1. Activities Related to Changes in HLC and AQIP/History with AQIP

When IU Northwest joined the Higher Learning Commission's Academic Quality Improvement Program (AQIP) in 2002, we made a commitment to become a continuous quality improvement organization. In 2009, following a successful reaccreditation, we received an appraisal of our System Portfolio which indicated that our continuous quality improvement efforts needed to be more effectively documented and systematically coordinated. In our 2014 AQIP Systems Appraisal report, we were advised to implement more systematic measures for assessing how we documented continuous quality improvements on our campus. The System Appraisal team indicated that we needed to more effectively document how data are used in decision-making and continuous improvement processes; align Categories, processes, results, and improvements; and draw upon competitive, comparative, and trend data to establish benchmarks for our continuous quality improvement efforts. The Systems Appraisal report identified 67 Opportunities for Improvement to which we should give thoughtful consideration, and 2 Outstanding Opportunities for Improvement that required immediate attention. In response to the System Appraisal Report, Indiana University Northwest implemented a number of institutional planning mechanisms to address the recommendations of the Systems Appraisal report and facilitate a more effective process for documenting, tracking and reporting on our continuous quality improvement efforts.

The most significant of these mechanisms is WEAVE Online, an institutional assessment, planning, and accreditation program that offers a coherent and integrated approach to systematically documenting continuous quality improvements. Several other important efforts preceded the implementation of WEAVE. In 2010 we developed the Office of Institutional Effectiveness and Research (OIER) to manage and prioritize requests for data, and subsequently created an Institutional Effectiveness Advisory Committee (IEAC) to coordinate our continuous improvement efforts. Our Institutional Effectiveness Advisory Committee took the lead in progressing along the AQIP pathway, and, in 2013, we successfully completed another System Portfolio with attention, within the nine AQIP categories, towards the HLC’s Core Components for Accreditation. A straight count of the strengths and opportunities, comparing 2009 with 2013’s portfolio, demonstrated some maturity as an AQIP institution, but there remained no shortage of opportunities to learn from the feedback provided by the System Portfolio Appraisal report. Alongside transitioning from a 7-year cycle to an 8-year cycle, among other adjustments, Indiana University Northwest took to heart the observation that we needed to document more effectively the continuous improvement process on our campus.

In response to this observation, and in order to extend the work of continuous quality improvement beyond the OIER and the IEAC, we acquired WEAVE online in 2015, along with several other planning strategies, such as TaskStream and Activity Insight (Digital Measures), to institutionalize a more thorough and comprehensive suite of planning tools that would support our academic, student support, and administrative areas. Although WEAVE was noted specifically as an opportunity for improvement under AQIP Category One in the Systems Appraisal, its usefulness for addressing many of the opportunities suggested in the Appraisal quickly became apparent, and we undertook a campus-wide implementation that has been well-received and enthusiastically embraced across campus. Already, WEAVE Online has been instrumental in assisting with organizing, documenting, and advancing our AQIP Action Projects. By providing a structure that requires a clearly defined articulation of unit missions, goals, objectives, measures, findings, and action plans that are aligned with University and campus strategic priorities, WEAVE Online offered a systematic and consistent approach to planning that could be utilized by both academic and non-academic units. WEAVE Online represents a significant development in our creation of a continuous quality improvement environment because it has helped us to align and systematically integrate and document CQI efforts across the entire Indiana University

2.1. Summative Review of Core Components for Accreditation

2.1.1. Leading and Communicating (Category 5) – “Adequate but could be improved.”

- Core Component 1.B. The mission is articulated publicly.
- Core Component 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. (The regional campuses do not have separate governing boards, instead all of Indiana University has one Board of Trustees with regional representation - http://webapp1.dlib.indiana.edu/iubot/welcome.do)
- Core Component 5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

The Executive Leadership group of IU Northwest reflected on the feedback from the 2013 Appraisal report, and has taken a number of steps towards documenting the improvements and changes we have made. The Executive Leadership group, along with the deans and directors, engaged in an in-depth review of Stephen Covey’s The Speed of Trust leadership training program, facilitated by the Indiana University Human Resources office. Covey’s program emphasizes the creation of organizational cultures based on trust, collaboration, and cooperation among different units, and directly addresses the role of continuous quality improvement in implementing and managing change. The newly appointed Executive Vice Chancellor for Academic Affairs is a certified Speed of Trust facilitator, and will utilize Covey’s 360 evaluation system for the assessment of administrators in academic affairs, and will also provide support for other units interested in utilizing the approach. The Chancellor, in cooperation with campus leaders, has created an annual “Campus Conversation” in which the entire campus is invited to participate in discussions and exercises designed to directly address continuous quality improvement at Indiana University Northwest. This year’s conversation focused on “Closing the Loop,” and Chancellor Lowe initiated the conversation with a discussion of the importance of continuous quality improvement on the IUN campus. The Conversation was also an inaugural event for the Campaign for Continuous Quality Improvement, one of Indiana University Northwest’s three AQIP Action projects that will be highlighted below.

The preparation of the FY16 operating budget is another example of how transparency and effective communication can enable the campus community to understand difficult decisions that involve complex topics and relationships. IU Northwest experienced the full impact of the prevailing revenue dilemma (lower state appropriations and tight limits on tuition increases) and still entered FY16 in a very sound financial position (e.g., there were not operating deficits for FY15 closeout or carrying forward in FY16), after reductions of $1.4M that were accomplished through the intentionally-inclusive campus Budget Process. The Budget Committee is led by the Campus Financial Officer and comprised of the President of the campus Faculty Organization, the chair of the Faculty Organization Planning & Budget Committee and the campus executive leadership. The Chancellor and individual members of the faculty Planning & Budget Committee attend the Committee’s annual hearings that begin the process. During FY16 budget construction, the efforts to find savings and efficiencies at the school/department/unit level certainly acquainted colleagues with the financial pressures facing the campus and the Budget Process is also a standing agenda item at the IU Northwest Council, where all campus constituencies are represented. But there were also comments that the April 2015 “Town Hall Meeting” (videotaped and made available through the web site), when the enrollment and financial details were shared, was
informative and helpful. Since his first Budget Process, the Chancellor has distributed an annual budget message that reviews the process, the various external decisions that affect it (e.g., state appropriation, tuition rates, salary policy) and the results. In July 2015, it was necessary to follow-up with a clarification on IU salary policy, since faculty and professional colleagues did not receive a FY16 increase. Taken together, these communication efforts appear to have been effective, to explain the campus’s response to severe pressures and the inclusive process that framed the recommendations to the Chancellor.

Campus leadership also responded to the System Appraisal’s observation regarding the value of the Northwest Council Effectiveness survey as a strong indicator of our continuous quality improvement planning. The annual IU Northwest Council effectiveness survey suggested that the IU Northwest Council might adjust representation to include more voices in the planning process, and as a result the IU Northwest Council has added representation from the Service Personnel, and the Professional Staff ranks, as well as added the Student Government Association President, to the roster of this planning group. Additionally, Chancellor Lowe has initiated a continuous quality improvement project, focused on the Strategic Planning Exercise engaged in by the constituencies of the Council, which has been input into WEAVE to document IU Northwest’s alignment with University and Regional Campus strategic planning efforts. Campus leadership has engaged in a systematic review of the results of past surveys, assessments, and external feedback reviews, like our Systems Portfolio Appraisal, to determine where additional improvements can be made. Overall, campus leadership has taken seriously, and been responsive to, the opportunities outlined by the process of continuous quality improvement in AQIP.

2.1.2. Helping Students Learn (Category 1) – “Adequate but could be improved.”

Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Our assessment of student learning outcomes has continued to progress since our last Systems Portfolio. We have completed our first four-year assessment cycle for general education, and our programs annually assess learning outcomes in the major. Upon completion of the first four years of general education assessment, the General Education/Assessment Committee (GEAC) held a retreat during the summer of 2015 to aggregate and analyze campus Student Learning Outcome (SLO) assessment data collected over the past four years. Our efforts were initiated in response to the advice of our Assessment Consultant, Barbara Walvoord, who visited the campus in 2009 when we embarked on general education assessment for the first time and, again, in 2015, after we completed our first cycle of assessment. The committee created a brief report identifying strengths and weakness in our assessment of student learning outcomes, and recommended several action plans for the committee and the campus, to guide improvement. This report was presented to academic leadership at the Northwest Council. Recommendations included items targeted to improve the assessment process, as well as items targeted at enhancing student learning.

Assessment process improvements recommended include: regularizing the annual report to the campus on SLO assessment, recognizing the importance of and increasing the knowledge base of department chairs/program directors to SLO assessment, creating/discovering more rubrics/templates for use in assessment; and exploring additional ways of benchmarking our processes and results using peer institutions. Improvements recommended to enhance student learning include: the development of interdisciplinary assignments (including but not limited to increasing integration of quantitative reasoning more fully into the social and natural science courses), and the creation of a faculty learning community focused on reading in and across the disciplines. Both of these projects could/would be
supported through collaboration with our Center for Innovation and Scholarship in Teaching and Learning, and are being documented in WEAVE, as continuous quality improvement projects.

Our progress here has been enhanced significantly by three action projects focused on general education and assessment that have assisted the campus in moving forward considerably towards achieving a culture of assessment. These action projects have incorporated many of the action project reviewers’ suggestions into our assessment work. For example, several reviewers commented on our adoption of the ETS Proficiency Profile in 2012, where we tested incoming freshman as part of a larger project being conducted by Indiana University and ETS. This year (2016) is the slated date for the longitudinal testing of these same students as seniors, and so we are going forward with testing this spring. Another reviewer suggested using categories to characterize achievement to make it easier to do overall comparisons of data (ex. proficient, partially proficient, etc.) as opposed to each assessment using different ways of indicating level of success. We have implemented this suggestion in the guidelines we provide when a course is being asked to evaluate SLOs.

In alignment with the strategic priorities of Indiana University and its regional campuses, Indiana University Northwest is committed to student success, and we have placed a particularly strong emphasis on advising. Our AQIP Action Project to improve academic advising emphasizes both the use of technology and enhanced face-to-face advising sessions. Since the last portfolio was submitted, the campus has implemented several pieces of technology focused on student success. First, the campus information portal OneStart has been retired and in its place a new product was developed that brings a modern, app store-like experience to finding services at IU. One.IU.edu is a mobile-friendly, easy-to-use system that allows people to search for what they need and click to launch it. Second, four year, customizable degree maps/plans now exist for every undergraduate major on campus through our iGPS system for students (Interactive Graduation Planning System). They are accessible through One.IU.edu (search term – degree map). The degree maps work using the same information base as our Academic Advisement Reports (Degree Audits), another piece of technology that allows recorders to verify graduation requirements and communicate to students the academic requirements of their majors.

Third, our new advising notes system (Adrx) was fully implemented in 2014. It allows advisors to officially document meetings and communications with students and allows other advisors and campus offices to view the communication and interactions. Students are able to view their advising notes as well and so can refer back to information provided in one convenient location (One.IU.edu [search term – advising records]). Fourth, as mentioned in the 2013 Systems Portfolio, in spring 2014, the campus began use of a web-based program available through the Educational Advisory Board (EAB) that provides additional assistance for advisors and students. Using historic data and the milestones, earlier interventions can be used to help students find majors in which they will be successful. Advisors can then use the tools in our electronic degree audit system to re-map a student’s course of study. The program also offers the ability to quickly identify students who would benefit from intervention or reinforcement, and ways to reach out to them to offer support.

In October 2015, the regional campuses of Indiana University applied to be a part of the Re-imagining the First Year (RFY) Project sponsored by AASCU. This new project is aimed at “ensuring success for all students, particularly those who have been underserved by higher education: low income, first generation, and students of color”. This project is aligned with the Bicentennial Strategic Plan for the Regional Campuses of Indiana University: Blueprint 2.0 (Action Items 2B – conduct research in completion and student success based on IU experience and data and 3B – recruit and support diverse, nontraditional, and at-risk students) and IU Northwest Strategic Priority 1 (Student Success.) As one of the 44 member institutions selected to participate (including the other four IU regional
campuses), we have committed to work together for three calendar years (2016-2018) to develop comprehensive, institutional transformation that creates sustainable change for student success. We will be identifying and testing a series of programs, strategies, and tools, that should increase retention rates and success for first-year students focused on four key areas: institutional intentionality, curriculum redesign, changes in faculty and staff roles, and changes in student roles. A campus team has been created and will work to create an implementation plan for our campus by June 2016.

2.2. Formative Feedback from the Portfolio Appraisal Report

2.2.1. Review of Outstanding Opportunities

Category 4I2, OO “Setting clear targets for improving IU Northwest’s processes for valuing employees may help identify the ways multiple employee stakeholder groups can engage in their appreciation of the institution’s objectives.”

After a year delay in the scheduled administration of the IU Northwest Campus Climate Survey, the Office of Institutional Effectiveness and Research sent out invitations to participate in the survey to 421 individuals of the faculty and staff at IU Northwest. The survey remained open from November 15, 2013 through December 23, 2013, and we received 227 partial or complete responses for a response rate of 48 percent. This contrasts with the previous two administrations of the survey in 2006 and 2009, when the response rate was over 60 percent. Several demographic variables were checked to assure a representative sample of the entire faculty and staff population. In most cases those responding seemed to represent a similar profile to the entire population invited to participate. Responses in 2013 were compared to previous surveys, and a number of highlights were apparent from the aggregated data.

In general, overall perceptions of IU Northwest as an institution have improved significantly. For instance, eighty-two (82) percent of the respondents were satisfied or very satisfied with the level of collegiality at IU Northwest, an increase of 11 percentage points, and seventy-six (76) percent believe IU Northwest has an excellent or good reputation in Northwest Indiana, compared to just 60 percent in 2009. Respondents expressed a high level of satisfaction with the job they do for IU Northwest, but about one in three expressed that overall stress levels can become unreasonable. Employees responding to questions of diversity tend to feel that their work experiences contribute to an overall appreciation for diversity and multiculturalism. The cohort which was underrepresented were employees of color. Specifically, African Americans, Hispanic/Latinos, and Asians represented 22, 1, and 4 percent of the responses, respectively. In comparison, those racial/ethnic groups represent 26, 4, and 6 percent of those invited to participate, respectively. Additionally, about one in four African-Americans and Latinos reported having negative experiences due to race/ethnicity. In response to these data, Academic Affairs has established Inclusive Excellence as a strategic goal and measurable outcome of unit and institutional commitments and values, and each of the schools and colleges have adopted this goal. Additionally, the campus will initiate another climate survey next year, in order to more effectively document and address the lack of representation, as well as concerns about climate among faculty and staff of color indicated in the previous survey.

The information from the Campus Climate Survey was compiled and presented in the spring of 2014, and in the 2014-15 academic year, and a comprehensive report of the results demonstrated several key aspects about developing an improved Culture of Service on campus. In Student Affairs and Enrollment Management (SAEM), those key aspects of service inspired a new point-of-service evaluation that will be implemented this spring (2016), as part of an AQIP Action Project. The SAEM action project
demonstrates the momentum generated by some of the conversations that took place in response to results from the Campus Climate Survey, and some of the subsequent focus groups.

In Academic Affairs, the goal of Servant Leadership has been adopted as a strategic priority for the academic units. As with the goal of Inclusive Excellence, this goal was supported by leadership in the schools and colleges of the campus, and through collaborative conversations and discussions with the academic deans, these two goals were adopted along with Facilitating Student Success and Stewardship and Sustainability as strategic priorities. In response to the AQIP Systems Appraisal Report, these priorities are being systematically documented and evaluated by both the Office of Academic Affairs and in the respective schools and colleges in WEAVE Online, and will guide the continuous quality improvement efforts of these units.

Category 9R3, OO. As noted in the previous Appraisal Report, IU Northwest does not have comparative data, and acknowledges an opportunity to do more comparison with other organizations.

IU Northwest has received feedback from various sources, including the AQIP System Portfolio appraisal and the Carnegie Foundation Community Engagement Application process, related to our ability to effectively document our planning and improvement efforts. While we receive praise for systematically collecting data and assessing our operations, peer reviewers observe a lack of connection between the information collected and the decisions made. Because units on campus do not uniformly document and communicate the way in which assessments inform decision-making in a continuous quality improvement (CQI) model, a perceived lack of transparency exists in the way decisions are made.

In response to this perception, the AQIP Strategy Forum Team and campus leadership has developed a number of initiatives to create awareness, knowledge and enthusiasm for the applying concepts of CQI as a method of decision making for the campus. As expressed in the preamble of our strategic plan, we committed to decision making processes that are transparent and guided by a continuous quality improvement framework, and recognize that decisions and actions to improve both processes and outcomes should derive from the systematic collection and analysis of data, decision-making based on that data, and re-evaluation of the impact of change. To facilitate the development of continuous quality improvement as a core value, the chancellor assembled a team of individuals with CQI experience to create a campaign that would help departmental units document their activities into a CQI framework.

WEAVE Online was chosen as a tool to implement the practice of documenting plans, assessments, and results. The campaign was designed to demonstrate how WEAVE might be used to record our improvement efforts across campus. Through three Open Campus Forums and follow up hands-on sessions, individuals responsible for documenting CQI projects were given opportunities to ask questions with campus experts in WEAVE, and set aside time to work on entering information into the application. The effect of the campaign is being systematically documented through WEAVE: reports created will allow administrators to determine the level of activity of WEAVE use, and more importantly, where gaps might exist in a unit’s CQI cycle; feedback from evaluations of the demonstrations and training labs on WEAVE are informing the development of more sustainable documentation processes, and aiding in improving training curriculum for the future use of WEAVE.


There were two major areas where the 2015 Strategy Forum team saw a need for significant improvement, based on our System Portfolio Appraisal, as well as other consulting opportunities. The
first opportunity was to improve our service to our students throughout the institution, and the more pressing concern, which was a thematic opportunity in our Portfolio Appraisal, was an improvement to our infrastructure for continuous quality improvement. The result was the Campaign for Continuous Quality Improvement, mentioned above, that focused on developing a better process of documenting our quality improvement efforts. The Campaign we developed in response to the System Appraisal’s repeated observations related to the lack of transparent connections between data and decision-making. As a result, we made a conscious effort to demonstrate how we close the loop in our continuous quality improvement cycle.

Upon returning to campus, the team finalized an action project for a Campaign for Continuous Quality Improvement. In August 2015, the action plan team participated in the Campus Conversation, and demonstrated examples of successful CQI projects, including one example that had been presented at the Strategy Forum. The Campaign team also implemented the use of WEAVE Online to document CQI projects and provide a common structure to units across campus to follow. The CQI team presented several other demonstration events, and put together a communications campaign for CQI throughout the fall and spring terms. The goal of the Campaign is to create a culture of continuous quality improvement on campus, and to have all units document their CQI efforts in WEAVE, complete with an action project, to advance their unit objectives in alignment with university and campus strategic priorities.

4. Describe How Action Projects Have Advanced the University’s CQI Efforts


Significant participation by faculty in various academic units created a sustained effort to complete a full 5-year cycle of general education assessment. The project established a sustained assessment for our new general education framework, and assessment reports regularly pointed out gaps in the curriculum that faculty could then revise as needed to help students learn the principles of the new general education program. This project is strongly aligned with the IU Regionals Blueprint 2.0 (Item 1A – Achieve continuous improvement through assessment of learning outcomes) and IU Northwest Strategic Priority 1 on Student Success. A recent review of the Action Project indicates that it has reached a point where it is self-sustaining, and the IE Advisory Committee has recommended that it be replaced with another project that can address other opportunities outlined in the Systems Appraisal report. With the implementation of WEAVE, however, which offers systematic tools for assessing learning outcomes, the data derived from the project can continue to assist academic departments in their future curricular development and design efforts.

4.2. Improving Academic Advising through an Online Degree Audit System (2010-2011); AND Improving Academic Advising through an Online Degree Audit System v. 2.0 (2011-2013)

The Academic Advising projects were initiated separately, and the first evolved over time into the second, which was administered by the newly formed Office of Institutional Effectiveness and Research. By the end of the second iteration of the project, IU Northwest had improved from not having any electronic degree audits programmed to all of our degree programs having an electronic degree audit process. The initial project indicated that a lack of resources limited possibilities for continuous improvement, but with the addition of additional personnel, the goals of the improvement process were achieved. The project provided a new tool for students, faculty members, and advisors to map out progress towards a degree, and identify next steps in the academic career path of individual students.
4.3. Institutionalizing Community Engagement (2011-2013)

The establishment of the Center for Urban and Regional Excellence (CURE) has led to numerous strategic community/university partnerships. An Action Project was initiated in 2011 that brought together a team of individuals, involved in different aspects of community engagement, to examine our efforts across campus in community engagement and service learning. This project culminated in the application for the distinguished Carnegie Foundation classification for Community Engagement in 2014. While IU Northwest did not achieve our ultimate goal of that distinction, feedback from the Carnegie Foundation reviewers was invaluable to our plans to improve our processes in community engagement. New efforts to improve our information, evaluation, and recognition of community engagement have been initiated by Academic Affairs, and collaboration with other IU regional campuses to each achieve the classification is a strategic priority (Blueprint 2.0: 5A. Partner with regional governments, schools, health care organizations, businesses, and others to address critical state and regional needs for the IU regional campuses, and IUN Strategic Priority 3 Community Based Engagement). IU Northwest is positioned to help our sister campuses with our experience, and improve all of our chances of applying successfully for the Community Engagement distinction in the future (2019).

4.4. Development of a campus-wide Academic Advising Program at IU Northwest (2014-2016)

Our analysis of an internal student satisfaction survey in 2012, along with reports from the National Academic Advising Association (NACADA), led to the creation of a task force that developed an Action Project focused on improving academic advising. This project is strongly aligned with the IU Regionals Blueprint 2.0 (Item 2A – pervasive student academic advising programs) and IU Northwest Strategic Priority 1 on Student Success. The project led to the creation of a Student Advising Center to assist exploratory students, the use of a new point-of-service evaluation to allow students to provide immediate feedback to academic units about an advising appointment, the development of regular professional development/training opportunities for advisors, and the creation of the Redhawk Advising Fellowships for faculty members. A significant outcome of the project will be an Academic Advising Board (with representation from all academic units and Student Affairs) that will continue monitoring advising to students across campus, and make future recommendations on improving our advising processes.

4.5. Evaluating and Strengthening the Service Culture at IU Northwest (2015-16)

The 2012 internal student satisfaction survey also provided feedback on several non-academic units across campus, and the Fall 2014 Campus Conversation demonstrated that there was a real need to improve our culture of service to our students. Follow up focus groups conducted in 2015 with students, staff and faculty provided a deep dive into issues and potential solutions currently being evaluated for implementation. The Vice Chancellor and Associate Vice Chancellor in SAEM Student Affairs and Enrollment Management partnered with other service areas in other divisions to launch a point-of-service evaluation form to measure service quality and areas of improvement based on student feedback. The data gained from these point of service evaluation will inform campus efforts to improve service where necessary, and also highlight examples of departmental best practices that could help to improve service delivery in other offices.

4.6. Campaign to Improve Integration of Continuous Quality Improvement (CQI) (2015-2016)

The System Portfolio feedback pointed out an overarching theme of making our decision-making process more transparent, and making stronger connections between process, improvements, and results. The Strategy Forum in 2015 allowed us to tackle the issue through an Action Plan designed to improve our documentation infrastructure for continuous quality improvement (CQI). Building around
an idea of a campaign for CQI, a team promoted the use of CQI across campus, and encouraged the use of WEAVE Online to document our activities. IU Northwest has done this through several demonstrations, and hands-on labs that have been heavily promoted with the support of our Executive Leadership. Participation has been good from all units across campus, and the action project team will conclude the work at the end of the academic year by creating a set of next step recommendations for sustaining the documentation work.

5. Highlights of Institutional Priorities

- From Appraisal: 5P1, SS “IU Northwest’s strategic priorities (approved July 2011), were developed to be consistent with regional priorities and the President’s Principles of Excellence...Representative groups have input into the process as well as provide leadership in implementing the strategic priorities on campus.”
- New update and alignment of priorities with Bicentennial Plans of IU
- WEAVE implementation to link unit objectives more completely with Strategic Priorities

In 2010, the campus welcomed a new Chancellor and transitioned to a new strategic planning framework with a decentralized planning model in which organizational units develop short- and long-range goals and priorities consistent with campus-level Strategic Priorities and report them centrally in yearly budget hearings. The new planning model and budget process will enhance our ability to continue to mature as a continuous improvement organization. This planning model has been led by the Northwest Council, which has representation from all constituent groups on campus, in an effort to be inclusive, transparent and efficient in the yearly refinement of the Strategic Priorities. In 2015, more significant attention to our established strategic planning priorities was prompted by both an expected five-year review of our plans, and the need to align our plans with the larger Indiana University Bicentennial and Blueprint 2.0 plans that affect all Indiana University campuses. The renewed institutional priorities from these planning efforts will provide guidance for departmental plans that will allow for associations with unit objectives in WEAVE Online.

6. Highlights in Distance Education and Consortia Visit

IU Northwest has offered courses online for a number of years across all colleges and schools, with a 158% increase in course offerings and a 200% increase in credit hours in the last five years. For spring 2016, approximately twenty percent of our credit hours are being generated through online delivery. At the time of our 2013 Systems Portfolio, we had also been a part of a consortium arrangement to deliver an online RN-BSN degree completion program with other IU campuses for three years. In 2011 President McRobbie established the Office of Online Education to provide leadership, management and coordination of online education on and across all campuses of Indiana University. This led to several major changes and initiatives that have profoundly affected our online course offerings.

First, the Office of Online Education encouraged, incentivized and controlled joint online degree program development among the regional campuses of Indiana University as part of Blueprint 2.0 (Action Item 3A-Offer multiple and flexible learning environments to meet the needs of different kinds of students, including expanded online and shared courses and programs). The majority of the IU regional campuses at that time only had HLC approval to offer online courses, not full degrees. So, as the campuses began the process of creating joint online degrees, they also sought approval from the HLC to offer full programs online. The regional campuses hosted a site visit team in April of 2014, who reviewed the campuses’ joint application to offer online degrees, as well as the RN-BSN completion program and the newly developed B.A.S. completion program. This visit resulted in our campus being
approved to offer courses as well as fully online degree programs. Currently, the campus continues to participate in the joint RN-BSN and B.A.S. completion programs. Joint/shared Informatics, History and Health Sciences degree programs are being developed by faculty groups across the regional campuses and we are in the approval process for an online Health Information Management completion program. In addition, we offer two fully online certificates (K-12 online teaching and Management), and several hybrid programs (Business, History, Philosophy, Political Science, CIS).

Second, in 2014, the Office of Online Education developed IUOCC, which is a process that allows a student enrolled at one participating IU campus to register for an online class offered at another participating IU campus without having to go through intercampus transfer. IUOCC provides a mechanism for sharing resources, and increases the availability of online classes to students, thus providing increased flexibility for degree attainment for our students. Classes included in IUOCC are “replicated”, meaning they are listed in the Schedule of Classes of the IU Regional campuses where they are approved course offerings, not just the campuses from which they originate. Students register for a section in their home campus’s Schedule of Classes, just as they would any other class. There is a 70/30 revenue sharing model in place, with the student campus of enrollment receiving 30% of the revenue generated by students taking courses at other campuses, and 70% of the revenue being retained by the campus offering the course. During the spring of 2016 for example, our total credit hour production online is 9847, with 1129 of those credit hours being offered by the other regional campuses.

Third, the Office of Online Education encouraged and incentivized development of gateway online courses. These collaborations bring together faculty from across the regional campuses (and sometimes IUPUI and IU Bloomington) to develop master gateway courses to be delivered online at the individual campuses, but using the collective faculty resources, a Quality Matters framework, and the Office Instructional Design team to enhance course development. IU Northwest faculty have participated in several of these development teams to date.

Finally, our own Center for Innovation and Scholarship in Teaching and Learning has been instrumental in our high-quality course development processes. Using a Quality-Matters-based online training model, over 206 full-time and part-time faculty and staff have gone through training for online course development and delivery with 100 new online courses fully developed. Additionally, thirty-two of our faculty and staff are certified in Quality Matters and five have Quality Matters Peer Reviewer certification. Online courses, hybrid and shared degree programs will continue to play an important role in our efforts to best serve our students, who are juggling work and family commitments along with college.

7. Overview of Information on Dual Enrollment

In response to the educational needs of Northwest Indiana, we formalized the transition from high school to college through the establishment of dual credit partnerships, beginning in 2009. These dual credit programs supplement an already-existing, all-University dual credit program called the Advanced College Project. This program has grown considerably, from one high school with two courses and 118 students enrolled in the 2009-2010 school year to 13 high schools with 45 classes and 1,557 students enrolled in the 2015-16 school year.

Indiana University Northwest is on the Preferred Provider List of Indiana Dual Credit providers, indicating we have successfully been reviewed in a process similar to that of the National Alliance of Concurrent Enrollment Partnerships (NACEP). IU Northwest’s Dual Enrollment program has some unique qualities including: the instructor of record is a faculty member at the university, who is
compensated for their efforts in the course; high school and university faculty meet to align the high school curriculum with the appropriate college course (including textbooks if possible, topics covered, and assessments). Common assessments (or parts of assessments) are designed for courses; the faculty team communicates throughout the duration of the class via email or phone as they manage and adjust the course; and reliability grading occurs for calibration during each offering. Professional development and site visits are also a part of our dual credit partnerships.

IU Northwest is cognizant of the recent HLC guidelines on Determining Faculty Credentials. The requirements of a minimum of 18 credit hours or a master’s degree in the discipline is especially challenging within the Indiana K-12 landscape, which has created a disincentive for teachers to pursue graduate education. We have re-assessed our existing high school instructor’s credentials and currently only 29% meet the HLC Guidelines (with an additional 25% with a master’s degree outside the discipline). However, we are working with the Indiana Commission on Higher Education and Indiana University to develop programs to bring our dual credit high school partner instructors into compliance with the HLC Guidelines by the 2022 deadline. Indiana University is proposing a program that is inspired in part on the model we are currently using at IU Northwest. Our Chancellor has suggested that some of the piloting of that program take place at IU Northwest. In addition, we will not add new instructors into the system who do not already meet the HLC requirements until we have established a new training model.

We also offer a concurrent enrollment program with two local high schools where high school juniors and seniors come to our campus and take courses for simultaneous high school and college credit in regularly-scheduled IU Northwest classes (15-30 students per year). Typically 3-5 high school students at a time are enrolled in already-existing sections of general education courses. Again, these partnerships are tailored to the specific needs of the high school(s) in question, as are the courses in which the students enroll. Students in these courses have been very successful and their performance is similar to that of our matriculated college students.

8. Commitment to Continuous Quality Improvement

The most significant highlight of Indiana University Northwest’s commitment to continuous quality improvement since the 2013 Systems Appraisal report has been the implementation of WEAVE Online. WEAVE Online has presented an opportunity to integrate our CQI efforts across campus through the Office of Institutional Effectiveness and Research and the Campaign for Continuous Quality Improvement AQIP Action Project. The Campaign has been especially effective in helping individuals across campus to understand the value of continuous quality improvement as a vehicle for systematic planning, assessment, and reflection. Although some units on campus have been more enthusiastic and engaged than others, it is clear that the efforts of the Strategy Forum Team and the commitment of administrative leadership have moved the campus forward significantly along the AQIP pathway, and the path of continuous quality improvement. As continuous quality improvement becomes institutionalized through strategic planning and accreditation processes, program review and assessment, and the evaluation of campus climate and services, Indiana University Northwest’s culture of continuous quality improvement will move from one defined by opportunities, to one characterized by concrete accomplishments.
9. Document links

1) IU Northwest 2014-16 Bulletin - [http://www.iun.edu/bulletin/](http://www.iun.edu/bulletin/)

2) Academic Handbook (now a webpage of policies that govern IU academic, faculty, and student issues - [http://policies.iu.edu/policies/categories/academic-faculty-students/index.shtml](http://policies.iu.edu/policies/categories/academic-faculty-students/index.shtml) (a PDF version of the last published Academic Handbook is available here - [http://vpfaa.indiana.edu/academic-handbook/index.shtml](http://vpfaa.indiana.edu/academic-handbook/index.shtml))

3) Staff Handbooks - [http://www.iun.edu/hr/employee-relations/policies.htm](http://www.iun.edu/hr/employee-relations/policies.htm)

4) Student Handbook (now a webpage of processes, policies and procedures ([http://www.iun.edu/redhawk-info-hub/](http://www.iun.edu/redhawk-info-hub/))