

Quality Program Summary
Indiana University Northwest
Spring 2008

I. Campus Quality Improvement Structure and Processes

IU Northwest's quality improvement structure encompasses the whole campus and all of its constituents, the Strategic Planning Team [<http://www.iun.edu/~spcnw/>], AQIP Steering Group, and the Category Working Groups

[http://www.iun.edu/~aqip/committees/AQIP_Categories_with_volunteers.shtml]

coordinate particular aspects of the campus continuous improvement efforts. As depicted in Figure 1, the Strategic Planning Team (SPT) forms the hub for campus-wide decision making, planning, and continuous improvement. In the Spring of 2006, the Interim Associate Vice Chancellor for Academic Affairs (IAVCAA) and the Faculty Assistant to the Chancellor undertook the shared responsibility for coordinating the AQIP processes. During the Summer and Fall 2006, the campus developed the AQIP Category Working Group structure to process the Systems Portfolio Feedback Report, make recommendations in light of that feedback, and address issues related to quality improvement in the respective categories (see Figure 2). At the May 2007 SPT Retreat, the group approved the formal integration of continuous improvement into the campus's strategic planning purpose and processes, an approval that articulated an implicit role of the SPT and set the stage for clarifying roles and future processes. At the same time, the SPT approved the following related recommendations:

- Because accreditation is part of continuous improvement, the chair(s) of the AQIP Coordinating Committee should always serve on the SPT,
- We should keep the existent AQIP Category Working Group structure with the chairs of these groups serving on the AQIP Coordinating Committee and (if possible) on the SPT to avoid separation of the continuous improvement structure (thereby making the AQIP Coordinating Committee and the Category Working Groups the implementation arms of the continuous improvement process and accreditation),
- Standing time at each SPT should be reserved for continuous improvement and specific accreditation initiatives,
- The AQIP Coordinating Committee should be responsible for recommending which continuous improvement initiatives should become AQIP Action Projects, always considering IU Northwest's Strategic Outcomes in conjunction with the AQIP Categories, and
- When the SPT develops or revises outcomes, the AQIP Categories should be considered.

II. Process for Responding to the AQIP Feedback Report

The following section outlines the processes the campus used to respond to the AQIP Feedback Report as well as to mature our culture of continuous improvement:

- read/summarized the Feedback Report (April 2006; https://www.iun.edu/~aqip/portfolio/AQIP_4-1-06_feedback_summary.pdf);

- presented summary of the Feedback Report to and discussed potential response processes as well as necessary areas of focus for improvement with SPT in document and Powerpoint presentation format (Spring 2006);
- developed AQIP/Quality Program website for the campus;
- retired and developed Action Projects based on the Feedback Report, [focusing on particular areas, enhancing current initiatives in light of feedback and so on; Co- Coordinators of AQIP process recommended actions and projects, and SPT observed its normal decision-making process (See the discussion of targeting improvement in section 2II of the updated Systems Portfolio; note: this updated 'living' Portfolio will be posted on our quality improvement page by February 1 (www.iun.edu/~aqip)];
- formed AQIP Steering Group & Category Working Groups (volunteers, mixed groups, etc.) and had each group treat the respective category (from Fall 2006 thru Fall 2007) [a) read the Portfolio section and the related AQIP feedback, b) provide information and data that was not included in the original Portfolio (even though such information may have existed at the time it was produced), c) provide any information/data that has come into existence since the Portfolio was submitted, and d) make recommendations for action];
- prioritized the recommendations from the groups using the Accreditation and Strategic issues from Feedback Report and presented as proposal to SPT;
- prepared for and attended second Strategy Forum (AQIP Steering Group);
- focused on two (2) Categories and related two (2) Action Projects for each in developing our improvement campaigns for and subsequent to our second Strategy Forum (the categories and the projects all relate to important areas of our feedback), and constructed follow-up to Strategy Forum announcing the Campaigns and Action Projects;
- used the information from the Category Working Groups to revise the Portfolio into a 'living' portfolio and requested specific further information from various individuals across campus to update the information contained within the portfolio [note: this updated 'living' Portfolio will be posted on our quality improvement page by February 1 (www.iun.edu/~aqip)]; and
- presented progress & received feedback from the SPT three times a year (February, May, November).

III. Particular Attention to Issues Affecting Compliance with Accreditation Criteria and Strategic Issues

A. Learning Assessment Results

1. General Education Reform

[Original 2006 Action Project (http://www.iun.edu/~aqip/action_projects/AQIP_GenEd.pdf); Revised 2007 Action Project (http://www.iun.edu/~aqip/action_projects/reviewed_2007_gened_acton_project.pdf)]:

Process: The Faculty Organization's General Education/Assessment Committee (comprised of representatives from units across the campus) has completed the bulk of the work on General Education at Indiana University Northwest. This is the faculty group primarily charged with curricular revision of this nature. At the same time, the Office of Academic Affairs has been involved in the reform, playing an advisory role as well as funding necessary faculty

development opportunities and facilitating the development of courses. The Dean of Arts and Sciences also has played an advisory role in this committee, and she has kept the issue of General Education reform and the specific progress of the committee on her Chairs' Council agenda throughout the year. On a broader scale, the campus is deeply committed to this reform effort, and this commitment is evidenced in Outcome 2 of our Strategic Plan, which focuses on general student learning outcomes and which acts as a frame to the more concrete articulation of those outcomes in the General Education Program. Outcome 2 reads: "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." The Strategic Planning Team focused on General Education at its November 2005 and its August 2006 retreats.

- Phase One--Revise General Education Goals (Spring 2006; <http://www.iun.edu/~facorg/meeting06/IU%20Northwest%20%20General%20education%20principles%20draft%202-24-06.doc>)
- Phase Two--Develop Outcomes, Learning Experiences and Assessments for Principle (Goal) #1 (Fall 2006) (see Principle 1 Framework, Advanced Courses for Principle 1, Additional Proposed Requirements for Foundation Coursework),
- Phase Three--Develop Outcomes, Learning Experiences and Assessments for Principle (Goal) #2 and #3 (Spring 2007—Spring 2008) (For Principle 2, see Framework, Breadth of Learning Framework 09/14/2007, Outcomes for Breadth of Learning, Breadth of Learning Framework 03/30/2007, Breadth of Learning Framework, OUTCOMES, Outcomes for Breadth of Learning Resolution, and Amendments and Framework Resolution), and
- Phase Four: Develop Outcomes, Learning Experiences and Assessments for Principle (Goal) #4 and #5 (Fall 2008—Spring 2009).

As the reviewers can see, we are on target with our projected deadlines. The process is working as designed in the Action Projects, and the efforts of the General Education/Assessment Committee have achieved real results.

2. Student Learning Outcome Assessment

[Original 2006 Action Project (http://www.iun.edu/~aqip/action_projects/AQIP_GenEd.pdf); Revised 2007 Action Project (http://www.iun.edu/~aqip/action_projects/reviewed_2007_assess_action_project.pdf)]

- Create a centralized assessment system to conduct descriptive analysis of current practices and policies (2007-09-01),
- Create a website to archive the data, analyses, and assessment documents related to student learning outcomes (2007-09-01),
- Collect current data from divisions (2007-12-31),
- Develop and implement direct and indirect measures of student learning outcomes, collecting and analyzing the data for these outcomes (ongoing; 2008-01-01 to 2009-12-31 and beyond), and
- Develop processes that utilize the data for continuous improvement related to student learning outcomes (2009-12-31).

The outcome measures include the development of a centralized plan; the development of a web-based archive; the implementation of centralized data collection, analysis, and assessment of student learning outcomes; and the use of this assessment data to continuously improve our efforts to help students learn.

Within the area of student learning outcome assessment, an SPT task force recommended that a) the campus create a position of Assessment Director or Coordinator reporting to the Vice Chancellor for Academic Affairs and b) implement a structure with a campus-wide Assessment Committee made up of unit assessment professionals, faculty, and staff. Within that structure, the task force also recognized the need for an individual responsible for assessment within the College of Arts and Sciences parallel to the faculty and staff currently responsible for assessment in the other academic units. The Cabinet has expressed its support for the task force recommendations, and the College of Arts and Sciences is in the process of filling this position, but the campus has not yet been able to address the need for such a campus-wide assessment coordinator. Because we recognized the need to move forward in a timely fashion to meet our student learning outcome assessment needs while the campus continues deliberation on its ability to fill this position, the Vice Chancellor commissioned a summer working group comprised of the co-coordinators of our campus AQIP efforts and the co-chairs of the General Education/Assessment Committee of the Faculty Organization to develop a campus assessment plan that included not only structure but also policies, procedures, templates, and data collection cycles. That group has completed a draft of an assessment plan that begins with the campus Mission, reports the current state of assessment on campus, delineates the roles and responsibilities from the Chancellor to the individual faculty member, develops the plan for General Education outcome assessment, and provides a template and data reporting cycles. The assessment plan also includes individual academic unit assessment plans, policies, processes, and reporting cycles. This final piece accomplishes our first step of providing a descriptive analysis of current policies and practices. The comprehensive plan also sets the stage for each successive step that we have outlined in the Action Project.

B. Leadership & Succession Planning

1. The Recommendations of the Category 5 Working Group (Leading and Communicating): The Working Group for Category 5 provided the following recommendations developed in two meetings in which the Working Group considered alternative ways to respond to the opportunities and outstanding opportunities delineated in the Feedback Report. Although the actions described below do not address individually each opportunity and outstanding opportunity, they do outline steps that the Category Working Group felt would move IU Northwest forward significantly with regard to Leading and Communicating.
 - In order to address succession planning, IU Northwest should commit to developing and implementing a process to identify individuals interested in leadership/management positions and then to offering leadership/management training..
 - To detail the process of decision making and communicate this broadly across the campus, IU Northwest should commit to completing process-mapping and to developing policy statements for significant campus procedures such as identifying positions for recruitment, strategic planning, budget planning designing new programs, program termination, salary increase allocations, etc.

- IU Northwest should commit to developing and consistently applying policies and procedures for the evaluation of Vice Chancellors, Deans, Directors and Department Chairs.

In addition to the steps listed above, the Working Group strongly recommended that, if the steps are adopted, the process for implementation be clearly communicated to the campus and that evaluation of the effectiveness of the steps be built into the overall assessment process of the University.

In response to the AQIP Steering Group request for prioritized action steps to accompany its recommendations, the Category 5 Working Group developed the proposed series of actions included below:

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

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

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

Action #2. To detail the process of decision making and communicate this broadly across the campus, IU Northwest commits to completing process-mapping and to developing policy statements for significant campus procedures such as identifying positions for recruitment, strategic planning, budget planning designing new programs, program termination, salary increase allocations, etc.

Steps to be carried out by Administration and Academic Affairs.

- Hold at least three workshops designed to provide an orientation to process-mapping and its potential benefit for our campus.

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

Action #3. IU Northwest commits to developing and consistently applying policies and procedures for the evaluation of Vice Chancellors, Deans, Directors and Department Chairs.

Steps to be carried out will be coordinated by the Chancellor's Cabinet.

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

The Cabinet has been addressing these recommended actions, maintaining the intentions of the various pieces of the recommendation if not the exact order and specific approach delineated. For instance, the Cabinet has been working on the leadership development component of succession planning, and they have constructed a list of desired leadership skills and qualities. In addition, they are developing a policy and process for evaluation of vice chancellors. In terms of process mapping, Category Working Group 5 has mapped the process for filling academic positions.

2. Human Capital Plan: The HR Director is leading the development of a comprehensive Human Capital Plan to identify the current state of human capital on the IU Northwest campus and to begin planning for future needs (See the

Preamble, Principles, and Priorities for Human Capital Planning

[\[http://www.iun.edu/~spcnw/archive/2006/pdf/Human_Capital_Planning_Preamble_Principles_Priorities_6-06.pdf \]](http://www.iun.edu/~spcnw/archive/2006/pdf/Human_Capital_Planning_Preamble_Principles_Priorities_6-06.pdf)). A Human Capital plan is often looked upon as succession planning; the ability to react to changing conditions while identifying opportunities for improvement. Based on the need to look ahead due to natural procession, the next five (5) years will be a time for IU Northwest to consider major changes and growth. The RFP for developing the Human Capital Plan has been constructed, and it is under review by the Bloomington campus personnel.

3. The campus has effectively filled key executive leadership positions such as the Vice Chancellor for Academic Affairs, the Vice Chancellor Student Affairs, and the Director of the Library.
4. As noted in the above description of the Category 5 Working Group recommendations, the campus administration is supportive of administration, faculty, and staff development. In particular, administrators and faculty have completed the following training and development activities within the last two years: Faculty Assistant to the Chancellor, IULead, and Financial Officer Development. At the same time, the rotating Strategic Planning Team positions provide further development to individuals from all facets of campus life. Finally, the deans will be completing the Council for Advancement in Support of Education (CASE) “Development for Deans” training.

C. Issues Affecting Institutional Strategies

After the AQIP co-coordinators provided an analysis of the Portfolio Feedback Report in relation to effectiveness, assessment, and continuous improvement at the February 2007 meeting of the SPT along with recommendations for action in response to that feedback, the SPT followed the central recommendation of this analysis and formed a new 2010 Outcome focusing on institutional effectiveness and continuous improvement: “IU Northwest systematically measures effectiveness in its organizational structures and processes, and uses data derived from these measures for continuous improvement.”

1. Measuring Effectiveness

[See 2007 Action Project

http://www.iun.edu/~aqip/action_projects/reviewed_2007_effective_action_project.pdf]:

- a. Phase I (complete by 12/31/2007) The project team will work with the university-wide Office of Reporting and Research at Indiana University-Bloomington to identify key measures of institutional effectiveness that will be used university-wide.
- b. Phase II (complete by 6/1/2008) The project team will work with the IU Northwest Strategic Planning Team to identify IU Northwest specific campus level key measures of institutional effectiveness.
- c. Phase III (Complete by 9/1/2008) The project team will • define the process for gathering data for each university and campus key measure (when it is done, how it is done and who does it) and • provide training to all those individuals who will be involved in the process.

- d. Phase IV (Complete by 5/1/2009) The project lead will coordinate the completion of • training, • data gathering, and • data submission.
- e. Phase V (Complete by 12/31/2009) The project team will • determine who will analyze, publish, and distribute results and how they will do so; • determine which data is for internal vs. external audiences; and • ensure that analysis, publishing, and distribution of the first set of key measures are completed.
- f. Phase VI (Complete by 12/31/2009) The project team will recommend a process to the Strategic Planning Team for the on-going monitoring of the key measures of institutional effectiveness and action necessary in response to analysis of data collected from the measures.

2. Creating a Culture of Continuous Improvement

[See 2007 Action Project

(http://www.iun.edu/~aqip/action_projects/reviewed_2007_improvement_action_project.pdf)]

- a. Strategic Planning Team develops and approves a plan for its stated role in the continuous improvement process for the campus, better integrating AQIP with the current planning processes—2007-06-31;
 - b. Analysis and revision of structures and processes related to continuous improvement for major administrative units—2007-12-31;
 - c. Analysis and revision of structure and processes related to continuous improvement for the next unit level—2008-12-31;
 - d. Analysis and revision of structure and processes related to continuous improvement for remaining units—2009-05-31;
 - e. All units have implemented continuous improvement processes—2009-12-31;
 - f. All units assess their continuous improvement processes-2010-05-31; and
 - g. All units demonstrate that decisions are data driven—2010-12-31.
3. The campus hired a Director of Institutional Research (<http://www.iun.edu/~oir/>) In its first year, the Office of Institutional Research focused on supporting the campus strategic planning process, providing a key managerial report to our senior administrators, assisting academic affairs with efforts relating to continuous improvement and accreditation, chairing the campus facilities planning committee, and providing numerous faculty and staff with ad hoc reporting requests. Examples of the primary projects and work completed are:

a. Strategic Planning

- Acted as a key member of a committee that produced a campus S.W.O.T. analysis for enrollment. Provided most of the data used in the analysis as well as the final report.
- Worked closely with the HR Director to begin the planning process on Human Capital Planning, which was presented to the Strategic Planning Team.
- Assumed the lead position on a committee to develop key performance measures for the campus.

b. Reporting for Senior Management

- Completed the first comprehensive report on instructional costs and credit hour production by school and department.
- Assisted with campus surveys for the Chancellor and cabinet.
- Completed an analysis of students at an off-campus instructional site

c. Academic Affairs

- Provided support for the AQIP process; worked with NSSE data.

d. Facilities Planning

- Served as the permanent chair of the Facilities Planning Committee which reviews and makes recommendations on all space requests and activities that impact our facilities.
- Developed a database to track all requests and final decisions made relating to requests.

e. Ad Hoc Reporting

- Assisted faculty with data for grant proposals, internal management reports for schools / deans, enrollment reporting, etc.

4. In addition, the campus has begun a process for identifying key performance indicators. A team of 10 volunteers was formed with representation from across campus units. On August 14, 2007, the team met to review its charge. On September 12, 2007, the team met with Denise Sokol, an Institutional Research consultant, receiving a general overview of performance measures, reviewing university best practices, and agreeing on a process for proceeding. The team and consultant agreed that we would like to implement a campus Dashboard containing our campus Performance Measures. The team made the following initial decisions after discussion: We agreed to start small, we are recommending we adopt 3-5 dashboard categories with no more than 5 performance measures under each area, and Performance Measures and Dashboard must align with Strategic Planning Outcomes and three areas of focus / excellence. Next, from September – October 2007, committee members solicited input from schools and campus units on what they would rate as their top 3-5 dashboard categories for the campus. On October 25, 2007, the team held a ½ day retreat in which they reviewed the following information: 2010 Strategic Outcomes, two national higher education accountability initiatives intended to provide data to the public (Voluntary System of Accountability and Recommendations on Data Collection by the Association of American Universities), and Sample Dashboards from other universities. At this retreat, they reviewed information gathered from the major campus units. The Feedback contained very strong agreement across all units on which dashboard categories are critical. The team is recommending we implement three dashboard categories in Phase I: Finances, Admissions / Enrollment, and Student Outcomes. After we implement and begin using the first three sets of performance measures / dashboard categories, the team recommended adding a fourth: Academic Excellence. The team also discussed

potential measures that would support each category and presented these initial recommendations to the Strategic Planning Team (November 2007). The team met in January 2008 to recommend potential measures for each dashboard category.

5. The SPT “commissioned” a number of individuals to undertake a SWOT analysis of enrollment in response to statements by the IU President about the direction and size of our campus. This SWOT analysis was presented at the May 2007 SPT Retreat, and subsequent targets for improvement in enrollment were identified based on the data collected for this analysis. In terms of action based on those identified targets for improvement, the Chancellor has constituted a “Working Group on Enrollment” to examine issues of recruitment and retention of students.

IV. Portfolio Revision

We will be posting our “living” Portfolio [a revised and expanded Portfolio that incorporates information (discussion and data) missing from the original Portfolio] on our AQIP website by February 1 as well. This expanded document and the increased evidence gathering comprised in it in conjunction with the various specific initiatives and Actions Projects form part of our response to the Feedback Report. The Portfolio is longer at this time than the prescribed length; however, our intention was to update and ‘fatten’ the document, condensing and re-solidifying it for our next required Portfolio.

Highlighted Portfolio Changes

Category 1:

- Added a description of the General Education reform processes (1P6).
- Described the campus student learning outcome assessment efforts, including the development of the Assessment Plan (1P6 and 1P11-13).
- Included discussion of the trended NSSE data as a preliminary step toward data collection.

Category 2:

- Clarified the processes (2P1).
- Made corrections (2P2-2P5).
- Clarified the manner in which we target improvements (2I1-2).

Category 3:

- Updated the P and R sections with new processes for determining stakeholder needs, particularly those of faculty and staff.
- Noted the hiring of IR Director and personnel in the Office of Advancement (leading to invigorated alumni and other external stakeholder outreach)

Category 4:

- Included a description of the Campus Climate Survey process (4P8) and the resultant focus groups as well as the manner in which this overall process lead the campus to target particular improvements.
- Described improvements targeted, including town hall meetings and ECHO group.
- Described the Enhancing Minority Achievement initiative.

Category 5:

- Updated 5P8 in terms of work related to succession planning (see also section III.B above).

Category 6:

- Completed large scale revision including numerous additions to describe processes and report results throughout the Category.

Category 7:

- Revised to reflect the Action Projects described above (see section III.C.2-3).

Category 8:

- Updated to reflect the relationship between SPT and Continuous Improvement (See also Section I and Section III.C.3 above).

Category 9:

- Updated to reflect the new processes, initiatives, and results.

Figure 1
(Revised Summer 2007)

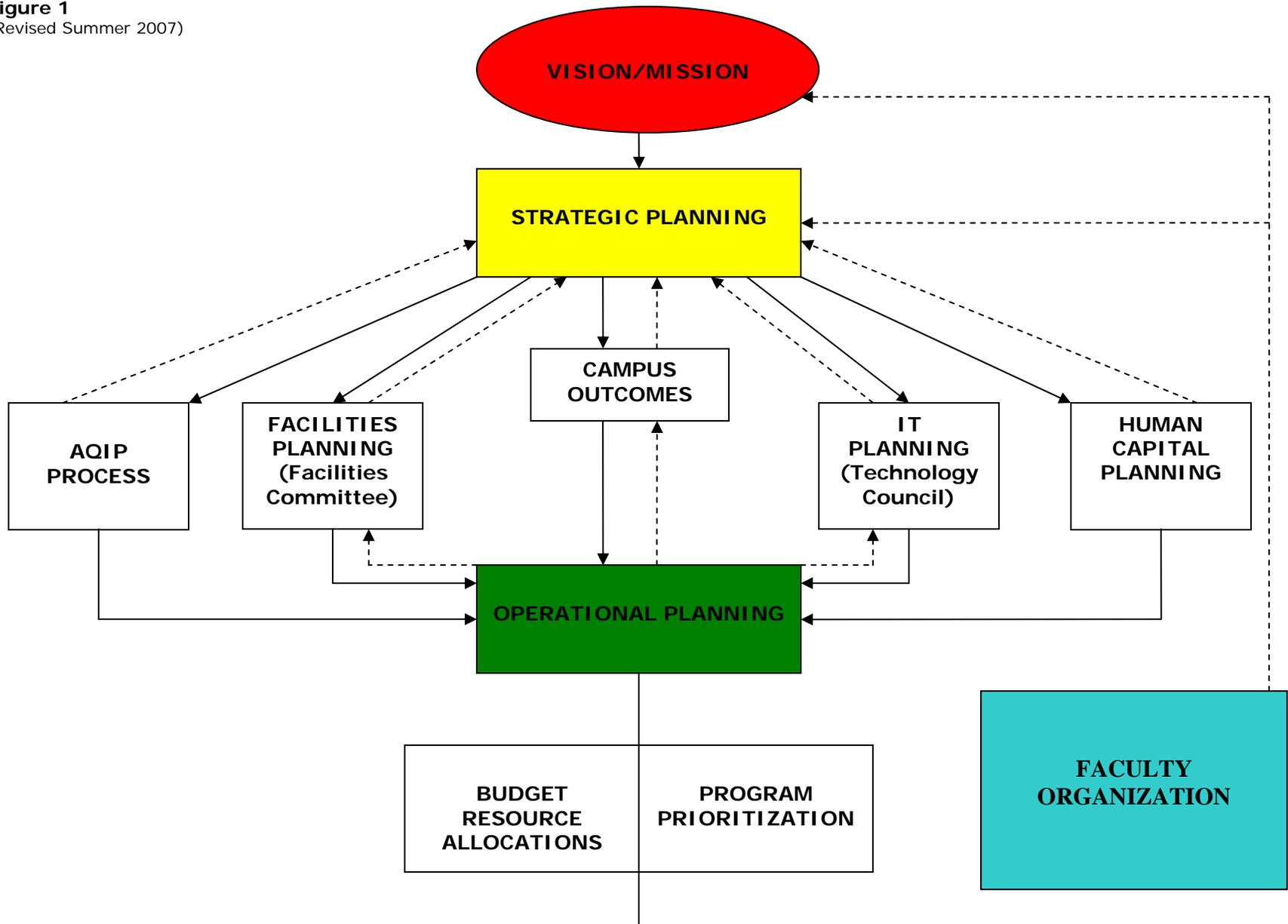


Figure 2

Structure for AQIP Category Working Groups

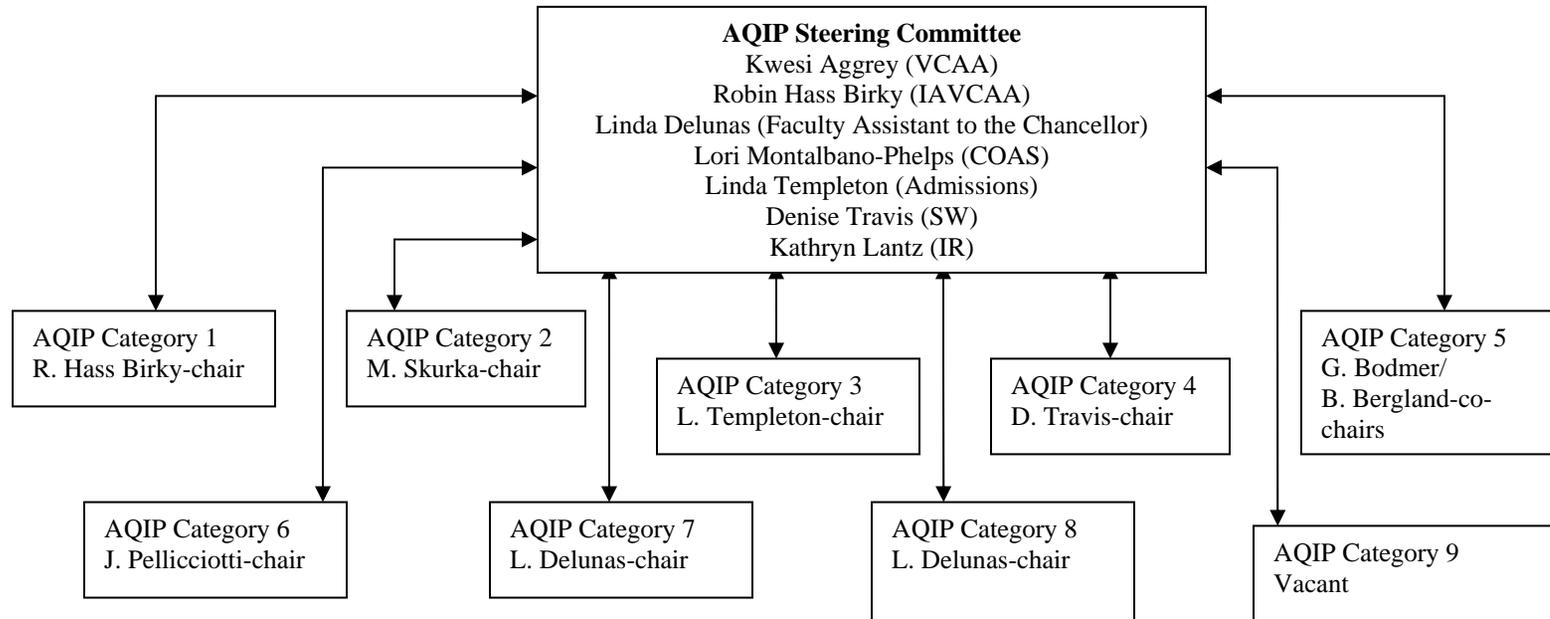


Figure 2, cont.

AQIP Categories

1. Helping Students Learn
2. Accomplishing Other Distinctive Objectives
3. Understanding Students' and Other Stakeholders' Needs
4. Valuing People
5. Leading and Communicating
6. Supporting Institutional Operations
7. Measuring Effectiveness
8. Planning Continuous Improvement
9. Building Cooperative Relationships

The Coordinating Group

- Will consist of members listed above,
- Will meet monthly with Chairs of working groups,
- Will attend the January Strategy Forum (and other AQIP sponsored programs as appropriate),
- Has overall responsibility for coordinating activities and ensuring that Action Projects are on track,
- Has overall responsibility for ensuring update of Systems Portfolio in response to feedback, and
- Will work with Vice-Chancellor of Academic Affairs to prepare for Quality Check-up and Reaffirmation of Accreditation.

Category Chairs

- Will have overall responsibility for delivery of work to Coordinating Committee and
- Will send copies and or reports of work to the Coordinating Committee via Robin Hass Birky and Linda Delunas as work is proceeding

Category Working Groups

- Will consist of Chair and 4 other faculty/staff (or combination; whichever is appropriate to the category),
- Have responsibility for developing a plan for addressing Systems Portfolio feedback for their respective category, and
- Will develop a mechanism to address each of the following for their work:
 - ❖ Process
 - ❖ Documentation
 - ❖ Organization of work for possible web publication
 - ❖ Way of measuring the effectiveness of process(es) addressed