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- organizations that provide services to your students?
- education associations, external agencies, consortia partners, and the general community with whom you interact? Page 74

- 9P2** How do you ensure the varying needs of those involved in these relationships are being met?..... Page 75

- 9P3** How do you create and build relationships within your institution? How do you assure integration and communication across these relationships? Page 75

- 9P4** What measures of building collaborative relationships do you collect and analyze regularly?..... Page 76

- 9R1** What are your results in building your key collaborative relationships?..... Page 76

- 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 76

- 9I1** How do you improve your current processes and systems for building collaborative relationships?..... Page 76

- 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 76

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O1

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 \$42 million and approximately 71 authorized degree programs. While the campus no longer offers classes at the Calumet Center in East Chicago, since 1997, the campus has leased classroom space in Portage, which is located in Porter County. This site serves as a feeder 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 preamble and 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,

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| <p>available, competent, and show personal concern for students.</p> <ol style="list-style-type: none">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 constituencies (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 Project (AQIP) process. 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) Strategic 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 and have been forwarded to the Indiana Commission of Higher Education (ICHE) for final approval.

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 15 certificate programs, 13 associate degrees, 38 baccalaureate

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degrees and 4 graduate degrees. The degree programs are offered through the following academic units, which are listed from highest to lowest by the number of majors: Nursing and Health Professions, Education, Arts and Sciences, Public and Environmental Affairs, Business and Economics, Continuing Studies and Social Work.

IU Northwest awards a larger proportion of Associate degrees than the other IU regional campuses. 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.

In addition to the Office of Academic Affairs, the campus is organized into five units of Executive Management, which includes the Office of Diversity and Equity, Administrative and Fiscal Affairs, Information Technology, Student Affairs, and University Advancement (see Figure Oc).

O3

IU Northwest serves a seven-county region comprised of Lake, Porter, LaPorte, Jasper, Newton, Starke, and Pulaski counties. As a commuter campus, 93% 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% of the freshman students are from the top tenth of their class, while 47.3% are from the bottom half of their high school class. About 7% of the freshmen class scored over 600 on the SAT I Math.

The average graduation rate over the last five years for IU Northwest students was

23.6% and the second-year retention rate (freshman to sophomore) was 62.2%.

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* 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 4,937 students.

The vast majority of classes (85%) have fewer than 30 students, with only one class section enrolling more than 100 students. The student-faculty ratio is 13.4 to 1.

Student Fast Facts

- 52% of students attend full-time
- 85% of students work
- 49.3% of students receive financial aid
- 35% of students are from underrepresented populations.
- 58% of freshman are first-generation college students
- 88% of students are undergraduates
- 97% of students are Indiana residents
- Average age of student is 30
- 70% of students are female

O4

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

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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 curricula.

The establishment of 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.

O5

The primary responsibility for preparing our graduates for lifelong learning, ethical practices, successful careers, and effective citizenship rests with our faculty. In Fall 2005, IU Northwest employed 181 full-time faculty (71% are tenured) and 196 part-time (adjunct) faculty. Seventy-five percent of the full-time faculty hold doctoral degrees or terminal degrees in their field, 25.5% are members of minority groups and 48% are women.

The average teaching load is nine credit hours per semester. 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.

Sixty-eight professional, 92 clerical, 9 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 352 hourly employees (58% are students).

O6

IU Northwest occupies 38 acres in an urban neighborhood in Gary. Its facilities include 22 buildings, 12 academic and administrative facilities, and a Child Care Center. The addition of a student activity center in 2000 added significantly to student life on the campus. The 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 from which we provide limited course offerings. A Facilities Planning Committee is responsible for preparing 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. The campus has identified being a leader in the use of technology as a strategic outcome and it was one of the

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AQIP projects. The campus supports faculty and staff in the use of technology through the Center for Excellence in Teaching and Learning (CETL) and the IT Department.

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 campus chancellor reports to the President and no campus is subordinate to another campus. Like other multi-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 rather general university-wide policies. IU contains several University schools, which exercise varying degrees of coordination in relation to the academic units on the campuses. 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 1992.

O7

IU Northwest is one of several institutions of higher education serving northwest Indiana. There are two four-year public institutions, PUC and PNC; one community college, IVY; two private four-year institutions, VU and Calumet College of St. Joseph, and several other proprietary enterprises. PUC, which is located only 14 miles from our campus, is our primary competition for the recruitment of students. Although we have many programs in common, IU Northwest also offers unique degree programs in the Arts, Public and Environmental Affairs, Allied Health, Dental Education, and Social Work.

O8

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 their 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 second phase of the construction of the Professional Education Building will be completed in the summer of 2006. The building will house the School of Business and Economics, School of Public and Environmental Affairs, Nursing and Health Professions and Social Work. This building will provide significantly upgraded classrooms, clinics, and office spaces for faculty and student interaction. The first phase of the building has been completed and it is occupied by the Northwest Indiana Center for Medical Education.

Evidence-Based System of Accountability

IU is planning to develop an evidence-based system of accountability to track University and campus progress on mission-critical goals and objectives. IU Northwest is attempting to establish an Office of Institutional Research on campus. 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.

Centers of Excellence in Cultural Discovery and Learning and Sustainable Regional Vitality

These Centers position IU Northwest to advance its distinctiveness. The

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relationships that are being developed provide opportunities for the campus to expand its revenue base through increased activity in contracts and grants. The Center for Sustainable Regional Vitality (CSRV) is supported in part by a three-year Lilly Opportunity Grant.

Planning Processes

IU Northwest is designing and 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.

Reorganization

IU Northwest has the opportunity to merge the excellent programs that it currently has in Nursing, Allied Health, Dental Education and Social Work into a School of Health and Human Services.

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, our greatest competition for the recruitment of students, has opened a state-of-the-art learning center 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 a few courses at that learning center 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

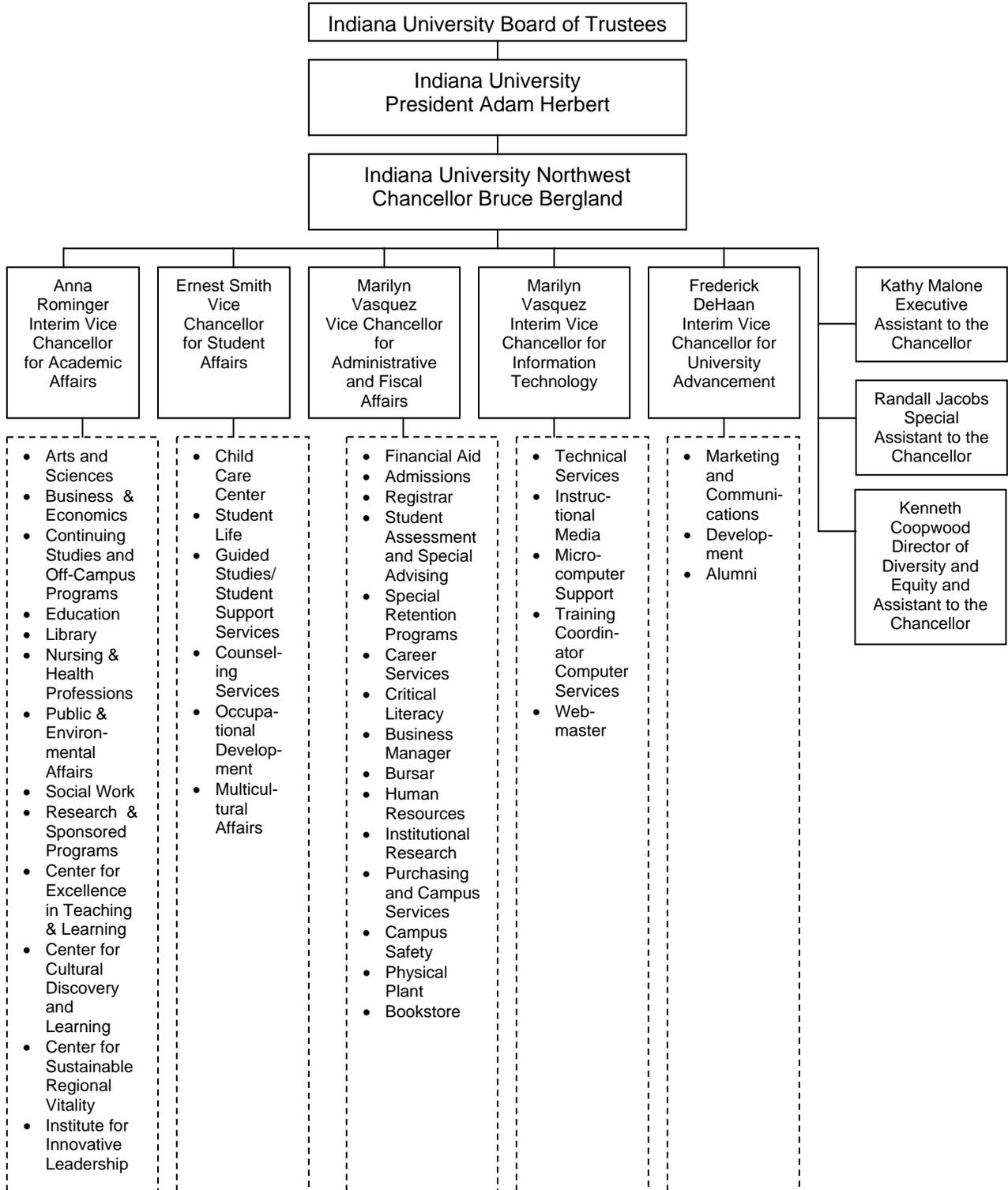
The quality of the IU Northwest student body reflects a regional campus serving a diverse regional population and a large number of returning adult students. Many of the students require additional developmental courses in order to bring their skills to the level at which they are prepared for college work. Although IU Northwest's retention rates are similar to the other regional campuses, the campus continues to seek ways that students who are admitted to the campus are provided with support services that will increase their ability to persist and graduate. IU Northwest has been working on two action projects related to retention that will be addressed in Category 1: Helping Students Learn.

Personnel

IU Northwest has many key administrative positions filled with interim appointments. One of the key positions that will be crucial for the campus to fill is the position of Vice Chancellor for Academic Affairs. Unsuccessful searches have delayed IU Northwest's ability to have stability within the Office of Academic Affairs.

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**Figure Oc
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1C1

The common learning objectives for IU Northwest's undergraduate programs are its nine general education goals (see Figure 1a). The College of Arts and Sciences (COAS), the School of Education (SOE), the School of Nursing and Health Professions (SNHP), the School of Business and Economics (SOBE), the School of Public and Environmental Affairs (SPEA), and the School of Continuing Studies (SCS) incorporate these general education goals into their core curricula.

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.

IU Northwest believes that every student in the undergraduate baccalaureate program should understand the basic knowledge and master the skills stated in

these goals. These nine general education goals are currently being reviewed both as a part of the campus strategic planning process and as an IU initiative. In 2005 the campus defined the student profile of academic excellence (Appendix B). A campus General Education Taskforce with broad-based faculty representation is using this profile in its review of the current nine general education goals. As a part of the general education review and one of the 2005 Strategic Outcomes, faculty and staff are identifying criteria to assess student preparation for lifelong learning, ethical practices, successful careers and effective citizenship (Appendix C).

The learning objectives of the graduate programs include acquiring the knowledge and skills to successfully practice the profession or discipline provided for in the degree. Each academic unit has its own learning objectives for students in their program. The learning goals for each graduate degree are articulated in the *Indiana University Northwest Graduate Bulletin*.

1C2

The nine general education goals 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 campus ensures alignment of the general education goals with the Mission/Vision through the strategic planning process. This process includes a review of the learning objectives and their continuing alignment with the Mission/Vision.

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Further, the campus ensures alignment with the Mission/Vision by incorporating the general education goals into every undergraduate degree program. The *Academic Handbook* requires that program reviews be conducted every five to seven years. The periodic review of each program will insure 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. As a part of the program priority process, each academic unit must document how the nine general education goals 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 COAS programs include 17 BA degrees; 7 BS degrees; 4 additional AA minors and 4 interdepartmental majors. COAS majors as of Fall 2005 were 950. The top three groups of students within COAS were: Undecided (n=268, 27%); Psychology (n=119, 12%); Biology (n=92, 9%).

A distinctive feature of the SCS 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 300 majors in SCS.

With 1,282 students in their programs, the SNHP is the largest School on campus. The SNHP currently offers an Associate of Science in Nursing (ASN) and 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. The SNHP is beginning 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 is being phased out and admitted its last class in the Fall of 2005.

The two largest health profession programs in the SNHP are Radiographic Sciences and Health Information Technology. Other programs include Medical Laboratory Sciences, Respiratory Therapy, Radiation Therapy, and Dental Education.

The key instructional programs in the 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 600 undergraduate majors and 125 MBA students.

The SOE has a total of 667 students; 459 undergraduates, and 208 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.

SPEA's key instructional programs 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, 393 students are enrolled in its undergraduate programs and 151 students are pursuing the MPA.

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The DSW offers a Master of Social Work with two concentrations, Mental Health and Addictions and Leadership. There are 116 students in the DSW.

The Schools use a wide variety of methods to deliver instruction, although the most common method is face-to-face classes conducted on campus. None of the schools are delivering their entire programs over the internet, although a few courses in COAS and Nursing in the SNHP 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 Schools are using a hybrid method of delivery which includes a combination of face-to-face and web-based sessions within their individual courses. Faculty are using Oncourse, the IU instructional platform, to post materials, test, post grades, and interact with students. All faculty, including part-time Nursing clinical 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. The SOE 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 with K-12 students.

1C4

Diversity is one of the general education outcomes at IU Northwest and it is one of the linchpins for the achievement of the Vision. 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 Schools 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 the SOE, diversity is not only a specific student-learning outcome in the Undergraduate Conceptual Framework, but 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 are asked to 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.

Figure 1b 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 1b

Senior	Integrates the cultural beliefs, values, and practices of individuals, families, and communities when providing nursing therapeutics.
Junior	Integrates the cultural beliefs, values, and practices of individuals, families, and communities into relevant nursing therapeutics with

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	increasing self direction.
Sophomore	Examines own and various cultural beliefs, values, and practices.
Senior	Evaluates the influence of culturally-tied health beliefs and practices on care providers' and recipients' abilities to maximize health potential.
Junior	Incorporates culturally-tied health beliefs and practices to facilitate recipients' abilities to maximize health potential.
Sophomore	Assesses culturally-tied health beliefs and practices to maximize health potential.

Faculty at IU Northwest understand the diversity of learning styles of its students and employ a variety of teaching methods to facilitate learning for diverse learners. Traditional lecture, teamed-based activities, experiential learning exercises, case studies, business games, group projects, and simulations are some examples of the methods used. In some programs such as Health Information Technology, a competency-based approach to learning in the lab and clinical settings allow students several opportunities to master the content.

Nursing provides a program for eligible, but educationally under-prepared students in which students take the Nurse Entrance Test as a condition of 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, study skills, 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 adoption by the campus of a Statement of Principles and Shared Codes of Conduct for faculty, staff, and students fostered campus-wide discussion concerning campus climate. Campus climate has been chosen each year by the Strategic Planning Team as one of the strategic foci for the campus.

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.

Faculty cherish academic freedom and practice open inquiry. IU Northwest creates and maintains a climate that celebrates intellectual freedom, open inquiry, and reflection by providing a forum 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. Student and faculty research is recognized with annual monetary awards, award luncheons, and news releases.

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, contact a discussion forum on which students can debate issues, ask questions, send e-mail, etc.

There are over 80 faculty-sponsored student clubs that peacefully coexist on campus. These clubs were organized to meet the diverse interests of IU Northwest students. The ODE (Office of Diversity and Equity) encourages the understanding of

diverse cultures and lifestyles. The IU Northwest's Diversity Programming Series provides exposure for students, faculty, staff, and members of the community throughout the year via a wide variety of media to learn about and appreciate other cultures. The Center for Cultural Discovery and Learning provides grants for faculty and students to work on projects that enhance the understanding of or promote the appreciation of diverse cultures.

1P1

Faculty have the responsibility for the development of learning objectives and program objectives. Common learning objectives (the general education goals) for undergraduates were recommended by a campus faculty committee and approved by the Faculty Organization, the faculty governing body of the campus. Any changes that result from the current review of the general education objectives 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 sought input from the community, usually through the 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. 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 affect all majors require approval of the COAS curriculum committee.

The process for developing program learning objectives in schools on campus that are considered university schools is a little more complex. For instance, in the

case of nursing there is a system curriculum committee through which all curricular issues pass, and changes or decisions then are approved by the University Council of Nursing Faculty, the system-wide governance body. These bodies have representatives from all IU campuses that have nursing programs. All substantive changes (course number, title, course description, credit hours, program outcomes and competencies) go through this process. For non-substantive changes (course content and delivery methods), the local faculty make these decisions. In the DSW, another system school, the IU Northwest DSW faculty members join with the DSW faculty from IUPUI and IUSB to develop common learning objectives and program objectives.

1P2

The development of new courses or programs generally 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. In the case of COAS, new courses may also be developed to meet the needs of students enrolled in the professional schools. A request for a new course must provide the level of student preparation required for the course.

Once the School 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.

The development of new programs requires an extensive review by the Schools. The Schools identify program

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objectives and assessment measures for any proposed new program. Schools 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 School and the Campus Curriculum Committee, it is reviewed by the Chancellor. 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. 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.

1P3/1P4

The President of IU has requested that each campus review its admissions policies in light of the new campus mission statements (Institutional Overview O1). Admissions policies are determined by the faculty and administered by the Admissions Office. Although IU Northwest does not have an open admission policy, approximately 76% of the students who apply (75% acceptance rate for freshman, 79% acceptance rate for transfer students) are admitted. 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/>.

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

Nursing requires a separate application process for admission into its program. Students must have completed 11 (ASN)

or 23 (BSN) credit hours and have a cumulative GPA of 2.0 (ASN) or 2.5 (BSN) and a pre-nursing GPA (GPA counting required courses for the major) of 2.3 (ASN) and 2.7 (BSN). In addition, Nursing does standardized testing of all students as a condition of admission using the "Nurse Entrance Test" (NET).

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

Each School that offers a graduate degree has its own requirements for admission. Students apply directly to the appropriate School 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 Schools generally every three years. In classes having large Ds, Fs or withdrawal rates, faculty within the School review the academic records of students taking the courses to learn whether students, who have completed certain courses, are more likely to succeed. For example, Basic English and Mathematics were discovered to be associated with success in the microcomputer application courses so the prerequisites for the microcomputer application courses were changed to include English and Mathematics prerequisites.

The Admissions Office reviews the transcripts of transferring students to

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determine whether the courses meet the course equivalency requirements. In the event the Admissions Counselor cannot make this determination, the academic units are consulted for assistance.

In addition, information regarding expectations is also available on the website for the campus and the websites of the Schools, one-on-one counseling during advising sessions with staff or faculty, course syllabi, open house presentations, college recruitment events, student orientations, meetings with high school counselors, and student handbooks. In 2004 COAS initiated an outreach/recruiting plan to local high schools. Faculty speak with prospective students about specific requirements, content, and expectations for COAS degree programs.

In SPEA's graduate program, an orientation program was instituted which involved some testing of student skills, particularly computing skills. SPEA faculty identified that graduate students seemed to be lacking in computer skills. The IT Department provides opportunities for improving these skills at no cost to students. Similar inventories are used in one or more of the classes in the graduate program to identify areas where skills need to be strengthened.

In the Critical Literacy program, which is designed to ensure students admitted to the campus have the skills they need before enrolling in college-level work, it was found that students were not performing well in mathematics, so 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 that our campus has recommended that 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. 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 courses in Reading, English and Mathematics.

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

Allied Health 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. Entry-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.

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

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inquiries to their advisor or to the Assistant to the Director.

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. As in all colleges and universities, students may change their major several times. 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 experiment.

An AQIP action project involved COAS and Career Services collaborating on an initiative 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.

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 School of Education's programs.

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, a student review is held 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

All Schools 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 addition, 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.

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

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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.

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.

1P7

As a student-centered campus, the student-centered principles must be taken into account in the delivery of course instruction (see O1). 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 examples that follow 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 qualified professional faculty based on professional organizational standards.

In Health Information Technology, for example, it has become more difficult to place students at the clinical sites for sufficient time to master the material. Lab experiences have been developed where the hospital employee comes to the campus to deliver the material in a group setting utilizing cases brought (and re-identified) 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 were equipped with multimedia equipment to enhance the use of technology in teaching. These classrooms are in very high demand. The Oncourse Teaching/Learning environment is IU courseware that can be used to effectively and efficiently enhance course delivery. The largest numbers of users of Oncourse are the faculty in SNHP and SOBE.

Course delivery systems in the SOBE 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.

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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 COAS and professional school requirements. Department chairs 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 Associate Deans in COAS to certify that course distribution is balanced. Faculty in departments with low numbers of majors (fewer than 20) frequently offer upper division courses as independent study classes (without compensation) in order to meet the needs of students without draining institutional resources. The role of advising is crucial, as it allows students to be notified of the need to take infrequently offered courses. Summer school offerings have expanded over the past few years in order to accommodate the large number of students who progress toward degrees by attending school all year round.

1P8

Program reviews and accreditation visits help to monitor the currency and effectiveness of the curriculum. The General Education curriculum is currently in redesign. Any changes require a vote of the faculty.

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. Programs are discontinued through the campus Program Priority process which identifies the priority level of the campus programs.

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

The campus has created a program prioritization process by which programs are evaluated. Using a variety of criteria that are aligned with IU Northwest's Mission/Vision, programs have been placed into one of three categories: growth, maintain, or discontinue/redesign. Those programs which have been identified as growth will be allocated new resources as they become available. Those programs

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identified as maintain will be allocated the resources necessary to accomplish that. Those programs which have been identified as discontinue or redesign will be given no new resources or even resources necessary to maintain them.

Enrollment with 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, IUSB and IUN form committees to address changing or discontinuing concentrations or courses. Once the committee has completed their 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

The campus continuously studies student and faculty needs for support. The campus has spent the last three years working on the action projects to increase the retention of first and second year students and to increase the use of technology by faculty, staff, and administrators.

Faculty frequently refer students to the math lab, writing lab and reading lab.

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 offers frequent workshops on faculty development, effective teaching, assessment of learning, use of technology.

Teaching and student learning are carefully monitored. In addition to the faculty development section of the annual reports and evaluations, the promotion and tenure and other guidelines, some units have even more rigorous development plans. For 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

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Scholarship and Creative Activity, and Service.

- 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.

COAS programs both offer and take advantage of services that offer learning support:

- Participation in Supplemental Instruction (CIS, Psychology, Biology, Chemistry, Sociology)
- Math Department maintains a tutoring lab for 49 hours/week
- English Department maintains a writing lab for 26 hours/week
- Modern Languages maintains tutoring lab for 6 hours/week

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 currently has proposed a special program to work with students who are having difficulty with their classes.

In DSW, faculty members are encouraged to attend faculty development workshops within the university and within the department.

Faculty also work collaboratively with each other sharing assignments and syllabi outlines, particularly with new faculty members. Mentoring of this type helps in relieving potential anxiety for new faculty members as the support system among faculty increases.

1P10

IU Northwest acknowledges the importance of co-curricular activities and their alignment with curricular objectives.

The campus has provided support to insure that there is a linkage between the areas of academic excellence and service activities. The CCDL and CSRV have provided research projects, internships, volunteer work, and service-learning experiences that meet the preparedness requirements as outlined in the Vision.

The campus is participating in the American Democracy Project. This project closely aligns with the general education goals 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. The School has worked to effectively extend its curricular offerings in leadership by recommending student participation in the co-curricular leadership program. The co-curricular objectives of the leadership program are aligned with the leadership learning outcomes for the SOBE. The goals are aligned 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 has taken the lead in the development of an assessment center for the campus. One of the initiatives of the assessment center is to develop an inbox exercise to measure student leadership performance.

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. 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

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co-curricular activities, e.g. Women's Studies Student Association, Women's Center, Women's Business Expo, and AIDS Awareness Conference. The Preprofessional 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, co-curricular goals are aligned to the extent possible with curricular goals. Because its students are non-traditional, the typical co-curricular goals of a residential program for recent high school graduates do not come into play. The goals of some groups, however, the health student group, for example, are closely related to the purpose of socializing students into the healthcare administration profession. 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 as they engage in club activities.

1P11

The Strategic Outcome 2 Committee developed criteria and surveyed units to learn how they currently measure students' preparedness for lifelong learning, successful careers, ethical practices, and effective citizenship. 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, processes for student assessment are determined by the faculty. The faculty determines assessment measures for individual courses and the standardized Intensive Intervention Program. Through the use of a standardized test, 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 first 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 helped define the process and determine the collection mechanisms for the system. The process was recommended to the faculty for adoption at a regularly scheduled faculty meeting. The development of an effective assessment system was and is a continuous improvement goal of the School. The assessment system arose from a recognized need to measure student performance and satisfaction and involved the administration of a variety of survey instruments. 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 School's educational services and to measure and improve student performance on the School's student learning outcomes. The School can demonstrate continuous improvement in this area over the past five years. During the past three years, the School 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

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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 the SOE, its 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 ensure that student-learning outcomes are assessed in a multiplicity of ways and at different points in each program. 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 some 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-basket and other exercises.

In the DSW, course processes are determined by faculty members. Class assignments, that is, 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

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 (Appendix C). The Allied Health programs use postgraduate surveys, employer surveys, exit exams, and credentialing exams. National Council Licensure Examination results are reported by the National Council quarterly.

Nursing has a yearly clinical agency breakfast with representatives of area healthcare employers at which employers discuss issues of preparation with faculty. In addition exit surveys are done for every graduate.

The SOBE measures student preparation for employment and further education in several ways. First, the School 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 School also conducts an alumni survey every two years to determine if its graduates are prepared for employment and further education. The School's graduates report a 98% employment rate and 44% of the School's baccalaureate graduates go on for further education. Other measures of the student preparation include a review of the CPA Examination results for student who took the exam. The School'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 School 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 School has added courses in Communication and created courses in teamwork and leadership to expand student-learning opportunities. The School also conducts an Employer Survey every five years to

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measure employer perception of the learning achievement of the School's graduates who are employed by local employers. The School uses all this data to review the student-learning outcomes to revise the curriculum and to increase instruction in key areas.

COAS has used word of mouth and 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.

The assessment center 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 occasionally used to determine how well students are prepared for employment. Some 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. Oftentimes 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 license examination in social work shortly after graduation. Discussion is also held on the requirements to sit for the License in Clinical Social Work Exam which the Mental Health and Addictions Concentration students are eligible to apply for two to three years after graduation. In the case of the Leadership Concentration, students who are interested in that concentration are advised of a plan to return to the IU Northwest MSW program following graduation to take the necessary classes that would make them eligible.

1P13

The Strategic Outcome Committee after collaboration with the academic units and support units has developed the following criteria measurement for the student preparedness outcomes. They can be found at <http://www.iun.edu/~spcnw/Outcome2/>.

Also, Allied Health measures student performance through exams/laboratory exercises/written assignments, student portfolios, clinical competency evaluations and professional skills evaluations.

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 from nine sources feed into the assessment process.

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These data are collected from four distinct groups of sources: (1) the Curriculum Committee, (2) current students, (3) alumni, and (4) external stakeholders. The Curriculum Committee consolidates the results of the annual curriculum reviews performed by the committee on a three-year cycle. The Strategic Planning Committee completes an annual review of the School's strategic plan. 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:

Measures	Time frame
DFW rates (all departments)	Every semester
Standardized test for graduating seniors (two departments)	Annually, varies
Grade distributions (one department)	Every semester
Exit interviews (two departments)	Every semester
Critiques of fine arts projects (two departments)	Every semester
Grades (exams, projects, internships, tests)	Throughout the semester
Departmentally designed measure for graduating seniors (one department)	Every semester
Capstone course projects (all departments)	Every semester

Senior portfolio (two departments)	Every semester
National Survey of Student Engagement (COAS)	Annually

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

Learning outcomes measurable results for Allied Health are job placement rates (90-100%) and credentialing exam pass rates (i.e., ARRT pass rates approximately 95-100%).

Nursing students are given standardized content exams and course pass rates are examined. In the Fall 2004 semester, pass rates on content-specific standardized

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tests ranged from 56% to 100%. The School has as its target at least an 80% pass rate in each course. NCLEX licensure exam results have been problematic. The Indiana State Board of Nursing requires that schools have a pass rate at or above the national average of schools. 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%. Graduation rate for the 2003-2004 academic year was 64% for BSN; 47% for ASN.

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 School 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. The School can report that fully 87% of its undergraduate students are achieving the required levels of performance on the School's learning outcomes. The School is also reviewing student performance on entry and on exit on standardized tests. The School can report that while the majority of its students are entering with standardized test scores in the bottom third of students tested, the Schools' 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. 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 Program Director and 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 programs are accredited by the respective accrediting bodies of their healthcare 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 School 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

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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 School'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.

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.

In COAS, Chemistry estimates that 50% of its graduates are in industry, 40% in health sciences programs, 10% 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); 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. 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. The DSW is currently working on formulating assessment tools that will reveal how employers of graduates assess their quality of employment and fit for the field.

The CSRV is collecting data in cooperation with Career Services for student interns through a Lilly Opportunity Grant, and uses an assessment grid for faculty reporting of results from faculty grants.

1R3

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 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

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classes in each business discipline and in each degree program with full-time faculty. The School was not able to meet this standard in 1999 with significant cases where its day or evening classes did not provide that 60% of its classes were taught by full-time faculty. 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—to allow them to complete their graduate degrees in night courses and to complete a substantial portion of the undergraduate degrees at night. 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.

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.

An assessment of the Critical Literacy Program revealed that it is effective.

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

1R4

Allied Health students' pass rates can be compared to national pass rates for the credentialing examinations given in the health professions. For example, the radiography students take the national examination of the American Registry of Radiologic Technologists and have a success rate of approximately 95-100% for first-time examinees each year. This can be compared to the national pass rate for first-time examinees of approximately 82-84%.

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 on a yearly basis by purchasing benchmarking surveys from EBI. Due to the cost, the School 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 School 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.

1I1

Academic units conduct periodic reviews of processes and systems for student achievement. University faculty change courses and strategies based on student and supervisor feedback. Faculty and advisory committees monitor program assessment plans that are in place to

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assure goals and outcomes are being met. Clinical evaluations and reviews are also done by students, clinical site supervisors and faculty.

The processes and systems for helping students learn and develop are improved in several ways. First, the student-learning outcomes are reviewed through the curriculum review process each semester by the Curriculum Committee. The Curriculum Committee reviews student performance and recommends 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. It is the responsibility of the Dean to work with the faculty to implement the changes.

In COAS, department meetings, 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 1998-2004:

- 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
- Pre-health Professions advisor and Freshman Seminar established.

- 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.

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 will 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 of processes in the division are somewhat limited. 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*) have helped to review and update teaching and learning processes.

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 will be encouraged to sit in the classes of faculty who have received teaching awards. They will also

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be encouraged to invite faculty in 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 AQIP Action Project 3 where adjustments had to be made to gather faculty feedback on their use of technology.

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When a program does not meet a specific goal in Allied Health, improvement processes are designed to meet these concerns. Advisory committees that include student and community representatives are involved along with the faculty in the program assessment process.

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 assist with this intervention program (IU Office of Diversity and IU Northwest Academic Excellence).

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 the new 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 that could benefit from such support.

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2C1

The SPT established eight strategic outcomes in order to achieve the Vision by 2010. See Table 8a. 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 8 represent additional institutional objectives. 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. The deliverables for Strategic Outcome 1 and Outcome 6, which are to be achieved by 12/31/2005, are to define scholarship, discovery, creativity, and service in the context of academic excellence and to demonstrate 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.

2C2

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 Strategic Outcomes were derived directly from the Vision and Mission. The SPT developed these outcomes and tested them against the 2010 outcomes to insure achieving these outcomes would put the campus on track to achieve the Vision in 2010.

2C3

At IU Northwest, faculty research and service are important components in helping students learn. In recognition of the important relationship between teaching and research, full-time faculty is given a course load release from teaching each semester. Participating with faculty

in research projects and service activities are considered to be worthwhile learning experiences 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.

2P1

IU Northwest's other distinctive objectives are determined by the SPT at its annual retreat in November. The 2010 Vision, which is aspirational, drives the creation of three- and one-year outcomes, in the context of current strengths and gaps. The SPT is involved in the setting of the institutional objectives (<http://www.iun.edu/~spcnw/>).

2P2

IU Northwest's expectations regarding these objectives are communicated through the SPT; committee meetings consisting of volunteers and elected campus members; campus surveys; e-mail communication and discussion; Faculty Organization meetings; campus convocation; and the *Northwest News*, which is mailed to everyone on campus and contains information on current strategic planning progress and activities in which the campus community can participate. Other types of communications related to outcome expectations are through the performance management systems, and internal awards or grants from CETL, CCDL, and CSRV.

2P3

Resource requirements for the accomplishment of the Strategic Outcomes are identified by each chair of a

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Strategic Outcome Committee. Their 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 objectives are assessed and reviewed by the SPT which meets a minimum of twice a year. The Strategic Outcome Committee chairs meet monthly with the Chancellor to review their progress and can make minor adjustments to the processes if needed. If the time line originally set for the completion of an outcome cannot be achieved, this must be brought before the SPT for discussion and consideration. If the Strategic Planning Committee chair needs to change the deliverable that was agreed to originally, this also must be approved by the SPT. At the SPT meetings and the monthly strategic outcome chair meetings, any challenges are discussed. As long as the process for accomplishing the outcome includes engagement and diverse perspectives, the "how" of how an outcome gets delivered can be changed, but the "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.

2P5

The measures that are collected and analyzed regularly regarding the accomplishment of the objectives include: the achievement of the strategic outcome, the engagement of the campus and

diverse perspectives that were sought as part of the process. In addition, specific data collected for each outcome would include the amount and quality of publications (scholarly, creative) and service activities engaged in by a faculty member each year are collected in the annual report, the number of grants written and awarded in the two areas of academic excellence, cultural discovery and learning and sustainable regional vitality; the success and sustainability of relationships that are being established in the seven-county region; demonstrations that student-centered principles are being adhered to such as number of programs that can be completed in four years, review of scheduling for day and evening students, the number of minority faculty hired and retained.

2R1

Results in accomplishing IU Northwest's other distinctive objectives include the offering of credit and non-credit courses in Newton and Jasper counties, completion of the Sculpture Garden on campus, creation of ODE, increase in grants submitted and dollars generated in research and grant activity.

Establishment of an Academic Priority Committee and the prioritization criteria, together with a well-defined process, prioritize programs.

2R3

IU Northwest's results in accomplishing its other distinctive objectives strengthen the overall institution because achievement of these objectives moves the institution toward the achievement of its Vision.

2I1

The systems and processes for accomplishing IU Northwest's other distinctive objectives can be improved through enhanced communications. To the extent that some of the work can be institutionalized within existing faculty committee structures, there will not be the appearance of duplication of efforts.

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Communications could also be enhanced with the community partners to recognize them for their contributions to the achievement of the goals.

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Based upon the current year's results the SPT will set targets for the next year's outcomes. This is done in order to ensure that the campus is on target 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.

3C1/C2

IU Northwest segments students and other stakeholders into groups to address 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 increasingly focusing 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.

In addition to these segments, the campus can also further breakdown 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.

3P1

The changing needs of IU Northwest's student groups are identified through:

- 1) Changes in results on the NSSE survey, which is administered annually
- 2) Comments from the Student Advisory Boards of the academic units
- 3) Exit interviews with students
- 4) Changes in Placement Testing scores
- 5) Changes in students' grades 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) Changes in SAT/ACT data
- 10) Student Government meetings
- 11) Retention reports
- 12) Graduation reports
- 13) Financial Aid reports

3P2

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

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. 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

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Table 3a Student and Other Stakeholder Needs

Students	Faculty, Staff, Administration (CABINET, ACADEMIC AFFAIRS)	Alumni, Friends, Donors (UNIVERSITY ADVANCEMENT)
<p>Potential Students (ENROLLMENT SERVICES COMMITTEE)</p> <ul style="list-style-type: none"> • User-friendly information • Timely information • Smooth registration processes • Helpful advising • Financial aid availability <p>Current Students (ENROLLMENT SERVICES COMMITTEE)</p> <ul style="list-style-type: none"> • Available classes • Safe environment (POLICE DEPARTMENT/ ENVIRONMENTAL SERVICES) • Appropriate advising (ACADEMIC AFFAIRS) • Technological resources (INFORMATION TECHNOLOGY) • Campus activities (STUDENT SERVICES) • Flexible learning environments (ACADEMIC AFFAIRS) • Financial aid availability 	<ul style="list-style-type: none"> • Sufficient resources to maximize learning experiences • Consistent information about campus happenings (UNIVERSITY ADVANCEMENT) 	<ul style="list-style-type: none"> • Consistent information about campus happenings • Networking • Positive institutional image • Connection with campus • Continuing learning opportunities (CONTINUING STUDIES) • Opportunities to support campus opportunities
	<p>Employers, Local Businesses</p> <ul style="list-style-type: none"> • Interns and employees (CAREER SERVICES, ACADEMIC AFFAIRS) • Recognition for support (UNIVERSITY ADVANCEMENT) 	<p>Elected Officials, Media (CABINET, UNIVERSITY ADVANCEMENT)</p> <ul style="list-style-type: none"> • Accurate, updated information about campus affairs • Promotion of high-profile, important campus issues and/or happenings • Lobbying-related activity through Hoosiers for Higher Education

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(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 and the IUN/UPS Golf Classic that involve significant documentation and group interaction to determine how to improve these events in the future.

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.

3P4

Table 3d provides a listing of some of the activities that IU Northwest uses to build and maintain relationships with other key stakeholders.

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.

3P6

Formal 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/acadhbkl/>;
<http://www.indiana.edu/~uhres/policies/nonunion/contents.html>;
<http://www.iun.edu/~humanres/hrpolicy/>;

<http://www.indiana.edu/~uhrs/policies/hoarly/index.html>.

Appeal procedures and notification procedures are also included. Student complaints, initiated in person or via telephone, are handled hierarchically, and students are informed of the outcome of their respective complaints. The Student Handbook (<http://dsa.indiana.edu/Code/>) addresses student complaints, process and procedures, and appeals. Files are kept for each student complaint and the resolution of the complaint. 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 the Retention Group or 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.

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.

3P7

Techniques to determine student and stakeholder satisfaction techniques can be found in Table 3e.

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Table 3b Relationship Building with Prospective Students

PROSPECTIVE STUDENTS			
Customer Service	Outreach Events	Outreach Activities	Regional Outreach
<ul style="list-style-type: none"> • The tele-counselors also provide relationship building from the prospect stage through enrollment. • Asking and providing answers to their needs/weaknesses. • 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. • 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. 	<ul style="list-style-type: none"> • Local county fair booths • Attending college fairs at the area high schools 	<ul style="list-style-type: none"> • Science Olympiad • Redhawk Speech Competition • Brain Bee • IUN Calculator Tournament • University Workshops (Collaborative with Gary Schools) • Kid's College 	<ul style="list-style-type: none"> • 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.

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Table 3c Relationship Building with Prospective Students

CURRENT STUDENTS			
Orientation	Academic Support	Media	Miscellaneous
<p>Opportunities to meet and talk with representatives from:</p> <ul style="list-style-type: none"> • The Admissions Office • The Athletic Department • Student Government • The Student Activity Board • Career Services • Other campus departments 	<ul style="list-style-type: none"> • Faculty-student advising sessions • Supplemental Instruction • Math Lab • Writing Center 	<ul style="list-style-type: none"> • Northwest Phoenix • The student handbook • Mass e-mail's to the student listserv which promote campus-wide activities • IUN website, a comprehensive information source for degree program requirements, as well as other useful material 	<ul style="list-style-type: none"> • Student representation on campus committees such as Diversity Programming Group, and Student Alumni Association. • "Get a Student Life" week, sponsored by the Student Activity Board. • University Counseling Service (Ray Fontaine) • Institute for Innovative Leadership (By linking educational and leadership practices, students work with community leaders to learn necessary leadership skills.

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

Cultivation Activities	Campus Publications	Advertising and Marketing	Miscellaneous
<ul style="list-style-type: none"> • Gala • IUN/UPS Golf Classic • Enhanced stewardship of high-level donors • Individual project fundraising activities <ul style="list-style-type: none"> ➢ Early Literacy Academy ➢ Sculpture Garden 	<ul style="list-style-type: none"> • Northwest News <i>(Upgraded in quality and frequency—monthly to 1,000 faculty, staff and selected friends)</i> • Northwest Magazine <i>(circulation 20,000+ twice annually initiated in 2003)</i> 	<ul style="list-style-type: none"> • Proactive Interaction with Media <ul style="list-style-type: none"> ➢ Press Releases ➢ News Stories 	<ul style="list-style-type: none"> • Telefund Activity • One-on-one interaction • Service on Advisory Boards of corporations, not-for-profits, professional organizations

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Table 3e

Techniques to Determine Student and Stakeholder Satisfaction Techniques

Student Exit Surveys	Employer Surveys	Student Evaluations of Faculty	Event Satisfaction Surveys	Participation at County Fairs
<ul style="list-style-type: none"> Conducted upon leaving the university, these are used to determine overall satisfaction of the educational experience, including interaction with faculty and staff, and provides information that is used to develop retention strategies 	<ul style="list-style-type: none"> These are administered internally and are used to determine the overall satisfaction of employees at IUN 	<ul style="list-style-type: none"> Conducted at the end of each semester, including Summer Sessions I and II, these assist the departments in determining opinions of classroom instruction and course design 	<ul style="list-style-type: none"> These are conducted occasionally and are used to determine external opinions of events such as the gala and the IUN Golf Classic, among other activities 	<ul style="list-style-type: none"> The campus has an annual presence and provides IUN employees access to the community for informational and diplomatic outreach

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3R1

Results from course teaching evaluations and NSSE are a significant component in the measurement of student satisfaction.

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.

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 retention rate to the second year for new students was 58% and for transfer students the transfer rate was 58.2%. This reflects a slight increase for both groups compared to the previous year's cohort.

3R2

IU Northwest's results for building relationships with students include:

- New student orientation numbers have increased dramatically

- Increased utilization of services provided by Career Services.
- Creation of the organizational structure in Enrollment Services has brought several offices together to work systemically on recruitment and retention issues.

3R3

Examples of results for stakeholder satisfaction with IU Northwest's performance include:

- Relationships with high school counselors have improved.
- Some academic units have assigned faculty to serve as liaisons to support recruitment efforts.
- Faculty and deans play a significant role in open houses for prospective students and parents.
- Attendance at large-scale campus events has increased.
- Alumni and community satisfaction is increasing as demonstrated by increased charitable giving.

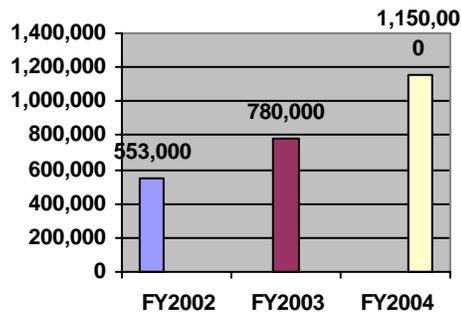
3R4

IU Northwest's results for the building of relationships with key stakeholders are listed below:

- An enhanced relationship with media outlets has resulted in increasing positive coverage of the campus over the past three years.
- Gifts from private donors have increased by 41% in FY2002 and 47% in FY2004 as indicated by the

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chart below:



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*.

3R5

IU Northwest does not have a Board of Trustees approved list of peer institutions. The NSSE results do provide information for the comparison of IU Northwest's results with other NSSE institutions. IU Northwest's performance in comparison to the other NSSE institutions is mixed.

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.

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.

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4C1

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. The administration is working with the faculty to develop a process for the review of course load reduction requests and to develop 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 which 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 that 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, Retention Group, Facilities Planning Committee and the Technology Council, American Democracy Project Global Leadership Team, and the Diversity Programming Group.

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

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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 2001-2005

Full-time				2005-06		
01-02	02-03	03-04	04-05	Full-time	Part-time	FTE
148	168	188	183	181	196	203
Librarians are excluded. There are six (6) librarians.						

Table 4b Ethnicity of Faculty 2005

Ethnicity	Full-time Faculty	Part-time Faculty
Caucasian	74.0%	78.0%
African-American	18.0%	14.5%
Hispanic/Latino	5.0%	5.0%
Asian	2.0%	2.0%
American Indian	.5%	.5%

Table 4c Gender of Faculty 2005

Gender	Full-time Faculty	Part-time Faculty
Male	52.0%	49.0%
Female	48.0%	51.0%

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

Table 4d

Fall Semester Credit Hours per Full-time Academic Appointment 2000 - 2004

2000-01	2001-02	2002-03	2003-04	2004-05
260	262	270	253	269

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

Table 4e Ethnicity of Appointed Staff 2005

Ethnicity					
Type	#	Cauc	Afro Amer	Hisp	Asian
Professional	68	71%	28%	1%	*
Clerical	92	49%	37%	13%	1%
Technical	9	78%	22%	---	---
Service Maintenance	47	45%	51%	4%	
Total	217				
* less than 1%					

Table 4f Gender of Appointed Staff 2005

Gender			
Type	#	Male	Female
Professional	68	25%	75%
Clerical	92	33%	67%
Technical	9	67%	33%
Service Maintenance	47	38%	62%
Total	217		

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.

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In 2004 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.

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*.

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 and 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.

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 or 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.

Campus training on diversity activities such as pedagogy, mentoring, and cultural awareness are currently underway. Compliance training for EEO, harassment, ADA, FLSA and FMLA are being undertaken as well. In addition, on-line training to prevent harassment is available. Future considerations for training include departmental requests and use of the Campus Council on Diversity.

CETL is assisting faculty with the integration of technology into their instruction. Lap top computers were provided as an incentive for faculty to use Oncourse. An initiative which CETL started

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in Fall 2005 assists faculty who are interested in learning more about service learning and integrating it into their coursework.

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 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 that 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 actually 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. This usage is supported 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.

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. Advertising for positions is done in a variety of media, including postings on the IU Northwest's Human Resource website. Advertising is done not only in the traditional publications, such as *The Chronicle*, but concerted efforts are

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made to reach minority candidates through minority publications or minority professional organizations. The Human Resource Office is working to develop the capability to accept applications for positions electronically.

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.

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

The Academic Affairs Office conducts a new faculty full-day orientation session before the fall semester begins each year. The Human Resource Office conducts orientation for staff throughout the year. The goal is for every new staff member to have been to an orientation within one month of employment.

In addition to the campus orientations, most units conduct their own orientation to familiarize the new employee to the department.

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.

All employee handbooks include enforcement procedures that may be initiated by any concerned person on campus. The Faculty Board of Review exists to review faculty issues.

4P4

Each academic unit has policies and criteria for the distribution of travel funds for faculty development. 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 Centers for Cultural Discovery and Learning and Sustainable Regional Vitality provide up to \$70,000 annually in 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 Center for Excellence in Teaching and Learning offers \$500 mini-grants to faculty that encourage them to enhance

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the learning experiences for their students. To encourage faculty to use technology in the classroom, the Center for Excellence in Teaching and Learning is providing ten faculty per semester with laptops if they 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.

4P5

Training needs can be identified as part of the performance management review process as either skills that the employee is lacking and needs to improve on or as part of a development plan to expand their knowledge and provide them with the credentials to position them for advancement. The SPT developed a listing of the capabilities that they determined would be needed to achieve the Vision. Over the past year, the campus has provided limited training to faculty, staff, and administrators on systemic thinking.

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/>.

This is a very complex process. The Human Resources Office is working on a simpler, less complex system.

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 their supervisor.

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, and in the case of adjuncts, they are used in determining whether to contract with the adjunct in the future.

Assistant Professors are reviewed for tenure and promotion during the fifth year of their employment. The faculty member submits 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.

Lecturers may request a promotion to senior lecturer. They prepare a dossier which 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

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every five years. This process can be found in the *Academic Handbook* (<http://www.indiana.edu/~deanfac/acadhbk/>).

4P7

The recognition, reward and compensation systems are aligned with the objectives in Standards 1 and 2 through the performance evaluation system.

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. Three of IU Northwest's faculty have been recipients of the prestigious IU Teaching Award.

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's 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.

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. 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

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sites for members of the community to drop off oil products, paints, batteries, etc.

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.

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

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.

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.

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.

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

The Life Cycle funding process has resulted in the faculty and staff being supplied with new computers on their desk every three years.

4R4

The campus has not compared its results with other higher educational institutions. IU's President has set a goal in 2005 for the identification of peer institutions for all of the IU campuses.

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. The mentoring process for faculty will be evaluated.

4I2

Based upon feedback from employees at the unit and faculty meetings conducted throughout the year, a study of salaries for faculty and staff is needed. The completion of the mission differentiation project and the identification of peer groups for the campus will assist in compiling comparative data.

The SPT sets goals each year, achieves the goals, and recognizes those individuals who have contributed to the achievement of the goals. The campus has not conducted a survey of all employees

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as to how satisfied they are, it has instead relied on the face-to-face feedback received. An employee satisfaction survey administered to all employees could provide valuable feedback to the SPT at this point in the process as the campus is at the midpoint of achieving the 2010 Vision.

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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 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 Board of Trustees. Internal audit provides reports to the President and the Board of Trustees on the compliance of each IU campus with IU Policies and Procedures.

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 the acceptance of the definition of diversity and its criticality to the achievement of academic excellence by the campus. 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, led by the Cabinet members (the only 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. IU Northwest leaders are committed to building a budget which will sustain excellence in our academic programs and student services and yet have enough flexibility to respond to opportunities. A process was initiated to prioritize academic and support programs in order to insure that the allocation of resources were 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 Centers for Excellence in Cultural Discovery and Learning, Sustainable Regional Vitality, and the Center for Excellence in Teaching and Learning 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.

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Table 5C1 Groups that Play an Administrative Role on Campus

Group	Purpose (mission)	Frequency
Strategic Planning	Shape IUN's future, set long-term strategic goals and work on the Mission and Vision objectives	Quarterly meetings, annual retreat-meetings, monthly sponsor meetings
Strategic Outcome Committees	Committee responsible for engaging the campus and achieving the annual strategic outcomes	As needed
Cabinet	Responsibility for achievement of Vision	Weekly
Faculty Executive Committee	Elected faculty body advising the administration and the Cabinet on the faculty issues	Monthly
Faculty Organization	All faculty members meet in a town hall setting to discuss current events and express their views on current issues facing IU Northwest	Monthly
Center for Cultural Discovery and Learning	Promote/support faculty scholarship and engagement with community on issues related to cultural discovery and learning	Monthly
Center for Sustainable Vitality	Promote/support faculty scholarship and engagement with the community on issues related to sustainable regional vitality	Monthly
Center for Excellence in Teaching and Learning	Encourages and supports teacher scholarship	Board of Advisors meets quarterly
Campus Budget Committee	Appointed faculty and staff discussing and finalizing positions' priorities and salary issues, and budget requests on campus	As needed (several times per year)
Deans'/Directors' Council	All academic deans review academic policy and directions	Weekly
Academic Priorities Committee	Elected faculty committee advising the Vice Chancellor for Academic Affairs on the position priorities list and program priorities.	As needed (several times per year)
Support Programs Priorities Committee	Vice Chancellors of Student Affairs, Administrative and Fiscal Affairs, Information Technology, University Advancement prioritize support programs and positions	As needed (several times per year)
FACET	Faculty Colloquium on Excellence in Teaching is an Indiana University-wide faculty group promoting excellence in teaching and learning	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.

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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
Retention Group	Faculty and staff working on retention issues and AQIP Projects	As needed
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

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Employee benefits like the Fee Remission Policy allow IU Northwest employees to enroll in one class each semester. IU Northwest also provides frequent opportunities for faculty, staff and students to be trained on various software and computer applications.

5P3

The SPT sets the strategic direction for the campus. Outcome Committees, Facilities Planning Committee, Technology Council operate using the principles provided to them by the SPT. 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. On a weekly basis the Deans meet collectively on the Deans' Council which is chaired by the Vice Chancellor for Academic Affairs to make decisions that will impact more than their individual program. The Academic Handbook provides for the areas in which the faculty have legislative authority. The Dean's Council and faculty committees are working together on Program Prioritization recommendations, prioritization of faculty positions, review of general education, and a teaching load course release policy.

5P4

The campus leadership is committed to making data-driven decisions. This philosophy was implemented on the AQIP Action Projects that addressed retention. Retention is a complex issue and oftentimes people have opinions on what works and what doesn't. The AQIP project has focused the Retention Group's efforts on collecting and analyzing the data before making decisions. The achievement of the Strategic Outcomes is measured against the results and deliverables that were identified at the start of the project.

5P5

The organizational chart (Figure Oc) reflects the formal chain of communication. Informally, communication occurs through e-mail announcements, newsletters, town 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. The Strategic Planning process requires engagement. This has been a difficult process for some individuals to adjust to, because it does not follow the hierarchal chain of command.

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 web site update, email communications, print documents distributed both internally and externally. The leaders address those topics at Faculty Organization and Executive Committee meetings, Convocation, Deans' Council, and individual unit meetings. 2006 Performance evaluations for faculty and staff will have a 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

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Mission. One other way that the campus leaders communicate is through their behavior and demonstration of the values in the Vision.

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 Strategic Outcome Committees, the Facilities Planning Committee, AQIP, and the Technology Council all afford employees the opportunity to demonstrate and develop their leadership capabilities. The Chancellor is considering hiring a Faculty Assistant to allow a faculty member who may be 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.

5P8

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 have a succession plan. The President of IU has declared that this will be an area on which the entire university will be focusing in 2005-06.

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 Strategic Outcome Committee Chair and the SPT analyze the effectiveness of the 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.

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.

5I1

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.

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In order to set targets for improvement the campus will be identifying additional measures to identify the campus's satisfaction with the leadership and communication methods used on the campus.

The campus will be participating in the university identified goal for succession.

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6C1

Table 6a provides a listing of key processes for student and administrative support services at IU Northwest.

6C2

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 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.

6P1

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
- Strategic Outcome Committees
- Information Technology Department
- Career Services
- Academic Affairs
- Financial Aid Office
- Bursar
- Critical Literacy Program
- 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 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).

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)
- HR (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 Services
- Meeting with Deans and Directors
- Facilities requests
- IT Strategic plan and Human Capital plan, both of which are in the process of being developed
- Alumni meetings

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. Some units such as the Bookstore have developed a Balanced Scorecard approach to identifying key measures of success. 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 is working with the outcome committee to ensure individual measures are part of all

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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.

6P4

The data collected by the units is used in their decision making. Without our own Office of Institutional Research, IU Northwest has benefited from the information provided by the University Budget Office which provides data to us on retention and graduation rates. Work with IPAS has helped the Retention Group develop measures for the assessment of many 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 is one of the goals for the entire university in 2005.

6P5 Measures of student support and administrative services

Enrollment	Admissions	<ul style="list-style-type: none"> • Number of students enrolled per category • Yield rates
	Financial Aid	<ul style="list-style-type: none"> • Total dollars distributed
	Registrar	<ul style="list-style-type: none"> • Number of book loans • Daily Registrants • Internet Registrations
Retention	Campus	<ul style="list-style-type: none"> • First to second semester retention • First year to second year retention
	Career Services	<ul style="list-style-type: none"> • Number of internships • Number of undecided students advised
Development	Academic Units Labs	<ul style="list-style-type: none"> • D,W,F rates • Number using writing center, math lab
	Tech Labs	<ul style="list-style-type: none"> • Number of users, calls to help desk
	IT Services	<ul style="list-style-type: none"> • Training Attendees
Engagement	CETL	<ul style="list-style-type: none"> • Training Attendees • Oncourse Users
	Purchasing	<ul style="list-style-type: none"> • Number of minority/female vendors
	Centers	<ul style="list-style-type: none"> • Number of partnerships

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The expectations are high that the strategies and outcome plans will be achieved over the next 1-3 years. The campus is gaining experience in managing to outcomes and is experiencing the positive changes and improvements that can be accomplished when managing to a plan. The achievements of yearly outcomes are beginning to build momentum toward the accomplishment of the 2010 outcomes.

8R3

Currently there is no means of comparison among other institutions.

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.

The academic units, especially in the professional schools, have developed student learning objectives that they are measuring and then making adjustments to their curriculum or requirements based upon an analysis of the measures. The AQIP Action Project which dealt with enhancing the use of technology by faculty, staff, and administrators, each year improved the methods used to collect data from the faculty on their satisfaction with and use of technology for their teaching and research.

8I1

The results of the strategic planning activities will be reviewed at the November SPT meeting. Successes and challenges during the past year will be discussed. Adjustments will be made based upon the lessons learned.

8I2

IU Northwest will provide additional development opportunities for those faculty and staff that are interested in the use of continuous improvement techniques. At the SPT meeting in November 2005 the SPT will be discussing whether a subcommittee for continuous improvement should be formed. The members of the subcommittee could serve as resources on continuous improvement techniques and methods. This would insure that continuous improvement is being addressed in all of the strategic outcomes and not just focused on those outcomes that are identified as AQIP projects.

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, Strategic Planning Chairs' meetings, Cabinet meetings, Deans' Council meetings, and one-on-one meetings with academic and administrative units.

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Table 8a Strategic Outcomes: 2005, 2006, 2010

Outcome Number	Outcomes for 2005	Outcomes for 2006	Outcomes for 2010
1	In the context of academic excellence, IUN 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.	Recognition, reward, and tenure processes have been reviewed and aligned with academic excellence as defined by a love of ideas, and achievement, and engagement in learning, scholarship, discovery, creativity, and service.	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.
2	Academic programs and relevant support programs have identified criteria to assess student preparation for lifelong learning, ethical practices, developing successful careers, and effective citizenship.	Academic programs and relevant support programs have assessed student preparation for lifelong learning, ethical practices, developing successful careers, and effective citizenship to collect baseline data.	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.
3	The IUN campus community will have knowledge of and be accountable for the IUN Statement of Principles and the Shared Code of Conduct.* <i>*See Academic Handbook, Student Code, Staff Handbook and Professional Staff Handbook</i>	Behaviors specified by the code of professional conduct have been integrated in the recognition, reward and evaluation processes.	IUN students, faculty, staff, and administrators value and demonstrate respect for each other, and support individual and campus community aspirations and growth.
4	IUN 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.	Employment practices, professional development and mentoring processes that enable us to recruit and retain a diverse body of faculty, staff, and administrators to enhance academic excellence have been approved.	IUN 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 academic programs.

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5	Support programs will have been prioritized. A determination will be made on the future of all academic programs in the third tier.	IUN will have developed a budgetary process that allows for funding new collaborative opportunities, while sustaining excellence in existing programs and services.	IUN 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.
6	Within the context of our unique identity, IUN will have a shared understanding of the measurable characteristics that identify excellence in any academic program or support service.	By 2006 IUN has a shared understanding of what it means for a program or service to be academically excellent and has a process in place for determining whether or not academically excellent programs and services are aligned with sustainable regional vitality and/or cultural discovery and learning.	IUN sets priorities and allocates resources to academically excellent programs and services that clearly foster sustainable regional vitality and/or cultural discovery and learning.
7	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.	By 2006 all administrators from the level of department chair up will have a shared understanding of the implications of the student-centered principles for decision making.	Campus decisions, including the allocation of resources, follow and support applicable IUN student-centered principles.
8	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 IUN's collaborative/cooperative activities in Lake, LaPorte and Porter Counties will be completed.	Based on three completed needs-assessment/program cycles and a completed inventory of the existing collaborative/cooperative activities in Lake/Porter/LaPorte Counties, a coordinated outreach process has been established to identify and work with local governments, community organizations, school systems and other institutions in the seven-county area.	IUN successfully collaborates and cooperates in the seven counties it serves on issues relating to sustainable regional vitality and cultural discovery and learning.

Figure 8b

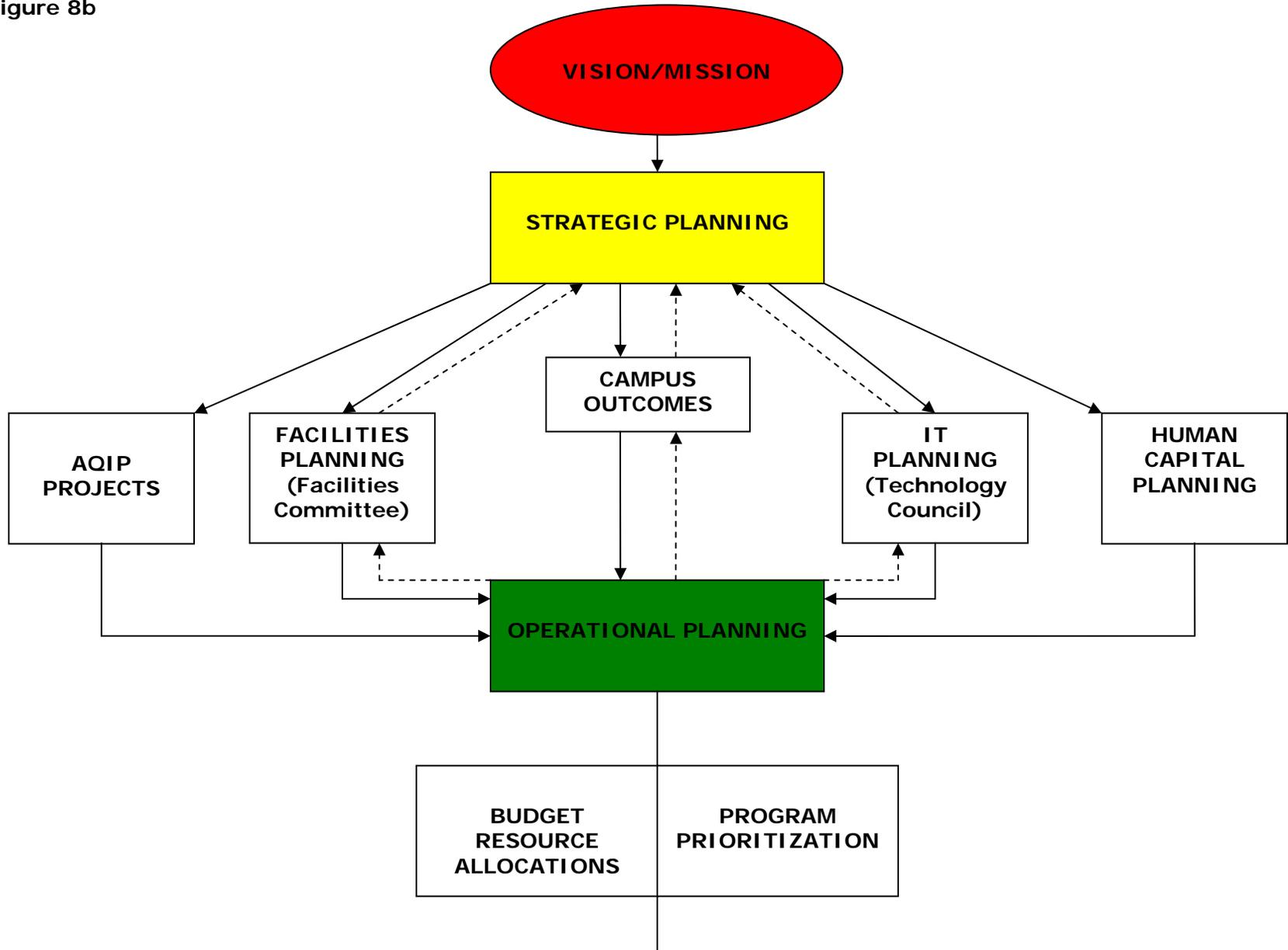


Figure 8c

<p style="text-align: center;">Guidelines for IUN Facilities Planning Committee</p> <p style="text-align: center;">Preamble</p> <p>The Facilities Planning Committee is charged with developing a process and a plan that:</p> <ul style="list-style-type: none">• 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. <p style="text-align: center;">General Principles (Revised June 7, 2005)</p> <p>In making facilities recommendations, the Facilities Planning Committee will ensure that:</p> <ol style="list-style-type: none">1. Decisions promote the unique identity of IUN as<ol style="list-style-type: none">a. A campus of IU, andb. 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

<p>convenient environment that is engaging to students, faculty, staff, administration, and the community at large.</p> <ol style="list-style-type: none">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.9. Decisions address sustainability issues.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. <p style="text-align: center;"><i>Identified at Strategic Planning Retreat, 11/04</i></p> <p style="text-align: center;">Vision-based Long-range Facilities Required</p> <p>High Priority</p> <ul style="list-style-type: none">• 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.). <p>Medium Priority</p> <ul style="list-style-type: none">• Physical entryway (at 33rd and Broadway) that uniquely identifies IUN and draws the community

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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 IUN'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.

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9C1

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 Center for Cultural Discovery and Learning and the Center for Sustainable Regional Vitality work with the community to find opportunities for partnerships and collaboration. In addition to the two campus centers, which were established in 2003, the academic units also have a long established history of outreach in the community. The SOBE and SPEA respond to the business, governmental, and not for profit stakeholders' needs through the Center for Management Development, Great Lakes 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 SCS 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.

9C2

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 Center for Cultural Discovery and Learning and the Center for Sustainable Regional Vitality work with the community to find opportunities for partnerships and collaboration.

9P1

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 which 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 we have recruited from that have the highest degree of student success, (i.e., retention). Access to higher education is a very important value for IU Northwest so the Admissions counselors participate in high school events and "college" nights on other campuses. The campus hosts junior/senior seminar day 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. A contact system has been developed which allows counselors to follow up on student inquiries and begin to build a personal relationship with each student. A support system has been designed to provide assistance to students who are recipients of 21st Century scholarships.

Partnerships with other local higher educational institutions have been initiated from several different levels within the institutions. The chief executive officers of the five local colleges/universities meet monthly. Vice chancellors from those same institutions

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meet periodically and explore ways to work together for mutual benefit. Deans from the institutions meet periodically as needs are identified.

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. In the past, Freshman Orientation was poorly attended.

The Boards of the two Centers of Excellence and the Office of Academic Affairs work with the Executive Directors to prioritize the opportunities that will be pursued by the Centers.

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.

9P3

The Vision and the Strategic Plan are centered on respect for one other. The campus administration is trying to move people out of their silos and bring people of various backgrounds and perspectives

together. An example is the Strategic Planning Team; 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. In addition to working together, the SPT also plans for free time and celebratory events so that the team members get to know each other better on a personal level. Other planning committees, the Technology Council and the Facilities Planning Committee are also comprised of faculty, staff, students, and administrators.

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 focuses on the key happenings on campus and usually includes a state-of-the-campus address. Brown bag lunches for faculty and staff members, Chancellor coffee and conversation meetings, and 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

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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 measures for building collaborative relationships through

- 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 Centers 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

9R1

Examples of specific results from the University's relationships can be found in the Table 9a.

9R2

IU is at the initial stage of working with the campus to establish peer and aspirational 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.

To date, 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.

Although communication has improved, it continues to remain 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.

9I2

Priorities for improvement are included in IU Northwest's Shared Vision Outcomes. These outcomes include specific target dates. Strategic Outcome 2 specifically addresses expectations for students. Other areas that are currently being 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.

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Table 9a IU Northwest's Collaborative Relationships

Partners	Results
Educational Institutions	
PUC	Joint B.A. in Philosophy
PUC	Lease space from and share faculty with at the Purdue Academic Learning Center
Deans of Education at PUC, PNC, VU and school superintendents (NICTE)	\$52,500 seed money from Discovery Alliance and \$100,000 grant from Indiana Department of Education
Northern Indiana Consortium for the Environment (NICE)	Six (6) colleges and universities, NIRPC, Forum, environmental groups collaborating on grant opportunities and community projects
IVY	Articulation agreements REACH program – Provide bridge for students to transition from IVY to IU Northwest Collaboration with CCDL, CSRV, CETL and IIL for Innovation and Entrepreneurship Center
High schools in 7 county region	Recruitment
Elementary, Middle, and High Schools in 7 counties	Sponsored Science Olympiad, Annual Science Fair, Children's Theater Performances, Calculator Tournament, French Day, Invitational Speech Tournament, Junior and Senior Seminar Days
IUC, IVY	Study on effects of employment on retention
Businesses	
United Parcel Service (UPS)	Donor and student placements, Earn and Learn Program
Regional Businesses/Career Services	Over 100 internship placements
Regional Businesses/CMD, NWID&A	Customized management training, and data analysis projects
Methodist Hospital, St. Catherine Hospital	Provide nurse instructors for clinical assignments
Sallie Mae	Better service to students through establishment of Call Center
Mercantile Bank	Provide funding for speakers for SOBE events
Steel Companies in NW Indiana/Calumet Regional Archives	Contributions of books and photos to archives

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Partners	Results
<p>Other Organizations</p> <p>Knight Foundation/SOE</p> <p>Children’s Art Institute/CCDL</p> <p>Regional Arts Council/CCDL</p> <p>Lilly Endowment/CSRV</p> <p>Leadership Northwest/IIL</p> <p>Lake County Local Government/CSRV</p> <p>City of Gary/Glen Park</p> <p>Quality of Life Council</p>	<p>Funded Early Literacy Program</p> <p>Free children’s art classes</p> <p>Regional Cultural Plan for the Arts</p> <p>Funded plan to reduce “brain drain” from the Northwest Indiana</p> <p>Sustainability of leadership development program in northwest Indiana</p> <p>Efficiency and Effectiveness Study</p> <p>Weed and Seed Designation</p> <p>Six (6) universities and colleges collaborating with regional businesses and organizations to improve quality of life.</p>
<p>Accreditors</p> <p>AQIP: Higher Learning Commission</p> <p>Chemistry Department: ACS (American Chemical Society)</p> <p>Business and Economics: AACSB International (the Association to Advance Collegiate Schools of Business)</p> <p>Education: NCATE (National Council for Accreditation of Teacher Education) Education: DPS (Division of Professional Standards in the State Department of Education)</p> <p>Dental Assisting and Hygiene Commission on Dental Education Accreditation</p> <p>Medical Laboratory Technology: NAACLS (National Accrediting Agency for Clinical Laboratory Sciences)</p> <p>Health Information Technology: Council on Accreditation of the American Health Information Management Association in collaboration with Commission on Accreditation of Allied Health Education Programs</p> <p>Nursing: CNE (Commission on Collegiate Nursing Education)</p> <p>Indiana State Board of Nursing, NLNAC (National League for Nursing Accrediting Commission)</p>	<p>IU Northwest reaccredited in 1992</p> <p>Department of Chemistry reaccredited in 2001.</p> <p>Bachelor of Science Degree in Business Administration and Master of Business Administration reaccredited in 2004</p> <p>Bachelor of Science Degree in Elementary and Secondary Education; Master of Science in Elementary Education and Secondary Education reaccredited in 2005</p> <p>Dental Assisting Certificate and Associate of Science Degree in Dental Hygiene reaccredited in 2004</p> <p>Associate of Science Degree in Medical Laboratory Technology reaccredited in 2002</p> <p>Associate of Science Degree in Health Information Technology reaccredited in 2004</p> <p>Associate of Science Degree in Nursing reaccredited in 2002</p> <p>Associate of Science Degree in Nursing Bachelor of Science Degree in Nursing reaccredited in 2000</p>

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Radiography: JRCERT (Joint Review Committee on Education in Radiologic Technology)	Associate of Science Degree in Radiation Therapy Associate of Science Degree in Radiography reaccredited 2005
SPEA: NASPAA (National Association of Schools of Public Affairs and Administration)	Master of Public Administration reaccredited in 1998.
Respiratory Therapy: CoARC (Committee on Accreditation for Respiratory Care)	Associate of Science Degree in Respiratory Therapy reaccredited in 2000

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Appendix A

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.

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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.

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- 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 context 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 (Gen. Ed. Goals here to be revised 2004-2006)
- **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.**

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They will be able to:

- understand probability and evaluate statistical statements from a variety of content areas.
- read and construct tabular and graphical representations of numerical information.
- explain and calculate descriptive statistics including measures of central tendency and variability.
- analyze and solve problems in arithmetic, algebra, and geometry.
- identify data and operations needed to solve everyday problems in consumer mathematics.

• **Goal 4. Students will understand the methods of science.**

They will be able to:

- recognize and understand how scientific theories are formulated, tested, and validated.
- 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.
- evaluate scientific information and discussion presented in various media.
- 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:

- 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:

- identify information needs and evaluate and use relevant library and other resources available through print and electronic media.
- use a variety of software, including discipline-specific software packages.

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- 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:
 - 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.
 - 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.

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Appendix C

DRAFT 5

OUTCOME 2 CRITERIA

CRITERIA TO ASSESS STUDENT PREPARATION FOR LIFELONG LEARNING, ETHICAL PRACTICES, DEVELOPING SUCCESSFUL CAREERS, AND EFFECTIVE CITIZENSHIP.

Rather than a unit-specific responsibility for offering every learning experience listed for each area, the various academic and co-curricular programs of Indiana University Northwest share a collective responsibility for offering a set of learning experiences that prepare students for lifelong learning, ethical practices, successful careers, and effective citizenship.

LIFELONG LEARNING

Each student will have learning experiences that:

- Provide an opportunity to assess and improve his/her academic work and develop a portfolio of work over the course of a semester or college career.
- Require learning beyond the traditional classroom through activities, field experiences, internships, and/or readings outside the classroom.
- Challenge him/her to reach beyond the requirements of the program and take responsibility for his/her own learning.

ETHICAL PRACTICES

Each student will have learning experiences that:

- Provide education about ethics through his/her coursework.
- Require application of ethical principles to a particular case or situation.
- Prepare him/her to integrate ethics into behaviors, interactions and decisions.
- Require him/her to adhere to the Student Code of Conduct.

SUCCESSFUL CAREERS

Each student will have learning experiences that:

- Integrate the knowledge, skills, and abilities addressed in general education into the core of his/her program discipline.
- Develop the academic competencies, skills and behaviors necessary to his/her chosen profession or career field.

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- Develop the capacity to think, learn, locate information, acquire new knowledge and make effective decisions in an ever-changing technological and global environment.
- Provide the knowledge, skill, and ability to communicate effectively orally, in writing, and by using various media.
- Develop interpersonal skills, including team work and leadership in diverse settings.

EFFECTIVE CITIZENSHIP

Each student will have learning experiences that:

- Require participation in a service-learning or volunteerism project that serves the public good.
- Assist in understanding roles as citizens within the broader framework of the domestic and global community.
- Provide opportunity to work collaboratively with individuals from diverse backgrounds.

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Appendix D

Acronym	Title
AACSB	Association to Advance Collegiate Schools of Business
AAUP	American Association of University Professors
ACS	American Chemical Society
ADA	Americans with Disabilities Act
AHIMA	American Health Information Management Association
APC	Academic Priorities Committee
AQIP	Academic Quality Improvement Project
ASN	Associate of Science in Nursing
ASRT	American Society of Radiologic Technologists
BSCJ	Bachelor of Science in Criminal Justice
BSHSM	Bachelor of Science in Health Services Management
BSN	Bachelor of Science in Nursing
BSPA	Bachelor of Science in Public Affairs
CCDL	Center for Cultural Discovery and Learning
CETL	Center for Excellence in Teaching and Learning
CMD	Center for Management Development
CNE	Commission on Collegiate Nursing Education
CoARC	Committee on Accreditation for Respiratory Care
COAS	College of Arts and Sciences
CSRV	Center for Sustainable and Regional Vitality
CWA	Communication Workers of America
DPS	Division of Professional Standards
DSW	Division of Social Work
EAP	Employee Assistance Program
EEO	Equal Employment Opportunity
FACET	Faculty Colloquium on Excellence in Teaching
FIS	Financial Integrating System
FLMA	Family and Medical Leave Act
FLSA	Fair Labor Standards Acts
HRMS	Human Resource Management System
ICHE	Indiana Commission of Higher Education
IIL	Institute for Innovative Leadership
IPAS	Indiana Project on Academic Success
IT	Information Technology
IU	Indiana University
IUIE	Indiana University Information Environment
IUPUI	Indiana University-Purdue University at Indianapolis
IUSB	Indiana University South Bend
IUSON	Indiana University School of Nursing
IVY	Ivy Tech Community College Northwest
JRCERT	Joint Review Committee on Education in Radiologic Technology
MPA	Master of Public Affairs
MSN	Master of Science in Nursing
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences

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NASPAA	National Association of Schools of Public Affairs and Administration
NCATE	National Council for Accreditation of Teacher Education
NET	Nurse Entrance Test
NICE	Northern Indiana Consortium for the Environment
NICTE	Northwest Indiana Consortium for Teacher Education
NIRPC	Northwest Indiana Regional Planning Commission
NLNAC	National League for Nursing Accrediting Commission
NSSE	National Survey of Student Engagement
NWICD&A	Northwest Indiana Center for Data and Analysis
ODE	Office of Diversity and Equity
PNC	Purdue University North Central
PUC	Purdue University Calumet
SCS	School of Continuing Studies
SIS	Student Information System
SOBE	School of Business and Economics
SOE	School of Education
SON	School of Nursing
SNHP	School of Nursing and Health Professions
SPEA	School of Public and Environmental Affairs
SPT	Strategic Planning Team
TP	Transaction Processing
UITS	University Information Technology Services
UPS	United Parcel Service
VU	Valparaiso University