SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

INDIANA UNIVERSITY NORTHWEST

February 5, 2010

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Academic Quality Improvement Program

The Higher Learning Commission NCA

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EXECUTIVE SUMMARY FOR INDIANA UNIVERSITY NORTHWEST

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

Category 1

- IU Northwest appears to be making positive changes in response to the special community in which it is located. Support for faculty, staff, and students is in place through this time of transition.

- We recognize that IU Northwest is not alone in the challenge to develop a culture of assessment, but more detailed analysis of data presented and inclusion of comparisons with peer institutions would prove valuable in detecting areas for attention and improvement. Better defined and detailed information of what and how often *comparative data* are run to compare IU Northwest with other postsecondary institutions will better illustrate the efforts to date.

- Although early in the process, it is critical that IU Northwest keeps making its efforts comprehensive. Completing the assessment cycle will lead to more substantive improvements.

Category 2

- Other distinctive objectives are aligned with the campus Mission which has been primarily developed by the faculty with input from staff committee work. Other distinctive objectives of IU Northwest are communicated through a variety of outlets.

- Development of the new campus-wide assessment initiative should assist in exploration of how the university can better explain and align other distinctive objectives as well as assess their efficacy, for in the responses provided to the category questions it is not clear how IU Northwest assesses the efficacy of other distinctive objectives, nor is it clear whether the activities cited in the category responses are indeed distinctive from regular university activities. Comparison of IU Northwest objectives and their results with other institutions is not provided. In general, the "how" and the "why" as well as measures for improvement cycles are not contained in this section of the portfolio.

Category 3

- A number of successful and measurable activities are underway in IU Northwest's efforts to understand student stakeholder needs. Continued efforts in identifying additional stakeholders other than alumni should assist IU Northwest with understanding and servicing all of its constituents. Further analyzing data already collected will close the feedback loop from data to implementation of improvement strategies and give the institution additional insight toward understanding student and other stakeholder needs and improving satisfaction.

Category 4

- There are many evidences that IU Northwest genuinely values its people; however, attention to certain details may reinforce and enhance the institution's value of its own human capital. This may be achieved through standardization of practices and an enhanced attention to research activities.

- Consistency across the institution regarding all employee classifications would communicate that all staff are valued. While faculty members have the opportunity to compete for IU awards, creating a corresponding award system for non-instructional staff could potentially increase their productivity and effectiveness. Expanding the process of criminal background checks to all employees and not just full-time faculty would communicate that it values its constituents by providing a safer working environment.

- Through comparing best practices and reviewing pertinent research, IU Northwest may identify means of becoming more strategic in developing processes and procedures that are proven to help internal stakeholders feel valued. *Comparative data with other institutions* will assist IU Northwest in ensuring efforts are appropriate and aligned with other postsecondary institutions' similar efforts.

Category 5

- While several new processes and administrative structures are in place at IU Northwest, it remains an institution in flux. When new leadership has been secured, it is likely that IU Northwest will have a stronger ability to develop consistency in the areas of leadership and communication.

- Feedback from internal and external constituents should further assist IU Northwest to measure its effectiveness in the areas of leadership and communication.

- *Comparative data analysis with other institutions* would likely assist IU Northwest to develop and expand its effectiveness in this category.

Category 6

- IU Northwest has benefited from the attention paid to supporting and improving institutional operations for both student and administrative processes. Student and other stakeholder satisfaction appear to be improving in a number of areas. Centralization of these processes could ensure that sample populations are sufficiently large to be statistically valid, surveys are current, measurement scales match the type of data collected, and that data are used for improvement purposes.

- In conjunction with its AQIP Action Project, IU Northwest has implemented a plan to measure effectiveness, which in turn, can lead to the institution's continual improvement. The campus has developed a framework from which to develop an effectiveness plan, collect data, and communicate results with all departments. However, after four years neither results nor actions are evident. Further efforts to document and share efforts to date with both internal and external stakeholders may influence additional improvements and successes in this area.

Category 7

- The institution is to be commended for beginning a process of collecting and using data from many varied sources. The creation of an Office of Institutional Research demonstrates a commitment to measuring effectiveness across the university. Involving additional stakeholders in the process, beyond IR and IT, would likely result in further successes. Similarly, increased use of direct measures of intended outcomes, improved consistency of measurement, and *benchmarking results against those from other institutions* should provide IU Northwest with even more useful measures of effectiveness.

Category 8

- IU Northwest has taken steps to make planning for continuous improvement a priority; the role of the Northwest Council and the creation of the Office of Institutional

Effectiveness and Research are examples of planning initiatives. While improvements have been made, there remain opportunities for improvement of the planning and quality processes; this would result in better alignment of planning and better measurement of effectiveness.

Category 9

- IU Northwest has paid attention to collaborative relationships and the continuous improvement of these relationships; opportunities still exist to measure the usefulness of external relationship building more consistently and to expand measurement activities to include the internal community. This area is a strength for the institution; IU Northwest should be encouraged to capitalize on this strength in ways that may bring new and better benefits to the institution, its students, and its partners.

Accreditation issues and Strategic challenges for **Indiana University Northwest** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Indiana University Northwest's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was

unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals,

and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Indiana University Northwest has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Indiana University Northwest in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Indiana University Northwest will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- In reviewing our report we noted that most of the Ss and SSs are in the process areas; whereas the areas of opportunity lie within the results areas. IU Northwest can consider broadening the range of assessment opportunities to include comparative data with other institutions, more surveying of those who stop out or withdraw, planning processes and collaborative relationships. IU Northwest has expended much effort in developing processes. It now appears poised to devote more attention to assessing the effectiveness of processes which will result in enhanced data-driven decision-making.

- The institution is to be commended for beginning a process of collecting and using data from many varied sources. The creation of an Office of Institutional Research demonstrates a commitment to measuring effectiveness across the university. More focused and strategic data collection and use of direct measures of intended outcomes, improved consistency of measurement, and benchmarking results against those from other institutions is essential for quality assessment and continuous improvement.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of [Institution], its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Indiana University Northwest distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   **Critical Characteristic**

OV1a   IU Northwest is a regional Gary campus of Indiana University; at about 40 years as a four year degree institution, it is 100 years younger than parent institution. IU Northwest shares payroll, enrollment, financial aid and business functions with parent IU.

OV1b   IU Northwest has been an AQIP institution since 2002, re-accredited in 2009.

OV1c   IU Northwest is a commuter campus that draws _ of its student population from Lake and Porter counties. Situated on 38 acres in an urban neighborhood, IU Northwest is highly racially diverse. In Fall 2009 48.5% of students were from bottom half of their high school classes.

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV3   Programmatic concentration is in health, liberal studies, business administration, education, public affairs and social work; primarily face to face conducted on campus.

OV4   IU Northwest employs a faculty of 177 full-time of which 69% are tenured or tenure track and 176 part-time faculty. Part-time faculty members may teach no more than two classes per semester. No graduate students are employed in the classroom.

OV5   Strategic planning is in a transitional state as campus begins search for new Chancellor. IU Northwest has transitioned to a decentralized planning model in which each organizational unit develops goals and priorities and reports them centrally in yearly budget hearings.

OV7a   Three initiatives guide data collection: key campus performance measures, the Reaching Higher Initiative (ICHE), and Peoplesoft which includes HRMS and SIS. Both purchasing and financial information systems have become web-based.

OV7b   IU Northwest values community collaboration, development and crime prevention. IU Northwest publishes indicators to document trends and help set agenda for improvement of the region.

OV8a   IU Northwest joined AQIP in 2002 making considerable progress that has led to new challenges, particularly in regard to funding. For example, the collection and analysis of data has led to the need to expand the relatively new Office of Institutional Research.

OV8b   The results of an AQIP Action Project on Responsibility Centered Management promises to result in a new model for planning and budgeting.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Comment

OV1c   IU Northwest is a commuter campus that draws _ of its student population from Lake and Porter counties. Situated on 38 acres in an urban neighborhood, IU Northwest is highly racially diverse. In Fall 2009 48.5% of students were from bottom half of their high school classes.

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general education principles. Outcomes and principles are being incorporated into all core curricula.

OV3   Programmatic concentration is in health, liberal studies, business administration, education, public affairs and social work; primarily face-to-face conducted on campus.

OV6   Challenges include: a) infrastructure for continuous quality improvement which has been improved, b) declining enrollment with subsequent budget implications which is now a major planning focus resulting in increased enrollment for past two years, c) making sure

that campus initiatives are in-line with the larger IU, d) revenue uncertainties, e) increased competition and f) student access and success (diverse and adult population).

OV8a IU Northwest joined AQIP in 2002 and while making considerable progress, that progress has also led to new challenges, particularly in regard to funding. For example, the collection and analysis of data has led to the need to expand the relatively new Office of Institutional Research.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1	S	IU Northwest has made a concerted change in general goals and education principles with the recent four-year revision, and has developed five over-arching and explicitly defined general education principles that relate back to the institution's mission.
1P2a	S	The program learning objectives process is defined and used to integrate general education as well as discipline specific learning objectives.
1P2b	O	IU Northwest may have the opportunity to broaden relevance by including additional stakeholder interests.
1P4	S	A process is followed to determine the value and sustainability of new programs. Mission differentiation results in a focus on programming that is essential to the needs of the community. Combining programs previously housed in separate facilities demonstrates an understanding for the realities of the modern urban school.
1P5	O	Criteria might be strengthened through the solicitation of assistance of the Registrar, the Admissions Office, the High School Guidance and Counseling offices, and others familiar with postsecondary education preparation to assist the faculty in determining wider and broader acceptable entrance requirements.

1P6	O	The response will be strengthened if IU Northwest described the ways in which the required preparation and learning and development objectives are communicated to students.
1P7	S	IU Northwest uses a comprehensive multi-pronged process to assist students with program and career selection, including rigorous interviewing in the professional disciplines, a battery of tests, and counselor intervention to aid in decision-making.
1P8	O	Although a system appears to be in place and the institution appears to provide support for students in the CLP, the process of dealing with underprepared students is not clear. Program tracking might provide additional information.
1P9	OO	IU Northwest has the opportunity to offer assistance to students and faculty to help students identify and understand their individual learning styles. Campus wide understanding of learning styles would benefit this process. Faculty members could be encouraged to develop teaching styles and prepared lessons for learning based on the identified learning styles of the students.
1P12	S	Courses are scheduled with the students' needs in mind, particularly in regard to the part-time working adult. Support is also offered to IT enhanced delivery for both on-campus web and for regional site delivery.
1P13	O	While program reviews, accreditation processes and annual reports are foundational to ensuring program effectiveness, the process for using this information, analyzing the data and making program improvements is not detailed. Review of programs would also benefit from the assistance of external advisory groups with industry specific or subject matter expertise.
1P14	O	The process of program review is described and IU Northwest appears to have instituted a set of common criteria when programs are evaluated, but no information is provided on the way in which the decision to terminate a course or program is made. The actual decision making steps are not explained. Additional review of workforce and industry

needs, using local and national scaling and tracking system would benefit IU Northwest in the decision to terminate a program offering.

1P15   S   IU Northwest has a variety of support services to support student success, and an array of programs to support student retention. Of particular note is the emphasis on student advising and the faculty mentor program. In addition faculty staff development workshops are available in a number of areas related to teaching and learning. An effort to retain students and faculty is active at IU Northwest.

1P16a   S   The general education principles are used to align co-curricular and curricular learning outcomes.

1P16b   O   While this alignment is discussed, the discussion would be clearer if co-curricular goals for IU Northwest were described.

1P17   O   IU Northwest is currently developing a plan for centralized student outcomes assessment. Measuring preparedness is a major campus focus that is in progress and promises to centralize assessment efforts. Continued efforts to enhance the initiatives related to assessing student learning and with plans to communicate the results of student learning outcomes promises to assist all units. Creative ways to measure and communicate preparedness will follow.

1P18   O   An office of assessment of student learning has been established; however, there appears to be minimal support provided for such a broad ranging goal of coordinating course level, general education as well as major/program assessment. Design of the process is as yet unexplained. Implementation of the plan to assess the general education principles will provide detailed information about achieving the principles across all programs and for all students. Comparative data from other institutions will assist IU Northwest in learning whether their criteria and expected outcomes are aligned with those of other postsecondary institutions.

1R1   OO   IU Northwest participates every three years in the NSSE and a schedule is being developed to assess the new general education principles on a periodic cycle. NSSE, however, is a measure of student engagement but

not a direct measure of learning. More direct measures of student learning outcomes will provide needed evidence for continuous improvement. NSSE results tell part of the story about student learning outcomes, but implementation of the General Education/Assessment Committee plan including the collection of learning outcome data, analysis of results, and changes to improve outcomes will need to occur to complete the assessment cycle. IU Northwest is just starting on the journey around the cycle to eventually "close the loop". Measurement of learning outcomes on a programmatic and/or departmental level could help across academic units. Comparative data from other institutions will assist IU Northwest in learning and understanding the benefits of measuring student learning.

1R2	O	There are few results reported in this category. NSSE results are a piece of the puzzle and the Writing Assessment is a good start. The pilot project with Writing Assessment might serve as a model across other general education learning outcomes.
1R3	O	Data showing academic achievement in meeting program learning objectives was not presented. Many of the measures and results cited are not measures of learning outcomes. ETS field tests can be useful if there is support for them and if they measure IU Northwest intended outcomes. Additional measures to assess program learning objectives could assist with meeting student and employer needs. While employer surveys are mentioned, it would be beneficial to learn how results from the surveys are used in the evaluation cycle. Comparative data from other postsecondary institutions will assist IU Northwest in determining whether curriculum and leaning objectives are aligned with others.
1R4	O	Evidence that students who have completed programs have acquired knowledge is described as coming from employer surveys, community boards and grad school admissions. However, no evidence was presented or the evidence link required a sign-in so it was not viewable by the peer reviewers.

1R5a	S	A number of measurements are in place to assist IU Northwest in assessing learning support results.
1R5b	O	The evidence presented might be stronger if it dealt with a broader array of learning support processes such as library and advising.
1I1	O	IU Northwest is in the very early stages of assessment. Although it is able to identify a number of improvements as a result of their efforts, as IU Northwest noted, the planning for assessment and measurement of learning outcomes has begun, but is "not yet comprehensive". Making the efforts comprehensive and completing the cycle will lead to more substantive improvements.
1I2	O	The emphasis on improvement is noted in the addition of the position of Assistant Vice Chancellor of Institutional Effectiveness and Research as well an Institutional Effectiveness Advisory Committee that is to advise and monitor planning and assessment. The cited changes in infrastructure may provide a framework for improvement, and have poised IU Northwest to measure student learning and make improvements based on analysis of results, but IU Northwest appears to be in very early stages. Clear focus on function and purpose has been achieved and now the focus can be directed toward internal expectations.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its

Systems Portfolio **section covering Category 2, Accomplishing Other Distinctive Objectives:**

Item   Critical Characteristic

OV1c   IU Northwest is a commuter campus that draws _ of its student population from Lake and Porter counties. Situated on 38 acres in an urban neighborhood, IU Northwest is highly racially diverse. In Fall 2009 48.5% of students were from bottom half of their high school classes.

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life-long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV7b   Values community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P2	S	IU Northwest is committed to outreach activities in the community as demonstrated through economic development programs, workshops, partnerships, alumni activities, and celebrations as well as an understanding of the community it serves.
2P3	S	A number of communication avenues are utilized to keep faculty, staff, and community informed regarding no-instructional objectives including Web, media, email, annual report, town hall meetings, faculty meetings, and listserv announcements.
2P5	S	A variety of approaches is used to gather information about faculty and staff needs to meet non-instructional objectives including facilities planning, budget allocation, a campus climate survey, and discussion at the Northwest Council.

2P6	O	Adjustment of non-instructional objectives is tied to the budget and resource allocations. Adjusting resources is just one way to adjust objectives but it is not clear how the decisions are made to adjust objectives to non-resource related approaches such as information sharing or professional development are not evident.
2R1a	S	Each unit applies measures to objectives that align with the strategic goals of IU Northwest. Non-instructional unit activities are measured at the program level for effectiveness and accountability. Reports are made annually. The measures are, for the most part, quantitative.
2R1b	O	Tying measurements with goals will provide trend data for success in meeting objectives and projected outcomes and will benefit UIN in alignment to strategic planning and help as well in the formation of a budget.
2R2	O	Performance results are presented for two broad categories 1) level of participation, and 2) number of events. Analysis of these results is necessary for the data to be meaningful and useful.
2R3	O	Comparison with other institutions will provide an opportunity for external comparative analysis.
2R4	O	Levels of participation/attendance may be supplemented with service to internal and external constituents, satisfaction levels, and alignment with strategic goals. Analyzing results in terms of success will strengthen how the overall organization is presented. Additional information, collection, and alignment will provide opportunities for assessment and evaluation as well as input for improvements.
2I1	O	Improvements that demonstrate other distinctive objectives beyond affiliations with regional and national athletic associations will afford IU Northwest additional areas in which to address this category.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   Critical Characteristic

OV1c   IU Northwest is a commuter campus that draws _ of its student population from Lake and Porter counties. Situated on 38 acres in an urban neighborhood, IU Northwest is highly racially diverse. In Fall 2009 48.5% of students were from bottom half of their high school classes.

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV3   Programmatic concentration is in health, liberal studies, business administration, education, public affairs and social work; primarily face to face conducted on campus.

OV7b   Values community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	S/O	Comment
3P1	SS	Identification of potential and current student needs is addressed by a variety of departments and through various methods. IU Northwest utilizes a number of avenues for identifying students' needs on an on-going basis. Examples include: the use of several technologies/formats to inform the campus community of current events/emergencies; monitoring changes in test scores, persistence rates, service requests and so on, and feeding those results into departments for action; multiple means to assess student needs including open response options in admissions process, various surveys of student satisfaction and other data collected in reports that would indicate that student needs were being met; the increase in student employment through more federal work study positions; and participation in the system-wide OneStart services provides a technological foundation for tracking student need data and other information.
3P2a	S	Direct personal interaction, proactive initiatives utilizing technology to help students stay connected, and various outreach activities all contribute to building and maintaining student relationships.
3P2b	O	IT conducts a user survey every two years and conducted a "brief" survey to determine faculty needs for classroom technology in the fall of 2007. Because of rapid changes to technology, annual surveys might help IT keep better pace with changing student and faculty needs.
3P3	O	A number of promotional materials and events are used to communicate with various stakeholder groups, but with the exception of the annual survey, available only in two select publications, and involvement in the Quality of Life Council, no other avenues to which IU Northwest could identify stakeholder needs are discussed.
3P5a	S	A number of external factors have coupled successfully with the proactive measures such as needs assessments and focus groups to determine potential new stakeholders.

3P5b	O	Although IU Northwest has actively engaged students from outlying areas, there appears to less activity in seeking new student and other stakeholder populations in the school's primary service area.
3P6a	S	Complaints appear to be handled in a thorough, hierarchical, and fair manner that includes a feedback loop that informs students of the outcome of their complaints. Faculty and staff complaint procedures are in place via various policies and handbooks.
3P6b	O	IU Northwest only appears to be addressing student complaints involving discrimination and not other areas of student complaints, such as grade appeals, safety concerns, inadequate services, etc. Collating and analyzing the complaint data would be useful to help administrators spot trends or patterns for complaints; additional training could then be offered.
3R1	O	Figure 3.5 indicates multiple methods are utilized to address stakeholder satisfaction, there are no concrete examples of how the data has been used to determine if improvement targets were being met. Additional explanation to accompany the chart of stakeholder satisfaction will help to better explain IU Northwest's initiatives in this area. More frequent measures of student satisfaction might strengthen opportunities for responsiveness.
3R2	O	Clarification regarding the frequency of data collections and longitudinal reporting will assist reviewers in their appraisal of the IU Northwest portfolio. For instance, in 3P2 the portfolio states that the IT department conducts its survey every two years, which is in contrast to the statement in this results section that states the survey is conducted biannually and IU Northwest has been participating in NSSE since 2004 with four survey administrations, yet no longitudinal data on student satisfaction is presented.
3R3a	S	IU Northwest has enjoyed a 26% increase in students attending summer orientation which they attribute to the revisions they made to the program.
3R3b	O	Additional results that demonstrate development of relationships with students beyond those listed related to orientation may well assist IU

Northwest personnel across the University in how various departments could better build relationships with students. Whether relationships are building or declining might be obtained through the use of more frequently measured trend data.

3R4	O	Although performance measures for stakeholder satisfaction are described, the description of performance satisfaction results is less comprehensive. As a result, it is not clear that increases in enrollment or increases in paid alumni are the direct effect of university strategies. Increased value might be obtained by examining the differences between results in various iterations of image and impact surveys. As an example, trend data to show whether trends in event attendance correspond to measures of event satisfaction might be useful to provide a linkage between the satisfaction data and the satisfaction performance.
3R5a	S	Of the key stakeholder groups identified by IU Northwest, relationships are shown to have advanced, given the number of participants and the dollars generated through alumni activities.
3R5b	O	Of the 5 groups of external stakeholders identified in section 3P3, area employers may represent the greatest direct potential benefit to IU Northwest graduates. While public "recognition" of employers may build good will, actively seeking input from area employers (including small businesses and entrepreneurs) regarding expected qualifications and skills for future employees could provide valuable guidance for program improvement and future employment opportunities for graduates.
3R6a	S	Comparative data has been collected and benchmarked results for the performance of processes for understanding stakeholder needs are presented in terms of student satisfaction and private donor giving.
3R6b	O	Both sets of comparisons would benefit from providing additional context. For instance, how many NSSE results are significantly better than comparison institutions and how many are worse? Where are campuses in terms of fund raising campaigns and what are the different sizes of the

campuses? In the future, a five-year moving average may be a more meaningful comparison.

3I1   O   Recent improvements appear to have been made in needs-understanding processes with the expansion of technology in 12 classrooms as an example. Additional improvements might be obtained by evaluating the processes themselves. For example, it might be useful to address questions like: Do our measures address all of our questions? Does our analysis provide us with useful information? Do our processes address all of our stakeholders? And so on.

3I2   O   The example provided of improving new student orientation shows how the culture and infrastructure at IU Northwest have been used to address an identified student need. The institution might consider making student orientation mandatory or linking completion of orientation to course enrollment. Addressing campus culture and infrastructure as was done with the orientation example should assist IU Northwest in identifying areas of improvement across the institution.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

OV4   IU Northwest employs a faculty of 177 full-time of which 69% are tenured or tenure track and 176 part-time faculty. Part-time faculty members may teach no more than two classes per semester. No graduate students are employed in the classroom.

OV7b   Values community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
4P2	O	Although a candidate's skills and credentials are the basis for consideration for a position, IU Northwest needs to improve its processes to aid in attracting a more diverse workforce that mirrors its student body. Only 24% of faculty is represented by minorities while 43% of student body consists of minorities.
4P3a	S	IU Northwest has clear and effective procedures for the recruiting, hiring, and retaining employees.
4P3b	O	IU Northwest needs to be commended for realizing that the FRAME program has not met its full potential; however, because it is such an important part of faculty development, more attention needs to be directed on methods to make the program more successful.
4P6	S	IU Northwest gathers data from multiple sources that are used in the revision of work processes and activities. This process is tied directly to the institutional shared vision, objectives, and mission.
4P8	S	Training needs are determined as a result of annual performance reviews conducted by supervisors and via the Campus Climate Survey.
4P9	O	IU Northwest provides a variety of training and professional development activities; however, the institution can strengthen the mentoring process with consistency and standardization in the selection, training, and assigning of mentors.

4P11	S	IU Northwest provides numerous avenues for employee recognition, additional compensation, awards, and benefits.
4P12	S	IU Northwest employs an extensive process of employee training, motivation, and engagement.
4R2	O	IU Northwest reports that it utilizes a broad spectrum of performance results to measure employee satisfaction and morale; however, a quantitative analysis is missing from the documentation.
4R3	O	While IU Northwest reports an increase in productivity and effectiveness, the NSSE is not an adequate measure for these areas. It is suggested that IU Northwest utilize other data that include student retention rates, graduation rates, placement rates, and other output measures to adequately gauge productivity and effectiveness.
4R4	OO	Comparisons with other institutions should assist IU Northwest in continuous improvement.
4I1	S	Surveying employees has resulted in improvements in leadership development, scholarly endeavors, and the valuing of people
4I2	O	While five areas of improvement have been noted, IU Northwest would benefit from examining how the culture and infrastructure aided the selection process of these areas.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV5   Strategic planning is in a transitional state as campus begins search for new Chancellor. Has transitioned to a decentralized planning model in which each organizational unit develops goals and priorities and reports them centrally in yearly budget hearings.

OV7   Three initiatives guide data collection: key campus performance measures, the Reaching Higher Initiative (ICHE), and Peoplesoft which includes HRMS and SIS. Both purchasing and financial information systems have become web-based.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item   S/O   Comment

5P1   S   Although IU Northwest is in a transitional phase searching for a new chancellor, the Strategic Planning Council and its successor, the Northwest Council, have aligned the institution's mission and values with its strategic planning.

5P2   SS   The Northwest Council, with the assistance of various other campus leadership groups, sets the direction and maintains mission alignment for the campus. Additionally, IU Northwest is moving toward a Responsibly Centered Management model that will align the budgetary process with continuous quality improvement.

5P3   O   While surveys, evaluations, and focus groups are conducted; there is a lack of information regarding how the needs of students and other stakeholders are

understood. In addition, external stakeholders are not identified. The decision making units do not have student or external stakeholder representation.

5P5	S	With extensive representation of campus constituents, the Northwest Council has become a highly effective forum for IU Northwest decision making. This process is collaborative, inclusive, and transparent.
5P6	S	IU Northwest is in the process of implementing a campus-wide evidence based decision making model.
5P7	O	While IU Northwest has multiple communication channels through which information can flow downward, upward, and outward to internal constituents, it does not appear that information channels exist for external constituents.
5P8	S	IU Northwest employs a wide variety of formal and informal communication systems to ensure an effective flow of information and feedback between key internal stakeholders.
5P9	S	In concert with the IU Human Resources department, IU Northwest recognized the need for developing leadership skills and instituted a systematic leadership training program during spring 2009.
5P10	O	While the institution has recognized a need for a leadership succession plan and has consulted outside models, little, if any, internal effort has been made to address the issue fully.
5R1	O	Although IU Northwest has identified several measures with respect to leading and communicating, the processes on how these data are aggregated and analyzed is unclear.
5R2	O	While the data from the Class Climate Survey suggests an upward trend in employee satisfaction, results from the other two measurements are absent. Furthermore, the introduction of focused and quantifiable methods to define "quality of administrative leadership" has the potential for eliciting feedback and providing direction for IU Northwest's leadership initiative.
5R3	O	IU Northwest would benefit from a comparative analysis with other institutions.

5I1	S	Improvements in leading and communicating are evident with the process mapping initiative.
5I2	O	The creation of an institutional effectiveness structure and the planned AVCIER position provide an opportunity to select specific processes, identify improvement cycles and goals, and to set targets for improved performance results in leading and communicating.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item   Critical Characteristic

OV1c IU Northwest is a commuter campus that draws 3/4 of its student population from Lake and Porter counties. Situated on 38 acres in an urban neighborhood, IU Northwest is highly racially diverse. In Fall 2009 48.5% of students were from bottom half of their high school classes.

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV6   Challenges include: a) infrastructure for continuous quality improvement which has been improved, b) declining enrollment with subsequent budget implications which is now a

major planning focus resulting in increased enrollment for past two years, c) making sure that campus initiatives are in-line with the larger IU, d) revenue uncertainties, e) increased competition and f) student access and success (diverse and adult population).

OV7a Three initiatives guide data collection: key campus performance measures, the Reaching Higher Initiative (ICHE), and Peoplesoft which includes HRMS and SIS. Both purchasing and financial information systems have become web-based.

OV7b Values community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	*S/O*	*Comment*
6P1a	S	IU Northwest uses multiple methods (surveys, focus groups, exit interviews, etc.) to gather data, which in turn, can be used in identifying issues and formulating solutions to better support student service needs.
6P1b	O	An opportunity may exist to identify the support needs of other key stakeholder groups which could strengthen administrative support processes. For example, would increased advising or increased flexibility make a difference in retention, since raising financial aid did not seem to have a positive outcome?
6P3	S	IU Northwest has a crisis management team that works in conjunction with the University Police and the department of Environmental Health and Safety. In addition, the campus has Crisis Management and Crisis Communication plans and has instituted IUNotify, a campus wide notification system.
6P4	S	IU Northwest has developed a "service philosophy" and Enrollment Services departments meet monthly to identify operational strengths and weaknesses.
6P5	O	IU Northwest recognizes the need to better document the effectiveness of support services. In addition to the development of policies and

procedure manuals, systematic collection of data documenting the quality of services beyond numbers served can assist individual units/operations with developing additional services and can provide data for future planning.

6R1	O	The measurement of support services focuses on satisfaction (Campus Climate Survey, NSSE, student satisfaction surveys etc.) Quantitative measures such as graduation rates, retention rates, coupled with direct measures of specific outcomes, can provide more comprehensive data upon which to make decisions and drive improvements.
6R2b	O	Data are collected for support service use and satisfaction. However, little evidence exists to suggest these data are of strategic value, or that they are used in decision-making that leads to improvement. For example, are community stakeholder vs. student use data for the Math Lab distinguishable? Further, data indicate that international student use of the Writing Center has increased, but no additional tutors have been trained for ESL. Implementation of a clear plan for data collection that is improvement-driven could provide valuable input for decision making.
6R4	S	The Action Project for Measuring Institutional Effectiveness and the creation of the IR Office and position have increased the use of information to improve services.
6R5a	S	IU Northwest is to be commended for locating comparative data and results for support services from other postsecondary institutions. Extending this practice to other areas of operation can provide valuable comparative data for overall institutional improvement.
6R5b	O	Detailed analysis of the peer institution data may provide opportunities for campus discussion leading to further improvement. For instance, IU Northwest is in the middle of the group of 12 institutions for Library resources, Professional Staff/FTE (6th) and Current Serials (7th), but at or near the bottom of Hours Open (12th), Gate Count (12th), and Reference Transactions (11th).

| 6I1 | S | IU Northwest has noted recent improvements in the following areas: revising the mid-term attendance and enrollment audit, instituting an IT preventative maintenance program, increasing the numbers of high-tech classrooms and campus Internet bandwidth, raising faculty salaries, and instituting other improvements for the betterment of the campus. |
| 6I2 | O | Additional efforts in analyzing the results of initiatives currently in place may help to better understanding the culture and infrastructure support processes for improvement. |

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   *Critical Characteristic*

OV6   Challenges include: a) infrastructure for continuous quality improvement which has been improved, b) declining enrollment with subsequent budget implications which is now a major planning focus resulting in increased enrollment for past two years, c) making sure that campus initiatives are in-line with the larger IU, d) revenue uncertainties, e) increased competition and f) student access and success (diverse and adult population).

OV7a   Three initiatives guide data collection: key campus performance measures, the Reaching Higher Initiative (ICHE), and Peoplesoft which includes HRMS and SIS. Both purchasing and financial information systems have become web-based.

OV8a IU Northwest joined AQIP in 2002 and while making considerable progress, that progress has also led to new challenges, particularly in regard to funding. For example, the collection and analysis of data has led to the need to expand the relatively new Office of Institutional Research.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	*S/O*	*Comment*
7P1a	S	A process for the selection, management and distribution of performance data for use by various internal and associated external stakeholders is described.
7P1b	O	Much of the provided description is related to non-instructional areas, and not all departments have a mechanism for sharing data across schools and divisions. More emphasis on instructional areas could provide additional value to the process. For example, adding information from students who fail to complete programs would provide additional insight into retention issues.
7P2	S	IU Northwest has plans to collect data to support planning and improvement initiatives. This has been started with several key measures, particularly the WIGs, and will provide the institution with valuable information and decision-making tools with expansion to other key performance objectives
7P3	O	Individual departments and units have access to campus wide and department specific data that may be accessed by department personnel or through the help of OIR. Continuing efforts to improve data availability and use across the university may result in improvements in how various units determine needs.
7P4	O	IU Northwest describes an opportunity for major improvement in several key areas. The Performance Measures project promises to provide a mechanism for monitoring admission and enrollment, financial and

student success. These indicators could drive many of the continuous
improvement efforts.

7P5 S The institution is embracing a culture of "student improvement,"
predictability through "lead measures," and "student centeredness."
Monitoring of these goals is conducted through multiple comparative
measurements, as well as through the institution's own performance over
time.

7P6a S IU Northwest has identified two areas to align institutional goals with
departmental data and analysis (WIG of reaching 6000 students by 2013
and the five general education principles). The AVCIER will be
responsible for coordination and sharing of this information.

7P6b o Although considerable work has been done in this area, IU Northwest
recognizes the usefulness of expansion and alignment of its data
processes, and its assessment processes. The plans outlined will
provide IU Northwest with valuable actionable information.

7P7a S IU Northwest's information is maintained and secure. This is
accomplished via frequent software upgrades, nightly backups of data,
housing data backups off campus for safety, and the implementation of a
virtual computing environment.

7P7b O These measures position the institution well for improved reporting,
communication, validity, and integrity measures at the department/unit
and whole-institution levels.

7R1 O Although measures of satisfaction with the information system are in
place, explicit measures of effectiveness could add insight as to the
strength of the system. Similarly, there is some evidence of
benchmarking satisfaction with the information system, but benchmarking
specific measures like use, size, security, and safety could add to a better
understanding of system effectiveness.

7R2 O The evidence of effectiveness is determined solely by indirect measures
as gathered from the NSSE and from satisfaction surveys. Direct

measures of IT effectiveness could strengthen this and provide better guidance for decision-making in this critical area of support.

7R3   O   IU Northwest could use comparisons with other institutions to identify useful direct measures of satisfaction to enhance the satisfaction survey results currently employed.

7I1   S   IU Northwest has demonstrated a commitment to gathering and analyzing data through the formation of the Office of Institutional Research. Further commitments to this area are evidenced by the OIR supervisor's upgraded role from a director to assistant vice chancellor.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* **section covering Category 8, Planning Continuous Improvement:**

Item   *Critical Characteristic*

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV5   Strategic planning is in a transitional status as campus begins search for new Chancellor. Has transitioned to a decentralized planning model in which each

organizational unit develops goals and priorities and reports them centrally in yearly budget hearings.

OV6   Challenges include: a) infrastructure for continuous quality improvement which has been improved, b) declining enrollment with subsequent budget implications which is now a major planning focus resulting in increased enrollment for past two years, c) making sure that campus initiatives are in line with the larger IU, d) revenue uncertainties, e) increased competition, and f) student access and success (diverse and adult population).

OV7a   Three initiatives guide data collection; key campus performance measures, the Reaching Higher Initiative (ICHE), and Peoplesoft which includes HRMS and SIS. Both purchasing and financial information systems have become web-based.

OV7b   Values community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

OV8b   The results of an AQIP action project on Responsibility Centered Management promises to result in a new model for planning and budgeting.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	*S/O*	*Comment*
8P1	O	IU Northwest recognizes that key planning processes should be more focused and has taken initial steps in moving the institution forward; IU Northwest also recognizes that motivation for this improvement process is uneven. It remains unclear how all of these planning initiatives will be coordinated and managed.
8P2a	S	Short and long term planning strategies are developed with input from system, local leadership, and various campus groups. The 3-section IT plan may provide a precedent for planning in other areas of the institution.
8P2b	O	Mechanisms for the selection of short and long-term strategies are various; an opportunity appears to exist in developing more consistency and comparative prioritization throughout the selection process.

8P4	O	Four ways of coordination are identified; how the four coordinate with one another and help align planning is unclear. The process of coordination an alignment seems to be inconsistent; the application of common values might provide an opportunity for better organization of this process.
8P6	O	IU Northwest recognizes a need for improvement in linking strategies with action plans; progress is being made, but campus-wide commitment to the implementation of strategic goals is critical to the successful execution of the strategic plans.
8R1	O	The institution might gain greater benefits from the five identified measures if these were tied more directly to the planning process; coordination of these indicators might enhance the effectiveness of the results. As stated currently, it is not clear how the measures listed could be used to determine the effectiveness of the planning processes or systems.
8R2	S	Positive progress is being made in accomplishing organizational goals and strategies, particularly the WIGs, Climate Survey, and NSSE.
8R3	O	It is not clear what the performance targets are beyond the datelines provided in the response.
8R4	O	Moving to a position of institutional effectiveness has potential for enabling success with continuous planning improvement; identifying a cohort group of peer institutions for benchmarking and comparing best practices would further enhance this effort.
8R5	O	While some demonstration of effectiveness is provided, there appear to be rich opportunities for improvement across this area; better evaluative measures might demonstrate evidence to support the effectiveness of continuous improvement efforts.
8I1	O	The discussion of improvements in the emergency processes, increased enrollment, and responsiveness to pressing issues - such as the use of IT in classrooms - Most of the examples cited were improvements in areas other than planning.

8I2a   S   The creation of the office of Institutional Research and the proposed
                 Office of Institutional Effectiveness and Research are positive steps that
                 will infuse planning into the culture and infrastructure of the institution.

8I2b   O   While planning is in progress, no specific examples are listed.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Indiana University Northwest that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item   Critical Characteristic

OV2   In 2005 IU Northwest revised its mission to reflect its distinctive contribution to the IU system and is in the process of shifting its emphasis from associate degree preparation to bachelor's degree preparation. Four major learning outcomes: life long learning, ethical practices, successful careers, effective citizenship. Five general-education principles. Outcomes and principles are being incorporated into all core curricula.

OV7b   Values Community collaboration, development and crime prevention. Publishes indicators to document trends and help set agenda for improvement of the region.

O3b   This is a sample of a critical characteristic identified by the Systems Appraisal team. The letter indicates it is the second comment that the team identified as responding to Overview question 3.

Here are what the Systems Appraisal Team identified as Indiana University Northwest's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	*S/O*	*Comment*
9P1	S	Positive and ongoing relationships with middle and high schools, along with ongoing efforts to reach out to other postsecondary schools; these relationships should help IU Northwest reach its enrollment goals.
9P2	S	IU Northwest uses a variety of means to build relationships with potential employers and graduate programs that are the destination of many of its students; a clearer picture of how these efforts are coordinated and measured (beyond general satisfaction surveys) would strengthen these efforts.
9P3	O	Examples of successful collaboration are given; IU Northwest might be able to strengthen this response by providing additional information about other collaborative relationships beyond the bookstore and food services.
9P5	S	The establishment of the CRE is aligned with the Mission and Vision of the university and provides an organized mechanism for fostering community engagement.
9P6a	S	The CRE manages communications with internal and external constituents through a variety of means, both circular and linear.
9P6b	O	The development of an impartial path through which measurement of the success of these partnering relationships is meeting the varying needs of those involved would provide supportive and valuable information.
9P7	S	The CRE organizes numerous opportunities to support both students and faculty. The exploration of the cross-disciplinary urban studies project serves as a promising example of the kinds of initiatives that foster internal relationships.
9R1	S	Recent improvements in scheduling, relationship building, and alumni communication processes are evident. Measures of internal relationship building are not described.
9R2	O	A list of CRE results is presented, no results are provided. For example, coupling the data concerning the increase in the number of students taking part in service learning with measurement of student learning

outcomes would provide a richer and more useful source of data for planning.

9R3	O	As in other areas, IU Northwest will benefit from comparisons with other institutions.
9I1	S	Recent improvements in scheduling, relationship building, and alumni communication processes are evident. Improvement in admissions practices and a dual credit partnership with Crown Point High School are good examples of improvements in collaborative relationships.
9I2	O	IU Northwest may have priorities for improvement in campus engagement but explaining how the university's culture and infrastructure are used as part of the decision process on how to improve performance results with regards to collaborative relationships should be addressed.