportunities for partnerships or collaborations.
Located in the Glen Park neighborhood of Gary, IU Northwest worked with the city on the University Park project, which is 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.

The Deans from the Schools of Education at IU Northwest, PUC, Purdue University North Central (PNC), and Valparaiso University (VU) have partnered with several local school districts to work on new university curricula that are responsive to K-12 needs.

The establishment of the Center for Regional Excellence (formerly the Centers for Excellence in Cultural Discovery and Learning and Sustainable Regional Vitality) has led to several community/university partnerships that will be discussed later in Section 9 of this Portfolio.

The primary responsibility for preparing our graduates for lifelong learning, ethical practices, successful careers, and effective citizenship rests with our faculty. In Fall Spring 2007, IU Northwest employed 180 full-time faculty (68% are tenured or tenure track) and 173 part-time (adjunct) faculty. Sixty-five percent of the full-time faculty hold doctoral degrees or terminal degrees in their field, 23% are members of minority groups, and 52% are women.

The average teaching load is nine credit hours per semester with a one-course release for research/creative activity for tenure and tenure-track faculty. The Faculty Organization serves as the faculty governance structure. The Faculty Organization operates as a council of the whole. The right to attend and speak in Faculty Organization meetings is extended to all voting faculty. Although faculty are not represented by a collective bargaining agent, there is an active American Association of University Professors (AAUP) chapter on campus.

Seventy-eight professional, 90 clerical, 18 technical and 47 service and maintenance employees provide support to the students and faculty. The clerical and technical employees are represented by the Communication Workers of America (CWA). IU Northwest also employs approximately 412 hourly employees (51% are students).

IU Northwest occupies 38 acres in an urban neighborhood in Gary. Its facilities include 22 buildings, 11 academic and administrative facilities, and a Child Care Center. The addition of a student activity center, Savannah Center, in 2000 added significantly to student life on the campus. The Northwest Center for Medical Education, although located on the campus, is part of the Indiana Statewide Medical Education System. In addition, the campus also leases classroom space in Porter County and south Lake County and shares classroom space with PUC in its ALC from which we provide limited course offerings. A Facilities Planning Committee has prepared a Facilities Plan for the campus, which is in alignment with the Strategic Plan and the Vision.

Every full-time faculty and staff member is provided with a computer. The campus uses lifecycle replacement funding to update faculty and staff computers every three years. The adjunct faculty have access to computers within the academic department or the computer labs. IU Northwest has two Student Technology Centers and eight designated computer classrooms on the main campus and one at our Portage location. In addition there are a number of school specific computer rooms used for classes and general use by students enrolled in those particular schools. A 2002 AQIP Action project
focused on increasing faculty, staff, and administrator’s technological capabilities. The campus supports faculty and staff in the use of technology through the Center for Excellence in Teaching and Learning (CETL) and the Office of Information Technology.

As one of the campuses of Indiana University, IU Northwest operates under the policies established by the Board of Trustees and administered by the President of IU and his staff. Each regional campus chancellor reports to the President, and no campus is subordinate to another campus. IU is characterized by a mixture of centralized and decentralized processes. 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. IU contains several University schools, which exercise varying degrees of coordination in relation to the academic units on the campuses; however, the structure of the system schools is currently in the process of change. University schools that interact with academic units at IU Northwest include Education, Nursing, Continuing Studies, Social Work, and Public and Environmental Affairs. The Higher Learning Commission (the NCA) last reaccredited IUN in 1993, IU Northwest submitted a follow-up report in 1995, and the campus became an AQIP institution in 2002.

IU Northwest will focus on those opportunities which are in alignment with its Mission and Vision.

Accredited Academic Programs
IU Northwest has demonstrated academic excellence in its academic offerings. Degree programs in the professional schools and the Department of Chemistry in the College of Arts and Sciences are accredited by their respective national accreditation associations (see Table 9a).

New Facilities
The first phase of the Professional Education building, completed in 2004, is occupied by the Northwest Indiana Center for Medical Education. The second phase of the construction was completed in the summer of 2006. The building houses the School of Business and Economics, School of Public and Environmental Affairs, Nursing and Health Professions and Social Work. This building provides significantly upgraded classrooms, clinics, and office spaces for faculty and student interaction.

Evidence-Based System of Accountability
IU is developing an evidence-based system of accountability to track University and campus progress on mission-critical goals and objectives. Additionally, IU Northwest has established an Office of Institutional Research on campus, staffed by a director. These efforts will position IU Northwest to improve the effectiveness and quality of its programs and services and to use both qualitative and quantitative data more
effectively in making decisions and setting directions.

**Center for Regional Excellence**
The Center positions IU Northwest to develop relationships and provide opportunities for the campus to expand its revenue base through increased activity in contracts and grants.

**Planning Processes** IU Northwest has designed and is beginning to implement planning processes for facilities, information technology, and human capital that align with its strategic plan.

**Diversity** IU is building the infrastructure through the Office of Diversity and Equity to recruit and retain a diverse faculty and staff and provide an array of educational and diversity awareness activities for its students, staff, and faculty. A 2006 Action Project focused on recruiting and retaining a diverse faculty and having campus conversations about diversity. In Spring 2007, IU Northwest participated in a university-wide initiative entitled “Enhancing Minority Achievement.” This involved the development of a diversity portfolio and peer review by another IU campus.

**Reorganization** IU Northwest is in the process of creating a College of Health and Human Services that was presented to the Board of Trustees in March 2007. President Herbert has approved the plan, and the campus has begun the process for creating such a structure.

**Challenges that IU Northwest faces include:**

**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 under-funded by the state, and as a result, the campus has a backlog of maintenance and repair projects.

**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. Although IU Northwest is currently offering courses at that site, it has not been assured of any long-term commitment from PUC to continue to be able to offer courses there. On the other hand, the learning center could be an opportunity for IU Northwest to build a more collaborative relationship with PUC and could lead to a pooling of the faculty resources of both institutions to offer more academic programs together than we could each afford to do separately.

**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 similar to the other regional campuses, the campus continues to seek ways to provide admitted students with support services that will increase their ability to persist and graduate. In addition to two retired Action Projects focusing on student retention, IU Northwest has been working on revising its General Education Program, a current Action Project, which will be addressed in Category 1: Helping Students Learn.

**Personnel** IU Northwest has recently filled some key administrative positions permanent appointments. Two key positions that have been recently filled are the positions of Vice Chancellor for Academic Affairs and Vice Chancellor for Student Affairs.
IU Northwest’s *Shared Vision* articulates four (4) general student learning outcomes: “life-long learning, ethical practices, successful careers, and effective citizenship.” These student learning outcomes are reflected in the first two 2010 Strategic Outcomes: “IUN’s value for academic excellence as defined by a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service is clearly reflected in its performance, in its curricula, and in its recognition, reward, and tenure practices” and “All academic programs and relevant support programs have implemented teaching and learning experiences that ensure they will prepare their 2014 graduates for lifelong learning, ethical practices, developing successful careers, and effective citizenship.”

In 2004 the campus defined the student profile of academic excellence (Appendix B). The common learning objectives for IU Northwest’s undergraduate programs currently are its nine General Education goals (see Figure 1a). All academic units incorporate these General Education goals into their core curricula. The student learning outcomes of each unit also align with the general student learning outcomes in the *Shared Vision*; furthermore, the General Education/Assessment Committee (a Faculty Organization committee with representation from all academic units) has used these outcomes to develop the General Education Principles (see Figure 1b) and related outcomes in revision of the General Education Goals of the campus. Through the process of faculty governance, the documents related to the General Education revision incorporate the needs and ideas of various stakeholders in the stages of the process from drafting through approval. The revision efforts are continuing as outlined in one 2006 and two 2007 (revised) Action Projects.

**Figure 1a**

| Goal 1: | Students will write, read, speak, and listen effectively for a variety of purposes, using multiple methods. |
| Goal 2: | Students will think critically. |
| Goal 3: | Students will reason quantitatively. |
| Goal 4: | Students will understand the methods of science. |
| Goal 5: | Students will understand the value of the past and recognize the relationship of the past to the present and to the future. |
| Goal 6: | Students will gather, synthesize, process, disseminate, ethically use, and create information through the use of library resources, computers, telecommunications, and other technologies. |
| Goal 7: | Students will recognize the many diversities of human experience, including the variety of cultures within America and across the world, and the many other ways in which communities are made up of diverse individuals. |
| Goal 8: | Students will demonstrate familiarity with the appreciation of the arts, including literature and the fine, applied, and performing arts. |
| Goal 9: | Students will integrate the general education knowledge and skills described in the preceding paragraphs with discipline-based knowledge and skills. |

**Figure 1b**

**IU NORTHWEST GENERAL EDUCATION PRINCIPLES**

The following general education principles guide the achievement of excellence in undergraduate education at IUN. They describe university level capabilities, knowledge across disciplines, awareness of diversity and ethics that we believe every graduate of an IUN baccalaureate degree program should attain. These principles embrace learning experiences that prepare students for lifelong learning, ethical practices, successful careers, and effective citizenship.
### Principle Definition

<table>
<thead>
<tr>
<th>Principle</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations for Effective Learning and Communication</td>
<td>Fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.</td>
</tr>
<tr>
<td>2. Breadth of Learning</td>
<td>Mastery of the core concepts, principles, and methods in arts and humanities, the social sciences, cultural and historical studies, and the mathematical, physical, and life sciences.</td>
</tr>
<tr>
<td>3. Critical Thinking, Integration, and Application of Knowledge</td>
<td>Logical analysis and synthesis of information and ideas from multiple perspectives; critical acquisition, integration, and application of knowledge in students’ intellectual, personal, professional, and community lives.</td>
</tr>
<tr>
<td>4. Diversity</td>
<td>Valuing the diversity of human experience, as exemplified in race, ethnicity, social class, religion, gender, sexual orientation, age, and disabilities; understanding how these categories are often used to create injustice; recognizing our common human heritage and the interconnectedness of communities in the region, the nation, and the world.</td>
</tr>
<tr>
<td>5. Ethics and Citizenship</td>
<td>Knowledge of the principles of ethics and the principles, history, and experience of the structures of governance; the application of the principles of ethics and governance to the larger society, one’s immediate community, and to individual conduct on campus and in society.</td>
</tr>
</tbody>
</table>

The following section serves as further explanation of this change process and its motivation. While IU Northwest still believes that every student in the undergraduate baccalaureate program should understand the basic knowledge and master the skills stated in these goals, the faculty recognizes the merits of an outcomes-based General Education Program. Therefore, in review of IU Northwest’s General Education Program, the General Education/Assessment Committee of the Faculty Organization has revised these goals into five General Education Principles, each with its own domains and student learning outcomes. This review is a part of the campus Strategic Planning process and an IU initiative. As another part of the General Education review and one of the 2005 Strategic Outcomes, faculty and staff have identified criteria to assess student preparation for lifelong learning, ethical practices, successful careers and effective citizenship.

The learning objectives 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 objectives for students in its programs. The learning goals for each graduate degree are articulated in the Indiana University Northwest Graduate Bulletin.

1C2

The nine general education goals and the new General Education Principles that will replace these goals in 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.

The General Education/Assessment Committee has ensured that the General Education Principles are aligned with the Mission/Vision through the Strategic Planning Process and the faculty governance process. These processes include a review of the learning objectives and their continuing alignment with the Mission/Vision. Further, each academic unit incorporates the General Education Goals (and subsequently the new Principles) into its undergraduate degree programs, ensuring alignment with the Mission/Vision.

The Academic Handbook requires that program reviews be conducted every five to seven years. The periodic review of each program will ensure that the mission of each academic unit is in alignment with the campus mission and that each academic unit has program-learning expectations and practices that align with their program missions and the General Education Goals (and the new Principles). As a part of the program priority process, each academic unit must document how the nine General Education Goals (and subsequently the new Principles) are addressed in its core curricula.

1C3
A listing of the instructional programs offered at IU Northwest can be found at http://www.iun.edu/~bulletin/iun/undergrad/general.html#prog. The following is a brief overview of the key instructional programs in each of the schools.

The College of Arts and Sciences (COAS) programs include 17 BA degrees; 7 BS degrees; 19 AA degree concentrations; 23 minors; and 4 interdepartmental majors. COAS majors as of Fall 2007 totaled 932. The top three groups of students within COAS were: Undecided (n=148, 16%); Biology (n=136, 15%); Psychology (n=124, 13%).

A distinctive feature of the Division of Continuing Studies (DCS) degree program is the flexibility of earning college credit through various means (i.e., credit by examination, self-acquired competency, and awarding of credit for military and law enforcement) and earned credit through distance education. There are 340 majors in DCS.

Beginning in the Fall of 2007, IU Northwest restructured the following programs within its new College of Health and Human Services (CHHS): Nursing, Allied Health Sciences, Dental Education, and Social Work. The IU School of Medicine Northwest has acted as an informal partner in this restructuring, with its current Director acting as the Interim Organizing Dean of the CHHS. The Nursing program has 431 students (including pre-Nursing students). The School of Nursing (SON) offers a Baccalaureate of Science in Nursing (BSN). Also within the BSN program, there is an RN-BSN mobility option in which students with an ASN can complete their degree. This option is designed with the working nurse in mind, with many courses online or offered one-day per week. In 2006, The SON began a BS/BA to BSN option, which is designed for students who already have a bachelor’s degree in another field; the BSN can be completed in 18 months in that option. The ASN program has been phased out and graduated its last class in the Spring of 2007.

The two largest Allied Health profession programs in the CHHS are Radiologic Sciences (125 students) and Health Information Technology (50 students in HIT and 25 in Coding). Other programs include Medical Laboratory Technology (MLT with 30 students and Phlebotomy with 11 students), Respiratory Therapy (RT) with 13 students in the Summer of 2007 and 20 more admitted in the Fall of 2007, and Dental Education (50 in Dental Hygiene and 15 in Dental Assisting); however, MLT and RT are terminal
associate degree programs scheduled to be transferred to IVY.

The key instructional programs in the School of Business and Economics (SOBE) are a BS degree in Business Administration with a concentration in either Business Administration or Financial Information Systems and a Master of Business Administration. The SOBE has 474 undergraduate majors and 147 MBA students.

The School of Education (SOE) has a total of 579 students; 370 undergraduates, and 209 graduate students. Key instructional programs in the SOE are its licensure programs that prepare new educational professionals to work in K-12 schools. Those key programs are Teaching All Learners (a program that leads to dual licensure in both elementary education and special education) and Secondary Education which includes English/Language Arts Education, Math Education, Science Education, Social Science Education, and Art Education.

The key instructional programs in the School of Public and Environmental Affairs (SPEA) are the undergraduate baccalaureate of science degrees in Public Administration (BSPA), Criminal Justice (BSCJ) and Health Services Management (BSHSM) and at the graduate level, the Master of Public Administration (MPA). In SPEA, 376 students are enrolled in its undergraduate programs and 137 students are pursuing the MPA.

The Division of Social Work (DSW) offers a Master of Social Work with two concentrations: 1) Mental Health and Addictions and 2) Leadership. There are 138 students currently in the DSW, which is up from the 116 reported in our initial 2005 Portfolio.

The academic units are delivering their entire programs over the internet, although a few courses in COAS and Nursing are entirely web based. SPEA is exploring the possibility of offering a self-contained distance learning degree program in conjunction with the other IU SPEA campuses. Many of the academic units are using a hybrid method of delivery, which includes a combination of face-to-face and web-based sessions within their individual courses. Faculty use Oncourse, the IU instructional platform to post materials, test students, post grades, and interact with students. Faculty have IU Northwest e-mail accounts in order to communicate with students and to receive/send assignments. Other forms of delivery that are used as appropriate to the course are laboratories, clinical experiences, field practica, and seminars. Programs also use a variety of media such as videos, CDs, films, DVDs, and the internet in their delivery of instruction. Many courses are taught with experiential, hands-on, and problem-solving-based methods that require students to demonstrate both knowledge and skills in applying what they are learning.

The Center for Excellence in Teaching and Learning (CETL) offers faculty training to improve pedagogy on campus. As stated on the CETL website, "The Center for Excellence in Teaching and Learning (CETL) has been established at IUN to encourage and support teacher scholarship through collaboration among the Office of Academic Affairs, the Faculty Organization's Faculty Development Committee and FACET members. CETL began formal operations in the Spring of 2002. The Center is under Academic Affairs and is housed in the Library Conference Center. CETL has established a Board of Advisors and a Steering Committee to provide faculty input on setting program priorities. CETL strives to facilitate the success of new faculty and provide continuing professional development opportunities for all faculty members. To reach this end, CETL hosts..."
and coordinates a variety of events related to teaching effectiveness. CETL also works with individual faculty members and entire departments on a range of topics related to teaching and learning.”

1C4

In 2005, the campus adopted a definition of “diversity as a critical component of academic excellence.” In addition, one of the General Education Goals focuses on diversity as do one of the new General Education Principles (see Principle 5 in Figure 1b) and the Vision. In Spring 2007, IU Northwest participated in a university-wide initiative entitled “Enhancing Minority Achievement.” This involved the development of a diversity portfolio and peer review by another IU campus.

Program reviews ensure that learning strategies accommodate diverse learners and that diversity is addressed in the curricula of each program. The following are some examples from the academic units that demonstrate the practices that they use to ensure that their students are prepared to live in a diverse world. The SOBE has adopted a diversity outcome for their undergraduate and graduate students, and that outcome is measured through a course-embedded system twice at the undergraduate level and once at the graduate level.

In terms of equipping students to live in a diverse world and accommodating a variety of student learning styles, IU Northwest offers International Education and Travel Abroad programs. In addition, the Global Leadership Group has documented a variety of related aspects in its report on faculty teaching and research on international subjects. Furthermore, the work of Student Support Services, Critical Literacy, and Supplemental Instruction adds to the accommodation of different learning styles, the need for varied classroom methodologies, and the disparate learning levels of our student stakeholders.

While this portfolio section focuses appropriately on academic unit initiatives, the following activities of the Office of Special Retention Programs (OSRP) within Enrollment Services are relevant:

- **Supplemental Instruction** - SI sessions are organized and led by SI leaders (i.e., students who have previously taken and excelled in the particular course). The leaders participate in the class again and then share their knowledge of the subject during the SI sessions, along with helping students learn how to apply course concepts and improve their study skills.

- **Peer Network** - A program within OSRP open to all IU Northwest students. Interested students are paired with a trained peer mentor. Sessions provide one-on-one time with a student who has something in common.

- **Critical Literacy** - Students who score between a 60 and 74 on the Compass reading admissions test are admitted to the Critical Literacy program where they take a specified curriculum. The Critical Literacy program helps students improve on the basic skills needed for college success.

- **REACH** is a collaborative academic assistance program between IUN and the IVY Tech Community College, designed to support and prepare students for college-level study. Eligible students are referred by the Admissions department. Upon the successful completion of specific coursework at the community college, students can gain admission to I.U. Northwest.
In addition, OSRP is taking the lead in administering a new federal grant (beginning summer/fall 2007) – the Louis Stokes Alliances for Minority Participation (LSAMP) Program grant, as part of the Indiana Alliance of Colleges. According to NSF, the grant program “is aimed at increasing the quality and quantity of students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs, and increasing the number of students interested in, academically qualified for and matriculated into programs of graduate study.”

Furthermore, according to NSF: “LSAMP supports sustained and comprehensive approaches that facilitate achievement of the long-term goal of increasing the number of students who earn doctorates in STEM fields, particularly those from populations underrepresented in STEM fields.”

In the SOE, diversity is a specific student-learning outcome in the Undergraduate Conceptual Framework, and the importance of working with diverse students and ensuring that all students learn can be found in many other learning outcomes in the Undergraduate Conceptual Framework. Students must create portfolio artifacts that demonstrate they have the knowledge and the skills to meet the needs of diverse student populations. They are placed in field assignments in which they work with diverse K-12 student populations, and they must demonstrate professional dispositions regarding working with diverse students in K-12 settings.

Students pursuing a degree in COAS are required to complete a course in the cultural experiences of minority people in the United States or in Latin America or non-Western cultures.

Students pursuing degrees from SPEA, both undergraduate and graduate, are exposed to a broad range of courses where diverse viewpoints and societal expectations are central. Examples include: international politics, global criminal justice perspectives, family violence, and environmental planning. Graduate and undergraduate courses in organizational behavior and theory and human resources management, all contain significant exposure to issues related to diversity. In addition, the SPEA faculty is, in itself, a diverse group.

As one might expect, diversity is a core concept in the field of Social Work. It is one of nine competencies listed by the Council for Social Work Education (CSWE), which is the only accrediting body in social work education. Although the MSW program does not have a specific course devoted to diversity, the SW faculty include diversity throughout their program, at the foundation, intermediate, and concentration levels. They also offer electives such as S600 Clinical Practice with LGBT Populations, and S600 Oppressed Minorities in their offerings. Moreover, students routinely involve oppressed minorities, gender, people of color, women, people with HIV/AIDS, people with physical and mental disabilities, LGBT individuals, the indigent, etc., in their specific research and assignments (readings, journals, papers, presentations), and in their field practica.

As a representative example, Figure 1c illustrates what students at various levels in the Nursing program must be able to demonstrate to achieve BSN Outcome 2: A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities.

### Figure 1c

<table>
<thead>
<tr>
<th>Senior</th>
<th>Integrates the cultural beliefs, values, and practices of individuals, families, and communities when providing nursing therapeutics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>Integrates the cultural beliefs, values, and practices of individuals, families, and communities when providing nursing therapeutics.</td>
</tr>
</tbody>
</table>

Helping Students Learn
14
communities into relevant nursing therapeutics with increasing self direction.

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Examines own and various cultural beliefs, values, and practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>Evaluates the influence of culturally-tied health beliefs and practices on care providers’ and recipients’ abilities to maximize health potential.</td>
</tr>
<tr>
<td>Junior</td>
<td>Incorporates culturally-tied health beliefs and practices to facilitate recipients’ abilities to maximize health potential.</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Assesses culturally-tied health beliefs and practices to maximize health potential.</td>
</tr>
</tbody>
</table>

Faculty at IU Northwest understand that students have diverse learning styles and employ a variety of teaching methods to facilitate learning for diverse learners. Traditional lecture, team-based activities, experiential learning exercises, case studies, games, group projects, and simulations are some examples of the methods used. As previously mentioned, IU Northwest offers many programs to facilitate the achievement of its student learning outcomes by a variety of learners: see for example, Supplemental Instruction, Critical Literacy, and Student Support Services.

In some programs such as Health Information Technology, a competency-based approach to learning in the lab and clinical settings allows students several opportunities to master the content. Nursing provides a program for eligible, but educationally under-prepared students in which students take a standardized entrance exam before admission, and those scoring at or below high school level in reading and/or math are required to take a course in the summer prior to admission to prepare them for the rigorous course of nursing study. This course focuses on learning styles and strategies to enhance learning math for drug dosage calculation, reading nursing textbooks, using the library, enhancing study skills, learning medical terminology, etc. Although the Nursing program does not have a true part-time course of study, it does allow students to progress more slowly if needed, based on individual assessment.

1C5

IU Northwest’s Vision speaks to the importance of embracing diversity in all its facets and of respecting both individual and community aspirations. The campus’s adoption of a Statement of Principles and Shared Codes of Conduct for faculty, staff, and students fostered campus-wide discussion concerning campus climate. Campus climate is one of the strategic foci for the campus. In Spring of 2006, the campus conducted a Campus Climate Survey and follow-up conversations. The survey results have led to creating such initiatives as staff town hall meetings; establishing ECHO, the Enhancing Community, Harmony and Organization group (group membership includes the Cabinet, deans, Faculty Organization leadership, and key direct reports to the Chancellor); and posting the Cabinet’s agenda and meeting minutes for stakeholders to read.

Some faculty members have published expectations in their syllabi with regard to civil conduct in the classroom. Others have included statements in their syllabi defining plagiarism and cautioning students to refrain from its use (see Code of Student Rights, Responsibilities, and Conduct). In the Summer and Fall of 2006, the Office of Academic Affairs worked with CETL to secure a site license for Turnitin®, an anti-plagiarism program, and provided a related faculty-development workshop.

IU Northwest creates and maintains a climate that celebrates intellectual freedom, open inquiry, and reflection by providing forums for students and faculty to share their thoughts, opinions and research. Student and faculty research is encouraged, and presentations of that
Research at conferences are supported through travel funds. In addition, on-campus forums include the COAS Annual Faculty and Student Research Conference and the Center for Regional Excellence (CRE) Excellence in Research and Creativity Conference. Student and faculty research is recognized with annual monetary awards, award luncheons, and news releases. Representative examples of such rewards, recognition, and assistance for research/creative activity, teaching, and service include Academic Affairs’ Research/Creative Activity Award and Service Award, Grant-in-Aid awards, Summer Faculty Fellowships, Research Project Initiation Grants, Research Support Fund Grants, and Undergraduate Research Fund Grants.

Nursing has a “Nursing Faculty Forum” site using Oncourse that allows communication, posting of materials, exchange of ideas and materials, etc. Likewise, it has created a Student Nurse Forum Oncourse site, which allows mass communication with all students, and has a discussion forum on which students can debate issues, ask questions, send e-mail, etc.

Over 80 faculty-sponsored student clubs exist on campus to meet the diverse interests of IU Northwest students. The Office of Diversity and Equity (ODE) encourages the understanding of diverse cultures and lifestyles through the Diversity Programming Series, and other programming and events. The Diversity Programming Series provides exposure to a variety of cultural experiences for students, faculty, staff, and members of the community throughout the year. The CRE provides grants for faculty and students to work on projects that enhance the understanding of or promote the appreciation of diverse cultures.

Faculty have the responsibility for the development of learning objectives and program objectives. Common learning objectives (the General Education Goals and the subsequent General Education Principles; see Figures 1a and 1b) for undergraduates were recommended by a campus faculty committee and approved by the Faculty Organization, the faculty governing body of the campus. Any further changes that result from the current review of the General Education program will follow that campus procedure for adoption. The specific learning objectives and program objectives for each degree are determined by the faculty in each of the degree-granting units. In developing program objectives, the faculty seek input from the community, usually through the specific unit’s advisory board. In many cases student input is also sought either through the formation of a special committee or through a unit’s student advisory board.

In the SOE, faculty develop the learning objectives for each course they are assigned to teach. Many courses have been mapped to the SOE Conceptual Framework. For such courses, there must be a learning objective(s) that relate(s) to the Conceptual Framework program learning outcome(s) to which that course has been linked. In addition, faculty must ensure that the learning objectives they develop for their courses are aligned with the appropriate state and national standards.

The SOBE learning outcomes for both the graduate and undergraduate assurance of learning program were developed by the faculty assessment committee working with the faculty at a retreat of the whole.

Common COAS learning objectives are considered by the COAS Curriculum Committee. The committee meets monthly and includes a representative from each department. Typically, these members are senior faculty who are familiar with long-standing curriculum issues. Department faculties in COAS determine learning objectives for their majors. Changes in program offerings that
The development of new courses or programs begins with the faculty. New programs or new courses are designed to address market needs, disciplinary changes, the mission of the school, or the needs of the students. For example, in the process of Mission Differentiation mandated by the President of Indiana University, IU Northwest made the decision to focus primarily on baccalaureate and select master’s degree programs, and this decision was in accord with the Indiana Commission for Higher Education’s directive about the appropriate setting for Associate degrees. However, because of the community need for health care technicians in certain disciplines, IU Northwest has 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.

As a unit develops or revises a course, it must complete a “New Course Approval Form” that includes a detailed description of the course requirements and prerequisites, assessment of outcomes, and justification for the course.

Once a unit has completed its process, the request for a new course is submitted for review and approval to the Campus Curriculum Committee. An approved request is, then, forwarded to the Vice Chancellor for Academic Affairs for approval. 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 requires an extensive review by the units. The units identify program objectives and assessment measures for any proposed new program. 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 Curriculum Committee, it is reviewed by the Vice Chancellor for Academic Affairs. Requirements for any proposals for new degree programs must be in alignment with the campus mission and also include the identification of learning objectives and methods for assessing student learning. New guidelines and procedures (www.iun.edu/~academic/curriculum_processes/) for degree programs have been developed by the Academic Leadership of the entire IU system. If the review is positive, the Vice Chancellor for Academic Affairs presents the proposed program to the Academic Leadership Council, which is comprised of the Vice Chancellors for Academic Affairs from all of the other IU campuses. If approved at that level, the new program is presented to the Board of Trustees for their approval. If approved by the Board, the program will be submitted to the Indiana Commission of Higher Education (ICHE) for approval and authorization to offer the program. In the case of certificate programs, the ICHE approval is only necessary for programs of 30 credit hours or more.

1P3/1P4
In response to the President of IU’s request that each campus review its admissions policies in light of the new campus mission statements (Institutional Overview O1), IU Northwest has reviewed, revised, and approved its new admission policy, as found in the April 2006 minutes of the Faculty Organization (www.iun.edu/~facorg/). Admissions policies are determined by the faculty and administered by the Admissions Office. Although IU Northwest does not have an open admission policy, approximately 77.5% of the students who apply (78% acceptance rate for freshman, 75% acceptance rate for transfer students) are admitted (2007 statistics). Admissions policies for freshman students, transfer students, guest students, and early admission for high school students can be found at http://www.iun.edu/~admit/require.shtml

Some of the units have additional requirements for admission into their programs.

For example, Nursing students must have completed 26-28 credit hours and have a cumulative GPA of 2.5 and a pre-nursing GPA (GPA counting required courses for the major) of 2.7. Once admitted, Nursing students are required to complete standardized testing to assess academic skills, and students scoring below a certain level are required to register for a developmental, preparatory course that Nursing subsidizes through Commitment to Excellence Funds.

In addition, students seeking admission to the SOE must have completed 26 credit hours, have a cumulative grade point average of at least 2.5, and have submitted to an Indiana Criminal Background Check. Students must have successfully completed with a C or higher the following classes: Elementary Composition, Public Speaking, Microcomputing for Education, Examining Self as a Teacher, Introduction to Exceptional Children, and Educational Psychology.

Each unit that offers a graduate degree has its own requirements for admission. Students apply directly to the appropriate unit for admission. The admission requirements can be found in the IU Northwest Graduate Bulletin (http://www.indiana.edu/~bulletin/iun/grad/index.html).

The Bulletins and the Schedule of Classes communicate the knowledge required to be successful in any course. The prerequisites for all courses are listed in both of those publications. These prerequisites are reviewed by faculty within the units generally every three years. In classes having large DWF rates, faculty within the units review the academic records of students taking the
The Critical Literacy program was designed to ensure students admitted to the campus have the skills they need before enrolling in college-level work. In this program, it was found that students were not performing well in mathematics, so developmental mathematics was added to the Critical Literacy program. Based upon the student’s high school history and placement testing in math, English and reading, there are some students for which the campus does not believe that it can provide the adequate support programs to prepare them for college work, and those students are recommended for the REACH program. The REACH program provides that, if the students take and successfully complete the courses at IVY, they will automatically be admitted to IU Northwest. A counselor from our campus stays in touch with the students, visits IVY to meet with the students, and tracks their progress. There are currently ten students enrolled in REACH.

1P5

Students admitted to the campus are required to take Reading, English and Mathematics placement exams. To complete these placement exams, students make appointments on an individual basis. All admitted students must take the math and English assessments, except those exempt from a particular test as discussed below. The English test is a form of directed self-placement based on a combination of rated items including standardized test scores and a subjective self-assessment of writing skills. Exemptions for the English placement examination include students who transferred in a college level English class, scored 550 on the SAT verbal section, or scored 25 on the ACT English section. In terms of the Mathematics placement examination, students may select which math test they wish to take (Test A--Arithmetic and Elementary Algebra, Test B--Intermediate Algebra, Test C--College Algebra/Pre-calculus and Trigonometry), basing their choice on
their previous grades in mathematics courses and the length of time since taking a math course. Any of the tests are pencil-and-paper tests. Exemptions from the Mathematics placement examination include students who transferred in an elementary algebra class or a higher class, scored 650 on the SAT math section, or scored 25 on the ACT math section. Students must register for the Mathematics course in which they have placed. If a student feels the placement is incorrect, he/she may contact the Department of Mathematics for further evaluation. The Reading examination is a computer-based test in which students read paragraphs and answer questions over what they have read. Students who need to take this test include those who do not have ACT or SAT scores or transfer credit as well as those with an SAT verbal score below 430 or ACT English score below 17. Students who score below 75 on the test are referred to the Critical Literacy Program, while students who score between 75 and 79 are further evaluated by assessing their high school English grades and overall grade point average. Not only do students receive their test results immediately, but they are also given an Advising Referral Form listing an advisor’s name as well as contact information. Finally, students may take a pencil-and-paper Foreign Language placement examination in French, German, or Spanish, which is sent to Bloomington for scoring, resulting in a two-week turn around time for receiving scores.

Based upon a review of the student’s academic record, class standing, and test scores, the student is placed in college-level courses or in the Critical Literacy Program. Students in the Critical Literacy Program are not permitted to take college-level courses until they have successfully completed the developmental courses in Reading, English, and Mathematics.

The units also have processes for ensuring that the students have the appropriate preparation for work in their respective programs.

For example, in Allied Health, an orientation is required for all new students. Individual program advising sessions are held. Interviews are conducted for qualified applicants as a part of the admission process. Entrance-level test results are reviewed, and students are counseled into the level of course work most appropriate for their needs. All of this is designed to assure that students understand the program expectations and goals and that there is a match between their interest and abilities and the level of courses in which they are enrolled.

In addition, students in the SOBE are assigned a faculty advisor to assist them in selecting their program of study, or they can work with the Assistant to the Director of Graduate and Undergraduate Programs. A curriculum plan is printed in the **IU Northwest Undergraduate Bulletin** so students can also phone in or e-mail inquiries to their advisor or to the Assistant to the Director.

At the same time, 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 within COAS. Designated COAS faculty members advise students who are undecided on their major. Advisors suggest courses that complement their interests and at the same time encourage them to explore different major options.

Beginning with a retired 2002 AQIP Action Project, COAS and Career Services
collaborate to provide career counseling and Skills Inventory testing for students who have completed 26 hours without declaring a major. These students are required to meet with Career Services personnel. They complete interest inventories and engage in frank dialogues in order to help the students choose programs of study that match their interests and abilities.

Furthermore, selection of programs of study in the SOE begins with the Professional Advisor of the school who works with all new incoming students for their first year in the program. After the first year, students are, then, assigned to faculty advisors who continue the work of helping students select programs of study to match their interest and needs. The SOE also has created support systems to help 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 in the SOE’s programs.

Finally, students come into the graduate DSW program with an idea of their intended area of concentration. During the second semester of their second year, they declare their concentration. Discussion is held with their professors and advisors at least once a semester about their needs and postgraduate aspirations. For those students who experience difficulty in their classes or field practica, the unit conducts a student review that includes the student, their advisor, a faculty member, the director, and any necessary field personnel. Issues are addressed, and a plan is formulated and implemented.

**1P6**
In response to suggestions contained in the AQIP Systems Portfolio Feedback Report, the Strategic Planning Team charged a task force with making recommendations for the development of an assessment structure for IU Northwest. Distinguishing between student learning outcome assessment and the more general institutional effectiveness under the auspices of the Institutional Researcher (www.iun.edu/~oir/), this task force recommended that a campus assessment position reporting to Academic Affairs be created as well as a similar position within COAS. Because the campus realized that it would need to move on its assessment needs even though an individual had not been identified to fill this campus assessment position and with an understanding of the need for centralization of the process of student learning outcomes assessment, the coordinators of IU Northwest’s AQIP initiatives and the co-chairs of the General Education/Assessment Committee crafted a general policy and the basic procedures for campus-wide assessment of student learning outcomes. The resulting documents have been presented to the Vice Chancellor for Academic Affairs and Deans’ Council (Fall 2007) and will be presented to the Faculty Organization for feedback (Spring 2008). At the same time, the General Education/Assessment Committee has been incorporating student learning outcome assessment into its revision of the General Education Program from the beginning of its work.

All units require the completion of a student evaluation for every course taught. All faculty submit annual reports in which they report on their teaching activities for the year and any new course developments or redesigns. The annual report also includes their students’ evaluations.
In particular, effective teaching in the SOBE is documented through student evaluations, grade distribution charts, and faculty development activities in the area of teaching. The SOBE has specific standards for effective teaching that are communicated to faculty through the Annual Evaluation System and the Management by Objective Process and assessed as a part of the performance evaluation process for faculty in Faculty Annual Reports. Effective learning in the SOBE is documented through an extensive assessment system that utilizes both direct and indirect methods of assessment. The inputs include ETS Field Discipline Tests, Graduating Students Exit Surveys, CPA Exam results, Alumni Surveys, Employer Surveys, and Focus Groups with Students. These inputs are reviewed in conjunction with the course embedded assessment system that measures student learning through curriculum reviews. The Assessment Committee of the School maintains the assessment database and reports to the School its analysis of student learning based on the inputs to this database. The Curriculum Committee analyzes the effectiveness of student learning through a Curriculum Review process, and both committees report their findings to the Dean and the faculty of the whole at a regularly scheduled faculty meeting for discussion and action.

Moreover, faculty in Nursing must annually report (through the SON curriculum committee) the results of standardized testing that students complete at the end of each semester as one indication of mastery of course content.

The SOE collects data on student achievement at various points in each program of study within the school. The head of each academic unit is responsible for communicating that unit’s expectations for documentation of effective teaching and learning.

The Campus Teaching Committee annually recognizes outstanding teaching of full-time and adjunct faculty with monetary awards and a recognition luncheon. CETL rewards innovative teaching with mini awards. CETL also offers many seminars and workshops on effective pedagogy.

The Writing across the Curriculum (WAC) Committee conducted a survey of faculty on the topic of student writing. For the survey process, the WAC committee decided on a general series of questions/categories that it believed were important issues regarding writing across the campus. In order to determine how writing issues varied between departments (and even within departments), they needed to gather information on the types of assignments, the number of assignments and the page-length of assignments. For comparative purposes, they decided to gather this information for all courses, 100-400 level, in order to see if certain courses (100-level surveys for example) had more problems than upper-division courses. In addition to the quantitative data, they also decided that they should allow open-ended, qualitative responses from faculty regarding problems that they encountered. Once the committee agreed on the format of the questions, the chair sent the questionnaire to Web Services to create a secure, anonymous and online version of the survey [_link](https://www.iun.edu/~historyn/writing_survey/writing_survey.shtml). The program was designed to collect the data in such a way that it could be (relatively) easily imported into an Excel spreadsheet. The Committee sent a mass email out to the faculty asking for responses, and when the deadline passed, the chair tabulated the data. The chair formatted the data by distinguishing between departments, noting the number of respondents and, then, figuring out the departmental percent of responses (see Section I in the discussion of the Survey in 1R3). The chair additionally noted the data regarding use and effectiveness of
the Writing Center (Section II in the discussion of the Survey in 1R3). Finally, the chair differentiated writing assignments and common problems by course level (Section III in the discussion of the Survey in 1R3).

1P7
As a student-centered campus, the Student-Centered Principles are taken into account in the delivery of course instruction (see O1). These principles articulate the manner in which IU Northwest has developed a course-delivery system that balances student and institutional needs. Principles 1 and 2 address student advising and course delivery: “Students are informed how often, and when with the ensuing two years, classes are likely to be offered” and “IU Northwest coordinates advising and scheduling so that full-time students can complete baccalaureate programs in a timely manner.” Furthermore, Principle 3 states that “IU Northwest offers lower division courses at times convenient for both day and evening full-time and part-time students. Upper division courses shall be offered at times convenient for both day and evening full-time and part-time students whenever practical.” The faculty members and deans in each unit have analyzed their course offerings and modified them over the last five years to meet these principles to the extent possible.

Of particular 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. For example, as a part of this process, each unit has been asked to prepare and publish a two-year class schedule 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 with the exception of SOE, in which graduate courses are offered in the late afternoon.

The additional examples that follow further illustrate the academic units’ adherence to the principles. In Allied Health, decisions are based on need—example, a community need for diagnostic medical sonographers has driven the establishment of a concentration within the BS in Radiologic Sciences. All program curricula are developed by professional faculty based on professional organizational standards.

In Health Information Technology, it has become more difficult to place students at the clinical sites for sufficient time to master the material; therefore, lab experiences have been developed where a hospital employee comes to the campus to deliver the material in a group setting utilizing de-identified cases brought from the clinical sites.

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, many rooms on campus are equipped with multimedia equipment to enhance the use of technology in teaching. These classrooms are in very high demand. In addition, faculty use the Oncourse Teaching/Learning environment, IU courseware to enhance course delivery. CETL offers regular seminars in the use of Oncourse.
Course delivery systems are based on the learning objectives of the courses. Faculty who incorporate the hands-on use of technology in their courses request computer labs from the Information Technology Lab Supervisor by a certain date prior to the beginning of classes. The needs of students and the institution are balanced by selecting delivery systems that are in alignment with the learning objectives of the course.

Because a large number of IU Northwest students work off campus, there are two main course delivery issues: the frequency of offering upper division courses needed for majors and the distribution by day of week and time of day of courses needed to satisfy unit requirements. Unit heads strive to maintain a balance of morning, afternoon, and evening classes on both Monday and Wednesday and Tuesday and Thursday schedules and to offer every class needed by majors at least once in the evening during every six-year interval. Examples of accommodation to student needs include the offering of science labs on Friday. Past experience of low enrollment on Fridays has resulted in reduced Friday schedules, as many of our students are working.

Schedules are reviewed by unit heads to certify that course distribution is balanced. Faculty in departments with low numbers of majors (fewer than 20) offer upper division courses as independent study classes (without compensation) so that students can complete their degree requirements in a timely manner. The role of advising is crucial, as it allows students to be notified of the need to take infrequently offered courses. Summer school offerings are another avenue for students who wish to progress toward degrees by attending school all year round.

1P8
The campus has created a prioritization process by which programs are evaluated, the Academic Priorities Process, which consists of a review of academic programs and an accompanying faculty Academic Prioritization Committee that addresses potential new hires in terms of priority. Using a variety of criteria that are aligned with IU Northwest's Mission/Vision, programs have been placed into one of three categories: grow, maintain, or discontinue/ redesign. Those programs that have been identified under the category of “grow” are allocated new resources as they become available. Those programs identified as “maintain” are allocated the resources necessary to accomplish that. Those programs that have been identified as “discontinue or redesign” are given no new resources or even resources necessary to maintain them.

Program reviews (COAS) and accreditation processes help to monitor the currency and effectiveness of the curriculum in all academic programs. The reviews and processes are cyclical and systematic. Furthermore, the Office of Academic Affairs requires annual reports from each campus academic unit, and the VCAA reviews these reports.

Also in terms of monitoring the currency and effectiveness of the campus curriculum, the General Education program is currently in redesign. The process used here has been multi-layered and inclusive: a faculty committee consisting of members from all academic units and ex-officio members from academic administration has met frequently over the last two and a half years, producing proposals that are, then, discussed, revised, and approved by the Faculty Organization and Deans’ Council. The strategy the General Education/Assessment Committee has used is one of gathering feedback from a variety of stakeholders and gaining approval for the pieces of the whole as they are produced, rather than waiting until the end of the process. Any changes
require a vote of the faculty. The 2006 and two 2007 Action Projects more fully describe the timelines and processes specific to this reform effort.

The curriculum for the SOBE is reviewed every three years by the Curriculum Committee of the School. All prerequisites are reviewed and checked for currency. The School made significant changes in its curricula in the Fall 2001 semester. Courses can be updated by submitting a proposal to the Curriculum Committee. For example, A335, formerly called Fund Accounting was updated to A335: Accounting for Not for Profit Organizations.

In COAS, a variety of methods are used to monitor currency and effectiveness and to change or discontinue courses:

- Adherence to guidelines established by professional societies (e.g. Chemistry and Psychology).
- Biannual meetings with industry advisory board (e.g. CIS).
- Discontinuation based on consistently low enrollment (Milton course in the English Department).
- Addition, elimination, or frequency of courses in response to needs of professional schools (e.g. G207 Grammar and Usage course in English Department).
- Self-studies, including comments of outside reviewers.
- Comparison of program curricula to those of similar institutions.
- Recognition of varied levels of student preparation (e.g. Chemistry added C100 World of Chemistry).
- Informal review by all departments of changes in their fields requiring addition or elimination of courses.

Enrollment in SOE’s programs is monitored carefully. If a program’s enrollment is not sufficient to justify its continuation, that program will be discontinued, and the resources reallocated to other programs within the school. This process is carried out collaboratively by the administration and faculty within the SOE.

DSW faculty from IUPUI, IU South Bend (IUSB), and IU Northwest form committees to address changing or discontinuing concentrations or courses. Once the committee has completed its work, the information is passed on to the MSW committee and, then, to the faculty senate where a vote is taken to accept, reject, or amend the recommendations.

1P9
Upon admission to IU Northwest, all undergraduate students take placement tests for mathematics and writing. 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, Student Support Services 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 the respective skills. For example, a recent Writing Across the Curriculum (WAC) Survey indicated that 73% of the faculty 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 for 49 hours/week, the English Department maintains a Writing Center for 36 hours/week, and the Department of Modern Languages maintains a tutoring lab for 8 hours/week. In addition, the SOE offers students across all units access to the services of the Reading Lab, which operates approximately 50 hours per week. Actual hours for the Reading Lab vary each semester based on demand and peak usage times. Peak usage times were
10 am to 1 pm in both Spring 06 and Fall 07.

In the last five years, the campus has worked to provide greater consistency in determining and meeting student support needs. For example, beginning with two 2002 Action Projects, the campus has worked to increase the retention of first- and second-year students. Current programs available to all students include Supplemental Instruction, Peer Network, REACH, and Critical Literacy (www.iun.edu/~supple/). In addition, the Occupational Development Program offers academic support to students pursuing associate degrees in Divisions of Allied Health, Dental Education, and the School of Public and Environmental Affairs.

To increase the use of technology by faculty, staff, and administrators, the campus developed an additional 2002 Action Project related to availability and use of technology and the technological capabilities of students and faculty. For all academic units, IT is committed to meeting the needs of faculty and students—delivery of instructional media equipment, servicing/maintaining multimedia classrooms, computer builds (installation of faculty-requested software on campus computer labs), servicing/maintaining and replacing faculty computers and (in conjunction with CETL) offering a myriad of software use classes for students and faculty (Word, Excel, PowerPoint, Access, webpage creation, etc.).

CETL (www.iun.edu/~cetl/) offers frequent faculty-development workshops on effective teaching, assessment of learning, and use of technology. According to the CETL website, “CETL strives to facilitate the success of new faculty and provide continuing professional development opportunities for all faculty members. To reach this end, CETL hosts and coordinates a variety of events related to teaching effectiveness.

CETL also works with individual faculty members and entire departments on a range of topics related to teaching and learning.” Likewise, CETL maintains a website that is rich with resources for faculty.

In addition, a 2005 Strategic Outcome focused on faculty mentoring and retention leading to the development of FRAME: a formalized process for recruiting, retaining and developing faculty.

Teaching and student learning are systematically evaluated and assessed at the department, unit, and Academic Affairs level. In addition to the faculty development section of the annual reports and evaluations, the Promotion and Tenure Guidelines, and other guidelines, some units have additional development plans. As a representative example, the SOBE has a Faculty Development Program to support faculty needs for further teaching development. The formalized faculty development plan has the following components:

- A Management by Objectives (MBO) system with annual and three-year reviews of faculty development plans linked to the formal Annual Evaluation System (AES),
- A formal Annual Evaluation System defining excellent, satisfactory, and unsatisfactory faculty performance in Teaching, Scholarship and Creativity, and Service,
- Formal Promotion and Tenure Guidelines linked to the Annual Evaluation System setting forth the quantity and quality expectations for promotion and tenure of faculty in all performance areas, but particularly in Scholarship and Creative Activity and linked to faculty qualifications to teach graduate courses,
• A faculty development process linked to the Annual Evaluation System and the MBO process that identifies the need for faculty development for individuals in Teaching, Scholarship and Creative Activity, and Service,
• A Mentorship Program to assist faculty in meeting faculty development goals in the areas of Scholarship and Creative Activity, and Service, and
• A faculty Development Program that provides faculty members a variety of means, including monetary funds, stipends, grants, and seminars through the School and CETL, to assist them in meeting the School’s standards for teaching, scholarship and creative activity, and service.

SPEA department advisors work with campus resources to assure help with tutoring for specific difficult courses and for writing and math skill development. The division had previously proposed a special program to work with students who are having difficulty with their classes. Little progress has been made with this program. Unfortunately, SPEA has experienced significant faculty turnover in the past two years and critical personnel who would have worked on this project have not been available or able to accomplish this. However, as of Fall 2007, the undergraduate program committee has been reconstituted with the charge of refining assessment targets for all undergraduate programs and developing a program to aid students who are having difficulty with their courses.

1P10
IU Northwest acknowledges the importance of co-curricular activities and their alignment with curricular objectives. The campus has provided support to ensure that there is a linkage between the areas of academic excellence and service activities. For example, the CRE has supported research projects, internships, volunteer work, and service-learning experiences that meet the preparedness requirements as outlined in the Vision. In addition, the campus is participating in the American Democracy Project. This project closely aligns with the General Education Goals (and subsequent Principles) and promotes effective citizenship.

The SOBE identified leadership as one of its program focus areas in its Mission. The School has been very active in referring students to the co-curricular Institute for Innovative Leadership, effectively extending its curricular offerings in leadership. The co-curricular objectives of this institute are aligned with the leadership learning outcomes for the SOBE by reviewing the student-learning outcome on leadership and the results of interviews with business students who have participated in the leadership program. The SOBE is operating an Assessment Center, which uses inbox exercises to measure 12 dimensions of student leadership performance. Each student who goes through the Assessment Center is provided a student development report. 158 students have completed the process during the past year. Over 60 business people from the community have served as raters and provided feedback to students. These results will be integrated into the SOBE assurance of learning program, but that data is not yet available.

Most COAS programs support student clubs for the purpose of enhancing student interest in the discipline through field trips and guest speakers, encouraging collegiality between students and faculty, instilling academic values, and helping students explore careers and graduate school options. For instance, the English Department sponsors the student literary magazine *Spirits* and a film society and advises the school newspaper *Phoenix*. Many departments involve students in faculty research projects outside of regular class enrollment. The
Women’s Study program (WOST) sponsors many co-curricular activities (e.g., Women’s Studies Student Association, Women’s Center, Women’s Business Expo, and AIDS Awareness Conference). The Pre-Professional Club for students interested in the sciences has provided a student support system, and they have given talks to the Boy Scouts, Girl Scouts, and high school students. Minority Studies has co-curricular activities and community outreach as part of its mission.

In SPEA, the co-curricular goals of particular groups (e.g., the health student group) are closely related to the purpose of socializing students into the specific professions. The International Affairs Club and the Environmental Action Committee are other examples of student groups with purposes and activities that are closely related to the objectives of the courses that the students are taking. SPEA has met with the staff of the Assessment Center. The Assessment Center is presently adapting its general management assessment strategies to meet the needs of SPEA’s undergraduate criminal justice and public affairs students.

In Allied Health, faculty develop student assessment processes based on the professional program curricula (i.e., clinical competence) and national credentialing exam requirements.

In Nursing, the faculty determine assessment processes and measures for individual courses and its Intensive Intervention Program. Through the use of standardized tests, students are assessed before admission (reading and mathematics skills) and at the end of each semester. Additionally, all students take a battery of standardized tests in their last semester to determine preparation for the NCLEX licensure exam and for the purposes of providing individualized remediation plans for NCLEX preparation. Nursing’s formal evaluation plan requires each course to be presented to the School Curriculum Committee (of the whole) yearly, with results of assessments for student learning, achievement of course competencies and results of standardized testing.

The SOBE is organized into functional committees comprised of its faculty and professional staff. The Assessment Committee defines the assessment process and determines the collection mechanisms. The development of an effective assessment system is a
continuous improvement goal of the SOBE. The purpose of this system is to gather data about student satisfaction with the program; to gather data about student, alumni, and employer perceptions about the delivery of the SOBE’s educational services; and to measure and improve student performance on the SOBE’s student learning outcomes. The SOBE can demonstrate continuous improvement in this area for over five years. The SOBE has utilized the strengths of its data gathering system and has worked to develop an integrated assessment process to provide for the regular collection, evaluation, and correlation of data.

COAS departments are responsible for designing and implementing assessment of their majors. Each unit has developed such plans. Processes used by departments include:

- Adoption of professional society standards and accompanying standardized test or classroom performance measures.
- Consensus reached by department faculty on a mix of standardized and locally designed measures.
- Self-study results.

In addition, COAS departments are implementing further assessment activities based on Dr. Barbara Walvoord’s “Assessment Made Easy” model.

The SOE’s accreditation standards require that student-learning outcomes be assessed in a multiplicity of ways and at different points in each program. As a result, the faculty within the SOE designed a Unit Assessment System to meet these standards. For example, student-learning outcomes in the SOE are assessed by course grades, standardized test scores, portfolio artifacts, field experience evaluations, and dispositional evaluations.

At the present time, formal student assessment processes in SPEA are limited to the activities of instructors within their classes, the individual reports of employers about graduates, and surveys of graduates. SPEA has partnered with the SOBE and the SCS in the development of an Assessment Center. When fully implemented, the Center will use volunteers and others to assess the skills of SPEA criminal justice students using classic in-box and other exercises.

In the DSW, assessment processes are determined by faculty members. Class assignments (e.g., small group work, exams, quizzes, research projects and papers) are designed to assess student learning. Additional assessments include advising surveys and graduating student interviews.

1P12
As addressed in section 1P11, the campus is currently developing the structure and processes that will allow centralized assessment of student learning outcomes. In addition to the task force charged by the SPT and the General Education/Assessment Committee efforts, the campus has developed a specific 2007 Action Project related to assessing student learning.

Academic units use a variety of measures to analyze preparedness of graduates for further education or employment. Strategic Outcome 2 has determined criteria for preparedness. At the same time, the General Education/Assessment Committee is including such assessment measures in its revision of the General Education Program as it progresses through all stages of its revision process. Furthermore, a 2007 Action Project specifically focuses on developing centralized assessment of student learning outcomes.

The Allied Health programs use post-graduate surveys, employer surveys, exit exams, and credentialing exams to assess achievement of student learning outcomes. Nursing has a yearly clinical agency breakfast with representatives of
area healthcare employers at which employers discuss issues of preparation with faculty. The National Council Licensure Examination (NCLEX) is used to assess graduates’ professional preparation. The results of this exam are reported quarterly by the National Council of State Boards of Nursing. In addition, exit surveys are done for every graduate, and the unit uses employer satisfaction surveys to assess its graduates’ preparation for the nursing profession.

The SOBE measures student preparation for employment and further education in several ways. First, the SOBE requires all graduating seniors to take the ETS Field Discipline Test in Business. This test measures student achievement in all the functional areas of business. The SOBE also conducts an alumni survey every two years to determine if its graduates are prepared for employment and further education. The SOBE’s graduates report a 98% employment rate and 44% of the SOBE’s baccalaureate graduates go on for further education. Other measures of student preparation include a review of the CPA Examination results for students who took the exam. The SOBE’s students score at or above the national and state means on the exam and generally score higher than all or most of the other institutions in northwest Indiana. Every semester the SOBE also conducts a Graduating Senior Exit Survey to measure student perception of the effectiveness of their education. These results are plotted over time to locate areas of the curriculum that need examination. The SOBE has added courses in Communication and created courses in teamwork and leadership to expand student-learning opportunities. The SOBE also conducts an Employer Survey every five years to measure employer perception of the learning achievement of the SOBE’s graduates who are employed by local employers. The SOBE uses all this data to review student-learning outcomes, to revise the curriculum, and to increase instruction in key areas.

COAS has used informal contacts such as students returning for recommendations or art exhibits, surveys of department graduates and monitoring of graduate school and professional school acceptance rates as ways to assess how well students are prepared for employment or further education.

Assessment in the SOE is organized around and focuses upon the program learning outcomes stated in the SOE’s Conceptual Framework. That framework was developed in collaboration with K-12 educators in order to ensure that the program learning outcomes are aligned with the knowledge and skills needed to be successful in K-12 classrooms. In addition, the SOE conducts surveys of K-12 administrators who hire its graduates. These surveys focus on how well the SOE’s graduates have been prepared to be K-12 teachers. Those data are collected, aggregated, and shared with the SOE faculty on a regular basis to ensure that the SOE programs are effective.

In SPEA, employment surveys are used to determine how well students are prepared for employment. Attention is also given to success in further graduate work, but such studies are limited because of a lack of staff support.

In DSW, during advising meetings, students are engaged in discussions about their post-degree plans. Often students are unsure about what field of Social Work in which they would like to be employed. The field practica serve as a means to assist the student in this area. During their last advising session prior to graduation, the students are given the information about licensure and encouraged to take the licensure examination in social work shortly after graduation. Advisors also discuss the requirements to sit for the License in Clinical Social Work Exam, for which the Mental Health and Addictions Concentration students are eligible to
apply two to three years after graduation. Students who are interested in the Leadership Concentration are advised of the need to return to the IU Northwest MSW program following graduation to take the necessary classes that would make them eligible for licensure

1P13
The Strategic Outcome Committee after collaboration with the academic units and support units has developed the following baseline criteria (student learning experiences) to assess student preparation for lifelong learning, ethical practices, developing successful careers, and effective citizenship.

As addressed in previous sections, the campus is in the process of developing a centralized mechanism for student learning outcome assessment. In terms of unit-specific assessment of student learning outcomes, Allied Health measures student performance through exams/laboratory exercises/written assignments, student portfolios, clinical competency evaluations and professional skills evaluations.

In addition, Nursing monitors general education grades with particular attention to science and math, standardized exams before admission, standardized content exams at the end of each semester, standardized NCLEX (RN-licensure exam) preparation exams in last semester, NCLEX results (quarterly) and clinical competency achievement with each clinical nursing course.

The SOBE regularly collects and analyzes data about student learning. The School’s assessment system is now an integrated process with periodic cycles for the administration of key surveys and other data collection methods. Data collected in five different forms from students include: (1) comprehensive examinations, including the ETS Field Test in Business (each semester) and the CPA Examination (annually); (2) Student Exit Surveys (each semester); (3) Student Satisfaction Surveys and Admitted Student Surveys (semi-annually); (4) MBA Focus Groups (every third year) and Undergraduate Student Focus Groups; and (5) Course-embedded Indicators (annually). From former students and outside constituents, data are collected in the form of (1) Alumni Surveys (every two to three years), (2) Employer Surveys (every five years), and (3) EBI Benchmarking Surveys (portions annually on a five-year cycle). These various data sources are integrated into a comprehensive assessment and continuous improvement process.

COAS collects and measures student performance in the following ways:

<table>
<thead>
<tr>
<th>Measures</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFW rates (all departments)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Standardized test for graduating seniors (two departments)</td>
<td>Annually, varies</td>
</tr>
<tr>
<td>Grade distributions (one department)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Exit interviews (two departments)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Critiques of fine arts projects (two departments)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Grades (exams, projects, internships, tests)</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Departmentally designed measure for graduating seniors (one department)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Capstone course projects (all departments)</td>
<td>Every semester</td>
</tr>
<tr>
<td>Senior portfolio (two departments)</td>
<td>Every semester</td>
</tr>
<tr>
<td>National Survey of Student Engagement (COAS)</td>
<td>Annually until 2006; every 2-3 years thereafter</td>
</tr>
</tbody>
</table>
Every department in COAS is currently developing an assessment plan and measures for student learning outcomes following Dr. Barbara Walvoord’s models of assessment.

In SOE, student-learning outcomes are assessed by course grades, standardized test scores, portfolio artifacts, field experience evaluations, and dispositional evaluations. Students are assessed according to set criteria before entering any program in the SOE, they are assessed at the end of each “block” in any preparation program and prior to advancing to the next “block,” they are assessed prior to being accepted into student teaching, and they are assessed prior to being allowed to exit any program in the SOE. These measures are collected, aggregated, analyzed and reported to the faculty at the end of both the Fall and Spring semesters. This is part of the regular and systematic assessment of both student achievement and program quality within the SOE.

In DSW, one measure of student performance is the student’s earned grade point average. Field performance is rated during midterm and final time frames. If the results of the midterm are unsatisfactory, a student review is held in an attempt to formulate and implement a plan for improvement. It is the goal of the DSW to be aware of difficult field practica situations prior to the midterm. To this end, field liaisons are in correspondence with the student and the representative of the placement agency on several occasions, prior to the midterm.

1R1
As IU Northwest has just established its Office of Institutional Research, the campus is in the process of trending the NSSE data collected during its participation in the survey (http://www.iun.edu/~oir/nsse/). At the same time, the General Education/Assessment Committee of the Faculty Organization is incorporating the assessment of student learning outcomes into its reform of the General Education Program during each stage of its revision and approval process. Furthermore, the co-organizers of the campus AQIP process and the co-chairs of the General Education/Assessment Committee collaborated to draft an Assessment of Student Learning Outcomes Plan/Policy during the Summer and early Fall of 2007.

The measurable results in Allied Health are job placement rates and credentialing exam pass rates. Job placement for graduates from the Respiratory Therapy program continues to be 100%. Respiratory Therapy graduates take national board exams in order to practice as Respiratory Therapists, and students from the program graduate in December. The December 2004, 2005, and 2006 pass rates were all 100%. Over the last five years, the first attempt pass rate for students in the Radiography Program on the American Registry of Radiologic Technologists national credentialing examination (required for all radiographers) has been 96.2%, and the pass rate to date is 100%. The actual numbers are 157 graduates (2002-2006) with 151 passing on first attempt and 157 passing to date. The program retention data shows that over the last five years (2003-2007), they have graduated 164 of the 206 accepted students in the Radiography Program for a retention rate of 79.6%. As for employment data, graduate surveys returned over the last 5 years reflect a 100% employment rate. Job placement rates for HIT graduates are as follows: 87.5% for 2007, 85% for 2006, 80% for 2005, and 73.33% for 2004. The AHIMA National exam pass rate is 70%, while the IUN HIT program pass rate average of last 4 years is 74%. The job placement rates for both the MLT Associate degree students and the Phlebotomy Certificate students are 100% each year for the period of 2004-2007. Program certification pass rates for the MLT Associate students are 71% for 2006,
100% for 2005, and 60% for 2004, while the pass rates for Phlebotomy students are 100% for each of the successive years from 2004 to 2006.

The measurable results in Dental Education are job placement rates of 90% and National Board Examination (written), Indiana State Board Examination and the North East Regional Board Examination (clinical examination) pass rate of 90%. Graduation rate for the dental hygiene students is 90-100% and for the dental assisting students 85-90%.

Nursing students are given standardized content exams and course pass rates are examined. Graduation rates for the BSN program were 62.2% for 2005, 69.8% for 2006 and 77.4% for 2007. Nursing students have standardized content exams incorporated into their course final exam. The percent weight of these standardized exams on their final course grade range from six to twelve percent. The benchmark for passing any nursing course is 73%. The Indiana State Board of Nursing previously required schools to have a pass rate at or above the national average of schools on the NCLEX. In 2003-2004, pass rates for BSN were 62% for first-time takers, 50% for repeat takers; ASN was 84% for first-time takers and 60% for repeat takers. For 2002-2003 NCLEX pass rates for BSN were 70.6%; ASN 73.7%. National average is usually 80-85%. The Indiana State Board of Nursing (ISBN) now requires that Schools of Nursing maintain a NCLEX pass rate at or above one standard deviation below the mean of the annual national pass rate in order to maintain full ISBN approval. The NCLEX pass rate for IU Northwest BSN graduates in 2005 was 90.91% (national pass rate 87.29%); 85.71% in 2006 (national pass rate 88.11%, one standard deviation below this mean 75.25%) and results for 2007 are not yet complete.

The SOBE regularly collects and analyzes the student scores on the ETS Field Discipline Tests in Business for both the graduate and undergraduate programs. This test measures student performance in the business disciplines. Student performance in each discipline is plotted over time and analyzed to determine trend lines. The SOBE also collects data from the Course Embedded Assessment System each semester and analyzes this data through curriculum reviews to determine the level of student learning on the program student-learning outcomes. In 2005, the SOBE reported that fully 87% of its undergraduate students were achieving the required levels of performance on the School's learning outcomes. In January of 2008 the SOBE will be implementing its Assurance of Learning System with 8 student learning outcomes and measures at the Novice, Accomplished, and Competent levels. We do not anticipate data until mid May. The SOBE is also reviewing student performance on entry and on exit on standardized tests. The SOBE can report that, while the majority of its students are entering with standardized test scores in the bottom third of students tested, the SOBE's students are testing into the top half of student scores on state and national means on standardized tests as they prepare to graduate.

In COAS, some disciplines use ETS Achievement scores. In Chemistry students score at "about the national norm"; in Psychology—on some subtests, students have scored above the 90th percentile. Capstone courses measure integration of knowledge of the major. For COAS and SPEA course syllabi identify general education skills addressed in each course. Some effort is also made to assess these objectives as part of the course grading system. The same is true for specific learning objectives in all the courses. At the present time, there is no overarching system in place to review these learning objectives comprehensively; however, the chair of each department in COAS and the Chairs’ Council are developing an assessment.
plan in collaboration with the Dean of COAS.

In SPEA, there has been some discussion of a portfolio approach to this matter. One student has developed his own electronic portfolio and faculty members have attended training sessions on the electronic portfolio being developed by Indiana University (as part of a nationwide consortium). The division is monitoring the progress of this system.

1R2
In all academic units, student transcripts demonstrate completion of the required courses for a given degree prior to the Dean signing off on the awarding of the degree. Upon graduation, students are eligible to sit for the national credentialing examinations within their profession. All professional programs are accredited by the respective accrediting bodies of their discipline. Job placement rates further indicate that graduates have acquired the knowledge and skills required for the degree.

The NCLEX-RN licensure exam is Nursing’s major benchmark as it measures basic competence/safety of graduating students. Graduating students report 100% employment.

The SOBE uses a variety of documentation to indicate that students have acquired knowledge and skills. First, the SOBE uses the student results on the ETS Field Discipline Tests to indicate that students have acquired knowledge in the functional areas of business. This data is supplemented by student scores on the Small Business Analysis Capstone Project in the Management Capstone class. This project provides evidence of both functional knowledge in the business disciplines and the acquisition of skills in oral and written communication, appreciation of diversity, teamwork, leadership, and ethics. The Small Business Analysis Project integrates knowledge from all the business disciplines and documents the students’ ability to integrate the knowledge and skills they have learned into an integrative project. Data from Graduating Student Exit Surveys, Student Satisfaction Surveys and Admitted Student Surveys document student perception of the value of their learning in key areas that relate to the focus areas in the SOBE’s Mission and the student-learning outcomes. These data indicate that the student perception of the value of their education in the focus areas of teamwork, leadership, and technology has continuously improved to eliminate all negative gaps in the importance and perception of knowledge gained.

Also in the SOBE, student acquisition of knowledge and skills are documented throughout their graduate and undergraduate degree programs through course-embedded assessment that measures performance on the student-learning outcomes. Curricular reviews document student achievement on the learning outcomes. From former students and outside constituents, data are collected in the form of Alumni Surveys and Employer Surveys. These surveys document employer and alumni perception of student performance on job performance related skills. Data from the 2006 MBA Alumni survey indicates that students think the contribution of the Behavioral Science, Management and HRM courses are a strong component of the program, which enhances their work knowledge, behavior and skills. Policy/Strategy has less relation to their perceived work knowledge, behavior and skills.

In COAS, Chemistry estimates that 50% of its graduates are in industry, 40% in health sciences programs, and 10% in graduate school. Fine Arts has a 90% acceptance rate for graduate school applicants. In Psychology, 50% of graduates are enrolled in graduate or professional school (psychology, law, medicine, social work), and 50% are working in applied settings. The Pre-
health Professions majors have a 100% acceptance rate into professional schools.

SPEA finds evidence that students have acquired knowledge and skills appropriate to their degrees by the employment rates of its graduates. SPEA’s surveys of recent MPA graduates indicate that they have been well-prepared for advancement. Respondents reported: 48.1 percent have a different job as a result of earning their MPA; 88.5 percent agreed that they are better equipped for skill demands; 63.0 percent reported that they benefited financially by earning the MPA; and 68.5 percent agreed that their degrees enabled them to achieve career goals they wouldn’t otherwise have achieved. These surveys will be continued and more attention will be given to undergraduate surveys.

In DSW, 100% of students are able to gain employment or receive promotions in their current agency or as new hires. It is not uncommon for students to be offered a position at their final field placement.

Students visit the Career Services Center daily for the following services: Career Counseling, Internships, Job Vacancy Binders, Office Registration, Other, Resume, Cover Letter, Interview, Undecided, Unknown, UPS, and Work Study. We have seen a slight decrease in visitors due to the success of the online job postings and emails. The Career Services website previously had only 1,000-2,000 hits monthly, while it now has over 10,000 web hits per month.

The Office of Career Services keeps a log of the number of office visitors:

<table>
<thead>
<tr>
<th>Office Visitor Log Numbers</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1575</td>
<td>1/1/04- 12/31/04</td>
</tr>
<tr>
<td>1212</td>
<td>1/1/05- 12/31/05</td>
</tr>
<tr>
<td>1269</td>
<td>1/1/06- 12/31/06</td>
</tr>
</tbody>
</table>

The Office of Career Services encourages students to get the relevant internship experience along with their degree, which will help with making them highly marketable upon graduation.

The Office of Career Services also tracks the number of interns it places:

<table>
<thead>
<tr>
<th>Number of Interns</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>107</td>
<td>2006-2007</td>
</tr>
<tr>
<td>98</td>
<td>2005-2006</td>
</tr>
</tbody>
</table>

The Office of Career Services continues bringing employers to campus. Employers have the opportunity to participate with the following services: job fairs, on campus employer recruiting tables, employer presentations and campus interviewing. Results for participation in Job Fairs are as follows: 52 employers and 374 attendees in the Spring of 2007; 50 employers and 300 attendees in Spring of 2006, and 48 employers and 226 attendees in the Spring of 2005.

The Federal Work Study (FWS) Program has been moved to the Office of Career Services as of Summer 2006-present. The office of Career Services now conducts mandatory orientations for students who have been awarded FWS funds. It also encourages students who have not been awarded FWS funds to apply. The office will help students with finding Work-Study positions on and off campus (FWS approved sites). Once the student has been hired for the FWS position, the office manages the paperwork process for the student and supervisor. A major goal of the Office of Career Services was to ensure that it met the 7% requirement (by the Department of Education) of having students hired in community service FWS positions. As of this year under the change of supervision
by the Office of Career Services, it has met and exceeded the 7%. It has been informed by Bloomington that it is currently at 27% with its FWS community positions. The total number of FWS placements at IU Northwest are: Summer 2006 = 30; Fall 2006 = 93; Spring 2007 = 124; Summer 2007 = 48; and Fall 2007 (as of 9/4/07) = 71. In addition, there are 10 more FWS students ready to be placed but they have not yet been awarded.

Since 2003, the CRE has funded IU Northwest faculty and their student interns, community partners and project staff in Cultural Discovery and Learning for $112,108 and in Sustainable Regional Vitality with $154,655, for a total of $266,763 in research and creativity grants, through a Lilly Opportunity Grant (2004-06) and Trustees Commitment to Excellence funds. The CRE is collecting data in cooperation with Career Services for student interns through a Lilly Opportunity Grant. They assess the student internship experience through the use of an intern survey as well as a survey for the faculty fellows involving interns in their projects.

1R3
An assessment of the Critical Literacy Program revealed that it is effective. Students in this program are being retained at a higher rate than one would expect given the students’ educational profiles. Results relating to the effectiveness of the Critical Literacy Program are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th># of students</th>
<th>2nd Semester Retention</th>
<th>2nd Year Retention</th>
<th>3rd year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05</td>
<td>120</td>
<td>75.80%</td>
<td>57%</td>
<td>34.16</td>
</tr>
<tr>
<td>05-06</td>
<td>101</td>
<td>78.20%</td>
<td>52.40%</td>
<td>NA</td>
</tr>
<tr>
<td>06-07</td>
<td>104</td>
<td>80.76%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>07-08</td>
<td>120</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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.

In addition, results for Reading Lab usage are 817 student visits in the Fall of 2205 and 354 student visits in the Spring of 2006.

Below the reader will find the three categories of WAC Survey data: I. WAC Survey Data/responses, II. Writing Center Use, and III. Types of Assignments and Common Writing Problems by course level.

I. WAC Survey Data/responses

<table>
<thead>
<tr>
<th>Department</th>
<th># of Responses</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Business/Economics</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Chemistry/Physics/Astronomy</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>CIS</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Clinical Lab Sciences</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Dental Education</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Geosciences</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Health Information Mgmt.</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Labor Studies</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Nursing</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Social Work</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>
II. Writing Center Use

In response to whether the faculty member recommended that students use the Writing Center, 76% said yes, while 23% said no. Of the 38 faculty members who sent students to Writing Center, 73% found it “Hard to Evaluate” changes in student writing, while 26% “Noticed Positive Changes.”

III. Types of Assignments and Common Writing Problems, by course level (WAC Survey, Spring 2007)

<table>
<thead>
<tr>
<th>Course level</th>
<th>Type of assignment</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Thesis statements, DBQs, book report/chapter summary, final paper, take-home essays, paragraph responses, lab reports, quizzes, in-class essay exam, compositions, journals, daily short essays, clinical case study, short family history</td>
<td>Grammar, syntax, spelling, organization, lack of clarity, can’t footnote, no writing experience, run-ons, following instructions, punctuation, word choice, not using 3rd person, paragraph structure, logic, mechanics, vocabulary, insufficient focus, slang, apostrophes for everything, coherency, no evidence to support argument, clumsy</td>
</tr>
<tr>
<td>200</td>
<td>Short papers, essay exams, journals, lab reports, critical responses, review paper (w/references), take-home exams, term paper, reflection/synthesis paper, media journal, article review, group project reports, research paper</td>
<td>Grammar, run-ons, citations, coherence, unity, clumsy, structural errors, format, punctuation, spelling, vocabulary, clarity, flow, logic, sense, word choice, sentence structure</td>
</tr>
<tr>
<td>300</td>
<td>Reading responses, research critique, short book report/chapter summary, journals, research papers, lab reports, in-class presentations, weekly responses, position papers, take-home essay exam, compositions, advanced literary analysis, bibliographic essays, production reviews</td>
<td>Weak thesis statements, problems with source material, lack of organization, sentence fragments, run-ons, basic grammar, spelling, typos, proofreading, problem developing ideas/providing arguments, sentence structure, subject/verb agreement, passive voice, limited analysis</td>
</tr>
<tr>
<td>400</td>
<td>Reading responses, research essays, exam essays, current issue papers, review of literature, case studies, journal critiques, group term project, compositions</td>
<td>Weak thesis statements, problems with source material, lack of organization, design/organization, subject/verb agreement, absence of complexity, plagiarism,</td>
</tr>
</tbody>
</table>

Because the SOBE has been diligently working with its Business Advisory Board and its Student Advisory Board, the number of majors in its revised Business Administration Concentration and its new Financial Information Systems Concentration has been steadily growing. The undergraduate headcount has been steadily growing from 405 during Fall 2003 to 474 in Fall 2007. The graduate headcount has been steadily growing from 115 in Fall 2003 to 147 in Fall 2007. The use of teaching standards has been very effective in improving the quality of teaching for the SOBE. These teaching standards are incorporated into the Annual Evaluation System. For example, in 1999, four faculty members were referred for faculty development based on their teaching performance; in 2003, all faculty members were reaching acceptable levels of teaching performance.

Under its accreditation standards, the SOBE is required to staff 60% of its classes in each business discipline and in each degree program with full-time faculty. The SOBE was not able to meet this standard in 1999. From 2000 to 2004, the School has been able to schedule its classes to meet the 60% full-time deployment rule. Further, because classes are scheduled using a two-year template that is reviewed by the Student Advisory Board, the School has been able to significantly reduce the number of scheduling conflicts and complaints from students.

In SPEA, graduate surveys of its students have shown that they are very satisfied with their degree programs. This suggests that some of the processes used are working effectively. Students appear to be satisfied with the schedule, allows them to complete their graduate degrees in night courses and to complete a substantial
portion of the undergraduate degrees at night. Most recent survey data indicates satisfaction with scheduling (times and days) at 3.67 with 4.0 as strongly agree, and satisfaction with frequency of required course offerings at 3.44 with 4.0 as strongly agree. There also appears to be satisfaction with the way new courses are added and dropped as appropriate. This is done by making liberal use of topics courses. These courses can be developed, offered, and dropped quickly when they become obsolete. Through that process, SPEA has been able to get courses to its students quickly. School-wide satisfaction with teaching (historically higher student evaluations than other campuses in the IU system) suggests that the system of reviewing full-time faculty and hiring capable adjunct faculty is working well. The most recent survey indicates the following values with reference to instruction: 3.58 on a scale of 4 for high quality instruction, 3.45 on a scale of 4 for faculty communication, and 3.35 on a scale of 4 for consistency in quality of instruction across the faculty. Further, 96.4 percent of respondents agree or strongly agree that they are satisfied with the education they received in the SPEA MPA program; 94.5 percent agree or strongly agree that they would recommend the program to others; and 93.6 percent agree or strongly agree that the learning offered by SPEA's MPA program met their expectations.

To accommodate the vast majority of DSW students who have full-time jobs, classes are scheduled at 7:00 p.m. during the Fall and Spring semesters and 6:30 p.m. during summer sessions. Electives are largely scheduled during summer sessions with an occasional Saturday class during the Spring semester.

1R4
The Director of IR is currently trending the benchmarked NSSE data related to student learning outcomes for the General Education Principles, and this trended data is being made available online as it is analyzed and rendered into graphic presentation (http://www.iun.edu/~oir/nsse/gened_principles.shtml).

For Nursing, the benchmark for NCLEX-RN pass rates set by the Indiana State Board of Nursing (ISBN) is that programs must achieve a pass rate at or above one standard deviation below the mean national pass rate. Nursing has met this benchmark for the last two years.

Allied Health students’ pass rates are compared to national pass rates for the credentialing examinations given in the health professions. The ARRT national pass rate for first time examinees is listed at 88-89% over the last few years. Our Radiography Program has a pass rate for first time examinees over the last five years of 96.2%. The pass rates for our Respiratory Therapy Programs' graduates can be compared to national pass rates, which were approximately 75% in 2004, 80% in 2005, and 80% in 2006. The national benchmark set by the accrediting body is a pass rate of 80%. The AHIMA National exam pass rate is 70%, while the IU Northwest HIT program pass rate average of last 4 years is 74%.

The SOBE regularly compares its results on nationally normed tests, such as the ETS Field Discipline Test in Business and CPA Examinations with state and national means to benchmark the performance of its students with other northwest Indiana institutions. The SOBE benchmarks its assessment data on a yearly basis by purchasing benchmarking surveys from EBI. Due to the cost, the SOBE cannot afford to purchase every survey every year, but has created a schedule for purchasing a different benchmarked survey each year on a five-year cycle. In 2003, the SOBE purchased the Faculty Survey. The results of this survey were benchmarked with peer institutions.

As noted in 1R3, SPEA reviews of teaching performance have historically been better.
than those on other campuses within the Indiana University system.

111
As repeatedly addressed throughout the previous sections, the campus efforts to revise its General Education Program have incorporated the assessment of student learning outcomes and resulting improvement in curricular offerings into the design of the revised program. Likewise, the two 2007 Action Projects that focus on General Education deliberately include attention to “closing the loop” on assessment, thereby targeting improvements using concrete data.

Faculty conduct periodic reviews of processes and systems for student achievement and change courses and strategies based on student, faculty, and employer feedback, as well as based on research in the respective profession. Faculty and advisory committees monitor program assessment plans that are in place to assure goals and outcomes are being met.

The processes and systems for helping students learn and develop are improved in several ways. First, the student-learning outcomes are reviewed by unit faculty and, then, through the curriculum review process each semester by the appropriate unit curriculum committee. Faculty committees within the units and across units (all campus committees like the Survey and Curriculum Committee, the General Education, and the Assessment Committee) review student performance and recommend appropriate refinements, changes, and additions to the student-learning outcomes. These recommendations are presented to the faculty at regularly scheduled faculty meetings for discussion and adoption. The VCAA and the deans work with the faculty to implement the changes.

In Allied Health and Nursing, clinical evaluations and reviews are also done by students, clinical site supervisors/preceptors and faculty. Nursing has a systematic plan for program evaluation through which the unit ensures continuous improvement.

In COAS, department meetings, COAS Curriculum Committee, and Chairs’ Council are settings for examining issues related to student learning and achievement. When issues are identified through student complaints, data from questionnaires and surveys, such as NSSE (collected since 2000) and a Noel-Levitz study completed in 1998, they discuss ways of addressing these problems. As a result of these forms of self-examination, the following improvements for helping students learn have been undertaken during the years 1998-2007:

- COAS is continuously engaged in improving the quality of academic advising of undecided students.
- Teaching evaluations are used by individual faculty to modify teaching methods.
- The departments of English and Mathematics monitor the Writing and Math Centers to upgrade tutoring services to students.
- COAS participates fully in Supplemental Instruction
- A Pre-health Professions advisor appointed.
- In 2004, COAS organized the First Annual Faculty/Staff Research conference in order to encourage the involvement of students in research and to model the professional standards of the discipline. Student participation increased approximately 10% in 2006. We expect even more increase in the 2007 Conference.

The faculty in the SOE assess the processes and systems for helping students through data collected by its Unit Assessment System. Data from its ongoing assessments are aggregated and reported to the faculty regularly. When a problem is identified with any of its
processes and systems, the faculty undertake a study of those processes/systems and propose improvements. When any proposed improvement has been accepted by the faculty in the SOE, it is implemented and follow-up data are collected, aggregated, and reported to the faculty to see if the implemented improvement is working as designed.

In SPEA, formal processes for continuous improvement include: regular (annual) reviews of teaching, periodic reviews of the curriculum, biennial surveys of graduates, promotion and tenure processes, annual retreats on teaching-related topics, faculty group presentation at conferences on teaching public administration, group faculty work editing a journal on teaching in the field, and other efforts to focus on teaching and learning (e.g., faculty members have read Parker Palmer’s *The Courage to Teach* and Donald Schon’s *The Reflective Practitioner*).

In the DSW, faculty are encouraged to attend and be involved in faculty development workshops and activities. Faculty continue to review their course evaluations to improve their classes and teaching style. Faculty are encouraged to sit in the classes of faculty who have received teaching awards. They also are encouraged to invite faculty to review their classes.

The AQIP action projects have brought diverse groups together to work on issues. Each year a review is done of the progress achieved, and if warranted, adjustments are made in the processes in order to move toward the achievement of the goal. An example of this was the retired 2002 AQIP Action Project 3 where adjustments had to be made to gather faculty feedback on their use of technology.

112
In addition to those initiatives addressed in previous sections, the campus has recently hired an Institutional Researcher who is systematically collecting data that will be used to target improvements. 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 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.

SOE faculty engage in analyses of data gathered and compiled by the Unit Assessment Coordinator and reported to the Initial, Advanced, and Assessment Committees. These analyses and any resulting recommendations are brought to the full faculty for discussion and action if improvements are needed. Examples of the criteria that are used for such judgments are: the level at which the unit’s students meet or exceed portfolio rubrics, the percentage of candidates who pass the Praxis I & II, and feedback from P-12 professionals about how well the unit’s candidates are prepared to work in P-12 classrooms. These are value judgments, based upon the unit’s Conceptual Frameworks, the unit’s expectations for candidates, and the expectations of the unit’s stakeholders, especially those who are school-based. These data are often presented to stakeholders in advisory groups. Information from these groups is then brought back to the faculty. Based upon such data collection, analysis, and evaluation, the faculty then decide what improvements need to be made, how they are to be made, and what data collection will be needed for follow-up evaluations of the improvements.

In Allied Health, faculty assess whether program goals are being met and develop processes to meet improvement targets. Advisory committees that include student
and community representatives are involved along with the faculty in the program assessment process. The Respiratory Therapy national board pass rate is 100%, thus their goal is to maintain this level of excellence. Respiratory Therapy students are required to purchase books in order to review and study for their boards, practice with software that simulates the boards, and take “Mock” boards before graduation. Faculty also review an exam matrix created by one of the discipline’s national organizations (which is revised on a regular basis) to make sure they are teaching the content that is on the boards. The pass rates are communicated to their Advisory Board which meets twice a year. In the Radiography Radiologic Sciences, the programmatic Assessment Plan keeps the faculty focused on meeting their goals. In HIT, faculty meetings are held yearly to analyze the registry scores against the AHIMA national average. Their documented action plan includes: 1) to continue to encourage early testing, as soon as possible after graduation as this has shown to be effective in assuring success rate, 2) to conduct in class review at the end of the two year course of study in the program, and 3) to encourage students to use sources outside IUN to review.

For the MLT programs, the information obtained from the various forms of evaluation (such as program evaluations, surveys, questionnaires, course evaluations, national certification exam scores, etc) are all reviewed as a tool for development and change in the programs. The results are reviewed by the Program Director. Areas of concern are presented to the adjunct faculty, and then to the advisory committee at the annual meeting either for resolution or to make changes for improvements in the programs, such as in curriculum, course content, or policies. This committee consists of representative faculty from the university, clinical faculty, secondary educators, and area laboratory professionals.

In Nursing, the NCLEX pass rate target is greater than or equal to 1 SD below national average. Nursing has a formalized assessment and intervention program to address student needs. This process is communicated to students before admission at the time of standardized admission assessment and each semester thereafter in course syllabi. Specific priorities include enhancing NCLEX success especially of minority and educationally under-prepared students. Two grants assisted with the development ongoing sustainability of this intervention program (2003 IU Office of Student Development and Diversity and 2004-present, IU Commitment to Excellence Funds). The ongoing assessment plan for Nursing includes an examination of graduation rates, NCLEX pass rates, job placement rates and program satisfaction.

The SOBE has developed an Assessment and Curricular Change Model that is working to highlight areas in the curriculum that need to be addressed. The Course-embedded Assessment System is measuring student achievement on the learning outcomes. The Assessment Committee analyzes and reports the result of assessment to the Dean and the faculty at regularly scheduled faculty meetings. Generally, students have been scoring at or near the mean on standardized measures of student performance. The Assessment Committee is working in conjunction with the Curriculum Committee to identify several areas as targets for improvement. These areas include improvement in student scores on ETS tests, further refinement of the student-learning outcomes, and the addition of tracking devices for test scores that are appropriate professional measures for the Financial Information Systems Concentration. The results are communicated to faculty, administrators, and staff at regular faculty meetings by the Assessment Committee.
Recommendations for improvement priorities are communicated to faculty, staff and administrators in the same manner. The results are communicated to the business community through the Business Advisory Board and to students through the Student Advisory Board. In the future, SPEA will monitor achievement of the competencies prescribed for the MPA program. Monitoring of assessment data will allow for targets to be set in the future. The assessment procedures proposed for development during the coming year, the result of the assessment center and the possible implementation of electronic portfolios will allow for the selection of appropriate targets for improvement in the future. The Director’s advisory committee is the appropriate body to work with the faculty and alumni to set targets for future student learning and development.

In DSW, results from student assessment are used to improve teaching, class design, and select the development and implementation of electives. The specific improvement plan includes monitoring the implementation of curricula, increasing leadership concentration field placement sites, assist in acclimating new faculty to the department, increasing recruitment efforts, and adding a writing seminar for students who could benefit from such support.
IU Northwest currently has nine strategic outcomes established by the Strategic Planning Team (SPT) in order to achieve the IU Northwest Shared Vision by 2010 (See Table 8a.), and these Outcomes represent our distinctive institutional objectives. Helping students learn is explicitly addressed in the first portion of the sentence in Strategic Outcome 1 and in Strategic Outcome 2. Strategic Outcomes 3 through 9 represent additional distinctive institutional objectives (mutual respect and support for individual growth; diversity recruitment and retention; fiscal responsibility and flexibility; funding priorities for cultural discovery and learning and sustainable regional vitality (See Appendix A); decision making based on student-centered principles; community collaboration and cooperation focused on sustainable regional vitality and cultural discovery of learning; and developing a culture of measuring effectiveness and continuous improvement). For example, achievement and engagement in scholarship, discovery, creativity, and service are two other distinctive institutional objectives which are found in the definition of academic excellence at IU Northwest as stated in Strategic Outcome 1. All tenure track or tenured faculty, who are seeking a promotion, must at a minimum demonstrate satisfactory performance in research and service. In December 2005, the Outcome 1 and 6 committees defined “scholarship,” “discovery,” “creativity,” and “service” in the context of academic excellence and incorporated those definitions into a document entitled “Academic Excellence at IU Northwest.” This document was adopted by faculty, staff, and administrators as a shared understanding of the measurable characteristics that identify excellence in any academic program or support service in the context of cultural discovery and learning and sustainable regional vitality.

IU Northwest’s Strategic Planning process ensures that the institutional objectives or outcomes are in alignment with the Vision, mission, and values of the institution. All of the 2010 Strategic Outcomes were derived directly from the Vision and Mission. The SPT develops yearly intermediate outcomes and tests them against the 2010 outcomes to ensure achieving these outcomes would put the campus on track to achieve the Vision in 2010. These intermediate outcomes, with specific action steps, are developed annually at an SPT retreat and tested for alignment.

At IU Northwest, faculty research and service are important components in helping students learn and in creating an environment wherein academic excellence can be achieved. In recognition of the important relationship between teaching and research, full-time faculty are given a course load release from teaching each semester. Participating with faculty in research projects and service activities is considered to be a worthwhile learning experience for students. It is a shared understanding on campus that diversity is a key component in achieving academic excellence. IU Northwest is pursuing its unique identity by distinguishing itself through excellence in cultural discovery and learning and sustainable regional vitality. Cooperative and collaborative projects or assignments in the community can enhance a student’s learning experiences. As a student-centered campus, IU Northwest focuses its attention on processes and systems that promote student learning.
Organization and the Associate Vice Chancellor for Academic Affairs serve as permanent members), and the SPT has two annual meetings that are facilitated by an external facilitator. New SPT members are oriented so they are fully briefed on strategic direction. In the Fall retreat, priorities for intermediate outcomes are set with campus input throughout the year via town hall meetings, surveys, newsletters, campus emails, and other administrative and academic forums. SPT decisions are aligned with the Shared Vision and are communicated widely. Furthermore, in the first four years of the strategic planning process, broad-based committees were formed to assist SPT members with meeting intermediate outcomes on deadlines; however, in 2005, the SPT decided that outcome-related work could better be achieved through pre-existing faculty-governance and administrative committee structures, thereby integrating this work into their regular processes and embedding it in the daily culture of the campus. The 2010 Vision, which is aspirational, drives the creation of one- and three-year intermediate outcomes, in the context of current strengths and gaps (http://www.iun.edu/~spcnw/).

2P3
Relative to several Strategic Outcomes, the Campus Climate Survey, administered for the first time in 2006, provides a mechanism for identification of both staff and faculty needs. Focus groups of faculty and staff were also conducted to further refine the results of the Survey. For example, one of the needs identified by the staff was for a more formal staff-development program. Related to this need, the AQIP Category 5 Working Group recommended that the administration prioritize such development. The IT and facilities needs of the faculty and staff are solicited through an IT survey and the annual facilities request process. The Technology Council and Facilities Planning Committee, whose memberships are primarily faculty and staff, are also used as vehicles to determine faculty and staff needs. At the same time, the monthly meetings of the Faculty Organization serve as a conduit for faculty needs and concerns, as do the monthly Executive Committee of the Faculty Organization meetings.

Resource requirements for the accomplishment of the Strategic Outcomes were initially identified by each chair of a Strategic Outcome Committee; however, now this role is played by the respective Vice Chancellors. These resource needs are communicated to the Vice Chancellor of Administrative and Fiscal Affairs for action. Faculty and staff resource needs are also identified during the budget preparation process as each unit is establishing their operational goals for the year. The resource allocation is worked out within the unit unless more resources are required in which case the needs would be submitted to the appropriate Vice Chancellor for consideration for reallocation within the unit or submitted as a request for additional funding to the Campus Budgetary Affairs Committee.

2P4
The distinctive objectives (Strategic Outcomes) are assessed and reviewed by
the SPT which meets a minimum of twice a year. The Strategic Outcome Committee chairs formerly met monthly with the Chancellor to review their progress and to make minor adjustments to the processes if needed. Starting in 2006, Vice Chancellors serve as outcome chairs to better align the strategic planning process with institutional priorities and operations. If the timeline originally set for the completion of an outcome cannot be achieved, this must be brought before the SPT for discussion and consideration. If a Vice Chancellor needs to change the deliverable to which the SPT originally agreed, this also must be approved by the SPT. At the SPT meetings and the weekly Chancellor’s Cabinet meetings, any challenges are discussed. As long as the process for accomplishing the outcome includes engagement and diverse perspectives, how an outcome gets delivered can be changed, but what is delivered cannot be adjusted without SPT approval. The SPT is very conscious of the fact that delays can result in not being able to achieve the Vision. Results of these SPT and Cabinet meetings are communicated broadly to all stakeholders through the academic and administrative communication structures, through the same mechanisms listed in 2P2. As the Strategic Outcome structure has increasingly been folded into regular campus governance and administrative structures, the opportunities for stakeholder involvement and feedback have increased and are naturally part of the overall process.

2P5
First, the SPT measures the accomplishment of the distinctive objectives (Strategic Outcomes) literally by whether the intermediate strategic outcomes and the action steps have been successfully achieved. In addition, examples of specific data collected for outcomes include 1) the amount and quality of publications (scholarly, creative) and service activities engaged in by a faculty member each year as collected in the annual report (Outcomes 1 and 6); 2) the number of grants written and awarded in the two designated areas of academic excellence establishing our Unique Identity, cultural discovery and learning and sustainable regional vitality (Outcomes 1 and 6); 3) data related to the three programmatic focus areas of Health and Human Services, Business Excellence, and Arts and Culture (Outcomes 1 and 6); 4) the Campus Climate Survey and subsequent focus groups (Outcome 3); 5) the number of minority faculty hired and retained (Outcome 4); 6) the development of new programs or initiatives (such as College of Health and Human Services) through a campus-wide process (Outcome 5); 7) the number of programs that can be completed in four years and the review of scheduling for day and evening classes to meet the needs of particular student populations (Outcome 7); and 8) the success and sustainability of relationships that are being established in the regions we serve (Outcome 8).

Data for the respective outcomes addressed above is collected in faculty and unit annual reports, analyzed by the respective dean or director and Vice Chancellor, and reported to the SPT and the campus as a whole. Moreover, Strategic Outcome reports are published annually on the Strategic Planning website, and updates are sent to the campus via email. The processes and data for each outcome are channeled through the respective Vice Chancellor into written annual reports that go to the Cabinet and the SPT as well as being posted on the webpage.

2R1
Results in accomplishing IU Northwest’s other distinctive objectives (Strategic Outcomes) include accomplishment of intermediate outcomes with specific strategic initiatives: for example, the offering of credit and non-credit courses in Newton and Jasper counties; completion of the Sculpture Garden and the development of the Klamen Public Art Mural Project on campus; creation of ODE;
increase in grants submitted and dollars generated in research and grant activity; establishment through a grant of CSRV (now CRE); and establishment of an Academic Priorities Committee with a well-defined process and criteria to prioritize programs, centers, and institutes using data-based decision-making. See Figure 2a at the end of Category 2.

2R2
Of the eleven approved peer institutions, only one reports AQIP data online: Purdue University Calumet. IU Northwest’s results compare favorably with those reported by PUC in its outreach to neighboring communities, creation of a new university office, and grants appropriated. IU Northwest’s investment in the cultural aspect of the university with the Sculpture Garden and the Klamen Public Art Mural Project add to our Unique Identity with an aesthetic value and cultural diversification not comparable to those results reported by PUC. IU Northwest has just received the Integrated Postsecondary Education Data System (IPEDS) Feedback Report for 2006 from the National Education Center for Education Statistics, compiled by the IU Institutional Research Office to benchmark IU Northwest with our eleven peer institutions, which will assist us in measuring our work against that of our peers.

2R3
IU Northwest’s results in accomplishing its distinctive objectives (Strategic Outcomes) strengthen the overall institution because achievement of these intermediate outcomes/objectives moves the institution toward the achievement of its Vision. Specific measures include the website of the SPT, containing significant information for all faculty, staff, and students. Other examples include campus educational activities such as convocations, diversity programs, and campus-wide conferences such as those held yearly by the COAS and the CRE. Such conferences promote engagement of student and faculty in achieving the distinctive objectives (Strategic Outcomes) and ultimately the Shared Vision. See Figure 2a at the end of Category 2.

The benchmark data for contract and grant activity occurs below in Table 2a:

Table 2a: CONTRACT AND GRANT DATA: YEAR-TO-DATE SUMMARY BY CHART*

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY2002</th>
<th>FY2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOOMINGTON</td>
<td>111,642,295</td>
<td>96,370,968</td>
</tr>
<tr>
<td>EAST</td>
<td>9,094,885</td>
<td>3,838,738</td>
</tr>
<tr>
<td>INDIANAPOLIS</td>
<td>202,402,981</td>
<td>265,922,655</td>
</tr>
<tr>
<td>KOKOMO</td>
<td>517,825</td>
<td>485,981</td>
</tr>
<tr>
<td>NORTHWEST</td>
<td>1,526,770</td>
<td>1,190,645</td>
</tr>
<tr>
<td>SOUTH BEND</td>
<td>810,045</td>
<td>911,181</td>
</tr>
<tr>
<td>SOUTHEAST</td>
<td>156,618</td>
<td>717,937</td>
</tr>
<tr>
<td>UNIV ADMIN</td>
<td>13,388,679</td>
<td>14,083,707</td>
</tr>
<tr>
<td>TOTAL</td>
<td>339,540,097</td>
<td>383,521,812</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY2004</th>
<th>FY2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOOMINGTON</td>
<td>124,325,741</td>
<td>192,791,621</td>
</tr>
<tr>
<td>EAST</td>
<td>7,627,822</td>
<td>1,239,870</td>
</tr>
<tr>
<td>INDIANAPOLIS</td>
<td>256,843,435</td>
<td>247,310,846</td>
</tr>
<tr>
<td>KOKOMO</td>
<td>674,140</td>
<td>1,627,882</td>
</tr>
<tr>
<td>NORTHWEST</td>
<td>1,143,876</td>
<td>1,090,354</td>
</tr>
<tr>
<td>SOUTH BEND</td>
<td>522,012</td>
<td>423,182</td>
</tr>
<tr>
<td>SOUTHEAST</td>
<td>970,352</td>
<td>899,121</td>
</tr>
<tr>
<td>UNIV ADMIN</td>
<td>20,570,116</td>
<td>31,348,161</td>
</tr>
<tr>
<td>TOTAL</td>
<td>412,677,493</td>
<td>476,731,038</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus</th>
<th>FY2006</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOOMINGTON</td>
<td>124,379,082</td>
<td>649,509,707</td>
</tr>
<tr>
<td>EAST</td>
<td>6,605,819</td>
<td>28,407,134</td>
</tr>
<tr>
<td>INDIANAPOLIS</td>
<td>261,095,570</td>
<td>1,233,575,487</td>
</tr>
<tr>
<td>KOKOMO</td>
<td>1,913,784</td>
<td>5,219,612</td>
</tr>
<tr>
<td>NORTHWEST</td>
<td>1,328,633</td>
<td>6,280,278</td>
</tr>
<tr>
<td>SOUTH BEND</td>
<td>479,194</td>
<td>3,145,614</td>
</tr>
<tr>
<td>SOUTHEAST</td>
<td>613,743</td>
<td>3,357,771</td>
</tr>
<tr>
<td>UNIV ADMIN</td>
<td>24,538,732</td>
<td>103,929,395</td>
</tr>
<tr>
<td>TOTAL</td>
<td>420,954,557</td>
<td>2,033,424,997</td>
</tr>
</tbody>
</table>

2I1
IU Northwest’s systems and processes for accomplishing distinctive objectives (Strategic Outcomes) are improved through the strategic planning process. The process is implemented by the SPT,
which annually establishes outcomes and carries out actions to achieve those outcomes. At its Fall retreat, the team (consisting of a cross-section of faculty, staff, and administrators) sets goals and establishes new outcomes in alignment with campus priorities identified for the coming year. This process allows for continuous improvement in the university structure as new outcomes are established each year, and the effectiveness of outcomes/goals set in the previous year is assessed by the team. The outcome process will make achieving the IU Northwest Vision a reality. The Strategic Planning process is one in which each member has a full and active voice, and the manner in which decisions are made and targets for improvement are chosen is one in which the group listens to the input of the members, discussion ensues until consensus is reached with “consensus” defined as being able to support a decision even though it is not an individual’s preferred decision. If anyone is not comfortable with a particular decision, he/she is encouraged to continue the decision/debate, often modifying the eventual outcome until said “consensus” is truly achieved.

Communication of strategies and goals to the IU Northwest campus community is important to the success of strategic planning efforts. In the Spring of 2006, a Campus Climate Survey was carried out as part of Outcome #3, and enhancing campus communication was one area identified through the process where improvement is needed. As a result, an external facilitator held focus groups and developed a report with recommendations for improving communication. Resulting from these focus groups, the Chancellor’s Cabinet considered specific action items to enhance campus communication and addressed the process for measuring the effectiveness of those initiatives. Particular initiatives chosen by the Cabinet are the creation of the ECHO group, posting Cabinet agendas online, and holding staff town hall meetings. The campus plans to repeat the Climate Survey in 2009. To enhance communication with community partners, in 2002 Indiana University conducted an image survey to gather data on how the community perceives IU Northwest. The Image Study was conducted by Carnegie Communications in 2002. The research consisted of 402 telephone interviews with prospective students and 398 interviews with adults who were considered to be “influencers” of college-bound high school students. The purpose of the study as stated in the Executive Summary was “to identify quantifiable measures of IU Northwest’s perceived strengths and weaknesses, explore IU Northwest’s market position relative to competitors, uncover marketing messages that resonate with key constituents, and gather baseline marketing information that will inform the development of IU Northwest’s strategic marketing plans.” The most significant findings were:

- IU Northwest is among the top three college choices for almost half of all prospective students surveyed and it is the first choice for one-quarter.
- According to both prospects and influencers, IU Northwest is most similar to Purdue-Calumet. IU Northwest and Purdue-Calumet rate higher than Calumet College and Ivy Tech.
- Ratings on attributes including majors, extracurricular activities, quality of teaching, and convenience of course scheduling, prospects ranked Indiana University Northwest equally with Purdue-Calumet. There were no attributes on which Indiana University Northwest outranked Purdue.
- Influencers ranked Purdue-Calumet significantly higher than Indiana University Northwest on career preparation, overall reputation, variety and strength of majors and computer technology.
- Influencers are more likely to recommend Purdue-Calumet over
Based upon the current year’s results, the SPT, at its annual retreat, will set targets for the next year’s intermediate outcomes. For example, using the data derived from the Campus Climate Survey to target improvement, the SPT developed the ECHO group, town hall meetings with staff, and the Chancellor’s Round Table to improve communication outside the department level and to increase stakeholder feedback from a variety of directions. In addition, the SPT “commissioned” a number of individuals to undertake a SWOT analysis of enrollment in response to statements by the IU President about the direction and size of our campus. This SWOT analysis was presented at the May 2007 SPT Retreat, and subsequent targets for improvement in enrollment were identified based on the data collected for this analysis. In terms of action based on those identified targets for improvement, the Chancellor has constituted a “Working Group on Enrollment” to examine issues of recruitment and retention of students. Furthermore, the AQIP coordinators provided analysis of the Portfolio Feedback Report in relation to effectiveness, assessment, and continuous improvement at the February 2007 meeting of the SPT along with recommendations for action in response to that feedback. The SPT followed the central recommendation of this analysis and formed a new 2010 Outcome focusing on institutional effectiveness and continuous improvement: “IU Northwest systematically measures effectiveness in its organizational structures and processes, and uses data derived from these measures for continuous improvement.”

In general, this process of setting, analyzing, revising, and meeting targets for the upcoming year is done in order to ensure that the campus is on track to meet the 2010 outcomes. The results and improvements are communicated using a variety of media that includes e-mail, websites, campus publications, departmental, campus, and university meetings, convocation, presentations to the Chancellor’s Associates, Chambers of Commerce and other service organization meetings, and press releases.
<table>
<thead>
<tr>
<th>Outcomes (Distinctive Objectives)</th>
<th>Measure (examples)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 6: Aligned standards for</td>
<td>Adoption of “Excellence” criteria; Designation of three programmatic foci for</td>
<td>Testing of Excellence criteria against rewards and evaluation systems; 12 CETL faculty professional development grants awarded in both 2005 and 2006, and 7 summer professional grants awarded for the first time in summer 2006; 6 faculty awarded $7,500 for course assessment faculty fellowship in 2006; CRE seed grants for Commitment to Excellence and Lilly Opportunity 2003-2006 total over $250,000.</td>
</tr>
<tr>
<td>recognition, reward, and</td>
<td>excellence; Increase in grants submitted and dollars generated in research and</td>
<td></td>
</tr>
<tr>
<td>evaluation</td>
<td>grant activity</td>
<td></td>
</tr>
<tr>
<td>3: Value and appreciate the</td>
<td>Completion of the Sculpture Garden and development of the Klamen Mural Project on</td>
<td>These philanthropic points of interest for the region have been provided through private and non-operating support of the community; 2007 campus plan for development based on 2006 campus climate survey</td>
</tr>
<tr>
<td>contributions and aspirations of all…</td>
<td>campus; campus climate survey</td>
<td></td>
</tr>
<tr>
<td>throughout the campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: Diversity efforts in</td>
<td>Creation of ODE (Office of Diversity and Equity); recruitment and mentoring plan</td>
<td>ODE staffs are working to provide an appropriate array of education, diversity, awareness, mentoring and equity programs and services; targets set for increasing number of minority and women faculty</td>
</tr>
<tr>
<td>recruitment, hiring, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Priority programs</td>
<td>Benchmarking excellence</td>
<td>Three programmatic foci designated.</td>
</tr>
<tr>
<td>7. Student centeredness</td>
<td>Alignment with principles</td>
<td>Improvements in scheduling; technology-equipped classrooms</td>
</tr>
<tr>
<td>8: Comprehensive plan for</td>
<td>Inventory of outreach activities and collaborations; campus-wide goals and a</td>
<td>A comprehensive outreach plan in place by 2007; campus goals adopted in December 2006, led by the Center for Regional Excellence, and partnerships with South Shore Arts and regional colleges and universities on projects. Efforts have been refocused to build collegiality and services in Starke county:</td>
</tr>
<tr>
<td>outreach… external partners in</td>
<td>comprehensive plan for outreach; partnerships with South Shore Arts, other</td>
<td>• Partnered with parent/teacher meetings, after school programs, healthy families, communities in schools, and a senior citizens program</td>
</tr>
<tr>
<td>the regions we serve</td>
<td>colleges and universities in an environmental Consortium; offering of credit and</td>
<td>• Projects in progress with Starke Hospital, dental, nursing, admissions and early childhood departments to host health fair day in November 2006</td>
</tr>
<tr>
<td></td>
<td>non-credit courses in Newton and Jasper counties; the success and sustainability of</td>
<td>• Publish bi-monthly newsletter to 200 public school offices that is also linked with Starke County United Fund</td>
</tr>
<tr>
<td></td>
<td>relationships that are being established in the regions we serve</td>
<td>Efforts in Jasper and Newton counties to grow offerings.</td>
</tr>
</tbody>
</table>

**Figure 2a**

Accomplishing Other Distinctive Objectives

49
3C1
IU Northwest segments students and other stakeholders into groups based on their unique needs and expectations (Table 3a). The groupings are subcategorized as needed for addressing particular needs, such as, recruitment, enrollment, and retention. The campus is focused on the needs of all constituents as it proceeds with the campus-wide strategic planning process. The specific offices and teams that have primary responsibility for taking the lead in meeting these expectations are noted in capital letters in Table 3a.

3C2
The requirements and expectations of IU Northwest students result from the students’ academic discipline or degree expectation, 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 (see Table 3a). In terms of other stakeholder groups’ requirements and expectations, IU Northwest must provide university employees (faculty and staff) with a safe and productive work environment in which they can attend to the primary work of teaching students and are rewarded for their productivity and excellence (See Table 3a). At the same time, the community (employers, alumni, and elected officials, etc.) justifiably expect the university to contribute positively to the quality of life in Northwest Indiana (see Table 3a).

3P1
The needs of potential students are developed in several ways: A “Request More Information” section is available at the Office of Admissions Web site that allows prospective students to both request information and provide information to IU Northwest in regard to their interests. Email requests from prospective students are answered through the Office of Admissions and other offices within Enrollment Services, as well. The Office of Admissions also reports that the needs of prospective students are identified/information given as a result of the Admissions staff’s visits to all high schools in our service area, discussions with high school counselors, and involvement at numerous career fairs and open houses. See also Tale 3a.

The changing needs of IU Northwest’s student groups are identified through:
1) Changes in Placement Testing scores
2) Changes in SAT/ACT data
3) Changes in results on the NSSE survey
4) Comments from the Student Advisory Boards of the academic units
5) Changes in students’ GPAs and persistence rates by demographics
6) Student responses on course evaluations
7) Changes in patterns of activities for the use of student labs, tutoring, etc.
8) Changes in types of services requested
9) Student Government meetings
10) Retention reports
11) Exit interviews/surveys with students
12) Graduation reports
13) Financial Aid reports

Each of the types of data above is processed through normal curricular and administrative (i.e. Enrollment Services) structures: reports on the data, meetings in which the data is discussed, and subsequent action taken). For example, NSSE data is analyzed and the results fed back to the Deans’ Council, Enrollment Management, and Student Support.
Services for response. NSSE results indicate that IU Northwest students work many hours off campus and do not engage in activities that research has shown lead to greater persistence. NSSE results have led the campus to engage in a more in-depth "survey of working students," a project undertaken collaboratively by IU Northwest, PUC, and IVY Tech.

A significant vehicle for identifying student needs has been the participation of Indiana University Northwest in the National Survey of Student Engagement. In 2006, Indiana University Northwest participated in NSSE, which yielded assessment of student engagement and satisfaction in the following areas: 1) level of academic challenge; 2) active and collaborative learning; 3) student-faculty interaction; 4) enriching educational experiences; and 5) supportive campus environment. Then, NSSE provides comparison data with selected peer institutions, selected Carnegie peer institutions, and all 2006 NSSE institutions.

An additional vehicle for identifying the needs of students is a section on the IU Northwest admissions application, which allows students to indicate their interests and activities. The information collected on the admissions application is used to populate a database, which identifies students for participation in an array of clubs, programs, or activities. The Student Handbook, which is published annually and distributed to all currently enrolled students, provides a comprehensive list of programs, activities and campus events along with contact information to facilitate student access. Welcome Back Week and special announcements about upcoming events, postings, and emails are vehicles to inform students of opportunities for engagement.

Both Student Life and Athletics and the Office of the Vice Chancellor for Student Affairs provide welcoming environments, where students may informally and formally express concerns, receive information, etc.

The technological foundation for service delivery to students is PeopleSoft (also called SIS, when referencing system delivery of services to students). PeopleSoft is maintained by the system-wide SES (not by I.U. Northwest). I.U. Northwest students benefit greatly as part of the system in 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. University SES administers the technology. SES’ mission and goals are delineated at http://ses.indiana.edu/mission.cfm.

University SES assesses needs through various means, e.g., via a “SIS Problem Report Form,” SIS security-access requests, etc. I.U. Northwest Enrollment Services assesses student needs, as well, in several ways, including through the use of an online student satisfaction survey that measures all ES units. The survey employs University technology as the platform to determine student needs and levels of satisfaction through survey results.

In addition to these segments, the campus further identifies specific needs by examining certain demographic data, such as age, gender and ethnicity, SAT/ACT scores, as well as class standing, academic major, high school attended, first time beginner or transfer status.

In terms of identifying the changing needs of other stakeholders, the Climate Survey is a recently developed tool for measuring employee (faculty, staff, and administration) satisfaction and needs. This survey was administered in 2006 and will be administered in 2009. Following the survey, focus groups helped to clarify the results of the initial survey and to guide the plans for subsequent actions.
Understanding Students’ and Other Stakeholders’ Needs

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

- Community email listserv distribution to increase awareness of campus events and activities, and encourage participation where appropriate.
- Press releases and other announcements about campus events and activities are distributed to local media and national, where appropriate.
- Monthly distribution of *Northwest News* (a publication for faculty, staff and friends) and the bi-annual distribution of *Northwest Magazine* (a publication for the alumni and friends).
- Employers are recognized through publicity efforts for the annual Job Fair and Employer of the Year Awards ceremony.
- Feedback is encouraged and solicited from various internal and external constituents through the comments form on [www.iun.edu/~unadv/comments.shtml](http://www.iun.edu/~unadv/comments.shtml), [www.iun.edu/~marcom/comments.shtml](http://www.iun.edu/~marcom/comments.shtml) and [www.iun.edu/~newsnw/comments.shtml](http://www.iun.edu/~newsnw/comments.shtml).
- Annual surveys are included in *Northwest News* and *Northwest Magazine* to gage interest in constituents’ preferences on news and event items.
- Networking opportunities are 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 in which to engage with its audiences and gage interest and awareness.
- Participation in a number of community activities such as Walk-a-Thons, community organization events, and county and state fairs help increase IU Northwest’s visibility to generate a positive image.

There are three (3) local Alumni Associations. The Alumni Relations Director attends the monthly meetings for each, sharing information on events, activities and opportunities on the IU Northwest campus.

- Postcards are mailed, each semester to alumni, announcing upcoming campus and alumni events.

### 3P2

Tables 3b and 3c depict more specific ways that IU Northwest builds and maintains student relationships through personal interaction and technology.

Relationship building with prospective students can begin/occur in several ways: A prospective student may call the *Office of Admissions* (or other *Enrollment Services*’ offices) with questions or in search of information. The Office of Admissions/other ES offices respond (additional calls/campus visits may occur as a result). Also, prospective students may submit an email messages to any of the offices that make up the Enrollment Services’ area or use the Office of Admissions’ Web site information request link (noted above). Of course, staff members respond to requests.

The Office of Admissions also builds relationships with prospective students via direct contacts made through high school visits and through the involvement of the office at career fairs and open houses. Discussions between Admissions and high school counselors help to build general relationships, as well. The Office of Admissions sponsors “College 101,” a free workshop open to prospective students and their parents (offering general information on applying to college). The *Office of Financial Aid and Scholarships* regularly participates in “College Goal Sunday,” a set of coordinated workshops conducted each winter throughout Indiana and providing information to prospective students on financial aid and the financial aid application process (the Office of Financial Aid’s outreach occurs at locations within NWI).
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 the personal contact is a very important way in which to build a relationship 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 technology advances to support communication between student and faculty, student and student and student/administration. The web-based PeopleSoft information system allows students to view their financial or loan information and course schedules, make payments and view grades from offsite locations. In addition to using email to communicate with students, growing numbers of faculty on the campus are using Oncourse in order for students to communicate with the instructor or other students outside of the classroom. The university employees responsible for the various activities and offices included in Table 3c have developed mechanism for meeting and responding to student and stakeholder needs: supplying contact information, responding to phone and electronic queries, and developing particular programs.

While the Admissions Office sponsors New Student Orientation, it is a campus-wide initiative with representation from academic departments, administrative units, and student affairs units and student groups. Additionally this half-day program introduces students to campus procedures and policies. The orientation program is highlighted by a “fair,” which provides opportunity for new students to interact one-on-one with staff from a variety of units, i.e. to ask specific questions, which they might be hesitant to ask in a large group setting.

Student Activities Office and the Vice Chancellor for Student Affairs have open door policies that encourage students to use these offices as places, where they will be warmly received for exploration of a wide variety of issues.

Two particular processes that IU Northwest uses to build and maintain relationships with students are the IT Survey and the Enrollment Services Survey. Information Technologies (IT) seeks student, staff, and faculty feedback on services provided to meet their respective needs. IT conducts a user survey every two years. The IT User Survey is administered by the IU Center for Survey Research. Surveys are sent to randomly selected faculty, staff, and students. Students are surveyed on 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, on-line student records access, on-line bill payment, etc. The results of these surveys are reviewed with the IT Directors and the directors use them to identify potential opportunities for improvement. An example is the re-design of the student computer kiosk in the lobby of Hawthorn Hall. It was brought to the attention of the IT department through the survey that the kiosk was not user friendly to students in wheelchairs. The IT department is in the process of re-designing it and plans to install a new kiosk in the 2007-2008 academic year.

The methodology of the IT Survey can be found at www.iun.edu/~itnw/surveys/.

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.
Student Technology Center hours, printing policies, and establishment of an email kiosk are all examples of actions that have resulted from these surveys. Enrollment Services surveys current students in February and October to assess student satisfaction with services and related processes. The surveys are conducted online and ensure anonymity. Students are asked to determine their level of satisfaction and the level of importance for key functions of each Enrollment Service Council Unit (Admissions, Financial Aid, Registrar, Bursar, Student Placement Testing, Career Services, and Special Retention Programs). Results are discussed collectively by all Enrollment Services units with individual results used by each department for improvement.

For example, the assessment process for Career Services has been in place for over six years and consists of a sign-in sheet with satisfaction survey. Students and alumni are asked to sign in, give a reason for their visit, and after meeting with a counselor or using any of the office services, students are asked to fill out an anonymous survey.

An illustration of how the campus analyzed and, then, selected a course of action can be found in one of the campus’s AQIP action projects entitled: “Intervention for First Year Students: The Freshman Experience.” Retention from first semester to second semester and from first year to second year showed room for improvement. The campus Retention Group identified that Freshman Orientation was poorly attended. The group identified reasons why it might be poorly attended and then set out to work with the appropriate constituencies to improve attendance. The Admissions Office worked with all of the Academic units to schedule and to coordinate the orientation to avoid any conflicts. They received feedback from students on what information presented at orientation would have been important to them, and were provided free software as an incentive for attendance. The attendance at Orientation has increased significantly over the last two years. Each year with the feedback that the Admissions Office receives from participants, they make adjustments to improve the process.

A second illustration of how the campus analyzed and, then, selected a course of action can be found within that same AQIP Action Project. Data from placement testing indicated that many of the students who were admitted to the campus were not academically prepared for college-level work. The Critical Literacy Program was developed to address the needs of these students. In 2005, based upon the data collected, it was determined that the students in the Critical Literacy Program are being retained at a higher level than would have been projected based upon their academic profile, and after completion of the required coursework are successful in the college-level courses in which they enroll. Subsequent Mathematics and some Science courses have proved to be challenges for students in the Critical Literacy program and adjustments in the program are being made to address those challenges.
### Table 3a Student and Other Stakeholder Needs

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty, Staff, Administration (CABINET, ACADEMIC AFFAIRS)</th>
<th>Alumni, Friends, Donors (UNIVERSITY ADVANCEMENT)</th>
</tr>
</thead>
</table>
| Potential Students (ENROLLMENT SERVICES COMMITTEE AND ACADEMIC AFFAIRS) | - Sufficient resources to maximize learning experiences  
- Safe and productive work environment  
- Recognition and rewards  
- Equitable and ethical practices  
- Consistent information about campus (UNIVERSITY ADVANCEMENT) | - Consistent information about campus  
- Networking  
- Positive institutional image  
- Connection with campus  
- Continuing learning opportunities (CONTINUING STUDIES)  
- Initiatives to support campus opportunities  
- Recognition for support |
| Current Students (QUALITY ACADEMIC PROGRAMS AND DEGREES (ACADEMIC AFFAIRS)) | - Interns and employees (CAREER SERVICES, ACADEMIC AFFAIRS)  
- Faculty expertise and outreach (Academic Affairs, CRE)  
- University contribution to the quality of life (CRE)  
- Recognition for support (UNIVERSITY ADVANCEMENT) |                                                                                                               |
| Employers, Local Businesses                                            |                                                                                                                                 |
| Elected Officials, Media (CABINET, UNIVERSITY ADVANCEMENT)             | - 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 |                                                                                                               |
3P3
The campus uses several means to identify the needs of stakeholder groups. Graduating students complete exit surveys focusing on their learning experiences. Local employers are also surveyed by the academic units to assess how well our 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. As the campus has begun to extend its outreach across the seven counties in the last couple of years, increasing interaction (focus group sessions and formal planning meetings) with key representatives (businesspeople, educators and influencers) in those areas has been instrumental in establishing new programs to meet the needs of the stakeholders in those counties. The campus, along with several other local higher education institutions, is involved in the administration of the region’s Quality of Life Council. The work of the Council identifies 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 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
Table 3d 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, providing venues wherein these individuals can develop and maintain a connection with the university through initiatives like the Sculpture Garden. 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 miscellaneous activities like service on advisory boards maintain their engagement in the life of the university.

A variety of marketing and communication strategies and tactics have been established to build and maintain relationships with key stakeholders:

- IU Northwest developed the *Northwest Magazine*, a bi-annual publication highlighting programs, activities, news and events regarding IU Northwest. This publication is mailed to more than 22,000 IU Northwest graduates, 3,500 donors, and approximately 1,500 community members. An electronic version is also published and posted online at [http://www.iun.edu/~nwmag](http://www.iun.edu/~nwmag) which can be readily accessed by all interested constituents.
- Enhanced quality and increased frequency and distribution of *Northwest News*, a monthly publication for faculty, staff and friends. Distributed to approximately 700 faculty and staff and mailed to approximately 500 community members. An electronic version is also published and posted online at [www.iun.edu/~marcom/nwnews](http://www.iun.edu/~marcom/nwnews) which can be readily accessed by all interested constituents.
- Increase in number of editorial board meetings, columns for IU Northwest faculty and staff, and implementation of regular visits to media outlets has resulted in positive relationship building with media and ultimately
more positive coverage of campus news, events and programs.

• Building strong relationships with graduates starts when they are students. Hence, the Alumni Relations Office sponsors a student group known as the Student Alumni Association. The mission of this organization is to promote the interests of and understanding between students through programs and services offered. We endeavor to develop effective and responsible leadership through contact and experience in university projects and programs, thereby enhancing the education of the students and preparing them to serve as future alumni leaders and leaders in the community.

3P5
The 2010 Strategic Outcomes drive all decision making on campus. In 2002-03 the campus developed a program prioritization process and implemented it for existing academic and support programs. In 2004-05, Strategic Outcome Committee for Outcome 5 designed a process to introduce potential new academic and support programs into the prioritization review process. This will insure that any new programs or services that are introduced will be in alignment with the Vision and Mission.

Within the general Mission and Vision of the campus, the IU Northwest administration, faculty, and staff analyzes programs and related data in the context of market and demographic changes to assess potential new student and other stakeholder needs. For example, in the Vision process, outlying counties supplying relatively fewer students to the campus (yet still included as service areas in our Mission), Newton, Jasper, and Starke County, received campus attention in the form of needs assessment and focus groups to assess the needs of students and other stakeholders in these area of Northwest Indiana. As a result, a plan for outreach to those counties was developed.

3P6
Student complaints, initiated in person, in writing, or via telephone, are handled hierarchically, and students are informed of the outcome of their respective complaints. The Student Code of Rights, Responsibilities, and Conduct (http://dsa.indiana.edu/Code/) addresses student complaints, process and procedures, and appeals. Files are kept for each student complaint and its resolution.

When a student or employee notifies the Office of Diversity and Equity (ODE) of a complaint, the Director of Diversity and Equity (DDE) conducts a personal interview either in person or over the phone with the complainant. During the interview, the DDE gathers relevant information about the case. The purpose of the interview is to gain a clear understanding of the complaint and circumstance surrounding it.

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

If yes, the DDE determines what relief the complainant is seeking in response to the complaint. Some complainants may want advice about approaching the respondent or may want simply to make the DDE aware of a problem. The complainant may or may not want the ODE to investigate the complaint; however, the DDE should determine if he/she must take some responsive action to avoid potential liability for the university. The DDE addresses the matter of confidentiality and makes clear that only persons on a need-to-know basis will be made aware that the individual has filed a complaint.
The DDE cannot guarantee complete confidentiality to a complainant. The DDE 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 DDE initiates an investigation to seek the validity of any allegations which are within the jurisdiction of the ODE. All information gathered through the investigation is documented and included in the complaint file.

At the conclusion of the investigation, if the complaint is determined to be non-meritorious, a letter from the DDE containing the decision is forwarded to the complainant and any appropriate personnel. If the complaint is determined to be meritorious, the DDE prepares a summary of results and any appropriate recommendations for resolution.

After correspondence by letter to the complainant for cases deemed non-meritorious or where merit cannot be determined, the DDE offers a final meeting to answer appropriate questions and to inform the complainant of any alternative resolution procedures available, including filing a formal charge with an external agency or the campus grievance process. At this point, the DDE considers the complainant’s case closed.

The goal in cases that appear to be meritorious should be 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 decides to follow the recommendation(s) of the DDE, 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 DDE does not feel is an appropriate response to the complaint, the DDE attempts to explain why the response is inappropriate and suggests an appropriate response.

After attempting negotiations with the officials and/or department involved, the DDE 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 DDE informs the complainant of any alternatives available for resolution of the complaint, including appealing to the division Vice Chancellor, participating in the campus grievance process or filing a formal charge with an external agency. At this point, the DDE considers the case closed pending any other action by the complainant.

Formal faculty and staff complaint procedures are in place through the Office of Diversity and Equity and the Human Resources Office. These procedures are published in the employee handbooks:
http://www.indiana.edu/~deanfac/acadhbk/;
http://www.indiana.edu/~uhrs/policies/nonunion/contents.html;
http://www.iun.edu/~humanres/hrpolicy/;

Appeal procedures and notification procedures are also included.

The Faculty Organization provides a conduit for 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 at Faculty Organization, the Deans’ Council, the Chancellor's Cabinet or other groups, such as Enrollment Service Council as a means to educate people on processes or procedures that they may not be aware of or to review policies or procedures to see if they should be adjusted.
Recognizing the need for a campus-wide system for collecting and responding to suggestions and complaints, at the May 2007 Retreat of the SPT, the team decided to implement a mechanism for such collection in the form of modernizing the current “suggestion box” and making it more visible and developing an electronic counterpart to this traditional hard copy format. At the same time, formal procedures for collecting, collating, and analyzing these suggestions and complaints for use in continuous improvement are in development, including who will collect the data, how to maintain anonymity, how to ensure individuals of the anonymity of their ideas, and who will respond to the suggestions/complaints and how he/she will do so.

3P7 Measures/processes to determine student and other stakeholder satisfaction can be found in Table 3e.
<table>
<thead>
<tr>
<th>PROSPECTIVE STUDENTS</th>
<th>Outreach Events</th>
<th>Outreach Activities</th>
<th>Regional Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>Outreach Events</td>
<td>Outreach Activities</td>
<td>Regional Outreach</td>
</tr>
<tr>
<td>• The tele-counselors also provide relationship building from the prospect stage through enrollment.</td>
<td>• Local county fair booths</td>
<td>• Science Olympiad</td>
<td>• In Newton County, we work with the Institute for Lifelong Learning to provide classes on topics determined to be of interest to county residents through focus groups conducted by the IUN Center for Management Development. These are done with the intent of educating county residents on topics in which they have an interest (i.e., digital photography, internet sales) while also promoting Indiana University Northwest and our programs. We are expanding to other counties as our capacity grows.</td>
</tr>
<tr>
<td></td>
<td>• Asking and providing answers to their needs/weaknesses.</td>
<td>• Attending college fairs at the area high schools</td>
<td>• Redhawk Speech Competition</td>
</tr>
<tr>
<td></td>
<td>• Observation of classes and study sessions. Discussion of service needs in office and via telephone and e-mail. Continued personal conversations on campus and distribution of information by e-mail and flyers.</td>
<td>• Academic College Experience (ACE) Days</td>
<td>• Brain Bee</td>
</tr>
<tr>
<td></td>
<td>• Individual appointments (career assessments, career counseling, job search strategies, and mock interviews), Round table events, Job fairs. Class presentations, internship placement and interactions on campus outside of the Career Services office.</td>
<td>• IUN Calculator Tournament</td>
<td>• University Workshops (Collaborative with Gary Schools)</td>
</tr>
<tr>
<td></td>
<td>• Local county fair booths</td>
<td>• Science Olympiad</td>
<td>• Kid’s College</td>
</tr>
<tr>
<td></td>
<td>• Attending college fairs at the area high schools</td>
<td>• Redhawk Speech Competition</td>
<td>• We the People</td>
</tr>
<tr>
<td></td>
<td>• Academic College Experience (ACE) Days</td>
<td>• Brain Bee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Science Olympiad</td>
<td>• IUN Calculator Tournament</td>
<td>• University Workshops (Collaborative with Gary Schools)</td>
</tr>
<tr>
<td></td>
<td>• Redhawk Speech Competition</td>
<td>• Brain Bee</td>
<td>• Kid’s College</td>
</tr>
<tr>
<td></td>
<td>• Science Olympiad</td>
<td>• IUN Calculator Tournament</td>
<td>• We the People</td>
</tr>
<tr>
<td></td>
<td>• Redhawk Speech Competition</td>
<td>• Brain Bee</td>
<td>• University Workshops (Collaborative with Gary Schools)</td>
</tr>
<tr>
<td></td>
<td>• Science Olympiad</td>
<td>• IUN Calculator Tournament</td>
<td>• Kid’s College</td>
</tr>
<tr>
<td></td>
<td>• Redhawk Speech Competition</td>
<td>• Brain Bee</td>
<td>• We the People</td>
</tr>
</tbody>
</table>
### Table 3c  Relationship Building with Current Students

<table>
<thead>
<tr>
<th>CURRENT STUDENTS</th>
<th>Orientation</th>
<th>Academic Support</th>
<th>Media</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to meet and talk with representatives from:</td>
<td>• Faculty-student advising sessions</td>
<td>• Northwest Phoenix</td>
<td>• Student representation on campus committees such as Diversity Programming Group, and Student Alumni Association</td>
<td></td>
</tr>
<tr>
<td>• The Admissions Office</td>
<td>• Supplemental Instruction</td>
<td>• The student handbook</td>
<td>• “Get a Student Life” week, sponsored by the Student Activity Board</td>
<td></td>
</tr>
<tr>
<td>• The Athletic Department</td>
<td>• Math Lab</td>
<td>• Mass e-mails to the student listserv which promote campus-wide activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student Government</td>
<td>• Writing Center</td>
<td>• IUN website, a comprehensive information source for degree program requirements, as well as other useful material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Student Activity Board</td>
<td>• Reading Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Career Services</td>
<td>• Student Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other campus departments</td>
<td>• Critical Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Library Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3d Activities to Build and Maintain Relationships with Other Key Stakeholders

<table>
<thead>
<tr>
<th>Cultivation Activities</th>
<th>Campus Publications</th>
<th>Advertising and Marketing</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gala</td>
<td>• Northwest News</td>
<td>• Proactive Interaction with Media</td>
<td>• Telefund Activity</td>
</tr>
<tr>
<td>• IUN/UPS Golf Classic</td>
<td>• Northwest Magazine (20,000+ twice annually initiated in 2003)</td>
<td></td>
<td>• One-on-one interaction</td>
</tr>
<tr>
<td>• Enhanced stewardship of high-level donors</td>
<td></td>
<td>• Service on Advisory Boards of corporations, not-for-profits, professional organizations</td>
<td></td>
</tr>
<tr>
<td>• Individual project fundraising activities</td>
<td>• Spirits (Award-winning student literary magazine)</td>
<td>• Press Releases</td>
<td>• E-mail to alumni</td>
</tr>
<tr>
<td>➢ Early Literacy Academy</td>
<td></td>
<td>• News Stories</td>
<td></td>
</tr>
<tr>
<td>➢ Sculpture Garden</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3e

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

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Measure(s)</th>
<th>Process</th>
<th>Improvement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>• Exit Survey</td>
<td>• Conducted by the academic unit during the students last semester</td>
<td>• Academic units use data to improve program delivery</td>
</tr>
<tr>
<td></td>
<td>• Alumni Survey</td>
<td>• Conducted by the unit usually one year after student graduates</td>
<td>• Academic units use data to improve program delivery</td>
</tr>
<tr>
<td></td>
<td>• Course Evaluations</td>
<td>• Conducted at the end of each semester by the academic unit</td>
<td>• Faculty use to improve the delivery of individual course instruction</td>
</tr>
<tr>
<td></td>
<td>• Enrollment Services Student Satisfaction Survey</td>
<td>• Conducted by Enrollment Services twice a year</td>
<td>• Enrollment Services Council uses data to improve delivery of services</td>
</tr>
<tr>
<td>Employees</td>
<td>• Campus Climate Survey</td>
<td>• Conducted in 2006 by the Center for Survey Research in Bloomington; processed by the Cabinet; scheduled to be repeated 2009</td>
<td>• Cabinet and Strategic Planning Team use to prioritize and target improvements</td>
</tr>
<tr>
<td>Employers</td>
<td>• Employer Surveys</td>
<td>• Conducted by the academic units</td>
<td>• Academic units use to inform their curriculum and improve programs</td>
</tr>
<tr>
<td>External Community</td>
<td>• Event Satisfaction Surveys</td>
<td>• Conducted by event organizers upon completion of event</td>
<td>• Event organizers use to improve events such as the Gala</td>
</tr>
</tbody>
</table>
Results for student satisfaction with the general IU Northwest performance and individual unit performance from course teaching evaluations, exit surveys, alumni surveys, and NSSE data are significant components in the overall measurement of student satisfaction.

Individual units collect student evaluations at the end of each semester. These evaluations are shared with the instructors and their supervisors after the completion of the semesters grading process. The instructors and units use the evaluations to examine the teaching and learning effectiveness related to each course and to identify areas for improvement. In terms of programmatic improvement, units use student exit and alumni surveys to identify necessary changes in curricular and programmatic offerings.

The 2004 NSSE results indicated the following:
- 78% of freshmen and 77% of seniors indicated that if they could start over again they would still attend IU Northwest.
- 77% of freshman and 81% of seniors evaluated their educational experience at IUN as good to excellent.
- 67% of freshman and 60% of seniors indicated that IU Northwest provided quite a bit to most of the support needed to succeed academically.

On a scale of 1 to 7, with 1 being unfriendly and 7 being friendly and supportive, freshman ranked their relationships with other students as 5.31 and their relationships with faculty at 5.36; seniors ranked their relationships with other students at 5.51 and their relationships with faculty at 5.47. These 2004 results are being trended with those from 2005 and 2006 (http://www.iun.edu/~oir/nsse/gedn_principles.shtml).

In addition, the annual IT Survey provides data on student satisfaction with IT services. The 2004 IT User Survey, which was administered by the Center for Survey Research, indicated that 94.1% of students, faculty and staff were satisfied with the computing environment provided by the IT Department. The most current data can be found at www.iun.edu/~itnw/surveys/.

The Enrollment Services Student Satisfaction Survey results are analyzed by the Associate Vice Chancellor - Enrollment Management in conjunction with the members of the various Enrollment Service units. Feedback is used to compare with previous survey results to determine unit improvement, to assist with personnel evaluations, and to implement programmatic improvements.

Below is a sample of the ESC survey results:

**Enrollment Services Center Survey (N=179 students)**

The question focuses on students’ level of satisfaction with having their queries answered knowledgeably in Admissions, Career Services, Placement Services, Financial Aid, Registrar, and Bursar offices.

The SI program uses an end-of-semester survey to gauge student satisfaction in the SI program. SI leaders administer the survey in SI designated courses, and results are being compiled by the SI office. This survey has only recently been implemented (Spring 2006), and no data are available at this time.

Over the past two years, 11 formal complaints have been processed within the Office of Diversity & Equity. A breakdown of these complaints is as follows:

- Discrimination based upon:
IU Northwest has collected results related to building relationships with students. For example, as a result of student evaluations of the new student orientation process, 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 Information Technology, 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 had a 24% increase in students attending the three summer orientation sessions.

Data from Supplemental Instruction sessions from Fall 2004 to present were compiled in Summary Reports. Summary reports are a snapshot of the course. The summary reports include:

**Summary Reports: Combined Data from Fall '04 to Spring '06**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Ave. Final Grade</th>
<th>Ave. Final Grade</th>
<th>Ave. diff.</th>
<th># of SI courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>2.48</td>
<td>2.06</td>
<td>.42</td>
<td>33</td>
</tr>
<tr>
<td>Spr 05</td>
<td>2.48</td>
<td>2.13</td>
<td>.34</td>
<td>27</td>
</tr>
<tr>
<td>Fall 05</td>
<td>2.67</td>
<td>2.0</td>
<td>.67</td>
<td>15</td>
</tr>
<tr>
<td>Spr 06</td>
<td>2.88</td>
<td>2.17</td>
<td>.71</td>
<td>31</td>
</tr>
</tbody>
</table>

Also within the area of Special Retention Programs, the Peer Network Mentoring Program, which began in March 2006 has grown in participation. With the initial focus on recruiting and training the peer mentors in the Spring of 2006, initial recruitment efforts were not as successful as hoped with only 6 students signed up to participate in that semester. However, the next semesters’ focus turned to recruiting freshmen students through Freshman Orientation and a series of study skills workshops. Currently, thirty-four students are signed up for the Peer Network with ten mentors.

The Working Student Survey was conducted in fall 2005 with 3,000 randomly selected undergraduate students being surveyed and 1,000 responses (across all three institutions). Eighty-two percent (82%) of the students surveyed work, the majority over 30 hours per week. Students expressed the need for additional financial aid, flexibility in schedules, and supportive advisors.

<table>
<thead>
<tr>
<th>Suggested College Support Services, Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUN Ivy  PUC  Total</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Improve class schedules</td>
</tr>
<tr>
<td>Internet classes/Distance learning</td>
</tr>
<tr>
<td>Improve counseling</td>
</tr>
<tr>
<td>Improve financial aid</td>
</tr>
<tr>
<td>Daycare</td>
</tr>
<tr>
<td>More financial aid</td>
</tr>
<tr>
<td>Better pay</td>
</tr>
<tr>
<td>Later hours for more campus services</td>
</tr>
<tr>
<td>(e.g., library, cafeteria, etc.)</td>
</tr>
<tr>
<td>Help finding well paid, flexible, applicable employment</td>
</tr>
<tr>
<td>Tutoring/study groups/homework assistance</td>
</tr>
<tr>
<td>More staff/more friendly and helpful staff</td>
</tr>
<tr>
<td>More understanding professors</td>
</tr>
<tr>
<td>Better study areas</td>
</tr>
<tr>
<td>Mentoring opportunities</td>
</tr>
<tr>
<td>Single/working parent and non-traditional student assistance</td>
</tr>
<tr>
<td>Increase academic standards</td>
</tr>
<tr>
<td>Improve academic programs (i.e., make requirements more relevant to shorten programs)</td>
</tr>
<tr>
<td>Services to help with missed classes/meetings</td>
</tr>
<tr>
<td>Improve on-line services (e.g., registration, orientation, etc.)</td>
</tr>
</tbody>
</table>
IT survey results can be found at www.iun.edu/~itnw/surveys/.

3R3
Examples of results for stakeholder satisfaction with IU Northwest’s performance include the Climate Survey and the IT Survey. For results from the Climate Survey, see www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf.

For results of the IT Survey, see www.iun.edu/~itnw/surveys/.

Data related to external needs includes:

- In 2002 conducted image and perception research to measure institutional image and brand value of IU Northwest.
- In 2005 conducted awareness research to measure effectiveness and awareness of key programs with external outreach and impact on value of quality of life in Northwest Indiana.
- Executed effective marketing strategies for developing initiatives resulting in significant increases in enrollment between fall 2002 and spring 2005.
  1. Initiated and executed integrated marketing strategies that contributed to the largest multiple-year enrollment growth in 10 years for fall semesters 2002, 2003, and 2004 (10% cumulative increase).
  2. Effectively coordinated freshmen retention study to provide a benchmark for retaining first year students.
  - Alumni satisfaction has increased as demonstrated by the increase in paid alumni memberships. Our campus realized a net gain of 48 paid alumni members last year. Increased membership indicates that graduates are realizing the benefits of maintaining and active membership and want to stay connected to IU Northwest.

3R4
IU Northwest’s results for the building of relationships with key stakeholders occur in the area of private donors and media coverage.

In the Indiana University Foundation, there are currently 109 active accounts benefiting the Northwest campus.
- 79 of the accounts support scholarships for students attending IU Northwest.
- The remaining 30 accounts provide support for various aspects of the campus, including the Gallagher-Mills Endowed Chair in Business and Economics, the Sculpture Garden, renovation of the Moraine Student Center, the new dental workstations, trading floor start-up funds and many other activities from recruitment to graduation.

Of the 109 accounts, 69 are either endowed or “quasi”-endowed, meaning the gifts to the accounts will never be spent, but a portion of the earnings will be available to spend each year, and 40 are “expendable”, meaning all of the account...
is available to provide support. The growth in the number of these accounts can be seen in the chart below:

**Growth in Number of Accounts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>92</td>
</tr>
<tr>
<td>2005-2006</td>
<td>107</td>
</tr>
<tr>
<td>2006-2007</td>
<td>109</td>
</tr>
</tbody>
</table>

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

**2004-2007 Total Scholarship Dollars Awarded**

- **Graduate**: $16,871.90 (2%)
- **Undergraduate**: $661,356.99 (98%)

Results for media coverage include:
- IU Northwest publishes all current and archived press releases online at [http://www.iun.edu/~newsnw/archivelist.shtml](http://www.iun.edu/~newsnw/archivelist.shtml). Implementation of online publishing system in fall 2002 has resulted in greater connectivity and awareness of news and events among internal and external constituents.
- Implementation of campus-wide listserv in spring 2003 has resulted in increased awareness and participation in campus events and activities.
- A 38% increase in the number of press releases distributed to the media over a five year period coupled with enhanced media relationships between calendar year 2002-2006 resulted in an approximate 26% increase in media coverage in local newspapers during the same five year period.
- Achieved a 50% increase overall in market coverage and exposure through innovative media relations and advertising strategies (includes both paid advertising and article coverage).
- Increased visibility of institutional image through Chancellor’s editorial series as part of the Quality of Life Council between 2004 and 2007. Editorial series 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.

**3R5**


Turning to external stakeholder results, IU Northwest ranks high among the regional campuses for private giving as shown in the chart below:

**Total Private Giving to Indiana University, Fiscal Year Ending June 30, 2006**

<table>
<thead>
<tr>
<th>Campus</th>
<th># Donors</th>
<th>Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington</td>
<td>70,889</td>
<td>$67,362,126</td>
</tr>
<tr>
<td>IUPUI</td>
<td>31,376</td>
<td>$39,478,463</td>
</tr>
<tr>
<td>South Bend</td>
<td>3,243</td>
<td>$1,005,109</td>
</tr>
<tr>
<td><strong>Northwest</strong></td>
<td><strong>1,725</strong></td>
<td><strong>$892,027</strong></td>
</tr>
<tr>
<td>East</td>
<td>962</td>
<td>$815,146</td>
</tr>
<tr>
<td>Southeast</td>
<td>1,922</td>
<td>$770,860</td>
</tr>
<tr>
<td>Kokomo</td>
<td>1,518</td>
<td>$347,641</td>
</tr>
</tbody>
</table>

Understanding Students’ and Other Stakeholders’ Needs

66
The data clearly shows IU Northwest’s standing in relation to the other regional campuses within the IU system.

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

- Continuously monitoring how students and stakeholders use our services.
- Creating measures that will be used to assess the success of other retention programs on campus.
- Increasing the number and quality of communication pieces.

In a recent Information Technology Survey, faculty expressed the desire to have more technology-enabled classrooms available; therefore, IU Northwest IT upgrades 12 more 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 and suggest improvements such as this one and in the development of the IT Plan. In addition, the Facilities Planning Committee modified its approach to granting space based on employee feedback: now, such space is only granted once a year so that all individuals have equal and fair access to space. Furthermore, in response to the Systems Appraisal Feedback Report, the SPT commissioned a Human Capital Plan, which is in progress, and the Category 5 Working Group recommended stages toward succession planning, development (for faculty, staff, and administration), and administrative evaluation. Each of the above plans can be located at www.iun.edu/~spcnw/docs_policy/.

3I2 The SPT sets targets through the strategic planning process. At the Strategic Planning Meeting in November, the SPT will assess if the 2005 Strategic Outcome for cooperating and collaborating with residents in the seven counties will be achieved. It will compare where the campus is now relative to that outcome and where the SPT has indicated it will need to be by 2010. It will then set the target for the next year that will continue to move the campus toward the achievement of the 2010 outcomes. The results and the new outcomes are typically sent via email to the campus, added to the SPT website, discussed at meetings, and published in the Northwest News. For archived Strategic Outcome deliverables, reports, and related data, see www.iun.edu/~spcnw/archive/.

The results of our student satisfaction surveys are shared with the Enrollment Services’ unit heads first in a meeting of the Enrollment Services Council, who, in turn, share the information with the members on their respective staffs.

Survey results are used in employee reviews and are designated as information sources for process improvement (unit heads respond to particular issues relevant to their offices).

Some specific examples of targeted improvement in process are as follows: the Office of Financial Aid has partnered with Sallie Mae to provide call-center services for IU Northwest students. With its small staff, the Financial Aid Office could not effectively meet the high demand for service during registration period. In order for the Financial Aid Counselors to focus their efforts on face-to-face contact with students, IU Northwest has partnered with Sallie Mae to handle the telephone inquiries. During Fall 2005 registration, the new call center answered over 8,500 phone inquiries from students.
Additionally, in the past, Freshman Orientation was poorly attended. New students now evaluate each of the three sessions of New Student Orientation held each year. The evaluations are, then, utilized to make needed revisions. Last year's evaluations led us to maintain the same format as the previous year with the exception of the segment presented by current students. Student skits had been the basis for illustrating basic student keys to success such as going to class, getting involved in extracurricular activities, and utilizing academic support programs. This delivery method was appreciated by some but deemed boring by many; therefore, the format was changed to a fun, fast-paced PowerPoint presentation. Also added were interactive quiz games that reviewed the subjects presented in the PowerPoint. Students worked in small groups and winners received small prizes. New students favorably evaluated the new segment, which allowed them to not only learn and compete but to also meet their new peers.

Our three New Student Orientation sessions were attended by 350 students—116 in June, 157 in July, and 77 in August. Our original August date, with 170 student reservations, was rescheduled due to the campus being closed because of storm damage. 335 parents attended the three sessions—127 in June, 114 in July, and 94 in August.
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. The primary responsibility for instruction resides with the faculty. Support services are provided by professional, clerical, technical and service maintenance employees.

The workload for full-time faculty is four courses each semester. Tenured and tenure-track faculty receive a teaching course load reduction each semester for research/scholarship activities. Lecturers, non-tenure-track appointees, teach four courses per semester. Working with the faculty beginning in the Fall 2005, the VCAA finalized a process for the review of course load reduction requests and developed measures to be used in the evaluation of those requests. Course load reductions are also made on a case-by-case basis for releases from teaching for administrative duties. Full-time faculty have 10-month appointments, and they have the opportunity to teach up to two courses over the summer for a stipend equal to 10% of their ten month salary for each course. Only administrative appointments, for example, Deans or Associate Deans have 12-month appointments. Full-time faculty teach mornings, afternoons, and evenings. Librarians have 12-month appointments. They hold tenured/tenure-track faculty rank, but they do not teach. The part-time (adjunct) faculty is hired as needed by each academic unit. Adjunct faculty may teach no more than two classes per semester unless there is an emergency and, then, permission of the Vice Chancellor for Academic Affairs must be granted. The campus does not use Graduate Assistants in the classroom. Graduate research assistantships are provided for students in the graduate programs. 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 Office, with the assistance of the University Office of Human Resources, 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. IU reclassified 890 positions as overtime eligible, which included 27 positions from IU Northwest. In order to keep the benefits and pay cycle virtually unchanged for the reclassified positions, IU created another category of professional positions called “overtime eligible.”

The clerical, technical, and service maintenance positions work regular 40-hour weeks. Hourly workers are used to fill in during periods of high activity. Some positions work staggered hours to insure coverage of their offices from 8 am to 6 pm. The only employees who work in shifts are those in the police and physical plant departments.

Several of the strategic outcomes and AQIP action projects require participation that cut across the academic and support service units. Administrative teams and committees have been formed to gather diverse perspectives and to address complex issues more systemically. Examples of the cross-disciplinary and cross-functional teams include the Strategic Planning Team, Facilities Planning Committee, the Technology Council, American Democracy Project, Global Leadership Team, the Diversity Programming Group, and the AQIP Steering Committee and Category Working Groups.

One of the reasons for the creation of the Office of Diversity and Equity was to increase the institution’s capacity at all levels to appreciate and respect diverse backgrounds and perspectives. Progress is being made to achieve that goal through
the delivery of educational programs and sponsorship of activities that emphasize the relationship between academic excellence and diversity.

4C2

IU Northwest is located in the second highest populated region of the state. This provides the campus with a large work pool from which to hire. The campus often finds it difficult to hire qualified professional staff, clerical, technical and service maintenance employees because it does not have the resources to match the salary and benefit packages of the steel industries and utility company with whom it competes for employees.

The close proximity of the campus to Chicago is an attractive selling point in faculty recruitment. Chicago and the many higher educational institutions located there also provide a pool for the recruitment of adjunct faculty.

Table 4a illustrates the number of full-time faculty appointments over a five-year period and the number of adjunct appointments for the current year. Tables 4b and 4c illustrate ethnicity and gender information.

Table 4a Number of Faculty 2002-2006

<table>
<thead>
<tr>
<th>Fall 02</th>
<th>Fall 03</th>
<th>Fall 04</th>
<th>Fall 05</th>
<th>FT</th>
<th>PT</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>168</td>
<td>188</td>
<td>183</td>
<td>186</td>
<td>184</td>
<td>183</td>
<td>209</td>
</tr>
</tbody>
</table>

Librarians are excluded. There are six (6) full-time librarians.

Table 4b Ethnicity of Faculty, Fall 2006

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FT Faculty</th>
<th>PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>African-American</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>-----</td>
<td>----</td>
</tr>
</tbody>
</table>

Table 4c Gender of Faculty, Fall 2006

<table>
<thead>
<tr>
<th>Gender</th>
<th>FT Faculty</th>
<th>PT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Female</td>
<td>52%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Table 4d relates to credit hours generated by full-time faculty appointments.

Table 4d Fall Semester Credit Hours per Full-Time Academic Appointment 2002 -2006

<table>
<thead>
<tr>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>270</td>
<td>253</td>
<td>269</td>
<td>258</td>
<td>260</td>
</tr>
</tbody>
</table>

Tables 4e and 4f illustrate the number of appointed staff and their gender and ethnicity.

Table 4e Ethnicity of Appointed Staff, Fall 2006

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Staff Type</th>
<th>Caucasian</th>
<th>Afro-American</th>
<th>Hispanic/Latino</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>74</td>
<td>51</td>
<td>20</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td>87</td>
<td>42</td>
<td>36</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Technical</td>
<td>17</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Service Maintenance</td>
<td>48</td>
<td>22</td>
<td>24</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>226</strong></td>
<td><strong>125</strong></td>
<td><strong>65</strong></td>
<td><strong>14</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Table 4f Gender of Appointed Staff

<table>
<thead>
<tr>
<th>Gender</th>
<th>Staff Type</th>
<th>#</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Professional</td>
<td>74</td>
<td>17</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>Clerical</td>
<td>87</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Male</td>
<td>Technical</td>
<td>17</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>Service Maintenance</td>
<td>48</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>226</strong></td>
<td><strong>61</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

The number of lecturer positions has increased as a result of the Board of Trustees mandate to reduce the number of adjunct faculty by creating full-time, non-tenure-track positions. In addition to the use of full-time tenure and tenure-track faculty and lecturers, the campus employs adjuncts to teach courses in disciplinary areas wherein having all full-time individuals is simply not feasible as well as in areas wherein the adjunct has expertise that the full-time faculty do not have.
IU Northwest complies with the *IU Code of Student Rights, Responsibilities, and Conduct*, the *IU Personnel Policies* for both Union and Non-Union staff, and the *IU Academic Handbook*.

In 2004, as a result of a short-term outcome related to the 2010 Strategic Outcome 3, IU Northwest adopted the following *Statement of Principles*: The central functions of the IU Northwest community are learning, teaching, and scholarship requiring reasoned discourse, intellectual honesty, mutual respect, openness to constructive change and the assurance of an ethical climate. All members of the IU Northwest community are important to these functions and entitled to equal respect. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. This membership encourages active participation while acknowledging how easily a university community can be violated. The campus community is committed to providing an environment where all voices can be heard, that grows, cultivates, and enhances respect, and offers a mechanism to resolve disputes.

4C3
The demographic trends that IU Northwest analyzes include the age distribution of the faculty, faculty and staff gender and ethnicity, and average compensation data for faculty and staff. A large number of IU Northwest’s faculty was hired within the same five-year period; as a result, a large number of our senior faculty will all be eligible for retirement at the same time.

The campus is committed to providing its diverse student body with a diverse faculty and staff. The campus is actively engaged in developing a more diverse faculty and staff. The processes in place will be discussed in 4P1. At the same time, the campus is in the process of developing a *Human Capital Plan* to meet the needs and challenges of a changing workforce as well as the needs and challenges of the 21st-century student.

4C4
IU Northwest provides numerous opportunities for the professional development of its faculty and appointed staff. Each academic unit has base-budgeted travel funds for faculty development. The academic unit determines the reimbursements for faculty who attend conferences. The percentage of reimbursement is often dependent upon whether the faculty is making a scholarly presentation, acting as a member of the organizing committee for the professional organization presenting the conference, or attending for professional development. Professional staff are financially supported and encouraged to attend their professional conferences annually. The Human Resources Department, the Office of Diversity and Equity, and the IU Training Staff conduct several development sessions per year on topics that range from customer service to management and administrative training. Each year, two professional staff employees are supported in attending a professional development series in Bloomington. The performance management system provides for a development plan. If the training or development that employees need is not available on campus, the staff are supported in attending proprietary programs. In addition, in 2006, the Chancellor created a position entitled Faculty Assistant to the Chancellor to provide a faculty member with training in a variety of executive leadership areas for a two-year period. The IU President developed IULEad to develop executive leadership capacity across the system, and three IU Northwest faculty have participated in this program. At the same time, as part of the 2010 Strategic Outcome 5, the Vice Chancellor for Fiscal and Administrative Affairs began presenting a series of "Budget 101" seminars to prepare a cross-section of the
faculty and administration for shared fiscal responsibility. As the campus implements the recommendation of the AQIP Category 5 Working Group that includes succession planning and training, the campus will assess areas of faculty and staff need and provide training in response to those needs.

Campus training on diversity activities related to pedagogy, mentoring, and cultural awareness are regularly offered by the ODE and CETL. Compliance training for EEO, harassment, ADA, FLSA and FMLA is regularly conducted by the Office of Human Resources. In addition, the Office of Human Resources provides online training to prevent harassment. As a result of a 2006 Action Project, ten faculty and staff recently received training in “Difficult Conversations” on race and ethnicity (following the Study Circles model) provided by the Race Relations Council of Northwest Indiana. These individuals will, then, not only facilitate Study Circle conversations in the upcoming year, but they will also train future facilitators on our campus.

CETL is assisting faculty with the integration of technology into their instruction. Laptop computers were provided as an incentive for faculty to use Oncourse. An initiative that CETL started in Fall 2005 assists faculty who are interested in learning more about service learning and integrating it into their coursework. Moreover, CETL and the Office of Academic Affairs collaborated to offer training in using Turnitin®, an anti-plagiarism software program, which the campus implemented in 2006.

At the same time, the AQIP Category 5 Working Group has recommended a series of stages and steps to provide succession planning in the area of leadership development for faculty and staff.

4P1
The process for hiring all full-time positions at IU Northwest begins with a Position Recruitment Authorization Form. If it is a new position, the administrator of the unit that is hiring the position must complete an Essential Position Functions Worksheet. Faculty positions include the following ranks: lecturer, assistant professor, associate professor, and professor. The Office of Diversity and Equity provides the process and guidelines for Search and Screen [www.iun.edu/~ode/recruitment_guidelines/].

The search and screen committees that are appointed by the appropriate unit administrator must also include a member from the Committee to Recruit and Retain a Diverse Faculty and Staff. The Dean and the Search Committee identify the specific credentials, skills, and values needed for the position. The Search and Screen committee develops appropriate evaluation sheets, and they are shared with the Dean and the Director of the Office for Diversity and Equity for use in internal screening and selection. The Office of Diversity and Equity must approve the list of candidates whom the search and screen committee recommends for interview, and they must provide a rationale for the exclusion of any candidates who are women, disabled veterans or Vietnam veterans and/or people of color. Faculty candidates are usually asked to make a presentation on their research to the faculty in the hiring unit, and, in some cases, are asked to demonstrate their teaching. During the interview process, the Vision and the Strategic Outcomes are discussed with each candidate. The Dean/Director recommends to whom the offer should be extended. The Vice Chancellor for Academic Affairs extends the formal offer. Essentially, the same process is required for the hiring of a professional staff employee. In the case of professional staff, the appropriate administrator decides to whom the position should be offered, and the formal letter of offer is sent by the Director of Human Resources. In the case of clerical, technical or service maintenance workers, it is not necessary to use a search and screen committee.
The Human Resource Office tests the clerical candidates on word processing skills. The appropriate administrator determines who is to be offered the job, and the official offer is sent by the Director of Human Resources. Background checks are done for all full-time employees at IU Northwest.

Search committees analyze needs for department growth and broaden job descriptions for optimal recruitment results. IU Northwest’s hiring practices are enhanced by the presence of a Diversity Council member on search committees, campus training on hiring, interview scrutiny, and strategic training retreats for Diversity Council personnel.

In addition, a 2006 AQIP Action Project specifically focused on hiring minority candidates who better reflect the demographics of the campus and region. Furthermore, the Human Capital Plan currently under development will address the recruitment, hiring, and retention needs of the campus as related to the achievement of our Vision and Strategic Outcomes. The Director of Human Resources presented a progress update at the May 2007 Strategic Planning Retreat, and an RFQ for consulting services will be presented in the Fall of 2007.

**4P2**

Each year in the Fall, anticipated vacant academic positions and requests for new positions for the subsequent year are reviewed by the Deans’ Council and the Faculty Academic Priority Committee (APC). The Vice Chancellor for Academic Affairs submits the prioritized list for faculty positions to the Campus Budget Committee. The Vice Chancellors submit a list of prioritized support positions to the Campus Budget Committee. The Campus Budget Committee reviews both lists, melds the two lists into one and recommends to the Chancellor a list of positions to be recruited for the subsequent year. The Chancellor reviews the recommendations and announces what positions are authorized for recruitment.

The University uses the traditional channels of recruitment recommended by the Office of diversity for faculty and staff P15 and above. In addition in the case of faculty, the University does post openings on discipline-specific or organization-specific websites and regularly advertises in the *Chronicle for Higher Education*, the *Affirmative Action Register*, local newspapers, and discipline-specific journals. Advertising for positions is done in a variety of media, including postings on the IU Northwest’s Human Resource website. Not only is advertising done in the traditional publications, such as *The Chronicle*, but concerted efforts are also made to reach minority candidates through minority publications or minority professional organizations. The Human Resource Office has developed the capability to accept applications for staff positions electronically (iunapply@iun.edu).

IU Northwest is an Equal Opportunity Employer. Employees are recruited via recruitment plans that determine strategic placement of ads in addition to mandated placement for minority considerations. Administrators and faculty follow the promotion, merit, and tenure policies outlined in the *Academic Handbook* (http://www.indiana.edu/~deanfac/acadhbk/). The campus has specific procedures and timelines to be followed for reappointment, promotion, tenure and sabbatical requests.

In the Search and Screen process, a member of the Campus Council on Diversity serves on each Search and Screen committee to ensure a nondiscriminatory process and to assist in increasing the pool of minority candidates [www.iun.edu/~ode/recruitment_guidelines/memorandum_search_screen_information.shtml].

The process for recruiting and hiring staff begins with receiving an approved
Indiana University Northwest  
Fall 2007 Living Portfolio  

Position Recruitment Authorization form, for either a replacement or new position, from a Dept Chair, Director or supervisor. This is approved by the Dean or Director, VCAA, VCAFA, Director HR, Chancellor. Upon receipt of this the position is advertised in a variety of locations, often at sites requested by the department or search committee, but always on the www.iun.edu/~jobsnw web site. Often in the local newspapers, Chronicle for Higher Ed, Hispanic Outlook, Affirmative Action Register, Diverse Issues in Higher Ed as well as some specific discipline publications. Upon receipt of resumes, which are logged into an “applicant referral list”, stamp dated and held in a file until the application deadline date, by the HR Assistant. The resumes are then mailed to the department or search committee. Upon review of resumes and comparing to required qualifications, experience and abilities, several are selected for interviews. Upon interviewing, applicants are asked job related questions regarding the applicant experience and ability to perform the position advertised. Upon final interviews, following any other discussions with the search committee, the successful applicant is selected. The name, resume, salary approval form and anticipated hire date is given to the Director of Human Resources, who sends a formal offer letter to the applicant with all necessary payroll and benefit information.

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

The Faculty Retention and Mentoring Education (FRAME) program template is constructed to provide a proactive and durable framework for various campus-wide mentoring initiatives. The FRAME serves its purpose primarily by modeling language, principles and practices which are reflective of (1) the IU Northwest Shared Vision, (2) faculty strategic career planning outcomes and (3) recommendations of the Shared Vision Task Force, i.e., achieving a faculty census more representative of the student body.

FRAME encourages departments to engage in preliminary thought with regard to expected outcomes and resources available for implementation of a full-scale mentoring effort. Expected outcomes and resources available should be derived within the scope of a department Sponsorship Pre-Program. A Sponsorship Pre-Program is an inter-department mentoring orientation session(s) designed to encourage and arm potential mentors with critical information in preparation for the first year of the mentoring experience. Sponsorship Pre-Programs are also opportunities for sharing interdepartmental mentoring best practices, identifying mentor concerns and enhancing departmental camaraderie. After the Sponsorship Pre-program, general components of the FRAME consist of:

- Orientation - to address typical mentoring concerns and questions about a departments’ program.
- Mentor/ Faculty Activities – assist the new faculty member in developing a strategic development plan which emphasizes 1) writing and submitting manuscripts, 2) submitting conference abstracts and organizing presentations and 3) identifying research topics.
- Professional Training – establish a profile of the research and project interests.
- New faculty products – development of a teaching plan and annual plan
- Other Activities – participation in compliance, grant, conference and department specific training

Principles central to the FRAME philosophy are:
• Appropriate training yields competence, confidence and capacity to advance the institutional mission
• Mentoring is a reciprocal process
• Enhanced mentoring processes are prerequisite to unique departmental identities
• Well-trained faculty enhance the overall educational experience of students
• Positive student experiences result from diverse faculty contributions to the institution, community and global society

Each component has content relative to first, second, and third year experiences of new faculty. Other activities such as diversity, compliance, cross-cultural and service activities are spread over the span of the mentoring experience.

The Capacity Task Force (CTF) represents the primary leadership for FRAME implementation and consists of all Deans (i.e. Deans Council) and the faculty chair of the Campus Council on Diversity. The CTF establishes usage of FRAME contents and protocol per each major school within the IU Northwest system and monitors new faculty progress via an advisory role to the schools. The CTF also conducts the revision process of the FRAME to ensure that driving forces of IU Northwest mentoring programs rest upon scholarship, community service and student-centered principles and academic initiatives (i.e. diversity pedagogy and/or cross-departmental research).

The Executive Vice Chancellor for Academic Affairs oversees responsibility for cost effectiveness of the FRAME. Accountability for resources is established through a vehicle for continuous improvement designed by the CTF.

The concept of FRAME is thorough in its construction and emphasizes many relevant strategies, techniques and tools to assist the new faculty hires with support for their research, teaching and service agendas. Beginning in the fall term of the 2006-2007 academic year each Dean and Academic Chair was asked to submit the name of their department mentors who were assigned to the new faculty hires. During the fall of that same academic year, a workshop was sponsored by CETL to process highlights and activities of FRAME for potential mentors.

In addition, CETL offered 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. These workshops serviced 127 participants from August to April, using various formats.

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

The Academic Affairs Office conducts an orientation session for new faculty before the fall semester begins each year. Previously, this orientation was a full-day session; however, based on feedback from the new faculty, this orientation was extended to cover two days in 2006. Furthermore, additional feedback has led to modifying the format to include informational tables as well as workshops related to future teaching and research needs of the new faculty. At the same time, research into faculty orientation has led the Office of Academic Affairs to supplement these two days with a workshop each subsequent semester. The Human Resource Office conducts orientation for staff throughout the year, with the goal of having every new staff member attend an orientation within one month of employment. In addition to the
valuing people

4p3
the office of diversity and equity’s processes and activities contribute to improvement in constituent communications, interaction and mutual expectations by providing tools and materials for education about behaviors, cultures, and legal mandates. the campus has increasingly focused on improving communications between the various constituents: the cabinet now posts its agenda, the chancellor developed the echo group, the strategic planning team revised its website and posts the outcomes of its meetings and retreats, and the campus has instituted regular town hall meetings with administration and staff. these activities result from information obtained from the campus climate survey as well as the recommendations of the AQIP category 5 working group.

at the same time, the outcome committees for outcomes 1 and 6 developed a document entitled “academic excellence at IU northwest,” which clarifies the policies and practices related to student, faculty, staff, administrative, and programmatic excellence. further activities that relate to high performance and empowerment of individual employees include CRE grants, CETL workshops and grants, staff service awards, and faculty research, teaching, and service awards.

all employee handbooks (as described in the last paragraph of 4C2) include enforcement procedures that may be initiated by any concerned person on campus. the faculty board of review exists to review faculty issues. unionized staff have a separate grievance process, while other staff would operate under the general grievance processes outlined in the IU personnel policies.

4p4
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. Applications are reviewed by the school, the Dean, the All-Campus Promotion and Tenure Committee, and the vice chancellor for academic affairs who makes a recommendation to the chancellor. On average, approximately four faculty are awarded sabbaticals each year. The faculty have the opportunity to apply for summer faculty fellowships to further their scholarship or redesign or develop a new course. The campus funds up to fourteen $7,500 summer faculty fellowships annually.

faculty can apply for grants-in-aid or faculty releases. A faculty committee reviews faculty proposals for summer faculty fellowships, grants-in-aid and time releases and makes recommendations to the vice chancellor for academic affairs. The campus awards up to $17,000 for grants-in-aid and faculty course releases.

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

the CETL and learning offers mini-grants to faculty that encourage them to enhance the learning experiences for their students. To encourage faculty to use technology in the classroom, the CETL has provided numerous faculty with laptops to encourage the use Oncourse in their courses.

the human resources and ODE provide training on a variety of topics to administrators and staff. the technology department provides training on popular software packages for faculty and staff. employees have the opportunity to take
classes at IU Northwest using the Fee Remission benefit.

The ODE develops cross-cultural programs and faculty mentoring initiatives; performs classroom lectures, and sponsors education/awareness training for all constituents.

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. All employees are, then, encouraged to continue their training in a variety of ways. Tuition reduction and training allocations are just two ways this is accomplished. In addition, the proposed training and development included in the AQIP Category 5 Working Group recommendation includes administration, faculty, and staff to ensure succession planning at the various levels of the university.

4P5 Training needs can be identified as part of the performance management review process as either skills that the employee is lacking and upon which he/she needs to improve or as part of a development plan to expand the employee’s knowledge and provide him/her with the credentials to position the individual for advancement. The following capabilities were identified by the SPT as capabilities that are needed on the campus in order to achieve the Vision and the 2010 outcomes: effective collaboration; information sharing; systemic thinking; strategic allocation of resources; process assignment and implementation; managing to outcomes/vision; outcome driven metrics; fiscally responsible decision making; engagement; planning and managing to plan; learning; and creativity in use of resources. In 2004-2005, the campus provided training to faculty, staff, and administrators on systems thinking.

The Office of Human Resources offers mandatory federal compliance training in areas such as FMLA. Training is for all supervisors, including faculty, and is usually conducted every 2 years unless specifically requested more frequently. The training consists of; Equal Employment Opportunity regulations, Sexual Harassment, Fair Labor Standards Act, Family Medical Leave Act, Americans with Disabilities Act and Workers comp (all federal labor laws). See also policy requiring this training [http://www.indiana.edu/~uhrs/policies/nonunion/1.0/1.4.html]. The Office of Diversity and Equity also offers training in avoiding and dealing with sexual harassment. In 2007, the focus has been on training a cross-section of the faculty and staff on shared fiscal and budgetary responsibility in sessions entitled “Budget 101.” At the same time, 2007 Action Projects have been developed related to measuring effectiveness and continuous improvement. The Human Capital Plan being developed will assess current capabilities and future needs of the campus in achieving its Vision, thereby offering another mechanism for identifying necessary capabilities and the resultant training needs.

Administrators and supervisors determine training needs by what they see is needed and input from subordinates in individual departments. Staff is, then, solicited to apply or they are assigned to training that is needed by departments. Also, ongoing training by the IU Northwest campus and the IU College is part of the overall training environment, and faculty and staff are encouraged to apply for such opportunities.

4P6 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 appointed positions are reviewed annually. The following is a link that
provides the forms, etc. for the review process [http://www.iun.edu/~humanres/](http://www.iun.edu/~humanres/). This is a very complex process. The Human Resources Office has developed a simpler, less complex system, which was implemented in 2006. [http://www.iun.edu/~humanres/hrperfmanagement.shtml](http://www.iun.edu/~humanres/hrperfmanagement.shtml).

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, which is aligned with the Academic Handbook and the Promotion and Tenure Guidelines.

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, they are used in determining whether to contract with adjuncts in the future, and they are used by faculty for continuous improvement.

Assistant Professors are reviewed for tenure and promotion during the fifth year of their employment. Faculty members submit a dossier in which they are evaluated for their teaching, research, and service. They must demonstrate excellence in one of those three areas and satisfactory performance in the other two areas. Dossiers are reviewed by faculty within their School, the Dean, an All-Campus Promotion and Tenure Committee, the Vice Chancellor for Academic Affairs, the Chancellor, and the University Vice Chancellor for Academic Affairs and the President of Indiana University. Promotion to full professor follows the same procedure listed above. 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 offers.

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

The Chancellor and Vice Chancellor for Academic Affairs, in addition to annual reviews, are reviewed at the campus level every five years. This process can be found in the Academic Handbook (http://www.indiana.edu/~deanfac/acadhbk/). AQIP Category Working Group 5 has also recommended that a process be developed to review other administrators to ensure continuous improvement at all levels.

4P7

The recognition, reward, and compensation processes have been aligned with the “Academic Excellence at IU Northwest” document. For supervisors, the performance evaluation system has aligned itself with the “Excellence Document” via Standards 1 and 2: Standard 1 is “Relationships with Staff,” and the following was added to the performance management review to align that review with the “Excellence Document”: “Informally acknowledges employees for individual contributions (i.e., “Thank You”, “Job Well Done”). Standard 2 is “Effectively evaluates and determines employees’ skills and abilities for advancement.”

The campus culture and unique objectives were taken into consideration in the development of this “Excellence” document (for example: Promotion and Tenure Guidelines and the Academic Handbook were consulted as the document was developed to avoid conflicting statements). Once the
document was constructed and approved, in 2006 the various units on campus were asked to align their recognition, reward, and compensation systems with the document’s principles.

Faculty and staff are also recognized annually at a years of service recognition luncheon. Those with 5, 10, 15, 20, 25, 30 and 35 years are recognized and presented with small gifts to recognize their years of service. Chairs of the strategic planning outcomes and outstanding members on the strategic planning team have been recognized during an annual recognition event. IU Northwest has many awards to recognize its employees for their performance. For faculty the awards include Founder’s Day Teaching Award, Outstanding Scholarship, Outstanding Service Award, and Trustees Teaching Award. For staff there is an annual award for outstanding clerical, professional staff, and service maintenance employees.

IU Northwest faculty have the opportunity to compete for IU awards. Six of IU Northwest’s faculty have been recipients of prestigious IU Teaching Awards, and four have received prestigious IU Service Awards.

As a part of IU, the employees at Indiana University Northwest have a very competitive benefits package. Specific benefits can be found at http://www.indiana.edu/~uhrs/benefits/index.html. One interesting benefit that is provided is the ability to purchase popular software for Macintosh or Windows platforms for a very nominal fee due to special licensing agreements with vendors. Another unique benefit is the Employee Assistance Program (EAP). Counselors are available 24 hours a day to support full-time employees and their household members with issues such as anxiety, stress, workplace conflict, child or elderly parent issues and more. Counseling services provided over the telephone or in person are provided at no cost to the employees.

4P8
IU Northwest values employee and student engagement. The Shared Vision and the Strategic Planning process promote engagement in all its activities. Accomplishments of the Strategic Outcomes are evaluated based upon the level of engagement.

Annually, the Chancellor and his Cabinet visit all academic units on the campus to listen to their concerns. The Chancellor and the Vice Chancellor for Academic Affairs meet monthly with the Executive Committee of the Faculty Organization for information sharing and discussion of concerns. The Faculty Organization meets monthly and provides time for the airing of concerns. The Chancellor and Vice Chancellor for Academic Affairs meet with full professors to get their input and views on the direction that the campus is moving. The Chancellor schedules time with employees from the support areas to answer questions and discuss what is on their minds regarding the campus. The information that is gathered at all of these meetings is discussed with the Cabinet; if necessary, appropriate action is taken.

In the last two years, the campus has improved in its approach to valuing employee and student engagement through a series of processes. In terms of our continuous improvement process as well as our efforts to keep faculty, staff, and administrators engaged in campus improvement processes, we developed a structure organized around the AQIP Categories: each AQIP Category Working Group analyzed the respective Portfolio section, its related Feedback Report section, and campus documents related to both, and the groups were asked to recommend revision of the Portfolio section (including any information about existing programs that were not covered in the initial Portfolio) and provide recommendations for improving that area of the campus. The recommendations were, then, synthesized by the AQIP Coordinators, presented to the SPT, and
acted on as appropriate as well as used in the Systems Portfolio Update. In addition, we conducted a Campus Climate Survey: we contracted with the IU Bloomington Survey Research Center to administer a confidential email survey focusing on satisfaction with various aspects of campus life, Indiana University’s Organizational Development Consultant followed up the survey with campus-wide focus groups, and the campus instituted a number of resulting initiatives such as staff town hall meetings and the ECHO group. The campus also participated in a university-wide initiative entitled Enhancing Minority Attainment wherein we prepared a self-study on aspects of minority achievement with input from students, faculty, and staff; participated in a team-visit process wherein a team from another IU campus conducted the site visit of our campus, while a team from our campus conducted the reciprocal visit on their campus; and the final report included strengths, challenges, and recommendations for improvement.

**4P9**

IU Northwest provides for the health and safety and well being of its employees in a number of ways. The Director of Environmental Health and Safety provides service to the campus in the development of comprehensive health and safety programs in areas such as, food safety, fire safety, and emergency action plans [www.iun.edu/~ehs/](http://www.iun.edu/~ehs/). The Director also advises and educates the campus community on ozone action days. The office partners with the local environmental agency, and the campus serves as one of the collection drop-off sites for members of the community to drop off oil products, paints, batteries, etc. The campus also has an Emergency Preparedness website [www.iun.edu/~preparen/](http://www.iun.edu/~preparen/) as well as a site designed to inform constituents in the case of campus closing due to weather [www.iun.edu/~newsnw/closings.shtml](http://www.iun.edu/~newsnw/closings.shtml).

A customer satisfaction survey was launched on the Environmental Health & Safety (EH&S) website on February 7, 2006. This survey was available to those who had access to the Indiana University Northwest website from the launch date through December 31, 2006. The survey was completed by 32 faculty and staff members of the Indiana University Northwest and Bloomington campuses. Overall, the respondents expressed a high level of satisfaction with the services provided by Environmental Health & Safety staff.

The EH&S survey instrument was developed in January 2006. The survey contains eight questions designed to access satisfaction with services provided by EH&S staff. Additionally, each participant was asked to indicate the group (that best describes his/her interaction with EH&S staff) of which he/she was a member (faculty/staff, student, or community member). The participants also could volunteer additional information, including suggestions and or comments regarding EH&S services and staff as well as their name, phone number, and e-mail address.

Participants could complete and submit the survey online at any time during the data collection period. At four times during the data collection period, e-mails were sent to individuals who requested assistance, consultation, or other services from EH&S asking them to participate in the short survey and sharing their thoughts on their experience.

The campus police provide for 24/7 service on campus. They provide escort service to the parking lots. They have received positive feedback from the campus employees regarding their bike patrols. [Link to the police satisfaction survey](http://www.iun.edu/~newsnw/closings.shtml).

The Wellness Council is comprised of faculty and staff who meet to discuss healthy living issues.

The campus has created and adopted building-specific emergency action plans.
These plans include such things as: emergency escape routes and procedures; procedures to account for all employees after an emergency has been completed; and rescue and medical duties for those employees who are to perform them. The campus has also begun work on a plan to address natural disaster plan. At this writing the committee members have been selected and the first meeting has been held.

The campus also provides for employee safety by providing limited access to its facilities and by restricting and monitoring the distribution of master keys to three. Campus police are present 24 hours a day. Campus police escorts are available upon request.

Employee satisfaction for persons working in Administrative and Fiscal Affairs and IT are obtained through surveys which are administered annually. The results of the survey are reviewed and adjustments in services are made. IT administers a survey every other year. The physical plant, environmental health, and security request feedback from users of their services to measure satisfaction with the services they provided. The management of the departments and academic units does its best, within the budget, to provide the tools to make work easier and more efficient or systematic.

The School of Business & Economics provides for and evaluates faculty satisfaction by purchasing the EBI faculty satisfaction survey on a five year rotation with other benchmarking surveys. The School analyzes and reviews the results to determine areas where it can improve faculty satisfaction.

In addition to the health benefits, the campus offers seminars and workshops on health related issues such as smoking cessation, obesity and weight loss. The BSN senior nursing students as well as students from other programs in the School of Nursing and Health Professions host the annual IU Northwest Health Fair.

Nursing faculty act as advisors to the students for this event. The health fair is open to all students, faculty, staff, administrators and the community. Many health services, both preventive and educational are offered at the fair.

The Division of Social Work offers continuing education workshops on issues related to mental health and other human service topics.

The campus celebrates the beginning of the fall term and the holiday season with all-campus theme parties and 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, secretary’s day, bosses day and achievements.

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 order to foster a safe and healthy learning environment, IU Northwest is proud to announce that we are tobacco-free effective August 20, 2007. This is in accordance with a University-wide mandate from former Indiana University President Adam W. Herbert. This effort is part of a larger Indiana University initiative in which all IU campuses will be tobacco-free by January 2008 [www.tobaccofree.iun.edu/]. The campus Wellness Council worked with the Chancellor to produce a final recommendation for this initiative.

4P10
The measures of valuing people that are collected and analyzed include FACET activities and participation, CETL workshops and attendees, student evaluations, annual staff and student recognition awards, research and service,
teaching awards and annual faculty reports.

The IU Northwest Diversity Programming Series (DPS) is an annual slate of diverse events designated to educate, entertain and enlighten the IU Northwest campus and its greater constituency. Each year proposals are accepted from various event sponsors and screened by the DPS core committee against general criteria for event selection. General criteria for selection of DPS events are whether the proposal a) reaches out to the community, b) provides a service to students, c) promotes diversity, d) provides educational content, and/or e) provides a cost effective presentation. Events that meet the general criteria are then placed into one of the platform categories designated as unique to the IU Northwest experience: African-American, Hispanic, Regional Culture, Women’s Issues, and Other (Gay, Lesbian, Bisexual, and Transgender; Native American; Differently-abled, etc.). Beginning in 2007, events that may constitute a “campus-wide” experience are referred to the Campus-wide Planning Committee (CPC). The CPC is charged with:

1) Annually reviewing the list of events generated by the DPS proposal process.
2) Using campus-wide program criteria established by the DPS core group to determine which events warrant a CPC collaborative effort to ensure the highest quality of program.
3) Establishing a timeline for effective event programming and implement accordingly.
4) Ensuring quality programming at IU Northwest via some form of program assessment and/or evaluation.

CPC screens each forwarded event against its criteria for determining whether or not an event may need planning supervision. CPC criteria (to qualify for CPC supervision an event must meet a minimum of three criteria) are listed below.

1) Audience Anticipation of equal to or greater than 100 persons
2) % of funding from DPS is equal or greater than 20% of DPS budget (minimum of $9,000 and greater)
3) Dignitaries will be present (local, national, or international)
4) Large campus space required such as Savannah Auditorium, Tamarack Theatre, Library Conference Center ABC, or large lecture room?
5) Broad-based marketing is necessary for event success
6) Program requires use of the Chancellor or a Senior Administrator as part of the program.

Whether an event is planned by its sponsor or the CPC, all events are subject to an established timeline for planning. From the call for proposals to publication of the final slate of events, the DPS meets basically once per month from October through March of each year. Special meetings are held to help facilitate planning for events that are not the purview of the CPC.

4R1
The campus adopted a common code of conduct for faculty and staff. 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 which complied with FLSA regulations but allowed the employees who were reclassified to maintain their status as professional staff and keep their benefits.

The results of the Campus Climate Survey can be accessed at http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf

The results of the Environmental Health and Safety Survey are: overall, faculty and staff expressed a high level of satisfaction with EH&S services. Greater than 93% of the survey participants reported they were “Very Satisfied” on all eight measures and 100% reported they
were either “Very Satisfied” or “Satisfied” on all eight measures.

4R2
The ODE has revised faculty and professional staff recruitment and selection procedures; constructed a faculty mentoring template and training session; revised compliance procedures; reconstructed the Campus Council on Diversity and inter-office services for student research, faculty pedagogy and staff development.

4R3
All of the Strategic Outcomes that have been established each year have been achieved.

The IT Department conducts about 98 training sessions annually and approximately 750 staff and faculty attended the workshops. The Life Cycle funding process has resulted in the faculty and staff being supplied with new computers on their desk every three years.

More than 250 faculty participated in development activities provided by CETL.

4R4
On September 25, 2007, the Chronicle of Higher Education published electronically statistics on the percentage of minority faculty. Within Carnegie categories, IU campuses were positioned as follows:
- IU Bloomington – 15% (Research Extensive) ranked 45th (tied with 5 others) out of 96
- IUPUI – 19% (Research Intensive) ranked 17th (tied with 2 others) out of 102
- IU East – 10% (Baccalaureate general) ranked 76th (tied with 8 others) out of 263
- IU Kokomo – 9% (Baccalaureate general) ranked 85th (tied with 9 others) out of 263
- IU Northwest – 19% (Masters II) ranked 12th (tied with 1 other) out of 121
- IU South Bend – 16% (Masters I) ranked 93rd (tied with 7 others) out of 323
- IU Southeast – 12% (Masters I) ranked 150th (tied with 25 others) out of 323

4I1
Each year the Strategic Planning Team (SPT) reviews the processes that were used to achieve the outcomes. Lessons learned from the positive and negative things that happened throughout the year are discussed and adjustments are made as necessary to improve the process for the next year. For example, at the November 2005 Retreat, the SPT decided that it was mature enough to embed its processes in the normal working structure of the campus (rather than have separate committees focusing on SP Outcomes); therefore, the Outcome Chair are now the Vice Chancellors of the area appropriate to the Outcome, and they have ultimate responsibility and oversight for the completion of the respective action steps related to the Outcomes. The mentoring process for faculty will be evaluated.

4I2
The SPT sets goals each year, achieves the goals, and recognizes those individuals who have contributed to the achievement of the goals.

Based upon feedback from employees at the unit and faculty meetings conducted throughout the year, a study of salaries for faculty and staff is currently being completed, and it will be addressed by campus leadership upon completion in the Fall of 2007. The completion of the mission differentiation project and the identification of peer groups for the campus will assist in compiling comparative data.
Leading and Communicating

5C1
IU Northwest’s organizational chart can be found in Figure Oc. It includes those who have the day-to-day supervisory and decision making responsibility for the management of the institution. Table 5C1 illustrates other groups that play a leadership role on the campus.

5C2
The practices of the IU Northwest leadership are aligned with the practices and views of the Board of Trustee (BOT) as demonstrated below. The senior leaders of the campus are members of the SPT. One of the members of the Board of Trustees 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 Board of Trustees. The missions for each of the campuses must be approved by the President and the BOT. Internal audits provide reports to the President and the BOT on the compliance of each IU campus with IU Policies and Procedures.

In 2004 IU President Adam Herbert, with the authorization of the Trustees, launched a mission-differentiation project that included all of the campuses of Indiana University. Each campus, with the assistance of a university leadership team, was asked to review its mission statement for clarity and definition of its distinctive contributions. In Spring 2005, the current Mission Statement, which is aligned with the Shared Vision, was adopted by IU Northwest’s Faculty Organization, the faculty governance structure at IU Northwest. The revised mission statements for each of the campuses were approved at the November 2005 meeting of the Board of Trustees and were forwarded to the Indiana Commission of Higher Education (ICHE) for final approval.

5C3
The Vision 2010 (Figure Oa) clearly presents the campus’s values for ethics, equity, social responsibilities, and community service and involvement. The leadership’s expectations can be found in the 2010 Outcomes. In 2005 the campus approved Principles for how all employees will conduct themselves and reiterated the expectations cited in the appropriate employee handbooks. The achievement of Strategic Outcome 3 in 2004 resulted in a shared definition of “diversity” as a critical component of academic excellence. For faculty, specific expectations regarding ethics, social responsibilities, community service and involvement are described in the Promotion and Tenure guidelines and the Academic Handbook.

5P1
The Strategic Planning Committee, which includes the Chancellor’s Cabinet, the majority of the Chancellor’s direct reports, and the President of the Faculty Organization (permanent members of the Strategic Planning Committee), sets the direction through the Strategic Outcomes and controls their alignment with the Mission, Vision, and values. The first two of our Strategic Outcomes (Outcomes #1 and #2) specifically address “student profile of academic excellence” and “student preparation for lifelong learning, ethical practice, developing successful careers, and effective citizenship,” which focuses on student learning and student assessment.

In 2004 the SPT added excellence as the third area of strategic foci. Unique identity and campus climate are the other two strategic foci.

5P2
IU Northwest’s leaders guide the institution in seeking future opportunities and building and sustaining a learning environment by achieving Strategic Outcome 5, which relates to fiscal responsibility and flexibility in offering excellence in its programs and services and responding to new opportunities. IU Northwest leaders are committed to building a budget that will achieve this outcome. A process was initiated to prioritize academic and support programs in order to ensure that the allocation of
resources was in alignment with the Vision and Strategic Outcomes. Providing the infrastructure for seeking grant opportunities as exemplified by the creation of a grants office, the establishment of the CRE and CETL demonstrates the campus’s commitment to building and sustaining a learning environment. Participation in AQIP also positions the campus to be able to review and improve its processes for evaluating and sustaining the learning environment.

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 a task force specific to the issue and limited in time and scope and charging the respective task forces with collecting and analyzing data and presenting a report with recommendations to either the Cabinet or the Strategic Planning Team. Examples of this process include a Task Force on Assessment of Student Learning and Institutional Effectiveness, a SWOT analysis group for enrollment leading to a working group on enrollment, and the College of Health and Human Services Task Force.
### Table 5C1 Groups that Play a Leadership Role on Campus

<table>
<thead>
<tr>
<th>Group</th>
<th>Purpose (mission)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning</td>
<td>Shape IU Northwest's future, set long-term strategic goals and work on the Mission and Vision objectives</td>
<td>Quarterly meetings, semi-annual retreat-meetings</td>
</tr>
<tr>
<td>Chancellor’s Cabinet</td>
<td>Responsibility for achievement of Vision</td>
<td>Weekly</td>
</tr>
<tr>
<td>Faculty Executive Committee</td>
<td>Elected faculty body advising the administration and the Cabinet on the faculty issues</td>
<td>Monthly</td>
</tr>
<tr>
<td>Faculty Organization</td>
<td>All faculty members meet in a town hall setting to discuss current events and express their views on current issues facing IU Northwest</td>
<td>Monthly</td>
</tr>
<tr>
<td>CRE</td>
<td>Promote/support faculty scholarship and engagement with community on issues related to cultural discovery and learning and sustainable regional vitality</td>
<td>Monthly</td>
</tr>
<tr>
<td>ECHO</td>
<td>Enhance communication and leadership</td>
<td>Monthly</td>
</tr>
<tr>
<td>Center for Excellence in Teaching and Learning</td>
<td>Encourages and supports teacher scholarship</td>
<td>Board of Advisors meets semi-annually</td>
</tr>
<tr>
<td>Campus Budget Committee</td>
<td>Appointed faculty and staff discussing and finalizing positions’ priorities and salary issues, and budget requests on campus</td>
<td>As needed (several times per year)</td>
</tr>
<tr>
<td>Deans’/Directors’ Council</td>
<td>All academic deans review academic policy and directions</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>Academic Priorities Committee</td>
<td>Elected faculty committee advising the Vice Chancellor for Academic Affairs on the position priorities list and program priorities.</td>
<td>As needed</td>
</tr>
<tr>
<td>Support Programs Priorities Committee</td>
<td>Vice Chancellors of Student Affairs, Administrative and Fiscal Affairs, Information Technology, University Advancement prioritize support programs and positions.</td>
<td>As needed</td>
</tr>
<tr>
<td>FACET</td>
<td>Faculty Colloquium on Excellence in Teaching is an Indiana University-wide faculty group promoting excellence in teaching and learning</td>
<td>Every year, the FACET faculty meets with statewide directors. Faculty meets as often as needed. Yearly retreat for FACET members to discuss teaching and learning environment on our campuses.</td>
</tr>
<tr>
<td>AQIP Steering Group and Working Groups</td>
<td>Spearhead continuous improvement and general accreditation activities</td>
<td>Monthly and as needed</td>
</tr>
</tbody>
</table>
## Facilities Planning Committee
Committee of faculty, staff, and administrators that are charged with developing a facilities implementation plan that is academically driven and in alignment with the Vision

**Monthly**

## Information Technology Council
Committee of faculty, staff, students, and administrators that are responsible for establishing a Strategic Plan for IT that is in alignment with the Vision

**Monthly**

## General Education Committee
Cross-disciplinary faculty committee that is reviewing the campus’s general education outcomes

**Frequently**

## All Campus Promotion and Tenure Committee
Cross-disciplinary committee that reviews faculty dossiers for promotion and tenure, and sabbatical requests and make recommendation to Vice Chancellor for Academic Affairs

**Frequently between September and January**

## Diversity Programming Group
Organizes and provides programming related to diversity

**Monthly during the academic year**

## COAS Chairs Council
Provide leadership for and representation of the various units in COAS

**Monthly**

## Staff Council
Provide leadership and representation for staff

**TBA**

## American Democracy Project/Global Leadership Group
Faculty and staff committee charged with programming (academic and co-curricular) related to democracy and pluralism in the United States and the world

**Multiple times throughout the academic year**

Not only are individuals able to participate in a myriad of activities that serve the university community, thereby developing their skills, but they are also afforded a number of other development opportunities. Employee benefits like the Fee Remission Policy allow IU Northwest employees to enroll in one IU class each semester. IU Northwest also provides frequent opportunities for faculty, staff, and students to be trained on various software and computer applications. Furthermore, CETL frequently offers workshops and seminars on various...
aspects of teaching and learning (use of technology, pedagogy and methodology, service-learning, etc.) open to all faculty free of charge. At the same time, the focus of the annual convocation has switched from its prior focus on the state of the campus to a format that generates year-long discussion of an academic issue or topic. For example, the first year of this new focus brought a convocation centered on blogging in academia, while the second year will focus on the atrocities in Darfur and collective action to stop them.

**5P3**

The SPT sets the strategic direction for the campus. The Facilities Planning Committee, Technology Council, and Human Capital Planning Group operate using the principles provided to them by the SPT. The SPT decision-making process is as follows: the SPT is given all information/data ahead of the meeting in which the issue is to be addressed so that members can fully comprehend the information prior to discussing it in group, the issue is discussed at the SPT meeting with each member encouraged to voice his/her perspective on the issue and to clarify the group’s understanding of the respective constituent needs and interests, and a decision is ultimately reached by consensus where ‘consensus’ means that everyone can agree to support a particular decision even if it is not his/her individual preferred decision. Recommendations on specific actions to be taken are reviewed by the Cabinet. Each Vice Chancellor has the power to make decisions that impact the day to day operations. If decisions affect the operations of the entire university, it is discussed at the Cabinet level.

The Deans in cooperation with their faculty have the autonomy to make decisions that impact their units. The Deans meet collectively in the Deans’ Council on the first Tuesday of the month, while the larger group of all deans and directors meets on the third Tuesday of the month. The Vice Chancellor for

Academic Affairs chairs these meetings at which the group gathers to make decisions that will impact more than their individual programs. Within these meetings, the responsible party supplies and presents the requisite information related to an issue, the group discusses the issue in an open forum, and they arrive at consensus with the Vice Chancellor for Academic Affairs having the ultimate decision-making authority for all areas of academics.

The *Academic Handbook* provides for the areas in which the faculty have legislative authority. The structure and processes for faculty governance are as follows: the Faculty Organization has monthly town-hall style meetings of the whole faculty, monthly Executive Committee (elected by the various units plus at large members) meetings, and meetings of the various committees included in the Constitution. Faculty members select the committee of their choice each year, and the President of the Faculty Organization charges the committees each fall. Each of these committees bring reports (moved and seconded) to the Faculty Organization meeting for action as necessary. Individuals can propose that an item be added to the agenda by contacting the Executive Committee, and information provided before the actual meeting is attached to the agenda, which is sent out electronically. Members of the faculty may also initiate items for discussion under the New Business portion of the agenda. Within this meeting, Roberts Rule of Order are 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.

The Dean’s Council and faculty committees have worked together on Program Prioritization recommendations, prioritization of faculty positions, review of general education, and a teaching load course release policy.
As part of our process of responding to the Feedback on our Systems Portfolio and because we felt the need to integrate our continuous improvement process with our strategic planning structure, we have developed a particular structure and processes for AQIP that integrate the various constituents across campus in the research, analysis, and decision-making necessary to an effective continuous quality improvement effort. The structure and processes can be found at www.iun.edu/~aqip/members/Structure_aqip_groups.pdf.

**5P4**
The campus leadership is committed to making data-driven decisions. The process herein used begins with the collection of data, the analysis of that data in a task force or committee followed by recommendations to the SPT or the Cabinet, and decisions made by the appropriate Vice Chancellor or collectively by the Cabinet. This philosophy was implemented on the 2002 AQIP Action Projects that addressed retention. Those AQIP projects focused the Retention Group's efforts on collecting and analyzing data before making decisions. The campus's commitment to making evidence-based decisions resulted in a new 2010 Outcome focused on becoming a continuous improvement institution and adopted at the February 2007 Strategic Planning meeting. This new 2010 Outcome has resulted in two new Action Projects.

**5P5**
The organizational chart (Figure Oc) reflects the formal chain of communication. Communication occurs through e-mail announcements, newsletters, town hall meetings, monthly Faculty Organization meetings where the Chancellor and Vice Chancellors report to the faculty, and Faculty Executive Committee meetings with the Chancellor and Vice Chancellors. The SPT has a communication plan that is used to insure that the members of campus are kept abreast of the activities of the SPT and the Strategic Outcome Committees. For the SPT, the members agree at the end of each meeting what should be communicated to the campus community and how best it might be communicated. The Associate Vice Chancellor in charge of marketing and communications is responsible for first developing a draft of the minutes and actions taken during the SPT meeting, sending it to the members for clarification and correction, and ultimately posting the document on the SPT website as well as sending it in an email communication to the campus. In addition to the formal chain of communication as reflected in the organizational chart and the structure offered by the SPT, the campus employs a number of more informal avenues of communication: for example, the President of the Faculty Organization meets regularly with the Vice Chancellor for Academic Affairs as well as sits on the SPT and the Chancellor’s ECHO group. The Faculty Organization President can, then, communicate important information to the faculty and represent that faculty in the various meetings. Simultaneously, staff representation is a deliberate component of the SPT, and these individuals have equal voice to their administrative and faculty counterparts on the SPT. This voice is a communicative representation of the other staff members, and the representative staff members who so serve are expected to disseminate the information from SPT as well as gather feedback to bring back to the SPT.

**5P6**
The leaders use a variety of media to communicate the shared Mission, Vision, and values. There is a communications plan for informing the campus and the community of the work and achievements of the SPT. Part of the plan includes a website update, listserv and email communications, and print documents distributed both internally and externally. The leaders (specifically the Chancellor and Vice Chancellors who have standing report times) address those topics at
Faculty Organization and Executive Committee meetings, town hall meetings, Deans’ Council, and individual unit meetings. Starting in 2006, performance evaluations for faculty and staff have an added component that speaks to a customer service measure. Many of the goals of the employees are related to the Vision and Mission, so they are discussed during performance reviews and updates. At each opportunity when the Chancellor meets with faculty and staff, he talks about the Vision, Strategic Outcomes or AQIP. Public events are held to recognize employees’ contributions to the achievement of the Outcomes. When decisions are made on resource allocations the explanation that is provided always links back to the Vision or Mission. One other way that the campus leaders communicate is through their behavior and demonstration of the values in the Vision.

Furthermore, the appointment of an Associate Vice Chancellor for Marketing, Communications, and Alumni Relations has institutionalized the responsibility for internal and external communication of matters integral to the achievement of the Vision, Mission, and Goals.  

5P7 Leadership abilities are encouraged by providing opportunities for employees to take a leadership role, even though their position may not be recognized on the hierarchical organization as a leader. The SPT, the Facilities Planning Committee, AQIP, Human Capital Planning Committee, Faculty Organization Executive, Faculty Organization Committees, and the Technology Council all afford employees the opportunity to demonstrate and develop their leadership capabilities. In 2006, the Chancellor hired a Faculty Assistant to allow a faculty member who was interested in pursuing a career in administration to obtain experience working in administration. Two staff members each year from the IU Northwest campus participate in the university management development series. Three individuals have participated in the IULEad program, which provides training in executive leadership.

Furthermore, AQIP Category 5 Working Group developed the following steps to integrating a more comprehensive approach to succession planning and recommended them to the Cabinet:

**Action #1.** In order to address succession planning, IU Northwest commits to developing and implementing a process to identify individuals interested in leadership/management positions and then to offering leadership/management training.

Steps to be carried out by Administration, Academic Affairs and Human Resources as appropriate:

- Survey faculty and staff and review records to determine who has attended leadership/management training in the last 5 years.
- Develop inventory of training programs and materials currently in use.
- Survey administrators to obtain their recommendations regarding what has worked for them in learning how to do their jobs.
- Identify existing programs to be used and programs to be developed.
- Recruit interested faculty and staff.
- Select existing training programs to be used in Fall 2007 and develop additional training and material as needed.
- Implement first round of training and assess effectiveness of training programs.
- Use assessment data to improve training and to assist in identifying training to be implemented in second round.
- Recruit second cohort.
- Implement second round of training.

5P8 The President of IU declared this an area of focus for the entire university in 2005-06, and he formed IULEad to address this on a system-wide level. Although the campus tracks the age distribution of the faculty and staff to identify units that may be adversely affected by retirements, it did not previously have a succession plan. However, the AQIP Category 5 Working
Group recommendations discussed above in conjunction with the Human Capital Plan should offer a comprehensive succession plan.

Consistency and succession on the SPT is assured by the permanent terms for members of the Chancellor’s Cabinet and the staggered terms of the remaining members.

**5P9**
The SPT collects information on the engagement and communication techniques used in the achievement of the outcomes. The SPT analyzes the effectiveness of its communication in fostering engagement. Adjustments are made in communications if needed in order to encourage engagement. The achievement of the outcomes and the level of engagement are used as a measure of leadership. Leadership is also measured as part of the performance management system.

The AQIP Category 5 Working Group has recommended a series of actions related to succession planning:

To detail the process of decision making and communicate this broadly across the campus, IU Northwest commits to completing process-mapping and to developing policy statements for significant campus procedures such as identifying positions for recruitment, strategic planning, budget planning designing new programs, program termination, salary increase allocations, etc. Steps to be carried out by Administration and Academic Affairs:

- Hold at least three workshops designed to provide an orientation to process-mapping and its potential benefit for our campus.
- Identify three processes to be addressed in the initial round of process mapping. (Recommended processes: budget development; process for determining positions to be filled; process for evaluation of Vice Chancellors, Deans, Directors and Department Chairs.)
- Select and charge task forces to carry out process mapping and to coordinate the development of policy statements, as needed, for each process.
- Complete work of task forces and provide reports to Cabinet, Academic Deans Council and Faculty Organization.
- Assess effectiveness of process mapping work done by task forces and use data to improve process mapping as appropriate.
- Identify second round of processes to be addressed, appoint task forces for second round, and begin second round of process mapping.

At the same time, the AQIP Category Working Group has recommended the following action steps as related to the evaluation of leading and communicating:

IU Northwest commits to developing and consistently applying policies and procedures for the evaluation of Vice Chancellors, Deans, Directors and Department Chairs. Steps to be carried out will be coordinated by the Chancellor’s Cabinet:

- Develop an inventory of evaluation procedures in use at IU Northwest and an inventory of policies already in place.
- Obtain policy statements and descriptions of procedures in use at other IU regional campuses and at a sample of peer institutions.
- Chancellor works with Vice Chancellors to develop draft policies and procedures for Vice Chancellors.
- Vice Chancellors work with relevant Deans and Directors to develop draft policies and procedures for Deans and Directors.
- Deans to work with Chairs and other administrators as needed to develop draft policies and procedures for Chairs and other administrators.
- Cabinet reviews draft policies and procedures and develops changes as needed.
- Cabinet obtains comments/reactions to drafts from faculty, staff and administrators.
- Cabinet makes final revisions to policies and procedures and publicizes to campus.
- Evaluation procedures are initiated.

Another manner in which leading and communicating are measured is the Campus Climate Survey completed first in 2006 to be repeated in 2009. The process for completing this survey is described above.

**5R1**
IU provides for a five-year review of the Chancellor. In 2004 the Chancellor of IU Northwest received a positive five-year
review. The evaluation included comments from faculty, staff, the community, and other administrators in the IU system. The Chancellor’s leadership of the campus, the Strategic Planning process, and community relations received very positive reviews. The President of IU and the Board of Trustees support the leadership demonstrated by the Chancellor and the SPT.

Other results of leadership and communication are evidenced by the 100% achievement of 2003 and 2004 strategic outcomes and the level of engagement of the campus community in the processes.

Another way that IU Northwest measures leading and communicating is through its use of a Campus Climate Survey first administered in 2006 and scheduled to be re-administered in 2009. The process for administration of the survey is described above, and the results are available at http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf.

The Climate Survey will be repeated in 2009. The data from the 2009 Climate Survey will, then, be analyzed using the 2006 results as a baseline.

The SPT is designed to improve the campus’s processes and systems for leading and communicating on a continuing and consistent basis. The composition of the SPT and the representation of the Cabinet on the SPT insure consistency, while the broad representation of campus constituencies ensures that the SPT will communicate and lead the campus to common goals. The feedback is continuously solicited through newsletters, announcement on email lists and campus meetings. The SPT uses that feedback to restructure and align the strategic outcome goals and targets with the input from the campus community.

IU Northwest is building a culture of assessment, data-driven decision making, institutional effectiveness, and continuous improvement, and these areas ultimately influence leading and communicating as well as people’s perceptions of the effectiveness of the campus leadership. The first stages of this evolution have involved creating a data infrastructure for the campus so that we can centralize our processes and collect and utilize necessary data. We had to construct this organizational structure before we could systematically target improvements based on data. In addition to using the Systems Appraisal Feedback Report as evidence for targeting improvement, we have gathered other evidence used in improvement efforts such as that necessary to the SWOT analysis, that collected by the IR Director, and that gathered, synthesized, and analyzed by each AQIP Category Working Group. Thus, the very nature of this systematic approach has improved our processes related to leading and communicating.

More particularly as relates to leading and communicating, this data-driven process is exemplified by the Campus Climate Survey addressed above, its results, and the actions taken in light of those results.

To reiterate, the campus has instituted the Campus Climate Survey, Focus Groups, and the AQIP Category 5 Working Group as forums for gathering information related to leading and communicating. From these forums, we have gathered information that allowed us to target improvements in succession planning, communication to stakeholders, and evaluation of campus leadership. See the discussion of the AQIP Category 5 Working Group recommendations above. To communicate the results of the initial effectiveness measures and the nature of the targeted improvement initiatives, the campus makes extensive use of electronic communication (listserv and SPT website,
for example) as well as print mediums like the *Northwest News*. 
**6C1**
Table 6a provides a listing of key processes for student and administrative support services at IU Northwest.

**Table 6A**

<table>
<thead>
<tr>
<th>Student Needs</th>
<th>Key Student Support Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prospective students still use paper-based admissions processes available at IU Northwest, but a growing number of students seek on-line admissions processes. The Admissions Office has an online application process in place, which it is communicating to prospective students. It is currently processing an increasing number of online admissions.</td>
<td>Admissions/Enrollment</td>
</tr>
<tr>
<td></td>
<td>--Admissions</td>
</tr>
<tr>
<td></td>
<td>--Registrar</td>
</tr>
<tr>
<td></td>
<td>--Financial Aid</td>
</tr>
<tr>
<td></td>
<td>--Bursar</td>
</tr>
<tr>
<td></td>
<td>--Placement Testing</td>
</tr>
<tr>
<td>2. Students seek Orientation processes, which not only introduce them to academic life, but also to student services. Orientation contains two components with a focus on academic and student services, which include student support and academic activities.</td>
<td></td>
</tr>
<tr>
<td>3. The 2005 IU Northwest Working Student Study (in partnership with Purdue University Calumet and Ivy Tech Community College) showed that 82% of students work and seek flexible scheduling that allows them to continue to work and while pursuing their studies. IU Northwest offers evening and Saturday classes, and a “Swingshift” scheduling program to accommodate working students. IU Northwest also meets student needs for flexibility by offering online course schedules and class registration, online “e-billing,” an online “QuikPAY” bill payment option (described at <a href="http://www.iun.edu/~bursarnw/payment.shtml">http://www.iun.edu/~bursarnw/payment.shtml</a>), online “EDrop” (workflow process for electronic course withdrawals), and online access to semester grades.</td>
<td></td>
</tr>
<tr>
<td>4. Students want professional assistance and counseling in financial aid, as well as the timely dispensing of the aid itself. The Office of Financial Aid continues to enhance its technology and monitor its activities to better meet these student needs. For this reason, Financial Aid has undergone a full review of its business processes and is engaged in internal-unit process mapping at the “micro” level.</td>
<td></td>
</tr>
<tr>
<td>5. Students appreciate the scheduling waitlist functions available through the registration process, so they can easily prioritize the classes that they need. Prior to the conversion to PeopleSoft, there was a waitlist function, and this key scheduling process was carried over in an enhanced format to the new PeopleSoft system.</td>
<td></td>
</tr>
</tbody>
</table>
1. Some IU Northwest students have difficulty with basic reading and writing, which hampers their ability to achieve academically. This need for additional support led to the creation of the Critical Literacy Program, a program which provides extensive reading and writing support for students in a series of courses offered prior to regular college coursework.

2. Students who have not yet determined their major can take advantage of an “Undecided Student Initiative” administered through the Office of Career Services. This involves one-on-one career counseling, the taking of career interest surveys/tests, and may include career shadowing, so as to assist students in deciding on a major.

3. Students in difficult classes (as determined by a “D, W, F” analysis run each semester by Enrollment Services) can receive Supplemental Instruction. Peer mentoring programs are also available for new students to the campus to assist them in their transition to the college community and college life at IU Northwest.

4. Students who want to attend IU Northwest but were not admitted, can be admitted to IU Northwest at a future date through a partnership with IVY Tech Community College. Students are referred to the Community College and, if they successfully meet certain course requirements, may then be admitted to IU Northwest.

5. Students in need of help developing their writing skills and skills in mathematics and computer applications have available to them student support services through the Writing Lab, Math Lab, and Computer Information Systems’ Lab. A listing of student support services is available online at \text{http://www.iun.edu/~success/}.

1. Students have a need to develop their skills in Library research. At IU Northwest, librarians send service requests to faculty, who decide if their classes would benefit from library instruction. The librarians then develop a course segment on library research customized for each class. The Library maintains convenient hours, and an ample array of electronic information available to students (described at \text{http://www.iun.edu/~lib/elecinfo/}). This information is available on or off campus.

2. Retention research has shown that students who connect to the campus outside of class have a greater chance for success. The Office of Student Life has developed extensive student activities and programs, including clubs and organizations (described at \text{http://www.iun.edu/~stulife/}). Students may get involved

\begin{table}[h]
\begin{tabular}{|l|l|}
\hline
\textbf{Supporting Institutional Operations} & \textbf{Persistence in pursuing degree objectives} \\
\hline
--Academic Advising & --Academic Advising \\
--Critical Literacy Program & --Critical Literacy Program \\
--Special Retention Programs & --Special Retention Programs \\
--Supplemental Instruction & --Supplemental Instruction \\
--“REACH” Partnership with IVY Tech Community College of Indiana & --“REACH” Partnership with IVY Tech Community College of Indiana \\
--Student Life & --Student Life \\
--Writing Lab & --Writing Lab \\
--Math Lab & --Math Lab \\
--Athletics & --Athletics \\
--Career Services & --Career Services \\
--Pre-professional Program & --Pre-professional Program \\
--Student Support Services & --Student Support Services \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\begin{tabular}{|l|l|}
\hline
\textbf{Teaching and learning} & \textbf{Teaching and learning} \\
\hline
--Library & --Library \\
--Instructional Media & --Instructional Media \\
--Student Labs & --Student Labs \\
--Office of Diversity and Equity & --Office of Diversity and Equity \\
--Schools and Departments & --Schools and Departments \\
--Multicultural Affairs & --Multicultural Affairs \\
--Student Life & --Student Life \\
--Assessment Center & --Assessment Center \\
--Faculty committees general education assessment & --Faculty committees general education assessment \\
--Leadership Institute & --Leadership Institute \\
--Student Advisory & --Student Advisory \\
\hline
\end{tabular}
\end{table}
in student government and engage in other leadership activities. IU Northwest maintains a student leadership development program through the Institute for Innovative Leadership (http://www.iun.edu/~ldrship/).

3. Students need access to appropriate technology on campus to succeed in their coursework. IU Northwest has extensively reconfigured many classrooms to include a teaching technology platform. There are over ten student computer classrooms and two technology centers available on campus. IT’s service policy and a description of its services are set out online at http://www.iun.edu/~itnw/. IT provides training on popular software for students.

<table>
<thead>
<tr>
<th>Stakeholders’ Needs, cont.</th>
<th>Key Stakeholder Support Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support Services</td>
<td>Providing attractive and convenient environment conducive to learning</td>
</tr>
<tr>
<td>1. Full-time, tenure-track, and tenured faculty at IU Northwest are required to maintain a productive research agenda. The Faculty needs access to high-speed Internet connections, computer technology, and software programs that support their research. IT supplies a broad array of services in support of the activities of the Faculty. IT regularly (i.e., every two years) surveys technology needs of the campus community. Its surveyed methodology and results are set out at <a href="http://www.iun.edu/~itnw/surveys/">http://www.iun.edu/~itnw/surveys/</a>. IT services are described at <a href="http://www.iun.edu/~itnw/">http://www.iun.edu/~itnw/</a>.</td>
<td></td>
</tr>
<tr>
<td>2. Faculty and staff need a workplace environment that promotes quality work. Since the submission of the Systems Portfolio, IU Northwest instituted a campus-wide, climate survey requesting feedback on a wide range of issues, including work climate, faculty and staff support issues (such as the availability of necessary supplies, equipment, and services to perform jobs). The results of this survey are online at <a href="http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf">http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf</a>.</td>
<td></td>
</tr>
<tr>
<td>3. Space availability is seriously limited on the IU Northwest campus. To meet an equitable distribution of space, with a process involving a systematic review of space needs, and a determination of space allocation priorities, IU Northwest maintains a Facilities Planning Committee. The committee’s operational guidelines are online at <a href="http://www.iun.edu/~spcnw/archive/2004/facilities_planning_committee_guidelines.shtml">http://www.iun.edu/~spcnw/archive/2004/facilities_planning_committee_guidelines.shtml</a>.</td>
<td></td>
</tr>
</tbody>
</table>

Boards
--Student Government
1. The entire IU Northwest community, including alumni and local area community members, need information regarding campus events and initiatives. IU Northwest maintains communication “LISTSERV list” for faculty, staff, and students, and a separate list has been developed by Enrollment Services to send students high priority registration information. The Office of Marketing and Communications publishes the Northwest News, a monthly newsletter circulated to 1,000 faculty, staff, and selected friends. The OMC also publishes a magazine circulated twice annually to 20,000 campus community members, including alumni, and friends of the institution. The full range of OMC services are set out online at http://www.iun.edu/~marcom/. Additionally, IT communicates with employees and other key stakeholders through a help desk, e-mail and web systems that are maintained 24/7.

2. There is a need for continued professional development on campus. The campus has had in place since 2002 a Center for Excellence in Teaching and Learning. CETL seeks to facilitate the success of new faculty and provide continuing professional development opportunities for all faculty members. To do this, CETL hosts and coordinates a variety of events related to teaching effectiveness. CETL also works with individual faculty members and entire departments on a wide range of topics related to teaching and learning. CETL’s activities are fully described online at http://www.iun.edu/~cetl/.

3. Staff development needs are provided through the Office of Human Resources, which is also able to call upon training resources that are made available to the campus from IU Bloomington (http://www.iun.edu/~humanres/hrservices.shtml). Additionally, Human Resources and the IU Northwest Office of Diversity and Equity provide training on a variety of topics to administrators and staff. The ODE develops cross-cultural programs and faculty mentoring initiatives; performs classroom lectures, and sponsors education/awareness training for all constituents. Information on ODE’s mission and a listing of its events can be found at http://www.iun.edu/~ode/. IT provides training on popular software for faculty and staff. IU Northwest employees have the opportunity to take classes using the I.U. Fee Remission benefit.

1. The Chancellor, other campus administrators, and members of the IU Northwest faculty, have traveled throughout IU Northwest’s seven-county service area to gather information. They determined that the Northwest Indiana community needs this institution’s continued efforts
in economic and cultural development. To enhance these efforts, IU Northwest developed the Center for Regional Excellence. The Center is designed 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 IU Northwest serves. The Center promotes a regional quality of life that includes twelve dimensions: 1. a diverse region, in which all residents are treated with equity and dignity; 2. an economically thriving region; 3. a region of opportunity for all; 4. a region in balance with its environment; 5. a region that facilitates learning and intellectual growth; 6. a region whose residents are healthy in body, mind, and spirit; 7. a region of open and viable neighborhoods; 8. a region that equitably facilitates access to education, health care, work, commerce, and recreation; 9. a region whose residents and visitors are safe; 10. a region that appreciates the arts and celebrates life; 11. a region of responsible and caring neighbors and institutions, and 12. a region of empowered citizens served by an effective and ethical public sector (http://www.iun.edu/~cre/).

2. Other examples of campus community engagement that support economic and cultural development include the activities of the Center for Management Development. This Center supports the business community in Northwest Indiana with customized business development programs (http://www.iun.edu/~mgtctr/), the Small Business Institute (http://www.iun.edu/~busnw/sbi/), and Continuing Studies (http://www.iun.edu/~contstud/). Additionally, the Northwest Indiana Center for Data and Analysis at IU Northwest meets the region’s need for access to statistical data and regional information. The Center offers patrons one-on-one assistance in locating and understanding data, and specialized analytical services that include customized statistical tables, graphs, charts or maps, technical writing, geographic information systems (GIS) software, and assistance with grant proposals (http://www.iun.edu/~datactr/).
All of the student processes listed in Table 6a are designed to help students learn both inside and outside of the classroom. Every unit of the university has an understanding of its role in ensuring that the university’s commitment to student learning is met. All of our 2002 AQIP Action Projects were focused on meeting the learning needs of our students and staff. The work on the action projects moved people out of their particular administrative units to work collectively and systemically on addressing student needs related to their retention. As we proceed with our current 2007 Action Projects (Measuring Institutional Effectiveness and Creating a Culture of Continuous Improvement), we are able to use evidence to further refine and improve support services that help students learn and help us accomplish our distinctive objectives.

A variety of groups and offices, both on campus and off, are used on a regular basis to provide data on the services needed by the university’s students.

- Student Advisory Councils that are located in each academic unit
- Student Government
- Admissions Office
- Alumni Association
- Information Technology Department
- Career Services
- Academic Affairs
- Financial Aid Office
- Bursar
- Critical Literacy Program and other programs administered by the Office of Special Retention Programs
- Placement Testing Services
- Food Services
- Bookstore
- Library
- IT Services

There are several different mechanisms used to gather student input which include satisfaction surveys for services provided in Enrollment Management Services and IT Services, teaching, advising, informal and formal meetings with students and student leadership, exit interviews, articles in campus newspapers, focus groups, retention studies, employee surveys, graduate surveys, and national standardized assessment (NSSE).

Specific processes for identifying student needs include:

1. Student satisfaction surveys are conducted on-line by the Enrollment Services Council each year. Students are asked to determine their level of satisfaction and level of importance for key functions of each Enrollment Service Council unit (Admissions, Financial Aid, Registrar, Bursar, Student Placement Testing, Career Services, and Special Retention Programs). Survey questions focus on the helpfulness of staff, accuracy of information received by students, and service provided by the WEB function. Several of the questions allow for free-form comments on the ESC unit overall. Results are discussed collectively by all Enrollment Services units, with individual results being used by each department for improvement.

2. The National Survey of Student Engagement is sent to a randomly selected group of freshmen and seniors every third year. IU Northwest looks for changes in results from survey to survey. NSSE results indicate that IU Northwest students work many hours off campus and do not engage in activities that research has shown lead to greater student persistence. NSSE results have, in part, led the campus to engage in a more in-depth “Survey of Working Students” (a project undertaken collaboratively by IU Northwest, Purdue University Calumet, and Ivy Tech Community College – all of them Northwest Indiana institutions).

3. The Working Student Survey was conducted in fall 2005 with 3,000 randomly selected undergraduate students being surveyed and 1,000 responses (across all three institutions).
Eighty-two percent (82%) of the students surveyed work, the majority over 30 hours per week. Students expressed the need for additional financial aid, flexibility in schedules, and supportive advisors.

4. Over the past three years, IU Northwest partnered with the Indiana Project for Academic Success. The partnership has included the evaluation by IPAS of three key IU Northwest retention programs – the Critical Literacy Program, Supplemental Instruction Program (within the Office of Special Retention Programs), and the Undecided Students Initiative (within the Office of Career Services). The program evaluations included both quantitative and qualitative elements and informed the campus of student needs in the initiative-related areas.

5. 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 of activities for 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; “D,W,F Reports,” and Financial Aid reports.

6P2 Support needs of university employees and other key stakeholder groups are identified through the following sources:

- Faculty Organization
- AAUP (American Association of University Professors)
- CETL (Center for Excellence in Teaching and Learning)
- Climate Survey
- Human Resources
- Accrediting bodies
- Deans’ Council
- Annual performance reviews
- AQIP reporting
- Advisory Boards to academic units

- Chancellor’s Associates
- Annual reports from each unit
- Budgetary requests
- Board of Trustees
- CWA (Communication Workers of America)
- Enrollment Management Services
- Meeting with Deans and Directors
- Facilities requests
- IT Strategic Plan
- Human Capital Plan, which is in the process of being developed
- Alumni meetings

In response to the Systems Appraisal Feedback Report, IU Northwest first developed and began the institution of a 2006 AQIP Action Project, with the primary goal of “Increasing Our Capacity for Measuring Institutional Effectiveness and Continuous Improvement,” (see http://www.iun.edu/~aqip/action_projects/AQIP_Institutional_Effectiveness.pdf). The particular goals of the action plan include:

Increasing Indiana University 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 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 [www.iun.edu/~aqip/action_projects/].

Additionally, since the submission of the Systems Portfolio IU Northwest instituted a campus-wide climate survey that requested from faculty and staff feedback on a wide range of issues, including campus work climate and faculty and staff support issues (such as the availability of supplies, equipment, and services needed to perform jobs). The results of the campus climate survey are available online at http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf.

6P3
The Vice Chancellors, Academic Deans, Department Chairs and Directors are responsible for the management of the administrative support service processes on a day-to-day-basis. Achievement of the University’s Strategic Outcome 7—http://www.iun.edu/~spcnw/Outcome7/ requires all units to have developed a service philosophy and measures for their unit to determine if they are achieving it. The Human Resource department has worked with the outcome committee to ensure individual measures are part of all employees’ performance evaluations. Progress on this initiative is moving slower in the academic units than in the support units. Enrollment Service units meet collectively on a monthly basis to discuss and identify strengths and weaknesses in their day-to-day operations.

The Financial Aid Office used focus groups and student surveys to determine student satisfaction with their services. Based upon the student feedback, the office was reorganized and a call center was instituted to answer students’ questions in a timely manner.

The faculty expressed concerns through the Salary Committee that the compensation for promotion was not adequate. The Campus Budget Committee reviewed those concerns, and the Administration concurred and adjustments were made to increase the amounts allocated to faculty for promotions.

The IR office provides information related to institutional effectiveness. Its webpage can be found at www.iun.edu/~oir/.

6P4
The data collected by the units is used in their decision making. IU Northwest has benefited from the information provided by the University Budget Office, which provides data to us on enrollment, retention, and graduation rates. Work with IPAS helped develop measures for the assessment of some of our student retention support services. IT Services staff use the feedback from the IT satisfaction survey to make adjustments to the services that they provide to students and faculty. IU has identified the need for more emphasis on data-driven decision and measures, and this was one of the goals for the entire university in 2005.

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 plan is set out online at http://www.iun.edu/~aqip/action_projects/AQIP_Institutional_Effectiveness.pdf).

The particular goals of the action plan are described above, in section 6P2.

Additionally in November 2006, IU Northwest hired a Director of Institutional Research, which adds a critical campus resource that will help meet “the lack of an institutional research capacity” on the IU Northwest campus. An Office of Institutional Research has been developed at IU Northwest with ample space on campus for the office and a Program...
Assistant to assist the director in her work. The creation of this new office significantly increase the campus’s capacity to carry out former President Herbert’s initiative to develop institutional measures of effectiveness, in cooperation with all of the campuses, along with building central institutional research support to assist the campuses.

**6P5**

Internal process measures are particularly critical in the Office of Financial Aid and their ability to serve students. The campus continues to improve these internal processes. In fall 2003, an external analysis of the Financial Aid Office was conducted by the National Association for Student Financial Aid Administrators, the primary national professional association for college financial aid administrators. The NASFAA reviewers produced recommendations for process changes. The following table shows progress in meeting key process changes:

<table>
<thead>
<tr>
<th>1. Create a comprehensive process and procedure manual.</th>
<th>Substantially completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Complete business process review of all financial aid processes before conversion to PeopleSoft System.</td>
<td>Completed. Have completed a post-PeopleSoft review of all business processes (done in conjunction with an Indiana University System effort at all campuses). Office currently involved in process mapping project to enhance operational efficiency.</td>
</tr>
<tr>
<td>3. Encourage use of financial aid application (FAFSA) on the WEB and other WEB services.</td>
<td>Completed. The unnecessary, local application was eliminated and significant Web development has been done.</td>
</tr>
<tr>
<td>4. Hire additional staff member to support financial aid technology operations.</td>
<td>Position secured and individual hired in 2007. Have also created additional phone support center to assist office operations.</td>
</tr>
<tr>
<td>5. Schedule regular meetings of Admissions, Financial Aid, Registration, and Bursar Offices.</td>
<td>Completed. Enrollment Services Council, which includes these and other ES offices, meets regularly.</td>
</tr>
</tbody>
</table>
IU Northwest does analyze the information that is available. This can take place in Faculty Organization, Enrollment Services’ Council (ESC) meetings, Deans’ Council, and the Chancellor’s Cabinet meetings. In addition to these more “formal” modes for analysis individuals as part of their responsibility in their department analyze the information that is provided them. The retention data has been widely distributed and discussed by the deans and others, and course evaluations and “D, W, F” reports have provided a measure of classroom processes. The Admissions Office has distributed a student profile that provides information to both administrative and academic units for their analysis of student demographics. This information is used in program design and class scheduling.

The results of the ESC student survey are gathered by the Associate Vice Chancellor-Enrollment Management and distributed to the ESC, unit directors, and VCFAA. The ESC survey is a specific example of a process measure (for additional information on the survey, see section 6P1). The processes employed within several Enrollment Services’ units are measured as to quality and level of student satisfaction. Data can be compared with previous survey results. Data have been used in modifying processes, as well as working with departmental staff to ensure continuing high standards of customer service.

IT’s survey (described above under 6P1) helps to measure processes as well. IT services are described at http://www.iun.edu/~itnw/. Its survey methodology and survey results are set out at http://www.iun.edu/~itnw/surveys/.

The Campus Climate Survey also looks to processes, and the first survey (taken in 2006) provides the campus with a useful benchmark. The results of the IU Northwest climate survey are set out online at http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf

6R1
Based on the assessment of the Critical Literacy Program by IPAS (Indiana Project on Academic Success), the Critical Literacy Program has positively impacted the retention of its students. The all campus Orientation program received positive feedback from its participants.

The Lumina Foundation provided grant funding (2003-06) for Supplemental Instruction in Mathematics courses and the “GoFar” Program used in Introductory Psychology classes. The results related to the “Go Far” Program are:

- Examination grades steadily increased for those participating in “GoFar.”
- 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 “GoFar.” 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 “GoFar.”

Data related to the Peer Mentoring program are as follows:

- Fifteen students attended the peer mentor training in June 2005 and received a reference manual to use for mentoring activities.
- Peer mentor monthly meetings. Peer mentors had monthly meetings to discuss contact methods and share experiences with other mentors.
- Regular contact with mentees. Each peer mentor was expected to contact their mentees on a regular basis by phone or e-mail, and at least twice monthly in person.
- IU Northwest Student Orientation for high-risk students. New and
continuing students were invited to attend an orientation that included information about campus resources and services. Faculty, staff, administrators attended and discussed campus resources. Over 75 students attended, including both mentors and mentees.

- Participation in the IU Northwest Welcome Back Week. Students were provided with information on the peer mentor program. New mentees were recruited during this event.
- Spring semester cultural activity trips. Students attended the Broadway musical *Wicked*. This was a joint activity with the Office of Multicultural Affairs and was a positive experience for all who attended.

Of the 49 mentees, 42, or 79.2%, were eligible to register for the Fall '06 semester. These students also had GPAs that averaged above 2.0. Nearly 45% earned GPAs well above the 3.0 level. All of the 15 trained mentors stayed with the program. Two have graduated, but the remaining 13 are still mentoring their assigned students.

For the fall 2006 semester, there were a total of 795 visits to the Math Lab by IUN students. The average length of a tutoring session was 1 hour 21 minutes and the most visits were for M125 Pre-Calculus, (18% of the visits), followed by M100 Basic Mathematics (15% of the visits), and M118 Finite Math (14% of the visits).

The spring 2007 semester yielded 742 visits to the Math Lab. The average length of a visit was 1 hour 27 minutes or a total of 1076 hours for the entire semester. The most visits were for M118 Finite Math (21.16%), followed by M100 Basic Mathematics (15.36%) and M215 Calculus I (11.99%), (see the chart below for more information.) As a part of a grant to improve retention in M118, we recruited more tutors who were experienced in tutoring M118. These tutors visited the M118 classes and encouraged the students to come to the Lab for extra assistance. The data for the semester show that M118 students were using the tutoring services more than in the prior semester. We hope to find a similar improvement in their success in this class as well.

The Math Lab is also open to the community so that high school students and students from other colleges who need math tutoring may come in for assistance. In 2006, there were 33 visits to the Math Lab by non-IUN students. Students from Merrillville, Hebron, Munster, Emerson, Wirt, Roosevelt and West Side High Schools used the services of the Math Lab. Students from Ivy Tech Community College, Valparaiso University, Purdue University Calumet, Wiley College, and Governors State University also received services. The average length of tutoring for non-IUN students was 1 hour 30 minutes.

Measures of satisfaction and other suggestions are obtained from satisfaction surveys such as that held by the Enrollment Services Council to collect
student input on their experiences with the various enrollment services units.

The Enrollment Services Student Satisfaction Survey results are analyzed by the Associate Vice Chancellor - Enrollment Management in conjunction with the members of the various Enrollment Service units. Feedback is used to compare with previous survey results to determine unit improvement, to assist with personnel evaluations, and to implement programmatic improvements. The chart below displays representative ESC survey results for the Fall 2006 wherein 179 students rated their level of satisfaction (LS) with certain services. The question below focuses on students’ level of satisfaction with having their queries answered knowledgeably in Admissions, Career Services, Placement Services, Financial Aid, Registrar, and Bursar offices.

<table>
<thead>
<tr>
<th>Answered Knowledgeably LS</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree completely</td>
<td>26</td>
<td>14.5</td>
<td>14.5</td>
<td>14.5</td>
</tr>
<tr>
<td>Disagree somewhat</td>
<td>28</td>
<td>15.6</td>
<td>15.6</td>
<td>30.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>18</td>
<td>10.1</td>
<td>10.1</td>
<td>40.2</td>
</tr>
<tr>
<td>Agree Somewhat</td>
<td>30</td>
<td>16.8</td>
<td>16.8</td>
<td>57.0</td>
</tr>
<tr>
<td>Agree completely</td>
<td>64</td>
<td>35.8</td>
<td>35.8</td>
<td>92.7</td>
</tr>
<tr>
<td>No experience</td>
<td>13</td>
<td>7.3</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

By comparison, the following chart displays representative ESC survey results for the Fall 2007 wherein 117 students rated their level of satisfaction with certain services. Again, this question focuses on students’ satisfaction having their queries answered knowledgeably.

<table>
<thead>
<tr>
<th>Answered Knowledgeably LS</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree Completely</td>
<td>16</td>
<td>13.7%</td>
<td>13.7%</td>
<td>96.6%</td>
</tr>
<tr>
<td>Disagree Somewhat</td>
<td>7</td>
<td>6.0%</td>
<td>6.0%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>11.1%</td>
<td>11.1%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Agree Somewhat</td>
<td>19</td>
<td>16.2%</td>
<td>16.2%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Agree Completely</td>
<td>58</td>
<td>49.6%</td>
<td>49.6%</td>
<td>49.6%</td>
</tr>
<tr>
<td>No Experience</td>
<td>4</td>
<td>3.4%</td>
<td>3.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

In the fall 2005, 3,000 students across three institutions were surveyed in the Working Student Survey about whether they worked, how many hours they worked, why they worked, their finances, and need to work (see 6P1 for additional information). For example, the results below are in response to how their campus might better help them. Comparative information is shown:

Indiana University Northwest
Fall 2007 Living Portfolio

Supporting Institutional Operations
105
Number = 1,000 students across three institutions

| Table 15. Suggested College Support Services, Number of Respondents |
|---------------------|-----|-----|-----|-----|
|                     | IUN | Ivy | Purdue | Total |
| Improve class schedules   | 32  | 15  | 30    | 77    |
| Internet classes/Distance learning | 3   | 5   | 8     | 16    |
| Improve counseling       | 6   | 1   | 11    | 18    |
| Improve financial aid    | 18  | 9   | 12    | 39    |
| Daycare                | 6   | 20  | 6     | 32    |
| More financial aid      | 17  | 15  | 14    | 46    |
| Better pay             | 3   | 1   | 0     | 4     |
| Later hours for more campus services (e.g., library, cafeteria, etc.) | 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 (i.e., make requirements more relevant to shorten programs) | 0   | 1   | 2     | 4     |
| Services to help with missed classes/meetings | 1   | 1   | 2     | 3     |
| Improve on-line services (e.g., registration, orientation, etc.) | 1   | 1   | 0     | 2     |
| Seminars/help with managing school and work (or with prioritizing) | 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    |
|                        | 11  | 15  | 8     | 34    |
| None                   | 2   | 3   | 1     | 6     |

Additional data relevant to IU Northwest’s efforts are available at the following online sites:
IUIE, IU’s data warehouse, [https://uisapp2.iu.edu/ie-prd/IuieHome.do](https://uisapp2.iu.edu/ie-prd/IuieHome.do)
IU’s Fact Book, [http://factbook.indiana.edu/~urr/factbook/fbook05/index.shtml](http://factbook.indiana.edu/~urr/factbook/fbook05/index.shtml)

Also, the Indiana Program for Academic Success worked with three support services units: Critical Literacy Program (CLP—now a part of Special Retention Programs effective January 1, 2007), Career Services, and Special Retention Programs to analyze data and evaluate the effectiveness of the programs (see 6P1(4), set out above). Results of the IPAS analysis of these programs were submitted to the Associate Vice Chancellor for Enrollment Management. Report feedback has been used to provide input to the programs targeting areas of improvement. IPAS also worked with the Office of Special Retention Programs to conduct focus groups of Supplemental Instruction Student Leaders and to analyze 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. The research findings and additional information regarding IPAS are available online at [http://www.indiana.edu/~ipas1/home.shtml](http://www.indiana.edu/~ipas1/home.shtml). Further efforts are underway to implement additional surveys and to collect and analyze data that will provide feedback for other programs.
Data from IPAS—CLP

The following themes were the strongest to emerge during the focus group sessions and highlight the major findings of the IUN CLP study:

- All of the students strongly believe that performance on the placement test (the COMPASS test) is the sole factor involved in qualifying for the CLP. Students, especially those who graduated from high school with an honors or a Core 40 diploma, expressed confusion and frustration about how and why they are placed in the CLP on the basis of one test.

- Students, especially those that have been out of school for a year or more, indicated that they appreciated the "refresher" characteristics of the program.

- Learning how to improve their writing and using MLA citation styles were mentioned as the two most valuable features of the CLP.

- Most students reported having little understanding of the rationale for the placement points activity in one the CLP courses.

- Students suggested combining the "Becoming a Master Student" and "Key Learning Strategies" classes.

- The computer lab and the Savannah Center were two resources the students found useful.

- Students found it helpful that they are in multiple classes with the same classmates.

- When informed they would be required to take the CLP, most students said they considered attending a different institution—Further Culumet—until they learned that it required the same placement test.

- Students expressed concern about negative interactions they had had with the instructor of the Critical Reading and Research Seminar.

- Students said they valued the occasions when CLP faculty took a personal interest in them and their interests.

6R2

In a recent (2006) Information Technology Survey, faculty expressed the desire to have more technology-enabled classrooms available, and IU Northwest IT upgraded 12 more classrooms to include technology resources (PC, projector, VCR, and a video projection stand). Another source of feedback for IT has been the Technology Council, an advisory committee that consists of representatives from faculty, staff, and administration.

The example below shows stakeholder feedback to the IT survey on many of the technology systems that support key student processes (i.e., registration, financial aid, library, and bursar bill payment). These results are used to enhance the relevant campus systems.

Survey Question 18 states: "Through the University Information Services Division, UITS supports a number of information systems in support of administrative services on campus. If you use such facilities and services, please indicate your overall satisfaction by selecting the appropriate response." For results, see Table 6B below.

Data related to administrative support services such as police, environmental health & safety, physical plant are generally not available from university wide databases. Thus, customer satisfaction survey data become that much more important. Regular surveys of customer satisfaction are done by:

- Physical Plant
- IU Northwest Police
- Environmental Health & Safety

Again, these data are used as feedback for the units to improve customer service, or to poll for input into areas to place resources for improvement.

Further efforts are underway to implement additional surveys and to collect and analyze data that would provide feedback for other administrative units at IU Northwest.

The IT User Survey is administered by the IU Center for Survey Research. The Survey is conducted every other year. In 2006 (the last year surveyed), surveys were sent to 1000 randomly selected people at Indiana University Northwest (200 faculty, 174 staff, 626 students). The questions on the survey are primarily Likert opinion scales (1-5 rating scales with 5 always being the most favorable rating). For questions asking opinions of services, the results shown include, in order: the average opinion score (labeled "Average"); the percentage of people who were satisfied with the service (graded it as 3 or better, labeled "Satisfaction"); the percentage of people who use the service (which we have taken to be the percentage of people who expressed an opinion about it, labeled "Usage"), and the total number of respondents to each question (raw number of respondents who did not leave a given item blank, labeled "Responses").
Information regarding cross-institutional comparisons is found through the following initiatives:

**Enrollment Services Satisfaction Survey** results are not comparative across institutions, but results across enrollment services departments are available for internal benchmarking purposes.

**National Survey of Student Engagement** offers comparative data with other colleges and universities (with other Master's degree granting institutions). It was the comparative information on working students in NSSE that spurred the Northwest Indiana Working Student Survey done in partnership with other area institutions (see below).

**Northwest Indiana Working Student Survey:** This provides comparative information on working students with a local community college (Ivy Tech Community College) and with a local, regional university (Purdue University Calumet). Additional comparative information will be available in December 2006, when more detailed comparison will be done using information from student records and financial aid records.

IU Northwest has established a list of peer institutions, which has been approved by the Indiana University Board of Trustees. Information regarding this selection is available online at: [http://www.iun.edu/~aaupnw/Docs/IUN%20Peer%20Institution%20Selection%20and%20Analysis.pdf](http://www.iun.edu/~aaupnw/Docs/IUN%20Peer%20Institution%20Selection%20and%20Analysis.pdf).

Continuous internal review of processes, services and policies at the unit and division levels provide feedback that is utilized to adjust processes and services. Program reviews and accrediting agencies reviews also provide information that can be used in the continuous improvement process.

**6I2**

Targets for improvement in the student and administrative support services are based upon analysis of the feedback received from the various measures that the units employ. The areas targeted for improvement must be in alignment with the Vision.

Diversity is an important value for IU Northwest and the campus will be focusing on measuring the amount of business done with minority/female vendors. For specific examples, see Table 6C below.
Table 6B  IT Survey Results

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Average</th>
<th>Satisfaction</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oncourse (Internet-based distributed learning environment)</td>
<td>4.00 ± .21</td>
<td>88.5 ± 6.6%</td>
<td>92.3%  [S]</td>
</tr>
<tr>
<td>Library online catalog</td>
<td>3.89 ± .11</td>
<td>85.5 ± 3.8%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Financial Information System (FIS)</td>
<td>3.82 ± .13</td>
<td>89.1 ± 4.1%</td>
<td>46.6% [F,Staff]</td>
</tr>
<tr>
<td>The Online Purchasing System (TOPS)</td>
<td>3.86 ± .13</td>
<td>92.0 ± 3.7%</td>
<td>24.5% [F,Staff]</td>
</tr>
<tr>
<td>Web-based Purchasing</td>
<td>3.69 ± .15</td>
<td>85.1 ± 4.8%</td>
<td>24.2% [F,Staff]</td>
</tr>
<tr>
<td>Information Access Services: IU Information Environment</td>
<td>3.77 ± .14</td>
<td>87.1 ± 4.5%</td>
<td>37.4% [F,Staff]</td>
</tr>
<tr>
<td>Information Access Services: Financial Data Retrieval System (FDRS)</td>
<td>3.86 ± .13</td>
<td>90.4 ± 4.0%</td>
<td>33.3% [F,Staff]</td>
</tr>
<tr>
<td>Information Access Services: Information Center (FOCUS custom reports)</td>
<td>3.39 ± .17</td>
<td>67.5 ± 6.3%</td>
<td>12.3% [F,Staff]</td>
</tr>
<tr>
<td>Safeword cards</td>
<td>3.90 ± .14</td>
<td>87.5 ± 4.3%</td>
<td>58.1% [F,Staff]</td>
</tr>
<tr>
<td>INSITE (<a href="http://insite.indiana.edu">http://insite.indiana.edu</a>, Web-based course listings, Bursar information, student advising, etc.)</td>
<td>4.02 ± .23</td>
<td>88.2 ± 6.6%</td>
<td>81.7% [S]</td>
</tr>
<tr>
<td>Online student advising (IUCARE)</td>
<td>3.68 ± .28</td>
<td>75.0 ± 8.8%</td>
<td>27.2% [S]</td>
</tr>
<tr>
<td>Bursar bill payment through the automated telephone payment system</td>
<td>4.33 ± .19</td>
<td>94.5 ± 4.8%</td>
<td>53.4% [S]</td>
</tr>
<tr>
<td>Registration and Drop/Add using automated telephone system</td>
<td>4.34 ± .19</td>
<td>93.8 ± 5.1%</td>
<td>62.5% [S]</td>
</tr>
</tbody>
</table>

6C Some key efforts aimed at developing data that has been used to improve processes on campus include:

<table>
<thead>
<tr>
<th>Supporting Data</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Services Student Satisfaction Survey</td>
<td>Given to all unit heads. Results are reviewed with staff members in individual units for improvement. Also, data are used in the staff evaluation process.</td>
</tr>
<tr>
<td>NAFSA Review of Financial Aid Processes</td>
<td>Progress on process improvements are described above in 6P5.</td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>Focus on the engagement of students outside of class. Encouraged more detailed survey on working students conducted in partnership</td>
</tr>
</tbody>
</table>
Northwest Indiana Working Student Survey | While results are incomplete at this time and systematic improvements not yet planned, the survey supports IU Northwest's continual attention to student scheduling issues.

IPAS Critical Literacy Program Evaluation | Program changes discussed and modifications made. Also, the Critical Literacy Program merged with the Office of Special Retention Programs in 2007.

IT Survey of Stakeholders | Additional technology-enhanced classrooms were added to support faculty use.

IU Northwest Employee (Staff/Faculty) Climate Survey | Spring 2006 survey. Improvement plans being discussed fall 2006.

Another example of a targeted improvement that has actually yielded data that will lead to future targeted improvements involves the Math Lab. When using the Math Lab, students are required to sign-in and sign-out and provide the following information: time in, time out, course tutored in, instructor name, and the tutor who assisted them. This information is used to track student usage in the Math Lab. The old sign-in system required students to complete a short paper form with similar information. The data from the forms was, then, entered into a spreadsheet to track math lab usage. However, to ensure more accurate record keeping, an electronic sign-in form was created in October 2006 and was officially launched in November 2006. This electronic tracking form allows students to log in and out of the Math Lab on a computer with their IUN username. Each student entry is automatically “date, day and time” stamped by the computer program. This electronic form provides the Department with more accurate tracking data as well as allowing us to gather and analyze the data more quickly. For example, we can now create visual charts based on the data, calculate the average time students spend in the Math Lab and track the busiest times in the lab (see charts below). We have used these data to assign extra tutors in the lab during busy times last semester. The previous method did not allow us to gather this type of data or to compile it quickly.

From a campus-wide basis, IU Northwest is taking important steps to develop its capacity for developing systematic process data.

First, the revised 2007 AQIP Action Project is increasing the capacity of the campus to measure institutional effectiveness and continuous improvement. The plan (described above at 6P2 and further detailed online at http://www.iun.edu/~aqip/action_projects/AQIP_Institutional_Effectiveness.pdf) will increase the campus’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.” The broad goals of the initiative 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.” Second, in 2006, the campus took a major step forward in its capacity building by developing through the Campus Climate Survey data that can serve as benchmarks for the future. The information acquired from faculty and staff on a wide range of issues, including campus work climate and faculty and staff support issues, can be used to inform the quality of IU Northwest processes. This is evident by a review of the data generated from the 2006 survey: http://www.iun.edu/~spcnw/Outcome3/files/campus_climate_survey_results.pdf.
Indiana University Office of Reporting and Research collects information for all of the IU campuses and centralizes the information in an on-line Fact Book—http://factbook.indiana.edu/index.shtml. The Office of Reporting and Research also sends each campus detailed reports every semester on enrollment and retention information for each of the campuses.

PeopleSoft provides IU with several administrative and mission critical applications; the Human Resource Management System (HRMS) and the Student Information System (SIS) are examples. All of the IU campuses implemented the PeopleSoft applications in December 2001. Prior to the implementation of the PeopleSoft applications, a number of the business practices were reviewed and changed to work within the parameters of the new system. The HRMS System has improved the quality of human resources data for timekeeping, staff and faculty records, payroll, and benefits administration.

The Student Information System (SIS) provides a university-wide computing environment for student administration at IU. The initial implementation phases of SIS began in 2001 with the tracking of prospective students and admissions processing. The remaining SIS components were implemented just in time for Fall 2004 registration. The SIS addresses such key functions as student recruitment, admissions, records, registration, grades, transcripts, advising, financial aid, and student bursar accounts. Students, parents, faculty and staff are now able to access information about their own records and conduct business with the university through a web interface (OneStart).

The Indiana University 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. IUIE is the central repository for all student data.

The university will go through a major upgrade to the SIS in February 2008 when they move to PeopleSoft version 9.0. This upgrade is being coordinated by the university’s Student Enrollment Services (SES) department located in Bloomington. Monthly, and at times, weekly meetings, are held for all campus registrars, admissions directors, bursars, financial aid directors and their staff. These meetings provide an opportunity for all campuses to review changes that will occur with the upgrade and provide feedback to the SES team.

IU implemented a new web-based purchasing system in 2006. The EPIC system (Electronic Procurement and Invoicing Center) is a paperless purchasing system which allows users to create purchase requisitions online, and track P.O.s and payments. Users can now look up information on their P.O.s by vendor and account, giving them greater access to data then in the previous system. Our campus Purchasing Department conducts training sessions on EPIC twice a year which is open to all new and current users.

IU has updated and changed its Financial Information System to a web-based application named Kuali. IU is a partner in the Kuali Project with six other institutions to advance the development of a new open source Financial Integrating System (FIS). This open based system builds off IU’s existing FIS system. The FIS provides an efficient way of managing the financial resources of IU. FIS is comprised of two main components: the Transaction Processing Environment and the Decision Support Environment. The Transaction Processing (TP) Environment is an “electronic forms” environment which replaces the financial paper processes. The system is designed to eliminate the
need to handle paper documents and keep duplicate copies of the information. The TP environment takes advantage of the workstations on faculty and staff desks. It utilizes the processing power of the workstation to make the process simpler and more consistent with other applications in use. One of the primary features of this system is the concept of pre-established routing. When a document is created, the system routes the document to the proper people based on tables established by the organization and account managers.

The Decision Support Environment is a collection of services that provide access to the information within the Financial Information System. These include not only reporting, but also data extraction, analysis, display and printing. The Decision Support tools enable IU to produce standard reports on a scheduled basis, run predefined queries on an ad hoc basis, access and extract appropriate detailed information, drill down through levels of detail, transfer the data to local resources and integrate such data using workstation-based reporting and analysis tools. The new Kuali system is scheduled for implementation in July 2008.

Each semester the Office of Institutional Research provides every academic unit with student census data for their unit/school. IU Northwest is a participant in National Survey of Student Engagement (NSSE). Our next year of participation will be 2009. Each academic unit collects assessment data on student learning. Some units like Business and departments in the College of Arts and Sciences use nationally normed examinations while others, like the School of Education, use portfolios in their assessment data collection. Some auxiliary units are using the Balanced Score Card approach to setting and measuring goals in quantitative and qualitative ways.

Reports are shared with the Deans, Enrollment Services, the Chancellor’s Cabinet, and Faculty Organization representatives or committees, such as the Faculty Assessment Committee.

The Office of Institutional Research (OIR) has begun collecting campus level data and major reports and housing them on a secure network drive. The OIR is trying to become the central repository for these major campus level reports and data. Examples are NSSE results, IPEDS feedback reports, student census data, data gathered for strategic planning purposes, campus level surveys, facilities planning data, etc. School specific data for professional accreditation is maintained by each of the schools.

With the appointment of a Director of Institutional Research, the campus efforts to make information accessible have been more successful. Some standard data is now published on the Institutional Research website, and requests for other data are routed through the Office of Institutional Research. Thus, the access to both the common data set information and information specific to particular units has increased and are now centralized.

7C2
The SPT developed nine outcomes that have one-year and three-year goals. Annually the outcomes are measured against the action plans that were developed in order to assess each committee’s ability to manage the outcomes. The campus is shifting from measuring only inputs to measuring the effectiveness of its outcomes. The professional schools, Business, Education, and Nursing and Allied Health Sciences, have enjoyed more success in being outcome-focused, possibly as a result of their accrediting agencies’ focus on outcomes assessment. To determine our effectiveness in achieving the goals of our Action Projects, we are using NSSE results. As a part of a 2002 AQIP Action Project, the Retention Group (activities now primarily conducted by the Enrollment Management Services area) developed measures to determine the effectiveness of the retention efforts that were implemented. Enrollment Services
has partnered with the Indiana Project on Academic Success (IPAS) to develop evaluations of the 1% programs (OSRP's SI Program, Critical Literacy Program, and the "Undecided Students" Initiative). Information regarding IPAS is available at: http://www.indiana.edu/~ipas1/home.shtml. The IPAS evaluation of the Office of Special Retention Program's SI initiative has been placed on the IPAS research site, as an example of its work: http://www.indiana.edu/~ipas1/documents/IPAS%20Research%20Brief%20full%20SI%20Leaders.pdf

Other measures that are being used include student performance on nationally normed examinations, employer, and alumni surveys. Currently, the key institutional measures related to student learning are retention from first and second semester, retention from first year to second year, percentages of students graduating within six years of their first enrollment, NSSE results and D,W (Withdrawal), F rates in all sections.

In addition to the campus efforts to centralized student learning outcome assessment as reported earlier in the document, the Director of Institutional Research has been charged by the Strategic Planning Committee to develop a draft list of key institutional performance measures by the November 2007 SPT Retreat. This is in keeping with the timeline set for the 2007 Action Project that focuses on Measuring Institutional Effectiveness, and it answers the system-wide demand for such accountability measures.

**7P1**
The campus has established its own Office of Institutional Research and hired a Director. The new IUIE environment provides us with the opportunity to readily use the accessible data set to customize reports to meet our needs. In part, we rely on the University Budget Office for the collection, dissemination, and analysis of campus performance. The academic units use the campus data and collect additional information within their schools to meet their needs. For example, the School of Business surveys its alumni and employers of its graduates. Based upon the feedback received, the school has increased the emphasis in its curriculum on international issues. The SOBE has developed an Assessment Center with a Director who was hired in 2005. The Center initially has been used to assess identified skills for business graduates, but its services will be expanded to assess skills identified by SPEA, DCS, and COAS for their graduates. In addition, the SOE and SON have used Commitment to Excellence Funds to secure an assessment analyst to collect and analyze the data that will be useful as they review and assess their curricula and student learning outcomes.

In the past, Freshman Orientation was poorly attended. As a part of an AQIP Project, the Admissions Office worked with the academic units to coordinate the campus Freshman Orientation. They also provided free software as an incentive for attendance. The numbers participating in Freshman Orientation have grown steadily over the three year period. Our three 2007 New Student Orientation sessions were attended by 350 students: 116 in June, 157 in July, and 77 in August. Our original August date, with 170 student reservations, was rescheduled due to the campus being closed because of storm damage. 335 parents attended the three sessions--127 in June, 114 in July, and 94 in August.

**7P2**
There is a common set of data that is needed by all academic units based upon the criteria on which their programs are reviewed as part of the program prioritization process or as required as a part of the program review process in COAS. Aside from this, the departments determine their own informational needs. Departments can use the student census data provided by the IU Northwest Office of Institutional Research and they also have access to a number of pre-defined
queries and data extracts in the IUIE if they have requested and received the proper security access. The majority of these queries are categorized by the areas of Human Resources, Finance, Students and Facilities. The IU Northwest Office of Institutional Research with the support of Information Technology brings a trainer from SES to campus at least once per year to provide training on the IUIE. Training was last conducted in March 2007 when approximately 50 faculty and staff participated. In addition to local training, our faculty and staff may register and attend free training conducted by SES throughout the year on our campuses in Indianapolis and Bloomington.

The standard IUIE queries meet most data needs on campus. For more complex data requests, individuals contact either the Office of Institutional Research or Information Technology (IT). The IR Director works closely with the IT department which has committed resources to working on complex data requests. Examples of work recently completed include a database for Academic Affairs to track adjunct faculty contracts vs. adjuncts listed in the class schedule; a parking database which includes who purchased a parking permit and tracks the permit number; data on credit hours taught by full-time faculty vs. part-time faculty, number of courses taught, tracking of cross-listed courses and courses taught by more than one faculty member.

In cases where the campus or a school has a need for external data that the IR Office either does not have access to, does not have the expertise or does not have the time to obtain the data, the IR Office can submit a request to the University Office of Reporting & Research. This office then submits the request to the Hanover Research Council, an outside research firm that the university has contracted with to assist us with research requests. For example, for a SWOT Analysis (strengths, weaknesses, opportunities and threats) of enrollment, which was conducted for the Strategic Planning Team in 2007, we requested a study of employer demand for graduates in northwest Indiana through 2012.

**7P3**
In 1999, as a part of a university initiative, the administration in Academic Affairs worked with committees of the Faculty Organization to identify peer institutions and to gain approval of this list through the requisite faculty governance channels. This list was also subject to the approval of the Board of Trustees; however, the Trustees did not take action on any of the regional campuses’ peer institution lists. In 2006 the regional campuses reviewed/revised their mission statements, and the approved mission statements were used to determine peer institutions for our campus. The peer institutions were identified and, then, approved by faculty and the Board of Trustees [www.iun.edu/~academic/peerinstitutions.shtml]. Now that we have peer institutions, are identifying key performance measures, and have an established Office of Institutional Research, the campus is positioned to centralize its efforts to collect data and analyze data and benchmark the results; furthermore, this Office situates the campus to effectively and systematically use comparative data from the NSSE results and nationally normed exams to compare IU Northwest’s teaching performance with other institutions. The 2007 Action Project on Measuring Effectiveness delineates the process for developing the performance measures.

**7P4**
The institutional-level information and data that IU Northwest receives from the University Budget Office on enrollments and retention are analyzed by the Enrollment Services Committee and enrollment and retention reports are prepared and presented to the Chancellor’s Cabinet once a year. This information has been traditionally shared with the Deans and other groups that
examine enrollment issue. To monitor enrollment and analyze where IU Northwest is in terms of enrollments for new students and transfers compared to projections, the Admissions Office prepares weekly update reports that are distributed to the Enrollment Services Committee, the Deans, and the Cabinet. The IT Department sends a user satisfaction survey to 900 randomly selected people at IU Northwest every two to three years. The results are shared with the Chancellor’s Cabinet, the Technology Council, and posted on the IT website. The University Budget Office prepares all state and federal reports to ensure consistent and sound analysis for each of the IU campuses.

7P5
All academic programs at IU Northwest have been prioritized. As a part of the prioritization process all programs report on and are evaluated on whether their programs are meeting the General Education requirements for student learning outcomes, the diversity of the students and the faculty, and the program’s contribution to the advancement of cultural discovery and learning or sustainable regional vitality and the ways in which the program collaborates or cooperates internally or externally. This information is shared with the Deans, the faculty Academic Priorities Committee, the Chancellor’s Cabinet, and the SPT as necessary to the respective functions of each group. The same basic data and information is available and used at all levels, with those analyses supporting operations, planning, and evaluation. Furthermore, the Deans and Directors’ Council developed criteria for evaluating academic centers and conducted the first year of the review of all academic centers in 2005-2006. Although not yet translated into specific measures, the “Academic Excellence at Indiana University Northwest” document defines criteria for excellence in academic programs, administration, faculty, staff, and students.

7P6
IT at IU Northwest ensures the effectiveness of its information systems by updating hardware in the offices of its faculty and staff and student labs every three years. The Computer Committee, a Faculty Organization committee, advises IT of software updates required for the campus. The UITS (University Information Technology System) assists the campus with the security and integrity of its information systems, and tests to ensure reliability of the data.

IU Northwest utilizes an enterprise wide PeopleSoft based student (SIS), financial (FIS), and human resource information system (HRMS). These systems are located on servers in Indianapolis and Bloomington and are maintained using state of the art hardware and software appropriate for an enterprise Oracle based system. The servers are mirrored and backed up daily. Data integrity is checked utilizing tests in which local data managers participate and generate problem reports. IU Northwest accesses these systems over the campus network using PC workstations that are maintained by local IT staff. University Information Technology Services (UITS) is a university wide support team that provides support for the local IT staff in their efforts to maintain functioning and secure PC workstations. There is no local backup performed on these workstations as the data on the above systems is located on remote databases. Local copies of reports that contain university data are required to be stored on IU Northwest fileservers which are backed up nightly and maintained by local IT staff.

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. The below policy covers data that is stored on the NW campus fileservers which are backed up nightly and maintained by local IT staff.
Indiana University Northwest
Fall 2007 Living Portfolio

housed on the NW servers). The IU Northwest data backup policy reads as follows:

IU Northwest IT staff has developed and are utilizing a tape backup scheme to ensure the recoverability of university data in the event of server disk failure, data corruption, or accidental deletion by the end user. A full backup to tape of the IUN fileserver hard drive data is done every Saturday evening. After checking for success, these full backup tapes are rotated to an alternate campus site on Monday morning. These weekly full backup tapes are saved for 5 weeks. After the fifth week the tapes are reused. Thus files and folders can only be restored as far back as 35 days. Nightly incremental backups are done Sunday – Friday evenings. All backups are checked for success on the next business day; should a backup procedure fail, the backup will be repeated as soon as reasonably possible.

Users may request a restore by contacting the IT Helpdesk at x 4357 (XHELP). Every effort will be made to perform a restore on the same day it is received. There is no charge for a restore.

IU Northwest faculty and staff are reminded that it is University policy that data files containing university confidential information and data that is essential to university business is to be stored on the university’s file servers, and not on a user’s local hard drive.

7P7

The IT Department contracts out to another organization that has expertise in designing, distributing, and analyzing survey data to provide a level of comfort for independence and objectivity. Ensuring the effectiveness of IU Northwest’s information systems and related processes is a work in progress, but it is improving. The implementation of the Financial Aid portion of PeopleSoft was implemented in such a way that there was not the type of testing and checking of the data that had been available in the pre-implementation stage of the other applications. The implementation of the PeopleSoft system in the Fall of 2004 resulted in several issues concerning the integrity of the information as it related to financial aid. A year later, the system was operating much more efficiently. Enough testing and reports have been run and evaluated that now to give the campus more confidence in the reliability of the data.

Information regarding Indiana University Information Technology strategic plans and accomplishments (including all campuses) can be found at http://uits.iu.edu/scripts/ose.cgi?anvz.ose.help. IU Northwest IT planning can be found at http://www.iun.edu/~itnw/documentation/.

7R1

IT user surveys are done annually or every other year and can be found at http://www.iun.edu/~itnw/surveys/. Comparison surveys for other IU campuses can be found at http://www.indiana.edu/~regitsur/. Overall IT scored well on customer satisfaction with the services provided. Survey respondents felt services provided helped them in their teaching and research.

As part of the institutional effort to create a culture of measuring institutional effectiveness and continuous improvement, the campus has taken a series of steps: first, the SPT helped develop an Action Project focusing on institutional effectiveness. Second, a task force addressed how to enact such a plan for effectiveness. Third, the campus is participating in the system-wide efforts to identify key performance indicators, which will stem from our specific mission, vision, and goals.

7R2

IU Northwest has focused its measures in comparisons of the regional campuses within Indiana University. As the Board of Trustees has approved a set of peer institutions for the campus, the campus can now determine the types of data to measure performance, and IU Northwest
will be able to make progress in collecting and analyzing comparative institutional data.

Information available from University Reporting and Research is used to benchmark against the other IU regional campuses. For example, we can access the graduation and retention rates in the common data set (http://www.indiana.edu/~urr/Common_data_set/index.shtml); moreover, the IU Associate Vice President for Planning, Research, and Accountability has provided analysis of these data sets specific to our campus, drilling down to the unit level. Therefore, we have access to benchmarked data as well as unit-specific data.

7I1
Former IU President Herbert’s initiative to develop institutional measures of effectiveness in cooperation with all of the campuses, along with the central institutional research support to be provided, will assist IU Northwest in the improvement of its current processes and systems for measuring effectiveness. The successful recruitment of an Institutional Research Officer also puts the campus in a favorable position to sustain and improve current work. In recognition that our campus efforts in the area of institutional effectiveness needed improvement themselves, the campus has taken a number of actions including forming task forces, doing SWOT analyses, and developing Action Projects related to these efforts.

7I2
As our current results for measuring effectiveness are preliminary in nature and represent the beginning stages of data collection, especially in terms of the amount of data collected centrally, our efforts are just beginning to be fruitful in terms of providing the data necessary to target improvements. However, we have used such data in targeting improvement in the area of enrollment beginning with a SWOT analysis and progressing through the SPT process. This follows the general process for targeting campus improvement related to institutional effectiveness: data collection, analysis, SPT discussion, and planned action. Other examples of this process for targeting improvement include the Human Capital Plan, the Facilities Plan, and the IT Plan.
The IU Northwest Vision 2010 can be found in the Institutional Overview (see Figure Oa).

The SPT established the 2010 outcomes based upon the 2010 Vision and then worked back to 2004 outcomes. In November of each year, the SPT tests current achievements against the intermediary outcomes and the 2010 outcomes to ensure the campus is on track to meet the 2010 outcomes. The SPT, then, sets the strategic outcomes for the next year. At any point in time, the campus has current year strategic outcomes and the 2010 outcomes (see Table 8a).

The strategic planning process supports a diversity of perspectives. The SPT is comprised of 18-20 members from faculty, professional staff, biweekly staff, deans and the Chancellor’s Cabinet. With the exception of the Chancellor’s Cabinet, the majority of the Chancellor’s direct reports, and the Faculty Organization President, SPT members are appointed for three-year terms. The terms are staggered to ensure continuity.

All planning at IU Northwest is driven by the Shared Vision and the achievement of the 2010 outcomes. Because IU Northwest is planning for sustainable results, the approach includes an explicit focus on organizational capabilities to ensure that results achieved in one year serve as building blocks for success in future years. Figure 8b represents the planning processes at IU Northwest and the relationship of the strategic planning process with facilities planning, information technology planning, human capital planning, AQIP processes, and operational plans (see Figure 8b).

The strategic planning meeting at the end of November of 2007 represented the campus’s start of its sixth year of strategic planning. Over the last four years, facilities planning information technology planning, and human capital planning have been integrated into the process. To link the Facilities Planning, IT Planning and Human Capital Planning to the Strategic Outcomes, the SPT developed principles and priorities for the respective committees to use in the establishment of their plans. See Figure 8c for Facilities Planning, 8d for Technology Planning, and 8e for Human Capital Planning.

At its annual November strategic planning retreat, the SPT reviews the long-term strategies already in place and selects the next year’s outcomes. Before setting the strategic outcomes, the SPT reviews the current reality of where the campus is and the gaps and strengths between current reality and long-term outcomes. The pattern for each annual planning process involves setting the data needs for any upcoming decision in May, collecting and analyzing that data prior to the November retreat, disseminating the information related to the data to all SPT members with enough time for each member to read and understand the documents prior to the retreat, and setting short-term goals based on that process. These short-term goals occur within the framework of the Strategic Plan, which has 2010 Outcomes derived from the Vision.

In the November meeting, once the one year outcomes are established, the appropriate VC becomes accountable for ensuring that the outcome is achieved on time. They are accountable for leading in a way that ensures engagement of the campus. They are responsible for developing and publishing on the web a project plan that includes process steps, dates, and accountabilities for their outcome. They are responsible for working with the Office of Marketing and Communication to ensure regular communication of the status and progress of the outcome. All VCs serve on the
In addition, the campus has begun a process for identifying key performance indicators.

A team of 10 volunteers was formed with representation from across campus units, including:
- Academic Affairs
- Faculty Organization
- Student Affairs
- Enrollment Services
- Information Technology
- Human Resources
- Administrative & Fiscal Affairs
- Education & Nursing
- Institutional Research

On August 14, 2007, the team met to review its charge. On September 12, 2007, the team met with Denise Sokol, an Institutional Research consultant, receiving a general overview of performance measures, reviewing university best practices, and agreeing on a process for proceeding. The team and consultant agreed that we would like to implement a campus Dashboard containing our campus Performance Measures. The team made the following initial decisions after discussion:
- We agreed to start small.
- We are recommending we adopt 3-5 dashboard categories with no more than 5 performance measures under each area.
- Performance Measures and Dashboard must align with Strategic Planning Outcomes and three areas of focus / excellence.

Next, from September – October 2007, committee members solicited input from schools and campus units on what they would rate as their top 3-5 dashboard categories for the campus. On October 25, 2007, the team held a ½ day retreat in which they reviewed the following information: 2010 Strategic Outcomes, two national higher education accountability initiatives intended to provide data to the public (Voluntary System of Accountability and Recommendations on Data Collection by the Association of American Universities), and Sample Dashboards from other campuses.
At this retreat, they reviewed information gathered from the following units:

- College of Arts & Sciences
- School of Business & Econ.
- Continuing Studies
- School of Education
- School of Public & Env. Affairs
- School of Nursing
- Allied Health Sciences
- Division of Social Work
- Deans Council
- Human Resources
- Fiscal Affairs
- Enrollment Services
- Student Affairs
- Information Technology

The Feedback contained very strong agreement across all units on which dashboard categories are critical. The team is recommending we implement three dashboard categories in Phase I:

- Finances
- Admissions / Enrollment
- Student Outcomes

After we implement and begin using the first three sets of performance measures / dashboard categories, the team recommended adding a fourth: Academic Excellence. The team also discussed potential measures that would support each category, presented these initial recommendations to the Strategic Planning Team (November 2007), and will meet to recommend potential measures for each dashboard category in January 2008.

8P6

The timing for establishing the short-term strategic outcomes allows for action plans to be developed and resource needs identified in time to be taken into consideration during the budget planning process. Originally, strategic planning meetings in which outcomes were established were held in May. By May the budget for the next year had already been established. The budgeting process was completed before the outcomes, and their resource needs could be identified. The determination of the outcomes was changed to November in order to allow for resource allocations for the outcomes to be considered during the regular budget setting process.

The process for achieving strategic outcomes has been incorporated into existing processes and committees, and each outcome now has oversight by a Vice Chancellor to ensure better communication. For instance, the General Education reform initiative has been appropriately placed with the General Education/Assessment Committee of the Faculty Organization, and is being overseen by the Vice Chancellor for Academic Affair. Another example includes the initiative to recruit and retain a diverse faculty and staff, which now has the oversight of the VC for Student Affairs/Director of the Office of Diversity and Equity.

8P7

The following capabilities were identified by the SPT as capabilities that are needed on the campus in order to achieve the Vision and the 2010 outcomes: effective collaboration; information sharing; systemic thinking; strategic allocation of resources; process assignment and implementation; managing to outcomes/vision; outcome driven metrics; fiscally responsible decision making; engagement; planning and managing to plan; learning; and creativity in use of resources.

The evaluation of the achievement of an outcome is based not only on achievement of the outcome but also on the way in which the outcome is accomplished. Outcomes are evaluated against the amounts of collaboration, engagement of diverse constituencies, and the sharing of information.

8P8

One measure of effectiveness is the ability of the committee to work to a plan and deliver the deliverables on time and in a manner that involves engagement and diversity of perspectives. Other process reports containing measures that are collected and analyzed include (1) the
annual AQIP action project updates; (2) divisional level strategic plan implementation data, for example, applications of student-centered initiatives; (3) space utilization, and (4) IT satisfaction survey.

8R1
See the annual report for the outcomes at www.iun.edu/~spcnw/Outcomes/. The reports reflect the campus engagement in the process as well as provide evidence of timely completion of outcome-related tasks. At the same time, the AQIP Action Project updates reflect campus progress on initiatives that simultaneously advance the Strategic Plan and create an infrastructure for continuous improvement. Furthermore, institutional advances in facilities planning (http://www.iun.edu/~oir/facilities/) have resulted in a better sense of campus space utilization and an established process for space requests. As reported elsewhere in this document, the IT satisfaction survey (Table 6b) indicates the effectiveness of campus technology infrastructure and use, while the recent Classroom Technology Survey suggests areas in which improvement is necessary and recommended next steps in policy development.

8R2
While measurement of all the Strategic Planning Outcomes is available on the Strategic Planning website in a variety of forms, the move to select key performance indicators (including dashboard categories with performance measures under each category) represents a move toward data-based continuous improvement. In particular, the selection (now only a recommendation) of Finances, Admissions/Enrollment, and Student Outcomes as our dashboard categories will allow us to focus more objectively and concretely on particular outcomes and initiatives. For example, the dashboard category of Finances will offer concrete data (through the performance measures that underlie it) for Strategic Outcome #5, the Admissions/Enrollment Category will give us evidence related to Strategic Outcome #4, and the Student Outcomes Category will support our assessment of student learning outcomes in Strategic Outcome #3. Furthermore, all of the above are linked to our particular campaigns (1. Helping Students Learn and 2. Measuring Effectiveness and Planning Continuous Improvement) so that all of the efforts for continuous improvement are moving the institution forward in a concentrated and focused (albeit large in swath) manner, which ultimately relates to Strategic Outcome #9 (added in 2007).

8R3
Once the dashboard categories and performance measures addressed above are in place, the campus will be situated to benchmark this objective data against its peer institutions. For example, the information common to the data made public by both Purdue University Calumet, the only AQIP institution that is on our list of approved peers, and our campus will allow us to benchmark in areas like Enrollment, Retention, Graduation, and faculty and student composition by gender and ethnicity.

8R4
IU Northwest’s system of continuous improvement is working, as evidenced by the attention that the SPT takes in reviewing the past year’s action plans and trying to identify what activities worked and which didn’t so as to learn from past successes and challenges. In addition, as we have concretely articulated the explicit continuous improvement purpose of the SPT, the group has become more conscious of this role. At the same time, we have modified the structure itself so that each vice chancellor leads the initiatives connected to SPT that fall appropriately under his/her purview and provides unit leadership for initiatives that span the campus to ensure that SPT initiatives are naturally linked to the unit goals and activities. Furthermore, the introduction of a Category Working Group structure provides the SPT with organized...
cohorts of individuals who represent different constituents and who can effectively address issues related specifically to the particular Category Working Group for which they volunteered.

8I1
The results of the strategic planning activities are reviewed at the May and November SPT meetings or retreats. Successes and challenges during the year are discussed. Adjustments are made based upon the lessons learned. As we have articulated the SPT’s role as synonymous with continuous improvement (including institutional planning), the following processes and their results provide evidence for future improvement efforts: 1) the campus AQIP process, 2) the Facilities Planning process, 3) the IT Planning process, 4) Human Capital Planning process, and 5) the process of faculty governance via the Faculty Organization. For example, when openings recently occurred on the SPT, the Faculty Organization requested that faculty representation be increased beyond the current membership. In response to a resolution requesting this increased membership, the Chancellor responded by increasing the number of Faculty Organization appointees from three (3) to six (6).

8I2
Targets for improvement are set by the SPT group as a whole at its November retreat. The Category Working Groups can act as additional bodies identifying targets. Furthermore, the SPT receives input from necessary constituents from across the campus, and the various vice chancellors act as conduits for the input from the units within their areas. Finally, the Faculty Organization’s Executive Committee channels faculty concerns, requests, recommendations, and resolutions to the greater body of the faculty.

The current results and improvement priorities are communicated via campus email, the strategic planning website, the campus monthly internal communication, Northwest News, the quarterly external campus communication, Northwest Magazine, SPT meetings, Cabinet meetings, Deans’ Council meetings, and one-on-one meetings with academic and administrative units.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IUN faculty, staff, and administration agree on the student profile of academic excellence through achievement and engagement in learning and each constituency knows its role in producing that profile in all IUN graduates.</td>
<td>In the context of academic excellence, IU Northwest has a shared definition of a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service for students, faculty, staff, and administration.</td>
<td>Relevant staff, faculty and administrators have aligned current standards for individual recognition, reward, and evaluation with the Academic Excellence Standards adopted by the campus in 2005 and have revised recognition, reward and evaluation documents to reflect that alignment.</td>
<td>Administrators have documented that their recognition, reward and tenure practices are in alignment with academic excellence.</td>
<td>A structure for rewarding academic excellence is created. Documentation should include how excellence contributes to the (faculty/staff’s) unit’s portfolio and development of students.</td>
<td>IU Northwest’s value for academic excellence as defined by a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service is clearly reflected in its performance, in its curricula, and in its recognition, reward, and tenure practices.</td>
</tr>
<tr>
<td>2</td>
<td><strong>There was no Outcome Statement for 2004</strong></td>
<td>Academic programs and relevant support programs have identified criteria to assess student preparation for lifelong learning, ethical practices, developing successful careers, and effective citizenship.</td>
<td>The campus has implemented the first phase of the updated General Education goals and objectives, as approved by the faculty, that ensure IU Northwest students are prepared for lifelong learning, ethical practices, developing successful careers, and effective</td>
<td>The Faculty Organization has approved the learning experiences that deliver principles two and three of the General Education Program.</td>
<td>The campus has created a process to align co-curricular and extra-curricular activities with the ongoing general education reform process. <em>(Student Affairs will take the lead--team from Academic Affairs and Student Affairs will work on outcome)</em></td>
<td>All academic programs and relevant support programs have implemented teaching and learning experiences that ensure they will prepare their 2014 graduates for lifelong learning, ethical practices, developing successful careers, and effective citizenship.</td>
</tr>
</tbody>
</table>

**Indiana University Northwest**  
**Fall 2007 Living Portfolio**

Continuous Improvement

123
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>O U T C O M E S T A T E M E N T S</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2004</td>
</tr>
<tr>
<td>Campus community has created a shared code of professional conduct</td>
<td>The IU Northwest campus community will have knowledge of and be accountable for the IU Northwest Statement of Principles and the Shared Code of Conduct.*</td>
</tr>
<tr>
<td>IU Northwest demonstrates increased capacity to value and appreciate the contributions and aspirations of all members and commits to cultivating respect throughout the campus community.</td>
<td>A) Relevant administrators, faculty and staff have completed merit-based salary and-equity evaluations for all eligible faculty and staff, have used the results to develop a plan for funding and submitted it to the President and Board of Trustees.</td>
</tr>
<tr>
<td>By 2008 IU Northwest will enhance accountability for campus climate by 1. Completing its faculty and staff merit/equity study. 2. Obtaining from each administrator, dean and director a written description of the process used within the unit to promote respect and mutual support. 3. Communicating progress of 2007 action items.</td>
<td>IU Northwest students, faculty, staff, and administrators value and demonstrate respect for each other, and support individual and campus community aspirations and growth.</td>
</tr>
<tr>
<td>4</td>
<td>2004</td>
</tr>
<tr>
<td>IUN has a shared definition and understanding of diversity as a critical part of academic excellence. The Director of Equity and Diversity is in place.</td>
<td>IU Northwest will be using a formalized process for recruiting, retaining and developing diverse faculty (FRAME) and will have developed a similar process for staff and administrators in support of academic excellence.</td>
</tr>
<tr>
<td>IU Northwest has increased its efforts to recruit, hire, and retain a more ethnically and racially diverse faculty, staff, and administrative workforce; in order to be more reflective of our campus community, the primary focus of these recruitment,</td>
<td>The Enhancing Minority Attainment (EMA) Committee has completed the Diversity Portfolio and external review process, part of which documents and contributes to IU Northwest's increased efforts to recruit, hire and retain a more diverse faculty, staff and administrative workforce.</td>
</tr>
<tr>
<td>IU Northwest demonstrates that it values diversity by completing the “IU Northwest Diversity Plan” and beginning to implement that plan.</td>
<td>IU Northwest values and is recognized for its commitment to diversity as a critical component of excellence in higher education as demonstrated through recruitment and retention of students, faculty, staff and administrators, employment practices, professional development, and its</td>
</tr>
</tbody>
</table>

*See Academic Handbook, Student Code, Staff Handbook and Professional Staff Handbook.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>OUTCOME STATEMENTS</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The program prioritization process will have established a way to address introduction of new programs.</td>
<td>hiring, and retention efforts in 2006 will be African American and Hispanic/Latinos.</td>
<td></td>
<td></td>
<td>Relevant administrators, faculty and staff have developed recommendations for organizational structure, and have completed training on zero-based budgeting.</td>
<td>By December 31, 2008 all the units will go through the process of zero-based budgeting to assess its viability.</td>
<td>IU Northwest demonstrates fiscal responsibility and flexibility in collaborative ways to sustain excellence in its programs and services, and to respond to new opportunities for funding of programs that support the Vision.</td>
</tr>
<tr>
<td>6</td>
<td>IUN has a shared understanding of the definitions of “sustainable regional vitality” and “cultural discovery and learning.”</td>
<td>In support of its aspirations for academic excellence, IU Northwest has defined its relationship with community colleges in the regions we serve.</td>
<td></td>
<td>Academic units assess their programs using the criteria in the Academic Excellence document, and develop annual improvement goals based on the results of the assessment.</td>
<td>IU Northwest sets priorities and allocates resources to academically excellent programs and services that clearly foster sustainable regional vitality and/or cultural discovery and learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcome Statements

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>IUN will have reviewed and updated (as appropriate) the student-centered principles and have in place a mechanism for ongoing review and updating of the principles.</td>
<td>All units will articulate and communicate a sustainable service philosophy that is aligned with the Student Centered Principles and will have developed ongoing individual and unit measurements that document the alignment.</td>
<td>Chancellor, vice chancellors, deans, directors and department chairs make decisions consistent with relevant student-centered principles and unit service philosophies.</td>
<td>There is no Outcome Statement for 2007</td>
<td>The degree to which each unit on campus is meeting relevant student-centered principles has been measured.</td>
<td>Campus decisions, including the allocation of resources, follow and support applicable IU Northwest student-centered principles.</td>
</tr>
<tr>
<td>8</td>
<td>Based on the completed needs assessment for Newton County, IUN will implement one collaborative or cooperative program/project in Newton County and will have completed at least one additional needs assessment in one of the other counties in the service area.</td>
<td>A plan for sustaining outreach in Newton County will be developed, program activity in Starke County will be initiated, a needs assessment will be conducted in a third county for engagement, and an inventory of IU Northwest's collaborative/cooperative activities in Lake, LaPorte and Porter Counties will be completed.</td>
<td>IU Northwest has established a comprehensive plan for outreach including instruction and service, focused on our unique identity, which identifies and works with appropriate external partners in the regions we serve.</td>
<td>Indiana University Northwest has established a unified campus plan for instructional outreach focused on our unique identity.</td>
<td>A comprehensive instructional outreach plan has been developed.</td>
<td>IU Northwest successfully collaborates and cooperates in the regions it serves on issues relating to sustainable regional vitality and cultural discovery and learning.</td>
</tr>
<tr>
<td>9</td>
<td>Performance measures for the initial three</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Continuous Improvement**
### Outcome Statements

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Former Outcome 9 eliminated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>measures effectiveness in its organizational structures and processes and uses data derived from those measures for continuous improvement.</td>
</tr>
</tbody>
</table>

- Former Outcome 9 was adapted into an AQIP action project titled “Increase the Technological Capabilities of Faculty, Staff and Administrators,” and Outcome 9 was later eliminated as a Strategic Outcome due to the reality of campus resources.

- Performance categories have been identified, a process has been established for developing targets, and data collection has begun in accordance with the AQIP Action Project.
Figure 8c

Guidelines for IUN Facilities Planning Committee

Preamble
The Facilities Planning Committee is charged with developing a process and a plan that:

- Support the strategic direction of the campus.
- Allow achievement of annual operating needs.
- Include the capacity to react to unforeseen opportunities for improvement.
- Ensure facilities that are consistent with the Shared Vision and Mission of IUN.
- Establish plans for campus expansion and reconfiguration in collaborative and cooperative ways with the neighboring community.

General Principles (Revised June 7, 2005)
In making facilities recommendations, the Facilities Planning Committee will ensure that:

1. Decisions promote the unique identity of IUN as
   a. A campus of IU, and
   b. An institution known for excellence in cultural discovery and learning and sustainable regional vitality.
2. Decisions produce an environment conducive to learning for diverse groups and learning styles and conducive to the pursuit of scholarship, discovery, creativity and service.
3. Decisions are consistent with the campus’ “Student-Centered Principles.”
4. Decisions promote well-being through an environment that ensures the safety and security of all who come to campus.
5. Decisions promote the real and perceived accessibility of the campus to the community we serve.
6. Decisions promote an attractive and convenient environment that is engaging to students, faculty, staff, administration, and the community at large.
7. Decisions are consistent with our goal of providing an environment that is aesthetically pleasing.
8. Decisions are environmentally responsible to the extent feasible for the university.
10. Current and future design, space and infrastructure recommendations provide for flexibility in terms of immediate and longer-term use.
11. Facilities are reallocated appropriately as program prioritization determines programmatic change.
12. Decisions ensure that there is an appropriate mix of space for intimate gatherings and larger activities.

Identified at Strategic Planning Retreat, 11/04

Vision-based Long-range Facilities Required

High Priority
- Discipline-specific student and faculty scholarship and applied excellence space (trading floor, clinics, studio space, practice rooms, radio/recording space, etc.).
- Health and human services facilities to support wellness and health issues of the campus and community.
- Aesthetically significant facility to house interdisciplinary and multidimensional activities and projects within our areas of excellence, cultural discovery and learning and sustainable regional vitality.
- Small study group areas throughout the campus with wireless access as well as data ports.
- Faculty/staff lounge that can be used for meals and conversation as well as community purposes (Glen Park Conversations, etc.).

Medium Priority
- Physical entryway (at 33rd and Broadway) that uniquely identifies IUN and draws the community into the institution.
- Comfortable furniture for a
diversity of sizes and shapes.
• The design, locations, proximity and scale of signage that optimizes our unique identity, IUN, cultural discovery and learning and sustainable regional vitality.

Low Priority
• An exterior quad.

Identified at Strategic Planning Facilities Meeting, 6/7/05

Figure 8d

Guidelines for Technology Council in Developing Information Technology Plan

Preamble

The Technology Council is charged with developing a process and a plan that:

• Ensures information technology that is consistent with the Shared Vision and Mission of IUN.
• Supports the strategic direction of the campus.
• Allows achievement of annual operating needs.
• Includes the capacity to respond to unexpected opportunities for improvement.

In making facilities recommendations, the Facilities Planning Committee will ensure that:

1. Recommendations promote the unique identity of IUN as
   a. A campus of IU, and
   b. An institution known for excellence in cultural discovery and learning and sustainable regional vitality.
2. Recommendations promote using Information Technology to support excellence in learning, scholarship, and student services.
3. Information Technology recommendations address the learning needs of IU Northwest’s diverse constituents.

4. Information Technology recommendations are consistent with the campus’ “Student-Centered Principles.”
5. Recommendations are in full compliance with existing federal and state laws.
6. Recommendations promote technological access to public information for the community we serve.
7. Support technological partnerships for mutual benefit.
8. Recommendations support a sustainable Information Technology infrastructure.
9. Recommendations support the security and protection of all university data.

Figure 8e

Preamble for Human Capital Planning

Identified at Strategic Planning Team Retreat – June 1, 2006

Human Capital Planning is charged with developing a process and a plan that:
• Supports the mission of IU Northwest and its strategic direction.
• Reflects IU Northwest’s commitment to diversity in all its facets.
• Recruits, retains and develops faculty, staff and administrators with the knowledge, skills, and values that ensure IU Northwest is a vibrant institution addressing the needs of campus constituents and the communities we serve.
• Supports excellence in learning, scholarship, and service.
• Ensures leadership development and succession planning.
• Includes mechanisms for measuring effectiveness.
• Ensures achievement of annual human resource needs in a fiscally responsible manner.
• Includes the capacity to react to changing conditions and opportunities for improvement.
Human Capital Plan, cont.

Principles

Implementation of the Human Capital Plan is guided by the following principles:

• Decisions promote the unique identity of IU Northwest as a campus of IU, and an institution known for excellence in cultural discovery and learning and sustainable regional vitality.

• Decisions are consistent with the IU Northwest Student-Centered Principles and IU Northwest Statement of Principles regarding conduct on campus.

• Decisions are consistent with the program prioritization processes.

• Decisions are in compliance with federal and state laws.

• Decisions reflect the balance necessary for the university to actualize its mission and vision while ensuring sustainability and fiscal responsibility.

Decisions are data-driven.

**High Priority (Unranked)**

• Assess and benchmark current human resource levels and capabilities (knowledge, skills and values).

• Determine mission/vision critical positions.

• Develop a plan to match staffing levels with current needs.

• Identify a process to meet the development needs of faculty, staff and administrators.

• Project human resource requirements five and ten years out.

• Gauge emerging needs and project human resource needs and capabilities.

• Analyze and benchmark compensation packages for faculty, staff and administrators.

• Ensure compensation levels that support excellence, and are competitive and merit-based.

• Create a process to assess the effectiveness of the Human Capital Plan.
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 CRE works with the community to find opportunities for partnerships and collaboration. In addition to the CRE, which was established in 2003, the academic units also have a long established history of outreach in the community. The SOBE, SPEA, and CRE respond to the business, governmental, and not-for-profit stakeholders’ needs through the Center for Management Development, the Non-Profit Institute, and the Local Government Academy. The SOBE responds to local K-12 curricula needs in economics through the Center for Economic Education. The SOE is a member of the Northwest Indiana Consortium for Teacher Education (NICTE), which works with a coalition of eighteen northwest Indiana school corporations on local education improvement initiatives. 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 Institute for Innovative Leadership provides leadership development for the members of the community through a 10-month program, Leadership Northwest. The DCS provides outreach to the community through its non-credit programming. Its offerings cover a range of programs, such as, preparation for a career, personal enrichment, and Kid’s College, a summer youth program.

Additionally, the academic units offer programming for the entire Northwest Indiana community: the Women’s Studies Program provides collaborative events like the Women’s Expo, Minority Studies traditionally plans Martin Luther King, Jr. Day activities, Nursing conducts the Mary Mahoney lecture series on health care disparities, and Social Work offers workshops for area providers.

The collaborative relationships listed in Table 9R1 reinforce IU Northwest’s institutional mission. New relationships or collaborative arrangements are pursued only if they support the achievement of the campus’s strategic 2010 outcomes or contribute to the two areas of excellence, cultural discovery and learning or sustainable regional vitality.

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.” Campus prioritizing of outreach and collaborative relationships falls under this area of Strategic Planning. See the “Outcome 8” page on the Strategic Planning website [www.iun.edu/~spcnw/Outcome8/] and the archived information related to Outcome 8 [www.iun.edu/~spcnw/Outcome8/] for further information.

One example that illustrates how IU Northwest creates, prioritizes, and develops relationships with educational institutions from which we receive our students is the operation of the Admissions Office. The Admissions Office has developed a recruitment plan that focuses on those institutions from which we have successfully recruited the largest number of students; institutions that will foster the campus’s diversity; and institutions from which we have recruited that have the highest degree of student success, (i.e., retention). Making higher education more accessible to K-12 students in the region is important to IU
Northwest, so the Admissions counselors participate in high school events and “college” nights on other campuses. The campus hosts ACE day (mini college sessions for high school students to get a ‘taste’ of college) and the Youth Summit (career exploration for middle school students) once a year on campus. The Admissions office provides campus tours upon request. The Admissions Office also provides assistance to those students preparing for the SAT test. The Admissions Office has developed a contact system that allows counselors to follow up on student inquiries and begin to build a personal relationship with each student. Likewise, the Admissions Office has designed a support system to provide assistance to students who are recipients of 21st Century scholarships.

Units across the institution have initiated partnerships with other local higher educational institutions. The chief executive officers of the five local colleges/universities meet monthly. Vice chancellors from those same institutions meet periodically and explore ways to work together for mutual benefit. Deans from the institutions meet periodically as needs are identified. At the same time, the Office of Academic Affairs has spearheaded the campus’s creation of articulation agreements with Ivy Technical Community College and Vincennes University as well as individual course articulations in the Transfer Indiana set of core courses transferable across all Indiana state colleges and universities.

The two CRE boards (one for each of the two original centers: Cultural Discovery and Learning and Sustainable Regional Vitality) and the Office of Academic Affairs work with the Executive Director of the CRE to prioritize the opportunities that will be pursued by the CRE. Each board comprised of faculty, staff, and community members meets regularly to discuss and prioritize opportunities for engagement, research, and funding. On advice of the boards, the Executive Director pursues those opportunities deemed most meritorious.

9P2
Faculty and staff are encouraged to work collaboratively both internally and externally. Faculty and staff are members on advisory boards and are invited as guest speakers to business, social, and fraternal organizations and are participants in local cultural events. 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. Three examples of processes that ensure stakeholder satisfaction in terms of IU Northwest meeting the needs of the individuals with whom the campus has built relationships include: 1) Enrollment Services conducts satisfaction surveys twice a year, discusses the data derived from those surveys in Enrollment Services meetings, and targets improvements based on the data; 2) the SOE holds monthly meetings of its advisory board (which includes representatives from the surrounding school districts as well as individuals from units on campus with whom the SOE has built relationships) wherein they discuss various issues surrounding P-12 education in the region and the IU Northwest SOE efficacy in meeting the related needs; and 3) the Chancellor meets regularly with the Chancellor’s Society, which is comprised of donors who have a sustained relationship with the campus.

9P3
The Vision focuses on the respect for individuals and their various perspectives, and the Strategic Planning process deliberately brings people of various backgrounds and perspectives together. An example is the Strategic Planning Team itself: the 18-20 members on the team at any given time represent a broad
mix of faculty, administrative staff, biweekly staff, deans and the Cabinet. The meeting process, likewise, encourages the further building of equal relationships between the various stakeholders on campus through the free exchange of ideas, the agreement to respect all speakers, and the process of decision-making by consensus. In addition to working together, the SPT also plans social events during its retreats and campus-wide events that celebrate the year’s accomplishments so that the team members get to know each other better on a personal level and the campus gains a better understanding of the processes and accomplishments associated with Strategic Planning.

Like the SPT, the Technology Council and the Facilities Planning Committee are also comprised of faculty, staff, students, and administrators. In the Fall of 2007, the Student Government, after a couple of years of confusion and waning interest, has been reinvigorated; furthermore, a permanent Vice Chancellor for Student Affairs has been appointed, thereby providing the framework for increased student inclusion in these important decision-making processes.

The University uses e-mail, website postings, traditional publications and informal meetings to communicate. Since 2000 the campus has held an annual convocation ceremony. All campus constituents are invited to participate in this gathering. This event previously focused on the key happenings on campus and usually included a state-of-the-campus address. However, beginning in the Fall of 2006, the annual Convocation was changed to an academic event in which keynote speakers address an intellectual issue of central concern to the campus constituents. To achieve the former communication purpose of the Convocation, the administration now holds periodic town hall meetings to update the campus on important organizational issues as well as provide a forum for questions.

Annual meetings of the Chancellor and his Cabinet with each academic unit provide opportunities for communication.

Communication vehicles have been enhanced and/or initiated over the past few years to include many campus constituents. For example, Northwest News, formerly a publication sent to faculty and staff five or six times annually, has been upgraded in terms of quality and is now a monthly publication; each issue also has a focus article relative to the strategic planning process. Northwest News has a circulation of 1,000. Another high-quality campus publication, Northwest Magazine, was initiated in early 2003 and is distributed twice annually to faculty, staff, alumni and donors (circulation approximately 25,000). Northwest Magazine provides information about campus events, updates or happenings in each of the academic units, and stories about activities closely associated with the Shared Vision. In order to foster communication between the campus and the neighborhood in which the campus is located, a monthly Glen Park Conversations meeting is hosted on campus. A faculty member and a member from the Glen Park community make short presentations. This provides a venue for the community and the faculty and staff members to learn about each other.

9P4
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 and the Office of Sponsored Research that disclose the amount and sources of external funding
- Biannual reports on strategic planning progress and accomplishment
- Three-year survey of IU Northwest’s employees’ participation in community activities
- Annual reports from the Service-Learning Faculty Liaison on service-learning projects
- Annual reports from the Career Services Office on internships and placements
• Annual reports from the CRE on the number of community projects and number of participants
• Biannual reports on Admission statistics
• Annual feedback from high school counselors
• Monthly reports on activities in the Sallie Mae Call Center

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.

9R1
Examples of specific initiatives, grants, and changes that result from the University’s relationships can be found in the Table 9a.

9R2
IU has now established a list of peer institutions. IU collects information from all of its campuses on contracts and grants activity. IU Northwest consistently ranks the highest among the other regional IU campuses in contracts and grants activity.

9I1
To improve its approach to collaborative relationships, IU Northwest, through the work of the Strategic Outcome 8 Committee, is creating principles to initiate and sustain its seven-county outreach efforts. The specific stages in targeting improvement in the area of outreach are representative of the Strategic Planning Process and can be found at www.iun.edu/~spcnw/Outcome8/status_report_may_2005.shtml.

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 email and bulk mail and events. Communication is sent from Alumni Office to alumni on a regular basis (monthly). Some of the communication is generated from academic departments. The Alumni Office encourages faculty to provide it with upcoming events and has forwarded the event information to alumni in an attempt to keep them connected with the university. To identify alumni needs, an electronic survey was launched in late October to all alumni for which we had email addresses. The data is being reviewed by a committee of alumni and the Alumni Relations Director 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) The alumni office co-sponsored an off-campus event with our alumni and Admissions office to promote the institution in an outlying county, Porter; 2) Off-campus breakfast and lunch gatherings were held in area hospitals for IU/IU Northwest alumni, and this is an on-going project to reach alumni at their place of employment; 3) The Alumni/Alumni Relations Office co-sponsored with the Gary Chamber of Commerce the Gary Business Expo in Fall 2007; 4) The Alumni Office co-sponsored the Dental alumni reception with the Dental Education department [The second alumni reception on campus will be in March for the Nursing alumni. In an attempt to reach Nursing alumni for which we have no current mailing information, an ad will run in the Indiana State Nursing Association bulletin and on the web inviting them to attend the event. Other similar events are being considered]; and
5) A newsletter for the School of Continuing Studies is currently being developed and should be completed and mailed by Spring.

In an effort to provide more visibility to our students who have no awareness of the Alumni Office or the Association, events have been planned and open to current students and alumni such as the Networking Workshop and the Etiquette Dinner. In addition, the Director meets with a student group monthly 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 in engaging them to work collaboratively on activities and events.

Although internal communication about outreach, collaborative relationships, and advancement has improved now that we have permanent individuals in the positions of University Advancement, building and sustaining relationships with external constituents in a systematic manner remains a focal point for improvement. As more and more relationships are being developed, it is important for everyone to be aware so that IU Northwest is not working at cross-purposes among different units or missing opportunities for linkages.

912
Priorities for improvement are included in IU Northwest’s Strategic Outcomes. These outcomes include specific target dates. Strategic Outcome 2 specifically addresses expectations for students. Other areas that have recently been addressed include Mission Differentiation and the relationship with Ivy Tech State Community College and the seven-county outreach programs.

Communication regarding current results and priorities occurs via a number of channels. Internal and external communication occurs via publications such as Northwest News and Northwest Magazine, discussion at Faculty Organization meetings, discussion at meetings of the Chancellor’s Associates and Chancellor’s Society, IU Northwest’s web page and articles in local newspapers.

Improving internal communication is a continued focus based on the previously reported results of the Campus Climate Survey.

### Table 9a IU Northwest's Collaborative Relationships

<table>
<thead>
<tr>
<th>Partners</th>
<th>Initiatives, Activities, and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Institutions</strong></td>
<td></td>
</tr>
<tr>
<td>PUC</td>
<td>Joint B.A. in Philosophy</td>
</tr>
<tr>
<td>PUC</td>
<td>Lease space from and share faculty with the Purdue Academic Learning Center</td>
</tr>
<tr>
<td>Deans of Education at PUC, PNC, VU and school superintendents (NICTE)</td>
<td>$52,500 seed money from Discovery Alliance and $100,000 grant from Indiana Department of Education (Granted in 2005 to improve pedagogy and student learning in P-12 schools (P-12 schools received this funding).</td>
</tr>
<tr>
<td>Northern Indiana Consortium for the Environment (NICE)</td>
<td>Six (6) colleges and universities, NIRPC, Forum, environmental groups collaborating on grant opportunities and community projects</td>
</tr>
<tr>
<td>IVY</td>
<td>Articulation agreements REACH program – Provide bridge for students to transition from IVY to IU Northwest</td>
</tr>
<tr>
<td>High schools in 7 county region</td>
<td>Collaboration with CRE, CETL and IIL and Entrepreneurship Center</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elementary, Middle, and High Schools in 7 counties</td>
<td>Recruitment</td>
</tr>
<tr>
<td>PUC, IVY</td>
<td>Study on effects of employment on retention</td>
</tr>
</tbody>
</table>

**Businesses**

<table>
<thead>
<tr>
<th>United Parcel Service (UPS)</th>
<th>Donor and student placements, Earn and Learn Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Businesses/Career Services</td>
<td>Over 100 internship placements</td>
</tr>
<tr>
<td>Regional Businesses/CMD, NWID&amp;A</td>
<td>Customized management training, and data analysis projects</td>
</tr>
<tr>
<td>St. Catherine Hospital</td>
<td>Provide nurse instructors for clinical assignments</td>
</tr>
<tr>
<td>Sallie Mae</td>
<td>Better service to students through establishment of Call Center</td>
</tr>
<tr>
<td>Mercantile Bank</td>
<td>Provide funding for speakers for SOBE events</td>
</tr>
<tr>
<td>Steel Companies in NW Indiana/Calumet Regional Archives</td>
<td>Contributions of books and photos to archives</td>
</tr>
</tbody>
</table>

**Partners**

**Other Organizations**

<table>
<thead>
<tr>
<th>Knight Foundation/SOE</th>
<th>Funded Early Literacy Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Art Institute/CRE</td>
<td>Free children’s art classes</td>
</tr>
<tr>
<td>Regional Arts Council/CRE</td>
<td>Regional Cultural Plan for the Arts</td>
</tr>
<tr>
<td>Lilly Endowment/CRE</td>
<td>Funded plan to reduce “brain drain” from the Northwest Indiana</td>
</tr>
<tr>
<td>Leadership Northwest/IIL</td>
<td>Sustainability of leadership development program in northwest Indiana</td>
</tr>
<tr>
<td>Lake County Local Government/CSRV</td>
<td>Efficiency and Effectiveness Study</td>
</tr>
<tr>
<td>City of Gary/Glen Park</td>
<td>Weed and Seed Designation</td>
</tr>
<tr>
<td>Quality of Life Council</td>
<td>Six (6) universities and colleges collaborating with regional businesses and organizations to improve</td>
</tr>
</tbody>
</table>

**Results**
## Programs & Their Accreditors


<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Year Last Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>- The Indiana State Board of Nursing (ISBN)</td>
<td>Spring 2007 (continuing accreditation based on annual report)</td>
</tr>
<tr>
<td></td>
<td>- The Commission on Collegiate Nursing Education (CCNE)</td>
<td>2001 (10 year cycle)</td>
</tr>
<tr>
<td></td>
<td>- The National League for Nursing Accrediting Commission (NLNAC)</td>
<td>2000 (8 year cycle)</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>The Commission on Accreditation for Health Informatics and Information Management (CAHIIM)</td>
<td>In last accreditation team visit in 1995, a full 8 year maximum accreditation was received, with no deficiencies; since 2004 all annual self assessment reports have been completed and submitted; all have been accepted with continuation of full accreditation and no deficiencies.</td>
</tr>
<tr>
<td>Radiography/Radiological Sciences</td>
<td>The Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>2006 (8 year cycle)</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>Committee on Accreditation for Respiratory Care (CoARC)</td>
<td>2000 (10 year cycle)</td>
</tr>
<tr>
<td>Medical Laboratory Technology</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NACLS)</td>
<td>2003 (7 year cycle)</td>
</tr>
<tr>
<td></td>
<td>- The Medical Laboratory Technology program</td>
<td>2004 (4 year cycle)</td>
</tr>
<tr>
<td></td>
<td>- The Phlebotomy Technician program was awarded complete</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene and Assisting</td>
<td>American Dental Association Commission on Dental Accreditation (CODA)</td>
<td>2002 (7 year cycle)</td>
</tr>
<tr>
<td>Business and Business Administration</td>
<td>The Association to Advance Collegiate Schools of Business</td>
<td>2005 (6 year cycle)</td>
</tr>
<tr>
<td>Education</td>
<td>National Council for Accreditation of Teacher of Education (NCATE)</td>
<td>2005 (7 year cycle)</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>National Association of Schools of Business</td>
<td></td>
</tr>
</tbody>
</table>

Collaborative Relationships

138
<table>
<thead>
<tr>
<th></th>
<th>Public Affairs and Administration (NASPAA)</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>Council on Social Work Education (CSWE)</td>
<td>2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(7 year cycle)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(8 year cycle)</td>
</tr>
</tbody>
</table>
IU Northwest’s areas of Academic Excellence

I. Cultural Discovery and Learning

Cultural Discovery and Learning is dedicated to exploring and telling the story of our regional cultures through diverse perspectives and forms of expression. Using both traditional and new media, IU Northwest and the broader community collaborate to celebrate diversity in all its dimensions through cultural projects, programming and events that serve lifelong goals of our seven-county region. Activities include artistic and historical programs and exhibits, education and exchange programs, humanities and cultural studies, public work, research and consulting services, and theatrical and performance art.

II. Sustainable Regional Vitality

Sustainable Regional Vitality engages IU Northwest and the broader community in understanding how the constituencies of our complex region interact to support the region’s ability not only to survive but also to thrive as a living, growing entity. Sustainability specifically addresses our region’s ability to adapt in a rapidly changing environment in ways that ensure the area’s ability to perpetuate its growth and prosperity. Five areas of focus are health and human services, urban education, excellence in business education, and environmental and urban issues.
Appendix B

2004 Outcome for Outcome #1

By 12/31/2004, IUN faculty, staff, and administration agree on the student profile of academic excellence through achievement and engagement in learning and each constituency knows its role in producing that profile in all IUN graduates.

Student Profile of Academic Excellence

According to the IUN Shared Vision and its 2010 Strategic Outcome 1, “IUN’s value for academic excellence as defined by a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service is clearly reflected in its performance, in its curricula, and in its recognition, reward and tenure practices.” As a first step in achieving this Strategic Outcome and to ensure an optimal learning environment, the faculty and staff have developed and agreed upon the following IUN student profile of academic excellence:

An academically excellent student is one who:

I. Has mastered basic skills needed to begin university-level work
   • Has had early assessment/diagnosis of skill strengths and weaknesses.
   • Has completed all necessary critical literacy courses before beginning for-credit university course work.
   • Demonstrates mastery of basic critical literacy and math skills.

II. Assumes responsibility for developing and monitoring his/her academic course of study
   • Meets regularly with his/her academic and/or faculty advisor.
   • Maintains familiarity with university/college/school/department academic regulations and policies.
   • Demonstrates an understanding of the admission process and curriculum plan of the intended major.

III. Engenders respect, motivation and interest in learning
   • Maintains familiarity with and exhibits behavior consistent with the Indiana University Code of Students Rights, Responsibility and Conduct as well as the IUN Statement of Principles for Ethical Conduct.
   • Demonstrates behavior consistent with high standards of ethical behavior and moral values.
   • Exhibits academic honesty, respects copyrights, and acknowledges the ownership of other's ideas.
   • Demonstrates respect and tolerance for diversity of ideas.

IV. Assumes responsibility for one’s own learning
   • Assumes an active role in planning for appropriate educational experiences.
   • Is familiar with his/her preferred learning style and strategies that enhance learning relative to that style.
Demonstrates on-going self-assessment of strengths and weaknesses and develops an action plan for utilizing strengths and addressing knowledge/skill deficits.

Is familiar with and appropriately utilizes available academic support services.

Uses technology to gather, analyze, and use information in order to master content and extend inquiry.

Appropriately uses the Internet and e-learning tools to enhance learning.

Verbalizes an understanding of the need for and expresses a desire for continued lifelong learning beyond graduation.

V. Demonstrates higher-order cognitive skills

Verbalizes an understanding of facts, ideas, skills or methods from courses and readings.

Applies course content to the contact of the field of study.

Demonstrates a critical perspective about the knowledge base of his/her discipline.

VI. Demonstrates achievement of all IUN General Education Goals by the time of graduation (General Education Goals under revision)

• **Goal 1. Students will write, read, speak, and listen effectively for a variety of purposes, using multiple methods.**
  They will be able to:
  - demonstrate the skills identified as Basic Writing Competencies (see p. 20 in the Bulletin). In addition, they will be able to use writing as a means of generating, clarifying, and organizing ideas, and apply these skills in discipline-specific writing.
  - comprehend, interpret, respond to, and appreciate ideas presented in written texts and spoken language. They will apply these skills in his/her disciplines.
  - process, deliver, and interpret verbal and nonverbal, personal and public messages. They will be able to identify and analyze messages situationally and adapt them to specific audiences and for specific purposes.

• **Goal 2. Students will think critically.**
  They will be able to:
  - conceptualize, apply, analyze, synthesize, and/or evaluate information in order to formulate and solve problems.
  - generate information by observation, experience, reflection, reasoning, or communication.
  - explore creative alternatives and transfer information and experience to different settings.

• **Goal 3. Students will reason quantitatively.**
  They will be able to:
• **Goal 4. Students will understand the methods of science.**
  They will be able to:
  o recognize and understand how scientific theories are formulated, tested, and validated.
  o approach problems using scientific methods, which include (1) defining parameters of problem, (2) seeking relevant information, (3) subjecting proposed solutions to rigorous testing, and (4) drawing conclusions based on the process.
  o evaluate scientific information and discussion presented in various media.
  o recognize similarities and differences between scientific knowledge, common sense, and other forms of knowledge.

• **Goal 5. Students will understand the value of the past and recognize the relationship of the past to the present and to the future.**
  They will be able to:
  o demonstrate knowledge of the major physical, geographic, economic, biological, psychological, political, social, religious, philosophical, ethical, and environmental realities pervading our world and social events. (The extent to which any student surveys knowledge in a variety of fields will differ depending upon the degree or program, but all students will grasp the range of multiple perspectives embodied in these disciplines.)

• **Goal 6. Students will gather, synthesize, process, disseminate, ethically use, and create information through the use of library resources, computers, telecommunications, and other technologies.**
  They will be able to:
  o identify information needs and evaluate and use relevant library and other resources available through print and electronic media.
  o use a variety of software, including discipline-specific software packages.
  o use telecommunications and network technologies to communicate, share, and retrieve information.
• **Goal 7.** Students will recognize the many diversities of human experience, including the variety of cultures within America and across the world, and the many other ways in which communities are made up of diverse individuals. They will be able to:
  o demonstrate an understanding of the way in which respect for diverse peoples and cultures can facilitate human relations and can guide decision and behavior in workplaces and on local, national, and global communities.
  o critically analyze information to identify content that is racially or sexually discriminatory or presents racial, ethnic, or sexual stereotypes.

• **Goal 8.** Students will demonstrate familiarity with and appreciation of the arts, including literature, music, and the fine, applied and performing arts.

• **Goal 9.** Students will integrate the general education knowledge and skills described in the preceding paragraphs with discipline-based knowledge and skills.

Reference and Acknowledgements:

(With permission) San Francisco State University, “Profiles of Excellence: The Undergraduate Experience” retrieved at http://www.sfsu.edu/~acadplan/aeugrad.htm#pro

National Survey of Student Engagement. Copyright 2003, Indiana University.
## Appendix C

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACSB</td>
<td>Association to Advance Collegiate Schools of Business</td>
</tr>
<tr>
<td>AAUP</td>
<td>American Association of University Professors</td>
</tr>
<tr>
<td>ACS</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AHIMA</td>
<td>American Health Information Management Association</td>
</tr>
<tr>
<td>APC</td>
<td>Academic Priorities Committee</td>
</tr>
<tr>
<td>AQIP</td>
<td>Academic Quality Improvement Program</td>
</tr>
<tr>
<td>ASN</td>
<td>Associate of Science in Nursing</td>
</tr>
<tr>
<td>ASRT</td>
<td>American Society of Radiologic Technologists</td>
</tr>
<tr>
<td>BSCJ</td>
<td>Bachelor of Science in Criminal Justice</td>
</tr>
<tr>
<td>BSHSM</td>
<td>Bachelor of Science in Health Services Management</td>
</tr>
<tr>
<td>BSN</td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>BSPA</td>
<td>Bachelor of Science in Public Affairs</td>
</tr>
<tr>
<td>CDL</td>
<td>Cultural Discovery and Learning</td>
</tr>
<tr>
<td>CETL</td>
<td>Center for Excellence in Teaching and Learning</td>
</tr>
<tr>
<td>CMD</td>
<td>Center for Management Development</td>
</tr>
<tr>
<td>CCNE</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>CoARC</td>
<td>Committee on Accreditation for Respiratory Care</td>
</tr>
<tr>
<td>COAS</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>CRE</td>
<td>Center for Regional Excellence</td>
</tr>
<tr>
<td>CWA</td>
<td>Communication Workers of America</td>
</tr>
<tr>
<td>DPS</td>
<td>Division of Professional Standards</td>
</tr>
<tr>
<td>DSW</td>
<td>Division of Social Work</td>
</tr>
<tr>
<td>EAP</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>FACET</td>
<td>Faculty Colloquium on Excellence in Teaching</td>
</tr>
<tr>
<td>FIS</td>
<td>Financial Integrating System</td>
</tr>
<tr>
<td>FLMA</td>
<td>Family and Medical Leave Act</td>
</tr>
<tr>
<td>FLSA</td>
<td>Fair Labor Standards Acts</td>
</tr>
<tr>
<td>HRMS</td>
<td>Human Resource Management System</td>
</tr>
<tr>
<td>ICHE</td>
<td>Indiana Commission of Higher Education</td>
</tr>
<tr>
<td>IIL</td>
<td>Institute for Innovative Leadership</td>
</tr>
<tr>
<td>IPAS</td>
<td>Indiana Project on Academic Success</td>
</tr>
<tr>
<td>IR</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>IU</td>
<td>Indiana University</td>
</tr>
<tr>
<td>IUIE</td>
<td>Indiana University Information Environment</td>
</tr>
<tr>
<td>IUPUI</td>
<td>Indiana University-Purdue University at Indianapolis</td>
</tr>
<tr>
<td>IUSB</td>
<td>Indiana University South Bend</td>
</tr>
<tr>
<td>IUSON</td>
<td>Indiana University School of Nursing</td>
</tr>
<tr>
<td>IVY</td>
<td>Ivy Tech Community College Northwest</td>
</tr>
<tr>
<td>JRCERT</td>
<td>Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>MPA</td>
<td>Master of Public Affairs</td>
</tr>
<tr>
<td>MSN</td>
<td>Master of Science in Nursing</td>
</tr>
<tr>
<td>NAACLS</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>NASPAA</td>
<td>National Association of Schools of Public Affairs and Administration</td>
</tr>
<tr>
<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education</td>
</tr>
<tr>
<td>NET</td>
<td>Nurse Entrance Test</td>
</tr>
<tr>
<td>NICE</td>
<td>Northern Indiana Consortium for the Environment</td>
</tr>
<tr>
<td>NICTE</td>
<td>Northwest Indiana Consortium for Teacher Education</td>
</tr>
<tr>
<td>NIRPC</td>
<td>Northwest Indiana Regional Planning Commission</td>
</tr>
<tr>
<td>NLTAC</td>
<td>National League for Nursing Accrediting Commission</td>
</tr>
<tr>
<td>NSSE</td>
<td>National Survey of Student Engagement</td>
</tr>
<tr>
<td>NWICD&amp;A</td>
<td>Northwest Indiana Center for Data and Analysis</td>
</tr>
<tr>
<td>ODE</td>
<td>Office of Diversity and Equity</td>
</tr>
<tr>
<td>PNC</td>
<td>Purdue University North Central</td>
</tr>
<tr>
<td>PUC</td>
<td>Purdue University Calumet</td>
</tr>
<tr>
<td>DCS</td>
<td>Division of Continuing Studies</td>
</tr>
<tr>
<td>SIS</td>
<td>Student Information System</td>
</tr>
<tr>
<td>SOBE</td>
<td>School of Business and Economics</td>
</tr>
<tr>
<td>SOE</td>
<td>School of Education</td>
</tr>
<tr>
<td>SON</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>SON</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>SPEA</td>
<td>School of Public and Environmental Affairs</td>
</tr>
<tr>
<td>SPT</td>
<td>Strategic Planning Team</td>
</tr>
<tr>
<td>SRV</td>
<td>Sustainable and Regional Vitality</td>
</tr>
<tr>
<td>TP</td>
<td>Transaction Processing</td>
</tr>
<tr>
<td>UITS</td>
<td>University Information Technology Services</td>
</tr>
<tr>
<td>UPS</td>
<td>United Parcel Service</td>
</tr>
<tr>
<td>VU</td>
<td>Valparaiso University</td>
</tr>
</tbody>
</table>