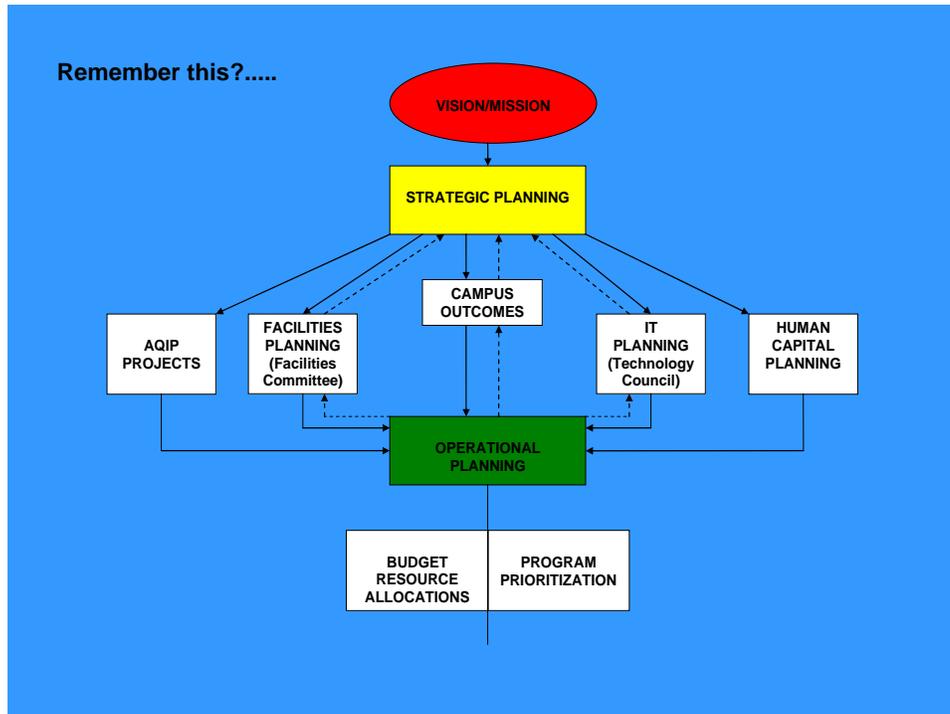


**Academic Quality Improvement Program (AQIP):
Strategic Planning Processes and Measures**
Robin Hass Birky and Linda Delunas
Summer 2006

I. SPT must map its decision making and prioritization processes used to develop and revise outcomes, articulate its measures of success, and demonstrate how data (from measures of success) are used for improvement.



II. For each Strategic Planning Outcome, Chair and relevant constituents must map the decision making and prioritization processes used to develop and revise outcomes, articulate its measures of success, and demonstrate how data (from measures of success) are used for improvement.

III. The SPT must map the process for linking Strategic Outcome with unit goals

IV. 2002 and 2006 Action Project Chairs/Leaders need to do the following:

- Delineate the process for developing, implementing and assessing the projects,
- Clearly identify the measures of success with methods and timetables of data collection, and
- Clearly articulate how the data collected (measures of success) informs the process and leads to improvement.

2002 Action Projects

Increase the Technological Capabilities of Faculty, Staff, and Administrators

The goal will be to increase the technological capabilities of the faculty, staff, and administrators to enable them to teach, to provide services to students, and to serve institutional needs more effectively and efficiently. The first stage will be to conduct a “current technology” survey to discover how technology is being used on IUN’s campus; to create demonstrations for interested faculty, staff, and administrators in regularly scheduled training sessions; to demonstrate new educational technology to the faculty; to help faculty design courses that use technology; and to help faculty design distributed education courses using video and Web-based courses.

Intervention for First Year Students: The Freshman Experience

The broad outcome of this action project will be to develop a first-year college support structure so that entering students choose to persist into their second year. Specifically, this support structure would include a systematic approach to: 1) a freshman orientation experience; 2) student placement with prompt testing; 3) programs and services for students who don't have requisite skills; and 4) data collection procedures to assess student retention into the second year of college.

Beyond the Freshman Year: Improving Academic and Career Advising

To ensure that all students receive accurate, timely advising concerning course selection and career selection throughout their undergraduate years. Short term objectives include the following: create advising mechanism for undeclared majors; correct errors and maintain Insite software; continue the review of IUN bulletin, revising where necessary; ensure that advising materials, especially the Bulletin and the Schedule of Classes are consistent; ensure that all students consult advisors before registering; provide placement test results to advisors; encourage enrolled students to seek advising during the regular semester; explore new methods for summer advising. Long-term goal is to integrate career advising with academic advising.

2006 Action Projects

A Commitment to Diversity: Campus Climate, Students, Faculty and Administration

IU Northwest will increase its efforts to recruit, hire and retain a more ethnically and racially diverse faculty, staff and administrative workforce focusing primarily this year on African-Americans and Hispanic/Latinos. This outcome's success will be measured against the campus's ability to increase the representation of African-Americans and Hispanic/Latinos within our faculty, staff and administrative ranks. IUN will facilitate difficult conversations on race and ethnicity, professional rank and status and gender (and others as discovered in the exploration phase.) Increase the representation of African-Americans and Hispanic/Latinos within our faculty, staff and administrative ranks to be more reflective of our student body.

General Education Reform: Enhancing Student Learning Outcomes

The purpose of this project is to revise Indiana University Northwest's General Education program to provide a coherent educational experience leading to the following student learning outcomes: preparation for lifelong learning, preparation for ethical practices, preparation for successful careers, and preparation for effective citizenship. The General Education/Assessment Committee will complete its revision of the General Education Goals (Spring 2006); develop learning experiences, delivery formats, and assessment strategies for each new goal/principle (first goal/principle Fall 2006, second and third goal—2007; and third and fourth goal-2008); and seek the appropriate constituency approval at each stage in this revision process.

Student-Centered Decision Making: Implementing a Service Philosophy

The primary purpose of this project is to craft IU Northwest's decision-making processes to follow and support applicable IUN student-centered principles. The first goal is to collect unit service philosophies as they relate to IU Northwest's student-centered principles. The next goal is to determine which student-centered principles are relevant to each unit's decision making and identify the key decisions made by each unit that are applicable to the student-centered principles and unit service philosophies. The final goal is to develop and implement administrative policies and practices at all levels consistent with relevant student-centered principles and unit service.