

Systems Portfolio
Indiana University Northwest

12/3/2018

Institutional Overview

Vision Statement Working together as a community, Indiana University Northwest will serve as a premier resource to advance the educational, social, civic and economic well-being of the people of our region.

Mission Statement Our purpose is to enhance the quality of life of the most diverse, urban, industrialized region of the state.

- We engage the community in high-quality teaching and scholarship.
- We partner with communities to impact and promote social, economic, and cultural development.
- We inspire and empower a diverse body of students to be active citizens, who apply their knowledge to transform their communities and the world.

Strategic Priorities • Student Success • Valuing People • Leveraging Diversity for Inclusive Excellence • Building & Sustaining Community • Financial Stewardship & Infrastructure •

Student Profile Our Fall 2018 enrollment headcount is 3,969 students and 45,285 credit hours. We are the most diverse campus within IU, with 46 percent classified as students of color. Eighty-nine percent of our students are undergraduates, 67 percent are full-time students, and 70 percent are female (Source: *Student Enrollment Profile, UIRR Enrollment Report Fall 2018*).

Faculty and Staff IU Northwest has 580 employees (376 full-time and 204 part-time). There are 165 full-time instructional faculty and 199 part-time. Of the 165 full-time faculty, 61 percent are tenured/tenure-track. Eighty percent of our full-time faculty hold terminal degrees. There are 183 full-time support staff and 17 administrators. Forty-one percent of the full-time faculty and staff are classified as belonging to underrepresented groups (Source: *UIRR Faculty & Staff Factbook, 2017*).

Academic Offerings Undergraduate education remains IU Northwest's primary emphasis; however, we offer masters degrees as well. IU Northwest offers nine graduate/post-baccalaureate certificate programs, three associate degrees, 46 baccalaureate degrees and nine graduate degrees. The degree programs offered come from the following academic units: College of Health and Human Services (CHHS), College of Arts and Sciences (COAS), School of Education (SOE), and School of Business and Economics (SOBE). As the community college initiative evolves in Indiana, IU Northwest will continue to focus new program development at the baccalaureate and graduate levels and maintain a small number of select associate degrees. Consequently, since 2013, two new face-to-face baccalaureate degrees, and two new graduate degrees have begun admitting students.

Dual Credit and Distance Delivery In addition to the main campus located on 36 acres in Gary, IN, IU Northwest offers a growing number of online courses and offers seven online degrees and four graduate certificates collaboratively, as part of IU Online (6 degrees and 4 graduate certificates new since 2013). Until 2017, IU Northwest collaborated with 13 area high schools to offer dual credit courses at area high schools. As part of the response to the HLC Faculty Credentialing Policy, IU *Advanced College Project* developed a program to provide graduate courses, certificates and degrees at no cost to high school teachers, in order to assist them in meeting the credentialing requirements. As a result, IU Northwest's dual credit program transferred to IU, and we no longer directly offer any dual credit in area high schools.

IU Northwest's Quality Improvement Journey

In 1919, IU offered its first formal classes in Lake County, IN. In 1955, the city of Gary sold 27 acres of Gleason Park to IU to establish a campus. In 1963, the first degree programs were authorized, and the Northwest Campus became a four-year college. In 1968, the Trustees of IU changed the name of the Northwest Campus to IU Northwest. IU Northwest operates under the policies established by the IU Board of Trustees (BoT) and administered by the President of IU and his staff. IU University Academic Affairs (UAA), created in 2010, focuses attention on the unique needs of the regional campuses, and serves as an intermediary and advocate between them and the university administration. A mixture of centralized and decentralized processes characterizes the operations at IU. Administrative functions generally function on university-wide processes and systems. IU largely decentralizes academic functions to the campus level, operating in the context of general university-wide policies.

When IU Northwest joined AQIP in 2002, it made a commitment to becoming a continuous improvement organization. Over the past 16 years, we have made considerable progress. Infrastructure for continuous quality improvement (CQI) has improved. In 2010, we created the Office of Institutional Effectiveness and Research (OIER) (**Action Project 2007**) to coordinate all of our CQI initiatives and activities. As a result, our campus has become increasingly data-driven. However, this brings a new set of challenges, including making timely and thorough use of collected data, scheduling data collection appropriately and providing the resources necessary to accommodate our quality improvement needs. One initiative to this endeavor was our **Action Project (2014)** focused on the use of technology (WeaveOnline) to help organize planning processes. This project was less successful than we had hoped and WeaveOnline was not widely adopted, due in part to a lack of training and administrative support. We tried again with a Campaign to Improve Continuous Improvement (**Action Project 2015**) and built on the lessons learned from the earlier project. The enthusiastic support of the administration and a well-designed training and support program has enabled the campus to make major strides in using WeaveOnline to document progress towards our Strategic Priorities.

Our assessment of student learning outcomes has progressed considerably since our last Systems Portfolio. We have almost completed our second four-year assessment cycle for general education, and our programs annually assess learning outcomes in the major. This progress was enhanced significantly by **three Action Projects (2007, 2007, 2010)** focused on general education and assessment. We have thus moved forward towards achieving a culture of assessment. The campus remains concerned with and focused on student success. Although our 1 semester and 1-year retention rates currently rank among the highest of the regional campuses and are in line with our peer institutions, graduation rates have proved more of a challenge. The campus continues to seek ways to provide admitted students with support services that will increase their ability to persist and graduate. This includes a significant project to improve academic advising, using both technology (**Action Project 2011**) and enhanced face-to-face advising (**Action Project 2014**). Most recently, the campus has been a part of the *AASCU Re-imagining the First Year Project*, focused on improving the experiences of students on campus during the first year (**Action Project, 2016**).

IU Northwest values collaboration and partnerships. The establishment of Center for Urban and Regional Excellence (CURE) has led to numerous strategic community/university partnerships. The Center serves as the campus's front door for community-based engagement and our **Action Project (2011)** focused on institutionalizing community engagement has amplified our engagement efforts significantly. We are currently preparing the application for the Carnegie Community Engagement Classification (an improvement project in itself) using the progress made and lessons learned from the Action Project.

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 WEAVE and in annual budget hearings. Continuing revenue constraints challenge IU Northwest's operating budget, especially as the economy has improved and enrollments have decreased. However, the budget is always balanced and the campus is

financially sound. IU has been successful in recent years in obtaining more state-appropriated repair and renovation funds, so multiple long deferred maintenance and repair projects have been completed, or are ongoing. The State of Indiana finally funded the replacement of a building destroyed by flooding in 2008, and the Arts and Sciences Building (housing Fine and Performing Arts and the Humanities along with a branch of Ivy Tech Community College) opened in 2017. An **Action Project (2015)** focused on evaluating and strengthening the service culture on campus has informed our participation in the new IU HR Strategic Plan, and we are currently involved in an all-IU program to enhance and support employees in their advancement and professional growth.

Category 1 Helping Students Learn

Level of Maturity and Integration of Processes Processes related to common learning outcomes and their assessment in general education and the disciplines are **aligned** at IU Northwest. We are about to complete our second full, four-year round of assessment of our general education plan, and the lessons learned from these processes are helping in our current review of the General Education Principles for the campus. Additionally, we are rolling out the use of software designed to allow us to aggregate some assessment data and integrate our processes further (WEAVEonline). We are close to formally integrating our co-curricular goals for undergraduate education more explicitly with our common learning outcomes. We also have focused additional effort on using data to drive our assessment of the effectiveness of our student support services.

Recent Action Projects focused on Category 1 Development of a Campus-wide Academic Advising Program at IU Northwest, Re-imagining the First Year Experience, Improving Academic Advising through an Online Degree Audit System, Implementation of the new General Education Program-Assessment of Learning Outcomes, Centralizing Student Learning Outcome Assessment, and General Education Reform: Enhancing Student Learning Outcomes.

Category 2 Meeting Student and other key Stakeholder needs

Level of Maturity and Integration of Processes IU Northwest has made improvements in Category 2 since our last Systems Portfolio. We are increasingly able to carry out the operations for accomplishing other distinctive objectives with stable, repeatable processes and evaluate these processes for improvement. The information available through IU UIRR and our Office of Institutional Effectiveness and Research are varied and complex. In fact there is so much data available that it can be difficult to hone in on the appropriate measures for tracking change. We routinely benchmark against the other regional IU campuses and our peer institutions for many measures in this category. We have detailed strategic plan targets for retention and graduation. The campus as a whole values the commitment to community-based engagement and actively engages in the process. CURE has proven to be an excellent vehicle for managing many of our collaborative relationships. We have **aligned** our key organizational services for students and external stakeholders with our Strategic Priorities. We are working to increase coordination among units, divisions, and departments and are having success in this regard. We expect this coordination to play a major role in helping the campus become more data-driven and aligned in this regard in the future.

Recent Action Projects focused on Category 2 include Re-imagining the First Year Experience, Development of a Campus-wide Academic Advising Program at IU Northwest, WEAVE Online Implementation, and Improving Academic Advising through an Online Degree Audit System v2, Institutionalizing Community Engagement

Category 3 Valuing Employees

Level of Maturity and Integration of Processes We believe our institution operates with **systematic** approaches in Category 4 Valuing People. An appropriate policy and training infrastructure define and support our recruiting, hiring, and retention processes for faculty and staff. We have devoted considerable attention to the orientation, promotion and tenure processes and continued professional development of faculty in recent years and it is supported and aligned with the rest of the institutional units. Since the last portfolio we have redesigned staff orientation. We have implemented a new evaluation system for staff tied to detailed job descriptions, and supervisors now evaluate individuals on agreed-upon performance standards. IU supports our campus for many of the processes described below, which allows us to provide opportunities not always available on a campus of our size. We have become increasingly data-driven while planning new initiatives related to valuing employees and have moved to anticipating future requirements and needs; however, our campus culture still values individual efforts. We have recently become members of the Gallup Staff Engagement Survey and will administer the HERI faculty survey for the first time in 2019, both of which will allow us to develop trend and benchmark results. Thus, we are significantly closer to alignment as a result of these initiatives.

Recent Action Projects focused on Category 3 Evaluating and Strengthening the Service Culture at IU Northwest

Category 4 Planning and Leading

Level of Maturity and Integration of Processes IU Northwest's mission is to enhance the quality of life of the most diverse, urban, industrialized region of the state. Our campus values academic excellence and embraces diversity in all its facets. Our level of commitment requires that representatives from across campus work together to succeed in this endeavor. Both faculty and staff developed the Mission and Vision of IU Northwest. The leadership structure of the Northwest Council as well as other leadership entities provide a broadly representative approach to recommendations and decision-making that affects the direction of the campus. In addition to collecting and analyzing data, the leadership structure of IU Northwest relies on the communication and feedback of its constituents to ensure that strategic planning remains transparent and inclusive. Our Strategic Planning process has been enhanced to include close alignment with the actions of the Northwest Council, work on developing relevant metrics to assess progress, as well as the use of WeaveOnline to enhance our understanding of that progress. Recognizing we still need to continue to improve organizational communication (one of the most complex contemporary challenges that a campus faces), we, overall, have a substantially **aligned** planning process.

Recent Action Projects focused on Category 4 Campaign to improve Continuous Improvement Initiatives, Weave Online Initiative

Category 5 Knowledge Management and Resource Stewardship

Level of Maturity and Integration of Processes Indiana University Northwest works in collaboration with, and with oversight from, Indiana University Administration, in the areas of knowledge management and resource stewardship, but a great deal of discretion exists for the local campus to conduct the day-to-day operations of these areas. Budget construction operates under a strict calendar and process steps from the Indiana University Budget Office, and Indiana University Northwest's campus leadership estimates credit hours, allocates resources, and manages budgets alongside the leaders of various divisional and academic units at IU Northwest. UITS-NW follows guidance from the UITS Master Plan, while maintaining services and implementing plans with UITS-NW local discretion. Facilities and Operations has authority to manage projects and set priorities at the IU Northwest campus, but they work within the parameters of Indiana University policy, or, in some instances,

within federal and state statutory regulations. IU Northwest operates these areas with strict regulations that guide their actions, but, even in that circumstance, those actions **align** with the mission and strategic priorities of the campus.

Category 6

Level of Maturity and Integration of Processes Indiana University Northwest elected the AQIP Pathway in 2002, and made a commitment to continuous quality improvement (CQI), and, through each reaffirmation process, we have chosen to remain on that pathway. Early in IU Northwest's CQI journey, campus leadership established the AQIP Coordinating/Steering Committee to oversee improvement initiatives, and other accreditation efforts. The AQIP Committee has had various names through the years, and they have worked in conjunction with different groups that are responsible for strategic planning on campus, including the Strategic Planning Team of the IU Northwest Council. Information quality improved significantly when we implemented an integrated data system (*i.e.* Peoplesoft) in 2004, moved from a part-time Institutional Research Director to a full-time Office of Institutional Effectiveness and Research with two full-time staff, and the advent of Indiana University's Decision Support Initiative. While our infrastructure has improved, we still work hard to coordinate improvement efforts across all campus units, and we continue to work on how to effectively use the data we collect. Over sixteen years, we have met the challenge of sustaining CQI through various standing and *ad hoc* committees and working groups, but the use of action projects, preparation of the systems portfolio, and attending strategy forums has given us the feedback to fine-tune our key quality improvement processes, moving us well-past reactive to **systematic**.

Recent Action Projects focused on Category 6 Campaign to improve Continuous Improvement Initiatives, Weave Online Initiative

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1

Aligning common outcomes to the mission, educational offerings (3.B.1, 3.E.2)

IU Northwest's [Mission, Vision and Values](#) articulate six general student learning outcomes: communication and digital skills, problem solving, lifelong learning, ethical practices, successful careers, and effective citizenship. The common learning objectives for undergraduate programs (derived from the Mission, Vision, and Values) are the five [General Education Principles: Foundations for Effective Learning and Communication; Breadth of Learning; Critical Thinking, Integration, and Application of Knowledge; Diversity; and Ethics and Citizenship](#). All academic units incorporate these learning outcomes, along with those in the Mission, Vision, and Values, into their curricula. Our [institutional priorities, mission, vision, values and General Education principles are aligned](#). We monitor the achievement of learning outcomes among our graduates through our general education assessment program. The [General Education Plan](#), implemented in 2010, was modified slightly in 2013 to accommodate the new Indiana [Statewide Transfer General Education Core](#) (STGEC) curriculum which allows students to transfer complete general education packages across the public universities in Indiana.

The learning objectives of the graduate programs focus on acquiring the advanced knowledge and skills to successfully practice the profession for which the degree prepares the student which aligns to our Mission, Vision, and Values. Each academic unit establishes its own learning outcomes for students in its graduate programs. IU Northwest articulates the learning goals for each graduate degree in our [Academic Bulletin](#).

Determining common outcomes (3.B.2, 4.B.4)

The General Education and Assessment Committee (GEAC) was charged by the Faculty Organization in 2005 to design the common learning outcomes for all undergraduate programs at IU Northwest. Our current General Education Program was approved by the faculty and adopted by the campus in 2010.

Implementation of our General Education Assessment process was the subject of an [AQIP Action Project](#). We assess outcomes [on a four-year cycle](#), and have almost completed two cycles. Upon completion of the first cycle of assessment, the 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 Assessment Consultant, Barbara Walvoord, visited the campus in 2009 when we embarked on general education assessment for the first time, and came back again, in 2015, after we completed our first cycle of assessment to provide external expertise and guide our efforts. We also considered the recommendations made through the ongoing peer review of the action project. The committee created a brief [report identifying strengths and weaknesses](#) in our assessment of student learning outcomes, and recommended several action plans for the committee and the campus, to guide improvement.

In the Summer of 2018 we held another retreat to lay out a process for a [campus-wide review of General Education in the Fall of 2018 as well as review the latest general education cycle of assessment results](#).

Articulating the purposes, content and level of achievement of outcomes (3.B.2, 4.B.1)

The General Education webpage and the Bulletin detail the learning outcomes for each General Education Principle, along with the specific courses that satisfy the requirements, guidelines for determining whether a course can count towards particular principles, and the level of achievement required to satisfy each outcome. Each course that satisfies a general education requirement [includes the SLOs on the syllabus](#). Direct communications with students occurs through advisors and our [Academic Advising Reports](#) (AAR or Degree Audit) and [iGPS](#) (Course Planner. Degree Maps) list all courses that meet General Education requirements. Faculty assess student achievement of common learning outcomes at the course level, and the School/College verify that students have completed coursework through the online Degree Audit system (AAR) and through the graduation planning process (Senior Checks).

Opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

All candidates for undergraduate degrees are required to complete the general education curriculum (whether they begin at IU Northwest or transfer in). The Indiana state legislature passed the Senate Enrolled Act 182 in 2012, which set the requirements for a [Statewide Transfer General Education Core](#) (STGEC) of 30 credit hours. It required that state education institutions agree on a Core set of competencies in different areas. Once a student meets all STGEC requirements, a milestone, stating they completed the requirement is added to the students' official transcript.

Students also can access their electronic [degree maps](#), which displays the required courses for their major and indicates which requirements are satisfied along with the course grades.

Ensuring common learning outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4.)

Alignment of our general education outcomes with the statewide general education core helps ensure that the learning outcomes remain relevant. They were created with input from all of the public universities within Indiana and based on the AAC&U Leap Essential Learning Outcomes, which are reviewed regularly for relevancy.

The current review of the General Education plan, described earlier, is another way to ensure SLO's remain relevant and aligned with needs.

IU Northwest joined the [Re-imagining the First Year](#) (RFY) project sponsored by AASCU in 2013. One of the key components of the project is curriculum redesign of gateway courses through faculty communities of practice. The faculty read about and [analyze a series of pedagogical techniques](#), and committed to introducing at least one technique into their courses to explore their efficacy. When the techniques proved successful, the faculty members redesigned entire classes to expand the impact. [Measures of student success, satisfaction, and interest in those sections have increased](#). The effort has been accompanied by a robust increase in the campus-wide first year retention rates as well as graduation rates, and provides evidence that we are trying to actively improve student success in general education courses.

Designing, aligning and delivering co-curricular activities to support learning. (3.E.1, 4.B.2)

The General Education Principles are used as a guiding framework for aligning co-curricular and curricular learning outcomes for all undergraduates. As part of the RFY project, the campus has been developing a co-curricular transcript in order to recognize and encourage student participation in important co-curricular activities. Development involved students, faculty, and staff. The committee proposed a mission statement and achievement categories, including: diversity, campus engagement,

internships/career development, leadership, research, service, and cultural development. As a result of the process, it was decided that the campus would benefit from the development of formal principles of co-curricular learning rather than the more informal use of the General Education Principles as a guiding framework for designing, aligning and delivering co-curricular activities. A [draft of these is included](#) and will soon be brought to the Faculty Organization for approval.

We designed the draft co-curricular outcomes to align with the IU Northwest mission and co-curricular learning opportunities are designed meet outcomes at the departmental, school, and campus level. Our current [recurrent co-curricular activities](#) (aligned to General Education principles) are programming/events in which our students participate in significant numbers. The academic programs selected these activities to support both general education and program goals.

Selecting the tools, methods and instruments (4.B.2)

Selecting the tools used to assess attainment of general education outcomes occurs at three levels. First, at the statewide level, all IU campuses administer the NSSE every 3 years. This process allows us to benchmark against our selected peer institutions, as well as the other regional campuses of Indiana University. An IU/NSSE steering committee has representation from all of the IU campuses and coordinates the administration and analysis of the survey. Several years ago Indiana University piloted the ETS Proficiency Profile to assess the general education components of critical thinking, written communication and quantitative reasoning. We conducted a longitudinal study, testing a sample of first-year students and assessing them again four years later as seniors. IU decided to discontinue support for administering this test, although the IU Northwest General Education Assessment Committee (GEAC) is currently assessing whether to continue using the ETS Profile. Second, at the campus level, the Institutional Effectiveness Advisory Committee in consultation with Student Affairs developed a [Senior Exit Survey](#), which provides actionable trend data for the campus on a variety of student experiences, including general education. Third, faculty determine course assessment tools. The [GEAC provides guidelines](#) and feedback on assessment plans. In addition, regular course evaluations provide a level of direct feedback and assessment to faculty based on students' responses.

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The campus GEAC has created a 4-year timeline for the assessment of general education learning outcomes. In individual courses, faculty members assess learning outcomes as outlined in syllabi to gauge the level of success in attaining outcomes. As the faculty assess the courses, they present the results to the committee who then provide feedback. Faculty then present the results to the Faculty Organization (the campus shared governance body), and the results [posted on the Assessment webpage](#). At the end of every four-year cycle, the General Education Assessment Committee analyzes results and provides feedback for improvement of the process. The Office of Institutional Effectiveness and Research manages the indirect measures (NSSE, Senior Exit Survey). OIER reports the results of these surveys to the GEAC, the IU Northwest Council and the Faculty Organization, and the OIER also posts the results online for use by the campus in improvement plans. Results from NSSE related to high impact practices are reported as an indirect measure of effectiveness.

1R1

SLO Assessment in Courses

The GEAC selects courses for assessment based on enrollment and the timeline described previously. During Cycle 2 of assessment, the committee requested some repeat assessment and some new

courses.

[Results for Principle I](#), Foundations of Effective Learning and Communication, suggest that the majority of students are achieving a proficient level of understanding on the learning outcomes assessed. For all assessments reported, the course instructors proposed changes in the courses to try to improve achievement of the learning outcomes. The biology assessment for Cycle 2 separates whether students enrolled in the lecture or lecture and lab section of the course. As the data indicates, more students reached proficient levels when taking both lecture and lab than with lecture alone. However, overall, there do not appear to be major changes in proficiency across the two cycles of assessment.

We found more variability in proficiency levels across the two cycles for [Principle 2, Breadth of Learning](#). However, improvements were implemented for most repeated assessments, and faculty report levels of proficiency of 70 percent or higher for most outcomes (except the social sciences).

We also observed more variability in proficiency levels across [Principle 3, Critical Thinking](#), across two cycles of assessment. The School of Business and Economics has spent a considerable amount of time and effort integrating a new critical thinking curriculum since the original assessment, and it appears to have had a significant impact on their students' proficiency as measured in their capstone course. History added a sophomore level seminar to provide scaffolding for how to do seminars, which has increased success rates in the capstone course. Overall, all of the courses are reporting levels of proficiency of 70 percent or higher.

Most of the [Principle 4, Diversity](#), course assessments during Cycle 1 reported proficiency ratings of 70 percent or higher. Cycle 2 assessment is ongoing.

[Principle 5, Ethics and Citizenship](#), has been our least successful attempt at assessment. We have struggled to obtain assessments for this principle, in part based on the variety of ways that programs and students satisfy this requirement both in and outside of coursework. As a result, we have tackled assessment of part of this Principle in an additional way. Beginning in 2018, we have added a series of questions to the [Senior Survey](#), which focus on citizenship and whether our programs provide opportunities for students to participate as citizens in their communities. 71 percent of our graduating seniors indicated that their professors provided opportunities to learn collaboratively with community organizations, and 63 percent of them believe that service to the community is valued at IU Northwest.

The campus participated in the ETS Pilot for the Heighten-Civic Engagement and Intercultural Competency tests in 2017 in the hopes of providing benchmarked assessments to principle 4 and 5. We were not satisfied that the assessment provided additional actionable information over what we currently gain through the NSSE and Senior Surveys. At this time, we will not move forward on using the test, but will reconsider during the next review of the 4-year-cycle of assessment.

Standardized National Test

The ETS Proficiency Profile testing was a pilot project that assessed general learning outcomes of students at IU regional campuses. We administered tests to IU Northwest students during placement testing, if they were first time students and indicated they would be attending fulltime in the fall of 2012. Of the 350 students who tested in the fall 2012, 85 (24.2%) met the eligibility requirements for testing again in spring 2016. Among the 85 seniors solicited to test, 32 (37.6%) completed the examination.

The two-hour test measured skills and context that correspond with General Education Principles 1, 2,

and 3 (effective communication, breadth of learning, and critical thinking). All categories showed an increase in average scores and large improvements in percentiles, except in the percentile for social sciences. This result could have been anticipated from our operationalization of the Breadth of Learning requirement. Students can satisfy this requirement without taking many social science courses (and is complementary support to faculty course assessment in the social sciences). Nonetheless, these [results](#) provide evidence that this group of seniors who progress to graduate in four years at IU Northwest exhibit high learning growth in the domains measured by this test.

We tested entering students in 2012 and then again in 2016. This would capture a standard academic path of a small liberal arts school. It does not reflect the trajectory of an urban, commuter campus with students who fit school in amongst a variety of other responsibilities. Testing students after 6 years would make a better measure of IU Northwest students' success in these general education categories, because degree completion for First-Time Full-Time students after six years is much higher than our 4-year graduation rate.

High-Impact Practices – NSSE

The NSSE asks specific questions about High-Impact Practices (HIPs) and [the results](#) display the percentage of students who participated in High-Impact Practices at IU Northwest and compares the percentage with external benchmarks. Both graphs include participation in a learning community, service-learning, and research with faculty. The Senior graph also includes participation in an internship or field experience, study abroad, and culminating senior experience.

Our [first-year students' HIP participation](#) breaks down into three categories, which include participating in a learning community, participating in service-learning, and working with a faculty member on a research project. The percentages for first year students show the data from the 2015 and 2018 NSSE administration. Of these three categories, only Participation in a Learning Community demonstrated a significant difference from comparison groups for our students. IU Northwest first year students' participation was significantly lower in this category when compared to peer institutions for the 2018 NSSE. However, IU Northwest first year students participated at a higher rate in this category for the 2015 NSSE compared to peer institutions.

[HIP categories for the seniors](#) are the same as those for first-year students, but also include participation in an internship or field experience, study abroad, and culminating senior experience. The percentages for the IU Northwest seniors (2015, 2018) in some of the categories were significantly different from each other. Data from service-learning show that IU Northwest seniors participated in significantly more service-learning projects than other peer groups – IU regional campuses, peer institutions, and public master's institutions. IU Northwest seniors were significantly less likely to participate in learning communities in 2018 compared to other IU Regional universities, but the percentage was not significantly different from peer institutions or public master's institutions. Seniors' responses matched other IU regional campuses for research with faculty, and exceeded our peer institution group. IU Northwest seniors' responses fell significantly below the IU Regionals peer grouping for internships or field experiences, and studying abroad, but they were not significantly different from peer institutions or public master's institutions on these two HIPs. Finally, IU Northwest seniors participated in more culminating senior experiences than seniors at peer and public master's institutions on average

Senior Survey

The senior surveys conducted since 2013 inquired about students' estimation of the effectiveness of

coursework satisfying the five principles of General Education. The question—*to what extent did your courses (whether in the major or general education) contribute to your competence in the following areas*—had students link their experiences in classes to the principles. [The reports](#) suggest a high level of cohesion between the general education principles and coursework, with the majority of responses indicating a great deal of contribution from the courses towards the general education goals.

1I1 Improvements (4.B.3)

1. Based on feedback by the reviewers of our Action Project on General Education assessment and our assessment consultant, we have begun reporting general education assessment results using proficiency attainment so that we can have a more standardized way of discussing assessment results.
2. The GEAC is continuing a review of the results of our annual senior surveys and the ETS Proficiency Profile longitudinal study (2012-2016) to determine whether the ETS Proficiency Profile adds value to our ability to assess student learning to make improvements to the curriculum.
3. We have asked the faculty to review present SLOs, and to revise them to address the changes happening in our region, state and at our university in the last decade during the 2018-19 General Education Revision Process. These include the development of the Statewide General Education Core, statewide emphasis on dual credit for general education, increasing need for information literacy and health and wellness awareness, among others. This process has begun with a Qualtrics survey to all fulltime faculty soliciting their opinions on our current General Education Plan.
4. The Re-imagining the First Year (*RFY*) Project sponsored by AASCU has influence on our general education curriculum through redesign of gateway courses (see Category 2 for more detail).
5. The NSSE and Senior Survey results on high impact practices provide evidence that our students have experienced the campus focus on civic and community engagement. We have been sharing results on HIPs with students via slides on our [digital signage](#) around campus with suggestions on how to become involved, as an effort to normalize and increase awareness of these practices as part of the RFY Project.
6. The development of co-curricular goals, and their subsequent documentation with a co-curricular transcript, and assessment will continue in development across the next several years.

Sources

- 1I1 Re-Imagining the First Year of College_ Planning Toolkit
- 1P1 AQIP Action Project - Assessment of Learning Outcomes
- 1P1 Assessment Results
- 1P1 CoCurricular Transcript_v2
- 1P1 GenEd Retreat Notes 062018
- 1P1 General Education Plan
- 1P1 Guidelines for General Education Assessment
- 1P1 IU Northwest General Education Principles
- 1p1 IU Northwest PIGS
- 1p1 JoSoTL PIG Manuscript
- 1P1 Mission Vision and Values
- 1P1 Policy re GenEd syllabus notation
- 1P1 Principle 1 - Foundations for Effective Learning and Communication

- 1P1 Principle 2 - Breadth of Learning
- 1P1 Principle 3 - Critical Thinking Integration and Application of Knowledge
- 1P1 Principle 4 - Diversity
- 1P1 Principle 5 - Ethics and Citizenship
- 1P1 Report from Assessment of Summer 2015 Gen Ed SLO Retreat
- 1P1 Running and viewing an AAR
- 1P1 Sample Degree Map
- 1P1 Statewide Transfer General
- 1P1 Table 1.1.a Alignment of Mission Vision and Strategic Priorities
- 1P1 Table 1.1.b Cocurricular Activities mapped to General Education.pdf
- 1P1 Timeline for Assessment of GenEd SLOs
- 1R1 Outcomes -- Principle 2 - Breadth of Learning
- 1R1 Outcomes -- Principle 3 - Critical Thinking Integration and Application of Knowledge
- 1R1 Principle 1 Foundations General Education Assessment
- 1R1 Principle 4 Diversity General Education Assessment
- 1R1 Principle 5 Ethics and Citizenship General Education Assessment
- 1R1 Table 1.1.h Senior Survey Results Engagement General Education
- 1R1 Table 1.1.i ETS Proficiency Profile Test Results
- 1R1 Table 1.1.ii Overall HIP participation benchmarks.pdf
- 1R1 Table 1.1i Senior Survey Gen Ed Evaluation
- 1R1 Tables 1.1 j and k - NSSE 2018 HIPS first year students and seniors
- 1R1 Tables 1.1 j and k - NSSE 2018 HIPS first year students and seniors (page number 2)
- About Interactive Graduation Planning System (iGPS) components
- Digital Signs promoting participation in High Impact Practices
- Senior Survey Instrument 2018-19

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)

IU Northwest has four primary processes for determining, communicating, and ensuring that Program Learning Outcomes (PLOs) align to the mission, educational offerings, and degree levels of the institution. They include: new program development; program review; alignment to practice standards from professional associations and accrediting bodies; and individual course development and review.

When IU Northwest establishes a new program, it includes a list of program learning outcomes. Academic units develop PLOs using the practice standards from professional associations and accrediting bodies. [Each program undergoes review at least every seven years](#) through the campus' academic [program review process](#). Each program's purpose receives an examination through a review process that determines how it supports the mission of the academic unit, campus, and university. The review process not only mandates the program evaluate its curriculum, as compared to institutional peers, national standards, and trends, but also revisits PLOs to ensure they remain relevant. Faculty curriculum committees approve new courses, and all changes to existing courses. As part of this review process, faculty members determine whether the curricula meet the university's mission and fit the educational offerings at the appropriate degree level as part of a multi-tiered process at the college and campus levels.

Determining program outcomes (4.B.4)

When an academic unit proposes a program, each academic unit establishes discipline-specific PLOs, which the faculty of that unit revisit during regular program review. The units must determine both the specific content requirements for each degree and the [courses that they will designate to meet campus general education requirements](#). Professional programs and other disciplines align program requirements and learning goals with the practice standards of their professional associations and accrediting agencies. In programs leading to licensure, the learning outcomes also align with state requirements.

For example, the program outcomes of every College of Health and Human Services (CHHS) program mirror professional outcomes identified by external constituencies. CHHS evaluates outcomes such as communication, ethical behavior, and lifelong learning, along with functional knowledge. Departments in College of Arts and Sciences (COAS) have made explicit their outcomes, all of which take into consideration the expectations to which students will be held by future employers and graduate programs. The School of Business and Economics (SOBE) expects students will show skills in teamwork, leadership, technology, communication, ethics, global and diverse perspectives, and critical, analytical, and integrative thinking. The School of Education (SOE) includes the following outcomes among those it measures: communication; higher order thinking skills; technology; culture and diversity; reflection; collaboration; and integrity, fairness, and ethical behavior.

Each academic unit has a curriculum committee, which makes recommendations to the dean and the program faculty regarding specific academic policies for the unit as well as the curricula of individual programs. To determine the learning outcomes for its programs, these committees seek additional input from a variety of sources, e.g. the business community, alumni, discipline-specific professional organizations, and current students. As examples, the School of Public and Environmental Affairs ([SPEA has an advisory board](#)) that consists of stakeholders from the community who assist in planning curriculum and developing internships and other forms of learning engagement, the [SOE's advisory board](#) includes local secondary education administrators, and the [SOBE advisory board](#) regularly has students working with local businesses to review its operations and use local business

experience to recommend enhancements to the business curriculum. Moreover, there are service-learning projects that allow our students to collaborate with community-based organizations to address community concerns and help focus our degree programs on those needs (described in Category 2).

The Campus Survey and Curriculum Committee, a standing Faculty Organization committee responsible for reviewing the integration of unit specific program goals with the campus' Mission and Strategic Priorities, [must approve all curricular changes](#). The campus policies and procedures reviewed by the Campus Survey and Curriculum Committee include all new course and course change requests, as well as processes for developing new degree programs, certificate programs, and graduate programs.

Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

The program faculty define the purpose and content of academic programs and report it through the PLOs established for each program. Each program determines the levels of achievement and report it through annual individual program assessment reports.

The campus provides faculty a [standard syllabus template](#), which includes the learning outcomes and achievement levels for individual courses to communicate them to students.

Ensuring the program learning outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

To ensure that learning outcomes reflect the needs of students and the expectations of the workplace, each of the departments, programs and schools regularly reviews its program outcomes. Professional programs with specialized accreditation regularly review and update their learning outcomes to incorporate changing professional standards, so learning outcomes remain relevant to today's culturally diverse and complex workplace. Programs without specialized accreditation review their learning outcomes as part of the program review process and through consultation with external disciplinary associations as well as peer institutions. Advisory boards (with representation from the external community) provide feedback and input for individual programs that the academic unit incorporates into learning outcomes updates as well.

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Departments use accreditation self-studies, annual review and assessment of programs, and professional/disciplinary standards to determine what co-curricular activities students need to meet the expectations of their programs. Departments requiring internships or experiential learning either provide them as part of the program, or work with Career Services to identify opportunities for their students.

In addition, co-curricular programs provide events that support campus goals of diversity and inclusion, which operate outside of the classroom but reinforce the General Education and program learning outcomes. Program Directors/Chairs work with the respective offices and Campus Special Events to deliver activities focused on program learning outcomes. Examples of these events are described in 1P1. Feedback received from students and faculty about the co-curricular activities allow the programs and the campus to provide responsive and supportive co-curricular activities.

Selecting the tools, methods and instruments (4.B.2)

The individual programs and their faculty are responsible for selecting the tools, methods and instruments used to assess attainment of program learning outcomes, and they vary across programs. Each academic unit, COAS, CHHS, SOE, and SOBE, has an [assessment plan](#) that outlines academic performance expectations. Where applicable, the units incorporate external professional and/or disciplinary standards into their assessment plans. The tools and measures used include portfolio evaluation, standardized tests, embedded course assessments, and surveys of students and alumni. Schools and divisions also use employer surveys, advisory boards, graduate school admissions, and alumni surveys to validate that our students continue their success after graduating with a degree from IU Northwest.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

IU Northwest has had annual learning outcome assessment procedures for all departments and programs in place since 2008. Departments and programs assess at least one learning outcome each year and report their results and new plans in the fall of each year, using a [universal template](#). Departmental faculty conduct a more in-depth examination of the curriculum, program learning outcomes and student success every 7 years during program review. We have begun the process of tracking student learning outcome assessment through WEAVEonline. We have entered student learning outcomes into WEAVEonline, and we created an assessment form for reporting that mirrors the language of WEAVE for PLO assessment.

1R2

Most of our [programs annually report](#) program assessment results with clear action plans for improvement.

Data on student academic achievement indicates that IU Northwest students meet the desired program learning outcomes. The programs use the information annually to revise their curricula, report the results centrally to the [Assessment office](#), and provide feedback on the process to the GEAC. A review of the assessment results does demonstrate some unevenness in choice of measurement tools and interpretation, indicating that continued additional professional development would be beneficial for the campus.

College of Health and Human Services (CHHS)

CHHS assesses learning outcomes using licensure examination scores (Category 1.4), clinical competency assessments (by direct observation, preceptor evaluation, student self-evaluation, and examinations), exit surveys (student self-evaluation of outcome achievement), and employer surveys. The quantitative results for PLOs in each CHHS department from 2008 to the present are on the campus assessment website. The latest program [assessment results for CHHS are available here](#). While very positive, the departments have incorporated the results into the evaluative processes of the individual programs. A [summary](#) of the improvements reported in the 2013 Systems Portfolio, as well as more current improvements are provided to demonstrate continuing assessment efforts, as well as results from previous changes. We will follow the same pattern for the other colleges and schools.

School of Business and Economics (SOBE)

At the undergraduate level, the SOBE uses the ETS Major Field Test (MFT) (Category 1.4), course-embedded assessment, and an immersive experience in the Assessment center to measure student learning outcomes. The undergraduate MFT measures student learning in nine subjects, such as accounting, economics, management, and finance. The assessment center experience includes

exercises that capture student performance related to communication, teamwork, leadership ethics, critical thinking and diversity. Although [recent results](#) indicate that students generally perform within acceptable limits in the business functional areas, the 2016-17 results revealed that students needed additional work with respect to critical thinking, as well as legal and social issues. A course, *Critical thinking, Decision-Making and Advocacy* became the focus of changes by the faculty to address these issues and is now a required part of the curriculum.

At the graduate level, in 2017, the School faculty opted to eliminate the ETS MFT in favor of a more dynamic experiential assessment from CompXm, which involves participation in a business strategy simulation. The School also uses an immersive experience within the Assessment Center as a part of the assessment process in order to measure achievement in teamwork, leadership, critical thinking, diversity and ethics. An additional area in need of improvement appears to be diversity. The *Human Resources Management* course will now include additional content related to diversity.

College of Arts and Sciences (COAS)

[COAS departments use a variety of assessment tools](#) including, but not limited to, standardized tests, evaluation of student success, test scores and grades, exit interviews, portfolios including the products of the capstone experience, embedded course, facilities, strengths and weaknesses evaluations. COAS has placed the assessment results from 2008 through 2017 on the campus assessment webpage. COAS has used the results to improve individual programs, and they have made [significant improvements](#) to further enhance student success.

School of Education (SOE)

Through the self-study process of the Council for the Accreditation of Educator Preparation (CAEP), the [SOE engages in a system of continuous self-evaluation](#) and improvement. The following recent changes have been made:

Spring 2018 was the Specialized Professional Associations (SPA) process period in which we had specific national associations review each of our licensure programs. All programs offered by the SOE were successfully reviewed, with Elementary Education scheduled for review in the Spring of 2019. Based on the SPA reviewers' preliminary feedback, the unit made revisions to ensure that the SOE remains in compliance with CAEP. Among the unit's efforts to meet the Standards, we have highlighted the following:

The Dean of the SOE hired three directors, one in charge of field placement & student teaching, a second overseeing accreditation & assessment and a third focused on the Urban Teacher Education Program (UTEP). The new director updated the UTEP curriculum with the help of faculty colleagues to meet current CAEP standards. The SOE established an external advisory board at IU Northwest.

112 Improvements (4.B.3)

1. We will continue input of program learning outcome assessments into WEAVEonline, eventually providing professional and technical training to the programs, so they can track their assessments themselves.
2. IR2 provides numerous examples of individual improvements that programs have made and continue to make based on their assessment results across time.
3. We will continue professional development opportunities focused on assessment, to continue to encourage forward momentum on using assessment results to improve PLOs.

Sources

- 1P2 Assessment Template 2017
- 1P2 EDUC Advisory Board minutes
- 1P2 GenEd Curriculum Integration
- 1P2 IUN Accessible Syllabus
- 1P2 SOBE Advisory Board Minutes
- 1P2 SPEA Advisory Board minutes
- 1P2 Survey and Curriculum committee minutes
- 1P2 Unit Assessment Plans
- 1R2 Campus Assessment of Student Learning Outcomes
- 1R2 CHHS Assessment of PLOS
- 1R2 COAS Assessment of PLOS
- 1R2 SOBE Assessment of PLOS
- 1R2 SOE Assessment of PLOS
- 1R2 Table 1.2.a Program Assessment Report Rates
- 1R2 Table 1.2.b Examples of recent data-driven changes to curriculum in CHHS
- 1R2 Table 1.2.c Recent data-driven changes to curriculum in COAS
- Program Review Schedule and Procedures
- Program Review Schedule and Procedures (page number 2)

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2).

IU Northwest provides a number of services and programs in response to the needs of particular student stakeholder groups and their educational needs. The process for identifying those groups begins with the admissions process and the review of high school transcripts and SAT/ACT scores and may include under-prepared students as well as high-achievers.

Conditionally admitted students who participate in the ACES (Achieve, Connect, Engage, Succeed) Program for a semester, are connected with an academic advisor and a success coach, and required to attend a minimum of 3 success workshops over the course of their first semester. They also take a first-year experience course designed to help students refine college skills, learn about campus resources, and develop help-seeking behaviors.

Low-income, first generation, and students with disabilities have additional support through a grant for the Federal TRiO Programs, and our own Student Support Services program. These students have access to [academic services](#), [classroom accommodations](#), and other programs and services, e.g., cultural & social experiences, leadership training, and academic success workshops.

We require exploratory students to meet with academic advisors in the Student Advising Center. Students have a series of regular check-ins, including meetings and assessments with Career Services staff that generally leads to the selection of a major prior to completing 30 credit hours.

The Office of Athletics provides student athletes with supplemental academic advising and monitoring, tutoring and study rooms as needed. All student athletes must enroll in at least 12 credit hours per semester.

Indiana University defines transfer students as students with 12 or more credit hours from another post-secondary institution. The Office of Admissions' programs offer additional support through transfer specialists, and a dual-degree program in conjunction with Ivy Tech Community College. Students in these programs receive IU Northwest services, such as tutoring and library access. Ivy Tech Students who have earned their associate degree in specific majors designated as [Transfer Singular Articulation Pathway](#) (TSAP) can work toward completing a bachelor's degree in two years. Transfer students who have completed the [Statewide Transfer General Education Curriculum](#) (STGEC) at a previous institution will have all of those credits automatically transferred to IU Northwest as a block with minimal additional general education credits needed.

The Office of Diversity, Equity and Multi-Cultural Affairs (ODEMA) offers under-represented minority and at-risk students the opportunity to participate in the [Academic Achievement Program](#), a 2-week summer bridge program that integrates campus resources and academic success tools. ODEMA tracks student progress and offers on-going support to participants through outreach and events. Students may also receive additional support through [Brother2Brother](#) and My Sister's Keeper, organizations for students of color designed to assist participants in excelling academically, socially, culturally, and professionally.

High-achieving students may apply for the [Undergraduate Research Fund](#) and/or the [Minority Opportunities for Research \(MORE\) grant](#). Pre-med students take COAS S 104, Freshmen Seminar, in their first year to prepare for the rigors of following a med-school track curriculum, and they further connect through the Pre-Professional Studies Club. We invite students meeting stringent criteria to join our chapter of the National Society of Leadership and Success, or one of the many disciplinary academic societies. Currently, IU Northwest has many active [chapters of national honor societies](#). All of these honor societies have academic requirements of a GPA at least above 3.2, as well as other requirements within the specific discipline.

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Non-student stakeholder groups comprise the external accrediting boards, certifying bodies, local employers, and advisory boards that provide academic programs with guidance that informs their

design. A campus Board of Advisors, which includes local civic, business, and educational leaders, serves as an active conduit for the sharing of IU Northwest information to the Northwest Indiana community, and from the community back to IU Northwest. Similarly, the Chancellor's Commission on Community Engagement meets regularly to bring academic and community leaders together to discuss issues of mutual concern. During the Spring 2018, the [Commission considered the question, *What Big Regional Issue Can IU Northwest and the Community Work on Together?*](#) and based on that discussion followed up at the Autumn 2018 meeting with a focused program on *The Region's Economic Future: Small Business and Development and the IU Northwest Anchor Mission*, devoted to action steps to implement the new regional development plan.

Additionally, our Center for Urban and Regional Excellence (CURE) works collaboratively with local community organizations to promote continued learning, solution-based interaction, and mutually beneficial partnerships. CURE's outreach and partnership activities serve to support the development of positive and sustainable collaborations between the University and the community, through initiatives such as Kid's College, Adult Education, Senior University and other community-based partnerships (Category 2). Finally, professional schools and degree programs remain accountable to external accrediting bodies.

Developing and improving responsive programming to meet stakeholders' needs (1.C.1, 1.C.2)

The development of new courses or programs begins with the faculty. Academic units design new programs or new courses to address market needs, disciplinary changes, the mission of the school/college, and/or the needs of the students.

The units submit proposals for new courses electronically through a system entitled CARMI_n (Course Approval, Remonstrance, Maintenance and Integration). When a member of a department initiates a New Course or a Course Change document via CARMI_n, the electronic document automatically routes to the next person in the approval chain. That individual can either approve the request or send it back to the last step, with comments. CARMI_n routes to the department chair, curriculum committee of the college/school, then to the dean of the respective academic unit, and finally to the Campus Survey and Curriculum Committee.

After the Campus Survey and Curriculum Committee approves the course, the request moves to a [central university list](#) so other units and campuses of IU have an opportunity to review them for a 30-day review period. Any faculty member or department may file an objection to a proposed course/course revision within that review period, prior to being added to the University Master Course List and can then be offered on any Indiana University (IU) campus.

The development of new degree programs and certificates originates from the bottom-up with the faculty within a particular program, using [guidelines for new degree proposals](#) established by IU's Office of University Academic Affairs. Faculty identify program outcomes and assessment measures for any proposed new program, considering general education learning outcomes and any accreditation or professional standards requirements. In the [rationale for proposed programs](#), units must present market research, evidence of state or regional needs for students with such degrees, statistics supporting future employment prospects for these students, and evidence that the unit can staff a high quality program that will attract students. Units solicit community and student input in the development of their new programs as well.

Since 2013, the IU Office of Collaborative Academic Programs has worked to assist the regional campuses of Indiana University in creating collaborative online degrees and certificates. All new online degree programs [must be developed collaboratively](#), with each regional campus of IU being

offered the choice whether or not to participate. In the case of collaborative online programs, faculty develop the proposals with support from the [Office of Collaborative Academic Programs](#). The respective deans of the programs then manage the approved programs collaboratively.

In the case of a new program, after approval by the unit and the Campus Survey and Curriculum Committee, the Office of Academic Affairs (AA), the Academic Leadership Council of IU, IU's Board of Trustees (BoT), and, finally, the Indiana Commission for Higher Education (ICHE) review the program before IU Northwest reports to the HLC. A new electronic tracking system (APPEAR) allows major changes to the curriculum to be tracked through approval. Programs that have gone through this process (or are in progress) since 2013 include [seven new degrees and thirteen collaborative online degrees/certificates](#). We have included several recent proposals ([Neuroscience](#), [Sports Management](#), [English](#), [Communication](#)).

IU Northwest and its curricular offerings remain governed by the needs of IU, as well as the local economic and employment market. In the process of mission differentiation mandated by the Trustees and President of IU, IU Northwest made the decision to focus primarily on baccalaureate and select master's degree programs. Because of the community need for health care technicians in certain disciplines, we have committed to maintaining certain associate degree programs in the health care fields, so the community continues to have well-qualified professionals.

IU Northwest embraces its place as an urban institution of higher learning by offering traditional degree programs for location-bound students as well as post-baccalaureate certificates in Community Development/Urban Studies, Race-Ethnic Studies, degrees in African-American and Labor Studies, and the Urban Teacher Program that trains teachers to serve in the urban core of Northwest Indiana in direct support of our urban mission.

Selecting the tools, methods and instruments

Academic program review serves as the primary method that we use to assess the currency and effectiveness of academic programs. The [IU Policy ACA-65](#) recommends academic program review every seven years and IU Northwest has established a [timeline for program review](#) that adheres with this recommendation. The Deans Council developed a [process for Academic Program Review](#) in 2011, which all programs without an external accrediting body use. The review of programs within the institution consists of an internal review document (composed by the chair and faculty of the program with input from administration) that examines trends in enrollment, number of majors, and scholarly activity as measures of the program's position. The process also involves assessing the program's alignment with national academic standards, usually articulated by professional organizations. The program reviews the assessment and, along with the Dean and Vice Chancellor of Academic Affairs, make plans for improvement. The plans focus on both short term (one-year) and longer term goals that are developed by consensus.

[Programs with external accrediting bodies](#) use the process described by those accrediting bodies to create self-studies, have external reviews and develop improvement plans.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Academic units connect courses to the specific needs of degree programs and the specific academic specialties of faculty to ensure viability. Faculty can propose changes to program requirements, which requires college-level and campus-level approval. To gain approval, programs must offer rationales for changes (e.g. shifting the field of study, changes in faculty, student demand, etc.). While no

required formal process exists to review specific courses or programs for change at regular intervals, we have common practices, including annual review of enrollment trends by chairs, the program review, the assessment of learning outcomes, student feedback on courses, and changes in faculty population. In some cases, advisory boards and accreditation reports offer specific changes to course offerings to match demand in the labor market. Likewise, we review courses for deletion at regular intervals. This is tied to the Bulletin revision cycle. The most common reason for elimination is decline in need.

We eliminate programs if there is no longer active student interest, changes in the field make the program unnecessary, or the expertise and resources to maintain the program is no longer available at the university.

1R3

Program Review

In some colleges and programs, [accreditation](#) continues as a regular part of degree certification. Programs that retain their accreditation—business, education, chemistry, nursing, etc.—remain current with national standards in those fields. In other cases, programs complete self-studies, which external reviewers evaluate, with most of these instances falling within the College of Arts and Sciences. Program Reviews completed between 2016-18 include: [History](#), [Philosophy](#), [Sociology and Anthropology](#), [Psychology](#), [Biology](#), [Modern Languages](#) and [Communications](#). Reviews currently in process (2018-20) include Fine Arts, Political Science, Geosciences, English, Performing Arts, Mathematics, and Computer Information Systems.

In each of the external reviews completed so far, the reviewers have assessed the program's alignment with national organizations standards for curriculum and outcomes. They have made several suggestions concerning the curriculum of programs. For example, the review of sociology and anthropology recommended a revision of the requirements of both majors in terms of courses required for the degree, noting a current imbalance within the offerings. In another example, the Biology program reviewer noted that the failure rate of the introductory course was quite high (~50% DFW), and we should revise it to respond to the challenges facing new majors. In the Modern Languages program, the reviewer noted the importance of developing culture and oral language application, as opposed to the overreliance on literature in response to disappointing oral skills for graduates. The History program reviewer emphasized the need for developing opportunities in the curriculum for applied learning such as internships and public history projects.

In programs with scheduled accreditation, reviewers have provided specific recommendations for maintaining accreditation. For example, the BSN accreditation report from 2016 noted two areas of needed development: ensuring student educational records are maintained in compliance with governing organization policies; and developing and implementing strategies to improve program completion rates.

Course/Program Development and Elimination

A number of new courses have been [developed, changed or discontinued](#) from 2013 through 2018. During that time, we added 152 courses (either brand new, or brought to our campus for the first time from the IU master catalog) and changed 31 courses sufficiently to go through the review process for the IU system (e.g. credit hour, description, title, etc.). We discontinued 105 courses and removed them from the academic bulletin during that same period. These numbers provide evidence of an active faculty, examining their curriculum, changing courses, creating new courses and removing

courses to maintain currency in the degree programs.

The Graduate Certificate in Teaching Online, offered through the School of Education, was removed from the 2018-20 Bulletin, when no students enrolled in the program over time. The SOE does not have the faculty or resources to staff the program, so they have deployed their resources elsewhere.

113 Improvements

The departments, in their responses to the external reviews, selected action plans to address the suggestions offered by the respective reviewers. For example, Sociology will review its degree requirements, as suggested by the external reviewer for both the Sociology BA degree and the Anthropology BA degree to make each reflect the changes in department faculty, and to be more aligned with national standards in those fields. In Modern Languages, the faculty agreed with the reviewer that they needed to assess more directly students' ability to improve their oral and written fluency and so will begin giving a skill-based exercise at the beginning of each class above the 100-level introduction to highlight learned skills and reinforce their use. The Biology department has revised its introductory course to address high DFW rates in the major by integrating a freshmen seminar for at-risk biology majors. In Nursing, the program has transitioned to a proprietary tracking system, called CastleBranch, to manage student health records to meet compliance. Additionally, the department has increased efforts of student mentoring by assigning faculty mentors and creating a system of recorded interactions.

These types of changes are examples of the efforts of individual programs to continue to refine and improve their curriculum, approach, and teaching methods in response to reviews and external feedback to help students successfully navigate their majors and complete their degrees.

Sources

- 1P2 TSAP
- 1P3 Brother 2 Brother
- 1P3 Certificate in Sports Management
- 1P3 Collaborative Academic Programs
- 1P3 Communication Studies
- 1P3 Guidelines for new degree proposals
- 1P3 Indiana University Academic Achievement Program
- 1P3 MORE Program Overview 2017
- 1P3 Neuroscience
- 1P3 Online English MA
- 1P3 Program Review examples
- 1P3 Rational for Proposed Programs (ICHE)
- 1P3 Remonstrance List
- 1P3 Required Documentation for Degree Proposals
- 1P3 SSS Academic Services
- 1P3 SSS Disability Services
- 1P3 State Transfer Gen Ed Curriculum
- 1P3 Table 1.3.a Current Chapters of National Honor Societies
- 1P3 Table 1.3.b Programs with External Accrediting Bodies
- 1P3 Table 1.3.c New Programs developed 2013-2018
- 1P3 University Procedures for Program Reviews

- 1P3 URF Guidelines and App revised December 2017
- 1R3 External Review Biology
- 1R3 External Review Communication
- 1R3 External Review History
- 1R3 External Review Modern Languages
- 1R3 External Review Philosophy
- 1R3 External Review Psychology
- 1R3 External Review Sociology
- 1R3 Table 1.3.e Number of courses added changed and eliminated
- 2P3 Chancellors Commission
- Program Review Schedule and Procedures
- Program Review Schedule and Procedures (page number 2)

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4

Determining and communicating the preparation required of students for learning (4.A.4)

The admissions process, including the process of applying and being admitted to competitive programs, serves as one of the ways we communicate the preparation required of students. Following admittance, we require students to take placement tests for Math and English, if students do not satisfy these requirements via transfer, Advanced Placement, or dual credit. IU Northwest offers both these tests on-line through CANVAS, but some students must take the math on campus.

IU Northwest Math faculty developed the [Math Placement Test](#), and they track the results as well. Prior to Math placement, students can attend Math coaching, take an online workshop (STEP), and use practice worksheets. The Math Department assesses the efficacy of the placement test results annually and adjust student support where needed.

In 2017, the [English placement test](#) changed from a self-assessment to a scored writing sample in response to a reading prompt. The process of modifying English placement began with a concern that the prior test did not place students in the correct writing course. The English department is currently assessing the efficacy and efficiency of this change.

Other placement exams that may be required in specific programs include [Chemistry](#), [Biology](#) and [Modern Languages](#). The biology and chemistry exams operate solely as placement exams to determine the appropriate course level for students. Students with a strong background in another language can take the placement test and potentially receive credit.

Some programs have additional admissions processes and requirements, including [Nursing](#), [Radiologic Science](#), [Dental Hygiene](#), and [Social Work](#). IU Northwest admits students to these programs as *pre*-majors, but they will then have to apply to these programs after completing select general education courses. Students find detailed information available for the application process on individual program websites. The advisors of these programs also communicate the specifics of this process to interested students.

Academic programs also structure requirements through the implementation of sequencing and pre-requisites to indicate the preparation necessary for successful completion of courses. Faculty determine pre-requisites within the program, and the Curriculum Committees approve the pre-requisites at the college and campus levels. Our Registrar enforces the pre-requisites at the section level via our registration processes.

Evaluating and ensuring program rigor for all modalities, locations(3.A.1, 3.A.3, 4.A.4)

IU Northwest reviews every academic program every 7 years, according to a prescribed schedule. The review is conducted either by the program's external accrediting board, or in the case of programs that do not have an external accrediting body, internally, and always include external reviewers. We describe the process in 1.2.

To ensure consistency in all IU Northwest online courses, the campus Center for Innovation and Scholarship in Teaching and Learning (CISTL) has developed a course template, that can be copied directly into a new online course and edited as necessary. IU has purchased a license for Quality Matters (QM), a rubric of quality standards and process of quality assurance for online and blended courses. QM uses a peer-based approach to CQI in online course design and student learning. CISTL has developed an Online Certification Course based on QM that faculty teaching online courses complete prior to offering an online course. It helps instructors understand what online learning is, how to develop their course content for an online environment, and what the best practices are for online course development and teaching. It also explores such areas as instructional design, ADA web accessibility guidelines, and internet copyright and fair use.

Although IU Northwest previously offered an [Early College and Dual Credit](#) program with area high schools, [Advance College Project](#) (ACP) at IU Bloomington has assumed responsibility for all high school dual credit at IU.

Three state affiliated components of our curriculum, mentioned previously, the [Core Transfer Library](#) (CTL), the [Transfer Single Articulation Pathways](#) (TSAPs), and [Statewide General Education Core](#) (STGEC) provide an additional opportunity for ensuring consistency and rigor. The courses in the state-wide CTL are [evaluated on a regular basis](#) to ensure that the course outcomes and assessments are consistent across universities. Faculty representatives from each of the public universities designed the TSAPs in 2015, and assessment was tentatively scheduled for 2019. As part of the assessment of general education learning outcomes, the GEAC regularly compares grades for face-to-face and online sections of the same course to ensure consistency across modalities. Finally, the recently approved [faculty credentialing policy](#), enforced for all faculty helps ensure that faculty have the appropriate subject matter expertise to provide consistent program quality.

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Recognizing the need for a centralized transfer office, Indiana University created the [University Transfer Office](#) in 2015. IU Northwest makes available publicly all relevant [IU transfer policies and guidelines](#) on their website. Students apply directly to their campus of choice, and Indiana University evaluates their transfer credit centrally, and posts the results to the student's record. Students can appeal any transfer decision made by the IU Transfer Office and/or IU Northwest Admissions, by providing syllabi and other information to the relevant department whose faculty evaluate the information and make a final determination. Prior to making the decision to apply, students can determine which courses will transfer using our [transfer guide](#). The [CTL for Indiana public universities](#) provides guaranteed transfer of approximately 70 general education courses, and the [Statewide General Education Core and Transfer Articulation Pathways](#) also contributes to ease of transfer among the public institutions within the state of Indiana. We have made available additional information on the transfer evaluation process in the [document provided](#).

IU Northwest offers credit based on external evaluation of knowledge, i.e., [CLEP, DANTES, ACE, AP, and IB](#). Veterans of military service, and military and law enforcement personnel on active duty are eligible for academic credit as a result of their training and experience. In addition, IU now has a process for guiding students through a portfolio process for requesting college credit for life experiences.

Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

Many of IU Northwest's [programs hold specialized accreditation](#) as described previously. These programs go through regular accreditation reviews as determined by the program accreditor schedules. Students benefit from programmatic accreditation, where applicable, through rigorous quality monitoring of program outcomes aligned with accrediting body standards. In several areas, licensure exams require program accreditation to allow students to sit for the exam upon graduation. The relevant academic programs decide to select, implement, and maintain specialized accreditation as appropriate to their professional standards. The University encourages all programs for which specialized accreditation is offered to pursue accreditation as soon as they are able and eligible.

Assessing the level of outcomes attainment by graduates (3.A.2, 4.A.6)

All undergraduate programs assess program learning outcomes annually, as discussed in Category 1.2. We assess General Education learning outcomes in a 4-year cycle as described in Category 1.1.

Since 2008, IU Northwest has mandated a capstone course for every student. We examine capstones as part of the assessment of General Education Principle 3 – [Critical Thinking](#).

Each academic program that leads to professional licensure collects and reviews data pertaining to graduates' licensure success rates, compares the results to our peer institutions and national averages, and adjusts program curricula accordingly.

IU Northwest recently developed a graduate survey to complement our senior survey. The survey, among other things, invites graduates to self-assess the extent to which their IU Northwest education prepared them for their professional positions and/or graduate study. We also use the survey to collect graduate employment data.

Selecting the tools, methods and instruments

The tools, methods and instruments used to assess program rigor across all modalities are generally selected at the campus level with significant input from the academic units. The GEAC in consultation with the Office of Academic Affairs, selected DFW rates across modalities as one measure of program rigor. The Institutional Effectiveness and Research Advisory Committee in consultation with campus leadership through the Northwest Council, selected questions from the NSSE (academic challenge), the Senior Survey and Graduate Survey (preparedness). Indiana University selected Quality Matters (QM) as a baseline for evaluating quality in our online programming as an institution, so we can report on the number of courses developed and/or peer reviewed using QM methodology. Additionally, we use licensure and standardized pass rates where appropriate to assess program rigor.

1R4

Math Placement Test Results

The math department monitors [placement test results](#) annually. In 2012, the department instituted a refresher workshop (STEP) prior to placement testing for students with lower SAT and/or high school math grades, or who had been out of school for some time. You can see that this refresher resulted in more students placing into higher levels of mathematics. The math department moved the STEP workshop online in 2017 to decrease the need for students to come to campus to attend the workshop. The latest placement results suggest that this may be resulting in poorer placement than previously, so the department will conduct further analysis and make a recommendation to the campus for action.

Senior Survey

[Students reported](#) consistently report above 80% levels of satisfaction with the quality of education at IU Northwest between 2013-2017.

Graduates Survey

Students report satisfaction (*very satisfied, satisfied*) with the [quality of programs, instruction, courses and faculty](#) at IU Northwest. We do not have trend data with the inaugural survey at IU Northwest, so these data provide us with a baseline to which to compare ourselves in the future.

Additional data from the survey that reflect on academic quality include employment status, advanced study, and annual income. 79% of the 2016-17 alumni, and 76% of the 2014-15 alumni are employed full-time. 25% of the 2016-17 graduates and 18% of the 2014-15 graduates are currently in graduate school. National Student Clearinghouse data review for 2015-2018 bachelor degree graduates indicates [30% are pursuing further education](#). [Self-reported annual income](#) shows lower incomes for the newest graduates. The estimated average reported annual income for 2016-17 alumni is \$41,000

and for the 2014-15 alumni is \$44,000.

Licensure/Standardized Test Results

Many of our professional programs lead to degrees that ultimately require licensure prior to, or soon after employment. The programs routinely collect these data and use it to improve student learning outcomes (as described in Category 1.2). Additionally, these data can demonstrate the academic quality of our programs. Most of our professional programs graduate relatively small numbers of students per year and thus each individual test score can have a substantial impact on overall pass rates. Nevertheless, most of our programs [exceed the national pass rate](#). Education and Business specifically report on action plans to increase student levels of success in their annual program assessment results (reported in Category 1.2).

NSSE

The National Survey for Student Engagement (NSSE) provides Engagement Indicators as summary measures based on sets of NSSE questions that can be used to infer program quality. Academic Challenge includes questions that fall under four themes, which are Higher Order Learning, Reflective and Integrative Learning, Learning Strategies and Quantitative Reasoning.

Overall, IU Northwest [first-year students](#) had no significant differences on three of the four Academic Challenge questions compared to other external peer groups; however, IU Northwest first-year students' averages were significantly higher for Learning Strategies questions.

Overall, IU Northwest [seniors](#) had significant differences on all of the four Academic Challenge questions compared to other external universities. IU Northwest seniors' averages were significantly higher on all Academic Challenge questions.

Quality Matters (QM)

Quality Matters(QM) workshops are available to all part-time and full-time faculty. CISTL has run the workshops since 2013 and offers between three to four workshops each academic year. Faculty participate voluntarily, and 51 faculty participated in the training and three faculty have achieved peer reviewer status since implementation. In the 2017-2018 academic year, [19 courses were developed, and peer reviewed](#) using QM methodology.

DFW Rates by modality

[In 2018](#), the GEAC investigated student success across different modalities, specifically DFWI rates in online versus in-person general education courses. The Office of Institutional Effectiveness and Research provided data on all general education courses that offer both online and in person delivery.

In the 17 general education courses that offered in both modalities, 28 percent of the students enrolled in online courses. Several of the courses offered a hybrid modality, but the numbers of students enrolled were small, so we did not include these in our [table of student enrollments, W rates and DFWI rates](#).

The overall DFWI rate for these courses was 27 percent (in person 23 percent, online 28 percent). The difference between DFWI rates in online versus all course modalities ranged from -11 percent to 18 percent among all 17 courses. We should note that enrollment numbers in these courses differ greatly, which also contributed to these large variations in DFWI rates. Only five courses had DFW rates lower in online courses, but these courses together with courses where the difference was relatively

small resulted in almost same DFW rate in online (27 percent) versus all course modalities (28 percent). The W (withdrawal) rates were higher in all but one online course, and the difference in rates varied from 1 percent to 12 percent.

114 Improvements

Several projects that should impact measures in this category include:

1. *Re-imagining the First-Year Experience* (RFY) focuses on improving the experience of first year students at IU Northwest and providing them a firm foundation for continued success. Work continues to improve success in gateway courses, increasing the number of students introduced to belongingness and growth mindset ideas in first year seminars, improving academic advising, registration and orientation.
2. See 1.2 for further details on improvements in progress in Education and Business specifically that we expect will improve student scores on licensure tests.
3. The GEAC will continue its analysis of DFWI rates for courses offered in multiple modalities to ensure that we maintain academic program quality across all modalities. All future SLO assessment will include comparisons by modality. The Committee also suggested the use of the Student Engagement Roster to reduce the DFWI rates with the understanding that a mechanism for follow up with students, and the need for some form of intervention are vital.
4. CISTL plans to continue to offer QM workshops and increase the number of qualified peer reviewers as well.
5. The Graduates survey (started in 2018) will, with additional administrations, provide trend data that provide insight for future changes.
6. We recently received a grant from the Lilly Foundation that will allow us to develop the expertise to evaluate prior learning portfolios as well as create a one-stop website for students to understand the full extent of prior learning assessments available.

Sources

- 1P2 TSAP
- 1P3 State Transfer Gen Ed Curriculum
- 1P3 Table 1.3.b Programs with External Accrediting Bodies
- 1P4 Assessing Transfer Credit_ Office of Admissions
- 1P4 Bachelor of Social Work Admission Policy
- 1P4 Biology and Chemistry Placement Testing
- 1P4 Capstone Critical Thinking Assessment
- 1P4 Credit Transfer Service
- 1P4 Dental Hygiene Admission Procedures
- 1P4 Dual Credit Handbook
- 1P4 English Placement Testing
- 1P4 Faculty Credentialing Policy
- 1P4 Guidelines and Policies_ Resources_ University Transfer Office
- 1P4 Math Placement Testing
- 1P4 Modern Language Placement Testing
- 1P4 Nursing Admission Policies
- 1P4 Radiography Admission Policies
- 1P4 Transfer Students Admissions
- 1P4 University Transfer Office

- 1R4 Assessment Committee report DFW rates
- 1R4 Table 1.4.a Refresher Math (STEP) workshop placement
- 1R4 Table 1.4.b Student Report of Quality Education Senior Survey
- 1R4 Table 1.4.c Alumni Survey Results regarding academic quality.pdf
- 1R4 Table 1.4.e Licensure and Standardized Test Results 2014-17
- 1R4 Table 1.4.h Online courses developed in 2017-18 reviewed using QM
- 1R4 Table 1.4.i Student Enrollments W rates and DFW rates in General Education courses that offer both online and in-person modalities
- 1R4 Table 1.4d Self-reported annual income Alumni_Graduates Survey.pdf
- 1R4 Tables 1.4 f and g - NSSE results Academic Challenge 2018 - first-year and senior students
- 1R4 Tables 1.4 f and g - NSSE results Academic Challenge 2018 - first-year and senior students (page number 2)
- ACP
- AP_CLEP_IB_ACE_CREDIT
- CTL ICI First Cohort Review Plan 2016 - 2019 and Process and Procedures
- CTL_IUN
- nw_further_ed

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5

Ensuring freedom of expression and integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

IU makes explicit our commitment to freedom of expression and academic integrity in a number of campus policies. They include: the Policy on Academic Freedom ([ACA-32](#)); the Code of Academic Ethics ([ACA-33](#)); Cheating and Plagiarism ([ACA-72](#)); Financial Conflicts of Interest in Research ([ACA-74](#)); Research Misconduct ([ACA-30](#)); and the Fair Use of Copyrighted Works for Education and Research ([ACA-31](#)).

IU Northwest conducts new faculty orientation at the start of each new academic year, at which time we inform new faculty of the importance of all academic policies. [Formal tenure and promotion practices](#) add another level of assessing integrity among the faculty with the use of external reviewers. The Faculty Board of Review, which derives its authority from the Constitution of the Faculty Organization, hears cases concerning academic freedom brought by IU Northwest faculty. Since 2013, the Board has heard no cases involving academic freedom.

Indiana University has a comprehensive set of policies pertaining to academic research designed to ensure integrity of research practices by faculty and students and includes the following: Animal Care and Use; Biosafety; Radiation Safety; Human Subjects protection; Conflict of Interest; and Research Integrity. The University participates in the Collaborative Institutional Training Initiative (CITI), which provides peer-reviewed, web-based educational courses in research, ethics, regulatory oversight, responsible conduct of research, research administration, and other topics. Indiana University requires CITI testing of all faculty and students who conduct human subjects research. The University also has policies governing Conflict of interest in Research and Conflict of Commitment and stipulates annual procedures for the Regulation of Financial Conflicts of Interest. Finally, in its policy regarding Appropriate Use of Information Technology Resources, IU confirms that, we commit to complying with all applicable laws regarding intellectual property. That commitment includes the full exercise of the rights accorded to users of copyrighted works under the “Fair Use” provision of federal law.

Ensuring the ethical learning and research practices of students (2.E.2, 2.E.3)

IU Northwest’s [Code of Student Rights, Responsibilities, & Conduct](#) resides online. The code specifies the expectations regarding the ethical behavior of students, and ensures and protects their rights as students. It lists the students’ rights, which include the following: Rights in the Pursuit of Education; Right to Freedom from Discrimination; Right to Access Records and Facilities; Right to Freedom of Association, Expression, Advocacy, and Publication; Right to Contribute to University Governance; Right to Accommodation for Individuals with Disabilities; Rights of Student in the Judicial Process; and Rights of Students as University Employees. The code also lists the students’ responsibilities, which include upholding and maintaining professional honesty and integrity. It outlines student academic misconduct that includes cheating, fabrication, plagiarism, interference, violation of course rules and facilitating academic dishonesty. The code stipulates what constitutes cheating and plagiarism and refers faculty to report these incidents to the dean of students through use of the [Academic Misconduct Form](#). Students receive a copy of the code when they begin their academic career at IU Northwest.

Furthermore, students receive guidance in the ethical use of information resources in a number of courses. Faculty who teach the two main writing courses discuss plagiarism in the courses to ensure that students understand what constitutes plagiarism. Public Speaking also includes substantive components on plagiarism, and students in the class take a [plagiarism tutorial](#). Many classes use third-party software (Turnitin) to help students assess their grasp of plagiarism in writing. We have [had increased usage of Turnitin](#) in courses and numbers of students submitting assignments through Turnitin.

The IU Northwest Library offers [instruction in Information Literacy](#) for students. They offer customized sessions for courses to help guide students through the research process and develop information literacy skills within the disciplines.

We expect students to adhere to the policies regarding the appropriate use of information technology resources. IU Northwest provides Information Technology Access to students to support their studies,

other official university business, and other university-sanctioned activities. Students may not share their university accounts, including network IDs, passwords or other access codes that allow them access to university information technology. Students are prohibited from unauthorized acquisition, use or distribution of copyrighted works. Failure to comply with IU information technology policies may result in suspension or termination of access.

Students are not eligible to serve as a Primary Investigator and must have a faculty advisor serve as the Primary Investigator of record in all research involving human subjects. All students who engage in human subjects research must complete the required CITI educational modules.

Ensuring the ethical teaching and research practices of faculty (2.E.2, 2.E.3)

IU has a policy on [Misconduct in Research](#) that applies to all university researchers (faculty, staff and students). Indiana University requires passage of the CITI test of all researchers conducting [human subjects or animal research](#), and IU approves all research protocols centrally. The Sponsored Research Office on campus provides local support to researchers. IU also offers a [variety of training opportunities](#), both in person and online, to ensure the University community remains educated and informed about its [responsibilities related to applicable laws, regulations, and university policies and procedures](#). Two recent examples include a focus on improving web accessibility to enhance educational opportunities and use of Quality Matters to design, review and improve online learning experiences for our students.

Selecting the tools, methods and instruments

Student Affairs, Academic Affairs, the Federal Government, and IU IRB, use tools to collect and monitor data on academic integrity. They include Academic Misconduct Form data, Faculty Board of Review findings related to academic integrity, Federal Reporting related to allegations of research misconduct, and CITI test results (IRB requirement).

1R5

All researchers working with human subjects must complete CITI education courses prior to review. [About 110 CITI tests](#) are completed per year. The [number of approved IRB protocols](#) has been relatively stable over time.

IU Northwest has not received any allegations or conducted any investigations related to research misconduct in the past 4 years. The [Faculty Board of Review](#) reports that there has been only one case during 2013-2018 involving faculty ethics.

Academic Misconduct Forms are submitted to Student Affairs. We believe the [increase in the number of reports made across the last two years](#) do not represent an increase in the number of cases, but rather an increase in reporting due to an increased awareness and encouragement by Student Affairs to report all cases.

All fulltime faculty and professional staff must submit Conflict of Commitment/Interest Forms (COI/COC) annually, which direct supervisors, deans, and the Office of Academic Affairs then evaluate. Previously these individuals submitted these data on paper forms with Faculty Annual Reports, making any sort of overall analysis extremely difficult. A new electronic system released in fall 2018 should allow summary reports for analysis.

1I5 Improvements

1. The new COI/COC forms will allow us to analyze conflict of commitment/interest data to determine areas in which to provide professional development as well as make sure that decisions are consistent across academic units in terms of application of the policy as well as remediation efforts.
2. IU centralized the IRB process in 2016. We retain a liaison on campus to assist individual researchers as needed; however, faculty submit proposals online, and they are evaluated centrally. We have concerns that this change will result in a decrease in the level of overall knowledge concerning human subjects research over time, so IU Northwest will create some professional development opportunities for faculty on the IRB process.
3. We continue our attempts to increase faculty awareness of the need to report Academic Misconduct to Student Affairs to ensure that students fully understand their rights and responsibilities. The analysis of reports to date has led Student Affairs to partner with the Library to develop a customizable module focused on plagiarism to be used in cases where students have already taken the IU plagiarism tutorial and still struggle with the issue.

Sources

- 1P5 Academic Freedom
- 1P5 Academic Misconduct Form
- 1P5 Cheating and Plagiarism
- 1P5 Code of Academic Ethics
- 1P5 Compliance Training
- 1P5 E-Training at IU
- 1P5 Fair Use of Copyrighted Works for Education and Research
- 1P5 Financial Conflicts of Interest in Research
- 1P5 How to Recognize Plagiarism
- 1P5 Library Instruction Information Literacy
- 1P5 Research Misconduct
- 1P5 Submissions to the IRB
- 1P5 Table 1.5.a Turnitin.com usage by Year 2013-18
- 1R5 Table 1.5.b Reviewed Human Subjects Proposals 2013-2017
- 1R5 Table 1.5.d Submitted cases of Academic Misconduct by students
- 4.P.1.P and T Guidelines
- CITI Test Results 2013-18
- Code of Student Rights Responsibilities and Conduct
- Code of Student Rights Responsibilities and Conduct (page number 15)
- FO Constitution
- FO Constitution (page number 7)

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The identification of learning support needs of our students begins during the admissions process. Students may be admitted conditionally (*i.e.* on probation) or into the ACES Program, if they do not meet the full requirements for [admission](#). Based on placement scores and the overall academic preparedness of the incoming student, we provide our students with access to a number of programs and resources that will facilitate their achievement at IU Northwest.

[Students in the ACES Program](#) participate in workshops on a variety of topics, including study skills, financial literacy, careers, and stress management. They meet regularly with a student success coach and a peer mentor to develop a personal plan for success. They also take a first-year experience course designed to help students refine college skills, learn about campus resources, and develop help-seeking behaviors. After successfully completing the program, students will transfer to a major field of study.

As part of the *Re-imagining the First Year (RFY)* Project we have increased the number of first-year seminar sections from 4 to 14 (2015-17), and Summer Bridge Program sections (transfer, STEM, academically underprepared) from 0 to 5 (2015-17). The campus is considering the incorporation of a first-year seminar with a focus on growth mindset and belongingness as part of the current General Education Revision process.

Deploying academic support services to help students succeed (3.D.2)

IU Northwest has several academic support services to assist students to complete courses and programs successfully. The **Student Advising Center (SAC)** provides academic information, resources, and services to undergraduates, with a primary focus on exploratory students. The SAC staff works collaboratively with each departmental academic advising unit to enhance the quality of advising for all students. All first-year students are assigned an advisor upon admission, and students must meet with an advisor during the first year to register for classes.

IU Northwest has implemented a revised early alert system, which allows faculty to identify and refer students for assistance that will support their academic success. We expect [all faculty teaching undergraduate students to provide feedback](#) through the **Student Engagement Roster (SER)**. They can [comment on student academic performance](#), including class attendance, participation, performance, and other factors. In addition to the student receiving the feedback from the SER, the SER [communicates the information](#) to different academic support services in order for staff and faculty advisors to reach out to the student proactively.

Supplemental Instruction (SI) offers peer assistance in historically challenging academic courses with twice-weekly study sessions. SI study groups compare notes, discuss readings, develop organizational tools, predict test items, and learn study skills that will help in both current and future courses. [SI leaders, students](#) who have previously and successfully taken the course and been recommended by the instructor, facilitate the sessions.

In a collaborative effort with the Indiana Commission on Higher Education and AmeriCorps, the **21st Century Scholars program** specialist offers direct support to [21st Century Scholars](#), connects these students to on-campus resources, and provides informational sessions and success related programming.

TRIO Student Support Services (SSS) provides accommodations for students with disabilities. [SSS](#) determines accommodations on a case-by-case basis, following review of the medical documentation and a meeting with the disabilities coordinator and works with eligible students throughout their college career.

Ensuring faculty are available for student inquiry (3.C.5)

Faculty are required to post and hold [office hours](#) on campus, and encourage students to make use of them. IU Northwest normally expects office hours to equate to the number of credit hours taught by the faculty member each week. Faculty who teach on-line must still maintain on-campus office hours as well and respond promptly to students electronically.

Addressing the learning support needs of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

CISTL frequently offers [faculty development workshops](#) on effective teaching, assessment of learning, and the use of technology. Information Technology ([UITS](#)) meets the needs of faculty and students by delivering instructional media equipment, servicing and maintaining multimedia classrooms, installation of faculty-requested software in computer labs, servicing, maintaining and replacing faculty computers.

The **Library** houses nearly a half-million books and other publications, providing individual and group work areas, and providing all the modern technology necessary for productive study and research, as well as housing the [Calumet Regional Archives](#). It subscribes to over 300 databases that index and provide full text articles from over 50,000 online journals, magazines, newspapers, and reference sources, and as a part of the IU System, we provide [library resources greater than those of peer institutions](#).

The new [Arts and Sciences Building](#) houses a 500-seat multi-purpose theatre; a 100-seat black box space; ceramics, photography, sculpture and drawing studios; art gallery (one of 2 on campus); radio and TV Studio and numerous up-to-date technology enhanced classrooms (similar to others on campus). An [active trading floor](#), a [sculpture garden](#) (one of the region's largest public art projects) and the 11-acre [Little Calumet River Prairie and Wetland Preserve](#) provide unique learning opportunities for our students. Well-equipped science laboratories house an extensive collection of science-based instruments, including an NMR.

The [Writing Center](#) (with ESL support) assists students with all facets of the writing process and the [Math Assistance Center](#) provides free tutoring services for math courses through Calculus II. The [Languages, Cultures, and Listening Lab](#) offers an array of teaching and learning tools that create connections between languages and cultures. Finally, we offer [tutoring](#) for individual subjects through individual departments, including STEM tutoring supported by our LSAMP grant.

Determining new student groups to target for educational offerings and services

The identification of new student groups for educational offerings and services is through discussions that occur throughout the campus including the IU Northwest Council, Dean's Council, Retention Strategies Group, Student Affairs and Enrollment Management Leadership Team, Advisors Council,

among others. Examples of discussions that have occurred include targeted outreach to adult learners and those students who may have some college credit but have not completed a degree, campus participation in AASCU's *RFY* initiative, and a retention strategies group that has looked specifically at how to address the retention and persistence of students coming to the campus.

Meeting changing student needs

We identify the changing needs of students by analyzing information through the following formal and informal mechanisms:

- Placement testing scores
- New student profiles/enrollment
- Visits to community colleges/ high schools
- NSSE results- supportive campus environment
- Graduation and retention rates
- Student responses on course evaluations and new student orientation surveys
- Student government feedback
- Financial aid reports
- Changes in use patterns
- Senior survey results

IU Northwest reports these data in the Northwest Council, the Institutional Effectiveness Advisory Committee, and the Retention Strategies Group. The groups, accordingly, propose or recommend courses of action that then are carried out by respective departments, when a consensus is reached about the proposal. For example, the campus continues to [maximize the use of Federal Work Study positions](#), and encourages campus offices to employ students to both meet students' financial needs and keep them engaged on campus, itself a high impact practice. The campus is also an active participant in AASCU's *RFY* Initiative.

Identifying and supporting student subgroups with distinctive needs (3.D.1)

[Military Veterans](#) are served with a dedicated staff in the Office of the Registrar. The campus opened a Veterans Resource Center (November 2018) to further enhance and support our military veterans and their dependents who are students at the university.

We offer [Adult Education](#) programs that promote professional development, lifelong learning, and personal enrichment for residents throughout Northwest Indiana. These programs are strategically focused to prepare individuals for productive employment, provide employees with work skills development, and assist companies with customized work-related training programs.

Through the [Senior University](#) program, IU Northwest offers programming to senior residents, including a variety of free workshops, seminars, and programs.

The Office of **Diversity, Equity and Multicultural Affairs** (ODEMA) provides support for students from traditionally underrepresented groups through Brother2Brother, My Sister's Keeper, ALMA, BSU, undergraduate research support, and co-curricular offerings that are open to the public. Additionally, the **Women's Center** has a dedicated space within the campus Student Center for studying, either individually or in small groups and programs and discussions are regularly hosted there.

IU Northwest has expanded **online course and degree** offerings to provide options for greater

learning flexibility for our students. We offer an intensive training program, mentors, design templates, and professional development opportunities for faculty to increase their skills with information technology and online teaching strategies. Our online students have access to all services provided for our face-to-face students.

Deploying non-academic support services (3.D.2)

[Career Services](#) assists students and alumni in several aspects of securing meaningful jobs and careers after graduation. They shepherd students through the career decision-making process through interest testing, counseling, and internship or other experiential learning opportunities. The office organizes/sponsors job fairs and career days on campus and in Northwest Indiana. They also provide candidate referrals of registered students and alumni to employers with professional personnel needs, and maintain a job listings file.

The [Counseling Center](#) provides students access to a range of treatment modalities and referrals to outside resources as needed. Many students face normal developmental concerns as well as personal and academic pressures during their college experience and find it helpful to discuss these issues in a supportive, professional and confidential environment.

The Office of [Student Activities](#) promotes and enhances the quality of student engagement on the IU Northwest campus. The office serves as the central university resource for Student Clubs and Organizations, Intramurals, Fitness Center, and Student Activities-sponsored events.

The [Athletics](#) Program offers student-athletes an opportunity to continue their athletic experiences at the intercollegiate level. RedHawks athletics emphasizes the primacy of academic achievement and promotes the development of individual leadership qualities and interpersonal skills. Beginning with the 2019-20 academic year, IU Northwest will [join the competitive Chicagoland Collegiate Athletic Conference of the NAIA](#), which will enhance the student-athlete experience and enable the campus to continue to recruit well-qualified student athletes.

Ensuring staff members who provide student support services are qualified, trained, and supported (3.C.6)

Staff members in non-academic support services go through a comprehensive recruitment and hiring process to ensure that they have the education, knowledge, and experience to be successful in their area of student support. Departments review job descriptions for positions regularly to ensure that the descriptions include the appropriate minimum requirements and preferred qualifications. IU Northwest budgets resources (e.g., travel), and IU develops programs internally to encourage the ongoing professional development of staff through participation in local and national conferences, membership in professional student affairs and discipline-specific organizations, as well as attendance at trainings, workshops, and conferences.

Communicating the availability of student support services (3.D.2)

We use a variety of tools and resources to communicate the availability of non-academic support services. In addition to maintaining up-to-date websites and online resources, Student Affairs and Enrollment Management present our non-academic support resources during New Student Orientation, *New2IU* welcome days during the beginning of the academic year, along with presentations, resource fairs, and campus communications. Printed materials, brochures, flyers, posters, and electronic announcements via the *Daily Redhawk* provide regular conduits to students to communicate the availability of non-academic support services to our students throughout the

academic year.

Selecting the tools, methods and instruments

Internally, we administer annual Senior Surveys to gauge satisfaction with these services frequently and have just begun a Graduate Survey that will provide a companion piece to our Senior Survey. Even the annual surveys have not provided enough actionable feedback; so in 2014, we developed a point-of-service survey for our faculty and staff advisors ([recently revised in 2018](#)). A pilot point-of-service survey was developed for other service areas, but additional work is needed to create a viable feedback mechanism. Administration is coordinated through the Institutional Effectiveness and Research, with regular presentations to the IU Northwest Council, Dean's Council, Faculty Organization, and other campus-wide groups. Functional units regularly review data as well and make recommendations related to the identified student needs.

2R1

The [ACES program was recently redesigned](#) to allow students to move more quickly into coursework in their major. [The change did not result in a decrease in success](#) for those enrolled. The coaching sessions and workshops provided have a positive impact on first semester student retention, however [these gains are not necessarily sustained long-term](#).

An [analysis of Supplemental Instruction](#) (SI) indicates that the overall mean GPA for SI participants is greater than non-participants. Aside from the positive impact the program has on participants, the program employs 32 SI leaders a year, offering nearly 1,500 hours of SI.

Student Support Services (SSS) has been very successful over time at supporting success in the students they serve. [One-year retention rates and GPAs of SSS](#) students are substantially higher than non-SSS students.

In 2017 the campus added Registration Days in April to decouple advising and orientation. The data show that we have [increased numbers of students registering prior to attending New Student Orientation \(NSO\)](#) as a result. However, the data also indicate that we have seen a decreasing percentage of students attending NSO, perhaps because they have already registered.

[Data from the Office of Career Services](#) provides evidence of the extent of the services offered and used by our students. We have seen an increase in student interest in Federal Work Study opportunities. The efforts of advertising the program through NSO orientations may be the reason for increased use. The relatively low number of internship placements reported may be explained by our student profile. Our students already work in significant numbers, reflecting high levels of financial need, so it is difficult for them to add additional work hours, especially for unpaid experiences.

[Senior University](#) has increased the number of and type of sessions offered by 35 percent between 2016 and 2017. During that same period, they increased the number of seniors registering for programming by 30 percent. The type of programming added is based on suggestions from the participants. Programming is now delivered in locations frequented by seniors, including local senior centers and community locations (15 cities, 3 counties).

The **Senior Survey**, administered annually to graduating seniors, provides satisfaction results for many of the services discussed in this section. [Our students generally rate our services high](#) in the various departments. The lowest rated services are career services and academic advising, though academic advising has shown significant improvement across the survey result period.

NSSE Data allows the university to benchmark ourselves with several external comparison groups including the IU regionals and our peer institutions. A key indicator, [Supportive Campus Environment](#), includes academic and non-academic support. IU Northwest's indicator increased with both FY and SR over the previous administration. Additionally, seniors, in general, report a more supportive campus environment than do freshman, which reflects their longer-term experience on campus.

The [Academic Advising Module of the NSSE](#) provides a measure of changes in our academic advising. Our scores on several key questions are lower than our peer institutions for first year students. Our scores on these same questions for seniors have shown improvement between surveys, as well as compared to our peer institutions. These data complement the [Point of Service Advising results](#) we have collected from 2014 to the present. Students that are able to see an advisor rate their availability, assistance and helpfulness highly. The combination of these data sets provides a richer picture for our decision making regarding advising, as well as indicators of needed improvements.

2I1 Improvements

1. In the fall of 2018, the ACES Program is expanding partnerships with other offices, such as SSS, to offer additional opportunities and longer-term support for students.
2. Supplemental Instruction has experienced increased demand. The program has implemented additional opportunities to increase student leader development in response.
3. The NSO team has worked to develop an online version of orientation to address the disconnect between orientation and registration, along with increased communication regarding the differences between the two events.
4. Career Services has targeted increasing the number of available paid internships to expand the use of this important career development opportunity for our working students.
5. IU Northwest has made significant changes to academic advising, as part of an Action Project. We have observed an increase in student satisfaction in advising as a result. To build on these early improvement results, the campus has made a commitment to increase the number of professional advisors on campus so that every student will have a professional advisor available to them whenever needed.
6. A new and improved [IUN Advisors Portal](#) is a one-stop shop of resources to assist advisors in supporting their students. The portal includes access to technology platforms such as advising notes, student appointment scheduler, the early alert system, and degree and course planning software (AdRx, SAS, SER, and iGPS). It also provides information related to placement testing, academic policies, and professional development.

Sources

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- 2P1 Math Assistance Center (Math Lab) - Indiana University Northwest
- 2P1 One-Stop STEM Tutoring Center - Indiana University Northwest
- 2P1 Senior University

- 2P1 Student Engagement Roster (SER) - Indiana University Northwest
- 2P1 STUDENT SUPPORT SERVICES PROGRAM - Indiana University Northwest
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- 2P1 Veterans Affairs Services - Indiana University Northwest
- 2P1 Writing Center - Indiana University Northwest
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- 2R1 ACES CLP GPA RETENTION
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2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2

Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The IU Office of University Institutional Research and Reporting (UIRR) collects and reports student retention, persistence, and completion data for Indiana University and all of its campuses. UIRR maintains and makes available data on its web site for each year since 2001. The site reports data for the entire student body of each campus, but highlights data from “first-time/full-time” students to enable reporting to the federal government. The reported data includes the following:

- Entering cohort
- Student characteristics (gender, financial need, race/ethnic status)
- Admissions category (undergraduate/graduate, transfer/first year)
- Student Load (full time or part time)
- One-year retention rate
- Four-year, six-year, and eight-year graduation rates
- Retention and graduation by gender, financial need, race/ethnic status
- Comparison to Peer Institutions
- Number of degrees awarded per year
- DFWI rates

In addition, the IU Northwest Office of Institutional Effectiveness and Research (OIER) plays a central role in monitoring these data and directing them to the appropriate constituents. The OIER also analyzes data to supplement, or drill down on the available information.

Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

IU Northwest selects targets for student success on several different levels. The processes complement one another, as we try to align different areas of concern. The highest campus level is the IU Northwest Council. The Council represents all segments of the campus and all major planning goes through the Council, which recommends policies, procedures, and actions to the Chancellor and the Leadership Team. The IU Northwest Council sets overall enrollment targets each year, and the Strategic Plan, developed by the IU Northwest Council, contains long-term targets within Priority 1 – Student Success. Other offices and academic units then use the targets throughout the campus (e.g. Financial Affairs to integrate enrollment projections into revenue forecasts, as part of annual budget construction) to establish their own cascading unit goals and initiatives that are instrumental in reaching the overall campus goals.

The campus [Strategic Priorities](#) list the following targets to be achieved by 2020.

- Enrollment – 4500 students
- First-to-Second year retention rate of 70%
- Bachelors degrees granted annually – 625

At the next level of planning, is the Enrollment Strategies Group. The purpose of the group is: devising strategies to deal with changing enrollment, evaluating and developing processes that can affect the college experience from matriculation through to completion. The group has representation from a wide variety of units on campus including Academic and Student Affairs, and a standing report to the IU Northwest Council monthly. They have proposed [six major strategies](#) to improve retention:

- Increase Options for Financial Assistance
- Expand and Improve academic coaching/advising/mentoring
- Enhance Curricular Options to Foster Completion
- Encourage students to persist and provide opportunities for easy return
- Partner with the external community to create a network of support for student success
- Enhance the use of high impact and other effective learning practices

The final entity is the *RFY* Steering Committee. The working group formed to manage the campus' participation in the *RFY* Initiative, the purpose of which is to improve student success (Strategic Priority 1). The membership includes faculty and staff from Academic Affairs and Student Affairs.

Part of the initiative developed a set of metrics that we can use to measure our progress as well as benchmark ourselves to the other RFY institutions. These include:

- Credit Accumulation (FT) - +5% change across 3 years
- Passed 100% of courses (FT) - +2% change across 3 years
- Gateway course success – +2% change across 3 years
- Persistence (FT) - +2% difference across 3 years

The RFY group has invested heavily in three projects to accomplish these goals: redesigning gateway courses, developing summer bridge and freshman seminar opportunities, and a freshman induction ceremony to foster belongingness.

Analyzing information on student retention, persistence and completion

The university's Registrar sends enrollment updates to the senior leadership and academic leaders on a routine basis. The enrollment updates provide feedback about the initiatives taken to increase new enrollment and retain continuing students. The strategy focuses on three major groups of students: 1) potential traditional-aged college students who may just be finishing high school, 2) potential adult learners including transfer students, returning and working adults, and potential students who have completed some college credits but have not completed a degree, and 3) retaining current students at a higher rate.

UIRR annually reports enrollment headcount, enrollment credit hours, retention, and degrees awarded that are reviewed on campus by the IU Northwest Council, the Enrollment Strategies Group, and the RFY Steering Committee.

Meeting targets for retention, persistence and completion (4.C.1)

IU Northwest has developed a series of resources to help meet targets for retention, persistence, and completion. These resources, listed below, are in addition to the campus support services outlined in 2P1 or earlier in 2P2.

- **Calling Campaigns:** Academic units contact students who attended the previous semester, and remain in good academic standing, and who have no outstanding financial holds and who have not registered for the upcoming semester. They receive text messages, and/or telephone calls. Callers assist non-registered students by providing resources to encourage students to return.
- **Student Engagement Roster (Early Alert):** Faculty use this tool to trigger messages to students and academic advisors about students who are struggling in class. Advisors contact students and offer assistance with the problems they may be experiencing.
- **RISE:** Students on probation or who have been dismissed from an academic unit must complete an in-person workshop and meet with an academic advisor before they can enroll again. The workshop is designed to help students understand the significance of academic standing, and guide them towards an academic plan based on their circumstances.
- **General Studies:** This adaptable degree program serves a variety of different students who wish to redirect their studies, including transfer students, returning adults, and students who have struggled in other majors. The Program includes a class designed to help students think about classes and careers that helps them develop adaptive ways of thinking about their academic challenges and futures.
- **Academic Tutoring:** The SAC maintains a comprehensive list and assists students.
- **Summer Bridges:** Targeted at transfer, STEM and academically underprepared students, these programs provide a jump start to college for incoming freshman.

Selecting the tools, methods and instruments (4.C.4)

The IU Northwest Council selects campus measures of student success. The Council has on occasion distributed this responsibility to other units on campus. The campus Office of Institutional Effectiveness and Research also plays an important oversight role in this process.

2R2

UIRR compiles most of the student population data presented in publicly available reports. Reports generated by this office enable the campus to monitor year-to-year performance as an internal benchmark, and to compare itself to other IU regional campus and to our peer institutions as external benchmarks.

Over the past eight years the number of entering first-year students (both full-time and part-time) has [steadily declined](#). In common with much of the regional comprehensive sector, this reflects both demographic changes (e.g. fewer high school graduates) and trends in the local and national economies. As jobs became more available after the recession, the number of students declined. [A campus analysis showed that each 1 percent point decline in unemployment was accompanied by a 5 percent point decline in our student body](#), which also reflects student retention, especially beyond the first semester of the second year. Our recruiting efforts in the past two years has created some optimism that we may have halted the 36 percent decline in new admits between 2010 and 2016. In addition, the total number of students on campus has declined by 30 percent since 2010, however this decline seems to be slowing as the region adapts to the current economic conditions and we continue to improve our support services for continuing students.

Over the past eight years, First-Time, Full-Time, Fall to Fall, [Retention Rates](#) have averaged 66.4% (s.d.=1.7). Recent efforts to improve student success (such as *RFY*) corresponded with increases in the retention rate of first-year students. We expect our efforts will allow this trend to continue to meet our 2020 target of 70 percent. We are optimistic that the stronger recruitment of new students and stable-to-improving persistence will bring us closer to meeting our 2020 target of enrollment of 4,500 degree-seeking students.

The [number of degrees](#) awarded has declined by 10 percent over the last eight years. This relatively lower decline reflects a strength for the campus as compared to the larger decline in the overall number of students enrolled. We have been able to develop curricula, processes, and systems to support student graduation even as enrollments have declined. Our 2020 target is 625 Bachelor's degrees, which may be difficult to reach considering the enrollment trends described earlier.

The [four-year graduation rate](#) has increased dramatically recently. The campus results correspond with several IU and state initiatives to increase "on-time" graduation, including efforts to increase participation in college-level courses during the last years of high school. Even so, we also continue to support the needs of students who work, have family responsibilities, and attempt to complete college on their schedule on a regional comprehensive commuting campus.

Over the past eight years, the [six-year graduation rate](#) has fluctuated between 20 and 34 percent with a mean of 25.9% (s.d.=4.1). The 2012 cohort demonstrates a much higher graduation rate than the mean and indicates a positive trend that coincides with efforts to improve student success like the *RFY* project, academic advising improvements, and other initiatives described in Category 1.

The [8-year graduation rate](#) has increased over this period and the marginal increase remains roughly five or 6 percentage points higher than the 6-year rate with the same cohorts. This could be expected

given the need of many of our students to work, care for families, and adjust their schedules to accommodate their many responsibilities, resulting in a longer overall time to graduation.

We have attempted to alter the underlying conditions that produce our extant retention and graduation rates. Below are two such efforts. Both reflect internal targets.

One RFY effort involved developing a series of faculty communities of practice to study modern, evidence-based, pedagogical techniques and then employ those techniques in gateway courses to improve learning, assignment and course grades, and eventually retention and graduation rates. Overall, these efforts have shown promise, and [all the measures of student success have improved commensurately](#).

Another RFY effort involved developing a [Freshman Induction Ceremony](#). The ceremony is a beginning bookend for Commencement and encourages our entering students to aspire to graduation. The students who participated have done well academically. We are working to increase the number of students who attend.

We collect [RFY metrics](#) and report them to AASCU. One observed state for these metrics is that our campus begins at a lower level than other RFY campuses as a whole. We have had some success at increasing the credit accumulation and percent of full-time students passing 100 percent of their classes, as well as overall first-time full-time retention to the second year. However, our Gateway course success metric (tracking just five courses in RFY) has been less successful. We attribute this to the limited number of courses included in the sample, as well as the ongoing redesign process. The data discussed previously on gateway course redesign success for our campus includes all our redesigned courses and gives us an early glimpse of larger gains we could realize soon. [More detail on the RFY metrics is available here](#).

IU Northwest has a higher [retention rate](#) than the IU regional campuses and is in the middle of our peer institutions. We find it noteworthy, in part, because of the significant demographic differences among these campuses, in that we serve a substantially larger population of underserved students than the other IU regional campuses.

However, IU Northwest has a lower 6-year graduation rate than many of our [peer institutions](#). In addition, while during the 2008 cohort, IU Northwest had the second highest graduation rate among the regionals, the other regionals appear to have increased their graduation rates over the next two cycles while IU Northwest declined. By the 2010 cohort, IU Northwest had the lowest graduation rate among the regionals, but, as previously noted, recent reports that are more positive suggest that, while we may have lagged behind in making progress, the redoubled campus efforts in support of Strategic Priority 1 (Student Success) are bearing fruit.

Because IU Northwest plays a unique role in educating underserved populations within Indiana University, we make it a practice to examine graduation and retention rates [disaggregated by ethnicity](#). Over the past five years, IU Northwest had a higher one-year retention rate for each ethnic group than the other regional campuses. Retention rates for African-American and students who report 2 or more races were lower than for any other group across all the IU regional campuses. This provides a continuing opportunity for improvement and makes up a key component of our Strategic Priority 3 (Leveraging Diversity for Inclusive Excellence).

Looking at graduation rates over the last five cohorts [disaggregated by ethnicity](#), IU Northwest has similar graduation rates to the regional campuses for White, Hispanic and African-American students, and higher graduation rates for Asian students. Importantly, the [graduating class](#) disaggregated by

ethnicity closely matches the overall student demographic profile.

2I2 Improvements (4.C.3)

1. The campus will increase options for financial assistance. For example, Redhawk Persistence Grants have been developed for students who are close to graduating but who have significant financial needs that are preventing them from completing a degree.
2. The campus will provide proactive FAFSA Assistance Education and incentives for FAFSA completion to help students maximize funding needed to attend college. Already as a result we have seen a 3% increase in overall FAFSA completion since 2016.
3. The campus will expand and improve academic coaching/advising/mentoring and has made a commitment to provide a professional advisor for each student from matriculation to degree completion.
4. The campus will continue to enhance curricular options to foster completion as described in Category 1, including more attractive [curricular opportunities within the BGS degree completion program](#) (IT and business).
5. The campus will continue to enhance the use of high impact and other effective learning practices as exemplified by the RFY Faculty Communities of Practice.
6. The campus has just launched a revised early alert system, the Student Engagement Roster (SER). The SAC contacts all struggling students to provide early intervention. The SER tool has significant reporting capability, which will allow us to monitor not only the use of the tool by faculty, but the receipt of feedback by students and advisors and actions taken in response to the feedback. We will conduct training focused on using and understanding these powerful [reports for advisors, faculty, and deans](#) in the spring of 2019.

Sources

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2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3

Determining key external stakeholder groups

IU Northwest understands the important and vital role that the University plays in producing alumni who will contribute to the vitality of the Northwest Indiana region. As identified in the University's Mission, Vision, Values, and Strategic Priorities and Objectives, our key external stakeholders include alumni, employers, and the Northwest Indiana community.

Determining new stakeholders to target for services or partnership

Within the general Mission and Vision of the campus, IU Northwest reviews programs and related

data in the context of market and demographic changes to assess potential new student and other stakeholder needs.

Lake and Porter Counties in Northwest Indiana account for about 90 percent of our student population. We commit [considerable resources](#) to outreach with Northwest Indiana Schools. IU Northwest representatives also have begun college visits in Illinois (Chicagoland south and south suburbs within 25 miles of Gary) in support of the campus' participation in the Midwest Student Exchange Program (MSEP). Participation in the MSEP provides out-of-state undergraduate students from Illinois and several other states with reduced tuition limited to 150% of resident tuition. Expanding our outreach to out-of-state students in the immediate Chicagoland area, as well as potential recruitment from other neighboring states exists as an important component of the campus's overall enrollment management strategy.

We have formed numerous opportunities to listen and collaborate with the larger Northwest Indiana Region. The [Campus Board of Advisors](#), who provide counsel on campus planning including enrollment, academic programs, and community engagement, serve as a significant stakeholder and conduit of information to other important stakeholders in the region. The [Chancellor's Commission on Community Engagement](#), is a group of more than 150 community leaders (including alumni), designed to enable the Chancellor and the campus to stay closely connected with NWI communities, and is another important component in maintaining and creating new stakeholder groups. They meet on-campus twice per year to engage in substantive discussions about the region and the campus's role therein. Individual academic units have advisory boards that provide input and connections to new stakeholders as well. The Center for Urban and Regional Excellence (CURE) also seeks to establish and maintain mutually beneficial partnerships between the campus and the community. The communication IU Northwest maintains with the community through the infrastructure of these groups allows our community stakeholders to have a say in the direction of the campus's academic and community-based programming.

Meeting the changing needs of key stakeholders

The needs of external audiences (alumni, friends, donors, elected officials, and employers) are identified/tracked through the following vehicles:

- Community email listserv distribution to increase awareness of campus events and activities and encourage participation.
- Press releases and other announcements about campus events and activities.
- Distribution of *Inside IU Northwest* (an e-publication) to faculty, staff, and friends.
- Recognition of employers through publicity efforts for the Annual Job Fair, where over 70 employers exhibited in Spring 2018.
- Encourage and solicit feedback from various internal and external constituents through the Electronic Suggestion Box.
- Networking opportunities sought in and around Northwest Indiana with area chambers of commerce (through memberships and other interaction), community organizations, not-for-profit board memberships, and various networking events, which provide IU Northwest occasions to engage with its audiences and gauge interest and awareness.
- Participation in a number of community activities such as the University Park East Choice Neighborhoods Initiative, walkathons, community organization events, and county fairs, to increase IU Northwest's visibility and generate a positive image.
- The active presence of three local alumni groups, where the campus director of Alumni Relations (AR) attends meetings to share information on events, activities, and opportunities on the IU Northwest campus.

- Postcards mailed to alumni announcing upcoming campus and alumni events, and postcards mailed to new students in the summer encouraging them to become active in the SAA.

Selecting the tools, methods and instruments

We rely heavily on internal and external demographic data, surveys, and focus groups to collect and to assess the needs of our stakeholders. Units might suggest and develop their own information collection mechanisms and gain the endorsement of their unit leader. The Office of Institutional Effectiveness and Research serves as an internal consultant as to the best way a unit might collect such feedback. Annual campus surveys we use to assess if we have met key stakeholders needs include the senior survey and the new graduate survey.

2R3

Annual senior survey results for the last six years indicate that most of our graduating seniors believe that their [education at IU Northwest has prepared them for the activities they plan to pursue](#) after graduation, and are satisfied with the quality of education that they received from IU Northwest.

88% of the 2017 graduates were currently employed (4% seeing employment) and 82% of the 2015 graduates (13% seeking employment). Graduate survey data from our 3-year and 1-year out graduating classes indicate satisfaction with their IUN experience as well. [Graduates also reported on their views](#) on the quality of our academic programs, the school's reputation in the region, their pride for the campus, among other things. These data will be useful to Alumni Affairs, Career Services, and other campus programs for improving our programs to meet our alumni needs. We will conduct this survey every year for [1- and 3-year graduates](#) and accrue trend data on which to track improvement over time.

The Office of Career Services has continued to build a strong employer network and that has provided employment opportunities each year with our Job fair events. In 2018, we expanded our Job Fair events by collaborating with the School of Education to host an Education Job Fair, in addition to our [annual all majors Job Fair](#). Registered employers for the 2018 Job fair decreased due to the school districts attending our Education fair rather than the Job Fair; however, we have seen an overall increase in the number of employers and school districts at the Job and Education Fairs, which demonstrates how employer stakeholders view our graduates.

Internship placements are another indicator of satisfying key stakeholder needs (employers and students). The Office of Career Services reported a 69 percent increase in internship placements tracked through their office between 2016 and 2017. A more exhaustive attempt to account for internship placement in our student population was attempted for the 2016-17 year at the request of the President of Indiana University revealed that students have participated in [more internship opportunities](#) than Career Services tracks. This has led to a system wide discussion on how to better track this important component of the student and employer experience.

The [NSSE question assessing participation in internships](#), practica, etc. provide an external benchmark for comparisons. Results from 2015 indicate that our first years and seniors are similar to the IU regionals and other peers in terms of participation; however, our 2018 results show a significant decrease in reports of participation. These results are not consistent with the results reported by Career Services and our academic units, who have reported increases in students participating in internships. However, we have noted previously that it can be difficult for our students to complete internships (most of which are unpaid) while they are working so many hours already. As the economy has improved we believe our students are increasing the number of hours

they are working (NSSE 2015 17.1 hrs per week, NSSE 2018 18.25 hrs per week) which complicates our efforts to increase experiential learning opportunities.

The historical data that we have available to us from the annual senior surveys, as well as the new data we have received from the graduate survey, will allow us to set internal targets concerning the educational experiences of our students. The IU Northwest Council will review the results from these surveys to ensure that we continue to meet the changing needs of our key stakeholder groups, as part of the campus strategic planning process.

2I3 Improvements

1. The Office of Career Services Internship Coordinator has expanded the employer network and internship opportunities within the local community. They have increased in-class presentations to promote the internship program, and enhanced marketing materials. The Campus Board of Advisors has formed a committee on experiential learning and internships, to explore ways to enable more student participation.
2. Indiana University is developing more robust ways of tracking both internships and undergraduate research experiences of students. This development will allow for the setting of internal targets in the future.
3. The addition of the 1- and 3-year graduate surveys will allow us to set internal targets for improvement regarding academic programming, career and alumni services in the future.
4. IU Northwest was (March 2018) selected recently to join the [CUMU Anchor Mission Initiative](#) (which will provide peer comparisons), and in 2019, we plan to submit our application for the Carnegie Community Engagement Classification.

Sources

- 2I3 Collaboratory
- 2P3 Chancellors Commission
- 2R3 Internship Placement 2016-17
- 2R3 Job and Education Fair Data 2017-18
- 2R3 Senior Survey 2012-18 preparation satisfaction
- Board of Advisors Responsibilities - Indiana University Northwest
- CUMU Members Named to Higher Education Anchor Mission Initiative - CUMU
- Evidence 2P3-Schools Outreach Activities
- Evidence 2R3-2018 Graduates Survey
- NSSE Internships 2015-2018
- One and Three Year Graduate Responses Key Stakeholder Needs

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4

Collecting complaint information from students

Prior to 2015-16, IU Northwest had a set of decentralized complaint processes ([grievance procedures when students believe their rights have been violated](#), [harassment and discrimination](#)). All other student complaints were handled informally by the office to which the complaint had been sent and the process for responding to complaints was decentralized, with each individual office or division responding to and tracking complaints separately.

Following the 2014 Appraisal Report and as part of the preparation for the 2016 CQR visit, the campus developed a centralized reporting and recording system. The current process was created

through a collaboration between Student Affairs and Academic Affairs. There is a single [web page](#) located on the Student Affairs site where students may enter complaints. This includes disputes about grades, complaints about an instructor, complaints about other students, complaints related to equity and discrimination, complaints about university policies and processes, and complaints about miscellaneous other issues. The complaint process is guided by the IU Handbook of [Student Rights and Responsibilities](#). The software forwards the complaints to the appropriate university office. Typically, this is an academic office, Student Affairs, or Equal Opportunity and Affirmative Action. Complaints that may result from a conduct issue may lead to consideration from the Behavioral Consultation Team.

Collecting complaint information from other key stakeholders

CURE, the campus police, and the Chancellor's Board of Advisors maintain relations with the immediate and larger communities. The three organizations primarily work on shared projects. However, all three can collect and share concerns from community members and can help address them. Additionally, the campus maintains an [online suggestion box](#) to receive comments, concerns and suggestions from the IU Northwest campus community. These are routed to the Chancellor's Office and distributed to the appropriate units for response.

Learning from complaint information and determining actions

Academic Affairs and Student Affairs considers the number and patterns of complaints annually and meets with units to address any systematic concerns.

Communicating actions to students and other key stakeholders

Students who submit complaints via the IU Northwest web site receive a notification that their complaint was received and forwarded to the appropriate area for resolution. The appropriate unit notifies the student when their complaint reaches resolution, and the student may check on the progress at any review step.

Selecting the tools, methods and instruments

The student complaints are collected via a web-based form. The software routes email complaints to the appropriate areas. The Dean of Students, or other unit administrators, can download the data to evaluate and archive the complaints.

2R4

The Office of Financial Aid and Scholarships changed their process for collecting and recording complaints beginning in the 2016 academic year, moving to the same system as the rest of the campus. As a result, the number of complaints declined precipitously because their previous counts included significant numbers of informal complaints that were not mediated, merely recorded. Because of this, we will report complaints received by Academic Affairs and Student Affairs by themselves as well. The [number of complaints](#) received by Academic Affairs and Student Affairs has increased slowly over a five-year period. The trend appears driven by a large uptick in the number of complaints recorded by the three largest academic units. There has been a concerted effort to inform students of the processes related to student complaints, so greater awareness may, in part, account for the increase in complaints. A more detailed analysis of [academically-related complaints](#) demonstrates that about a third of all complaints were decided in the student's favor. Students requesting a late-withdrawal almost always received one. Students protesting dismissal from an academic program

were not as successful during the time period reported on.

2I4 Improvements

We have designed the current student complaint process to provide students with one entry-point. This can enable more accurate and more efficient data collection, as well as improve the student experience. While the current system incorporates the web-based portal, IU Northwest still provides multiple entry points into the system, and we distribute the saved data among multiple entities responsible for resolving the complaints. Specific individual complaints might be recorded in multiple different areas. For instance, a single student might file a complaint with Student Affairs, who refers it to an academic unit that acts upon it. If the student escalates the complaint to Academic Affairs, it may, in the end, appear in the complaint logs three times rather than once. We have more work to do to refine the efficient, centralized process we set out to develop. We will begin an information campaign for staff in 2019 around use of the centralized complaint process, as well as make sure that every academic unit hosts a link to the complaint process on their webpages, to attempt to increase overall access and use.

Sources

- 1P5 Student Complaint Form
- 2P4 IU Northwest Suggestion Box - Indiana University Northwest.pdf
- 2P4 IUNW_Complaint Procedure Guidelines_Affirmative Action
- 2P4 Student Code Procedures
- Code of Student Rights Responsibilities and Conduct
- Code of Student Rights Responsibilities and Conduct (page number 4)
- Evidence 2R4-A-Table of Source of Student Complaints
- Evidence 2R4-B-Types of Complaints Received by Academic and Student Affairs

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5

Selecting partners for collaboration

Embracing the campus' role as The Region's University, IU Northwest specifically includes "collaboration with other educational institutions, external partners, and the Northwest Indiana community" in its Values statement. Furthermore, the Northwest Council has identified building and sustaining community through collaborations and partnerships as one of its Strategic Priorities (Priority 4). The campus, as a whole, values the commitment to community engagement and actively engages in the process.

The Center for Urban and Regional Excellence (CURE) at IU Northwest serves as the center of our

community engagement efforts. CURE works collaboratively with organizations in all sectors of our community to promote continued learning, solution-based interaction and [mutually-beneficial partnerships](#).

Our [new Arts and Sciences Building](#) (2017), houses the Gary branch of Ivy Tech Community College, and sharing of the space strengthens our partnership with them. Admissions and Academic Affairs hold regular meetings with the faculty and staff at Ivy Tech to coordinate our educational efforts. We have important shared curricular components (TSAPs, STGEC – described in Category 1), as well as some shared student organizations (ex. Brother 2 Brother). A Kresge grant funded a transfer specialist position, with a specific focus on students who transfer from Ivy Tech, for the campus, and when the grant expired in 2017, we incorporated this important function into the campus budget.

Academic Affairs in partnership with Admissions focuses on high school partnerships in the region. In addition, various other community-based engagement and outreach programs exist at the University that are selected, built and maintained within the appropriate units. Many of these outreach programs are listed on our [community-based engagements website](#).

Building and maintaining relationships with partners

IU Northwest has a decentralized administrative structure in which community engagement efforts and partnerships have faculty and staff in departments, colleges and other units who manage engagement projects in teams. CURE establishes and maintains additional partnerships, and they serve as an organizing structure, providing support and reporting for all community engagement and partnership efforts on campus.

Faculty, staff and students serve as members on advisory boards, participate in local cultural events, and speak as guests at schools, local business, social, and fraternal organizations. Involvement in these activities provides input into the planning of programs on campus and feedback on the needs of these organizations.

The campus, through its work on [Strategic Priority 4: Building and Sustaining Community](#), has developed a matrix to map out objectives, identify target audiences, and identify specific activity, output, and impact measures.

CURE communicates with partners, both internal and external, on a regular basis. The communiqués include those generated internally by the Center staff, as well as those developed and disseminated by the campus. The Center communicates the activities internally through meetings with administrators, as well as meeting regularly with CURE liaisons in the academic units. The Center also has committed to developing a constant presence in the community for identifying community needs. This information gathering takes the form of membership on key community boards and attending regular meetings with nonprofit, education, business, and government leaders. Volunteer efforts on the part of staff enhance the process of determining the needs of the community and leads to a better understanding of the needs of residents.

Selecting the tools, methods and instruments

Program managers, faculty and staff within the individual academic and administrative units have a primary responsibility for selecting tools, methods and instruments used to assess the effectiveness of partnership activities with their units. Satisfaction surveys, market research, and focus groups have been used to determine if partners' needs are being met. All of the professional schools meet regularly

with their advisory boards to discuss employment trends, educational trends, and issues of mutual concern. Many schools and departments maintain memberships in professional and/or discipline-specific national organizations that keep them informed of external trends and issues of importance and provide important network/partnership opportunities for faculty and students.

Prior to implementing any strategic actions, the Center administrator actively engages key campus partners, including administrators, faculty, students, and staff. The input gathered through these multiple facets of communication with all internal and external constituents guides and informs the work of the Center. Also, the Center has developed fact sheets that detail the outcomes of each partnership engagement. The Center updates these items regularly to offer examples of ongoing needs assessment, and how we use the results to promote adherence to best practices.

Evaluating the degree to which collaborations and partnerships are effective

The University collects and analyzes data from the following measures that assess the building of collaborative relationships in a variety of ways:

- reports from the service learning faculty liaison
- reports from the Office of Career Services regarding internships and placements (2R3)
- reports from CURE on the number of community projects and the number of participants
- admission statistics and annual feedback from high school counselors
- senior survey questions focused on community engagement
- NSSE results on internships and service-learning

2R5

Every year faculty report on the impact of their engagement activities with students in and out of the classroom in the annual Engagement Report. The [number of students participating in community engagement activities](#) has increased significantly (48 percent since 2011 to more than half of enrolled students), even though overall campus enrollment has decreased. The number of service hours has increased commensurately, to almost 215,000. The number of faculty offering courses with a community engagement component has increased 21 percent during that same time. The number of community partners has more than doubled as well. A 2011-14 Action Project focused on *Institutionalizing Community Engagement* clearly had an impact on the student experience, as demonstrated by the dramatic increase in the number of students participating in service-learning and engagement activities both in and out of the classroom.

In 2018, we revised the Senior Survey to include a section of questions focused on community engagement. This measure will be used in part to assess the general education principle focused on ethics and citizenship as well as Strategic Priority 4. [Results](#) from the first administration of these questions will serve as a baseline for future comparison and target setting. The majority of students indicated that the faculty and campus provided opportunities for engagement with the community. The Office of Institutional Effectiveness and Research will disaggregate the responses by program, so CURE and the academic units may determine where opportunities for improvement exist.

The number of transfers from [Ivy Tech Community College](#) to campus appears to have begun increasing with the help of the transfer specialist position. Overall, the IU regional campuses are showing a slight increase in the numbers of students matriculating after beginning at Ivy Tech, despite significant drops in Ivy Tech enrollments across those years.

Our [top feeder high schools](#) over the last several years show considerable consistency over time.

UIRR provides detailed information to the campus regarding the [high schools our students come from](#). As you can see, we can drill down within a particular high school and enrollment year and get detailed information regarding applicants and enrollees. This information is used to determine the number of high school visits admissions makes among other things.

NSSE results regarding internships were reported in 2R3. [Results for service-learning](#) indicate that both our first year and senior students report increased participation in service-learning courses from 2015-18 and our seniors report higher participation than the IU Regionals or peers.

2I5 Improvements

1. IU Northwest faculty members have begun entering community engagement and public service projects into [Collaboratory](#), a cloud-based software that supports institutions in tracking, analyzing, and sharing community engagement and public service data. Implementation by CURE campus-wide will: contribute to stronger partnerships, activities, and collaborations; increase the visibility of community-focused activities and courses; provide a simple process for documenting scholarly artifacts of community-engaged teaching and research; and foster connections to faculty/staff doing similar work.
2. The campus has created a series of Community Engagement awards, the first of which was awarded in the fall of 2018. They recognize outstanding work by students, faculty and staff.
3. An analysis of the data from our feeder high schools has led to the development of annual infographics for each high school which will present aggregated data about how their students are faring at IU Northwest. The purpose of these infographics is to enhance the partnerships we have with the schools and inform dialogues about how we can better partner to serve the students we share. The first infographics will be available in May 2019.

Sources

- 2I3 Collaboratory
- 2R5 Community Engagement Results Senior Survey 2018
- 2R5 Ivy Tech Transfers Enrolled 2013-2017
- 2R5 Service-learning results
- Community-Based Engagements and Other Outreach Programs - Indiana University Northwest
- Evidence 2P5-2018 CURE Info Sheet
- Evidence 2P5-2018 Priority 4 Objectives and Measures
- HighSchool Feeder Schools IUN
- HighSchool Feeder Schools IUN (page number 4)
- IU Northwest Dedicates New Arts and Sciences Building_ 2017_ Photos_ Photos and Videos_ Office of the President_ Indiana University
- NSSE Service Learning 2015-2018

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1

Recruiting, hiring and orienting processes (3.C.6)

Recruiting qualifications desired by the campus for each employee derive from the work requirements articulated by the unit and approved by the principal hiring agent. Supervisors evaluate position requirements based on the needs of the unit, and they revise the positions to reflect the needs. IU Northwest plans for changes in personnel primarily through anticipated retirements or separation, and we evaluate all vacant positions for how they further the Strategic Priorities and Objectives based on our institutional mission during the annual [Budget Hearing Process](#) described in Category 4. We design position descriptions around specific skills and knowledge required for [staff positions](#) and, for faculty appointments, disciplinary knowledge and relevance to the mission of the campus, college/school, discipline, and [department](#) (see [Faculty Credentialing](#) for more information).

Published ads provide a link to a position description that includes a statement of the mission of [IU Northwest](#). We publish faculty position announcements in the *Chronicle of Higher Education* and have committed to sustaining a diverse employee roster for all tenure-track, clinical and lecturer positions by publishing in arenas of outreach, which ensures a diverse pool of applicants. We publish ads with *Diverse Issues in Higher Education*, *Insight into Diversity*, disciplinary specific diversity focused journals and newsletters, and letters to HBCU's or HSI's with doctoral programs in the position's discipline among others. Before IU Northwest announces a position, the Affirmative Action Officer (AAO) and the Vice Chancellor for Academic Affairs (EVCAA) approve a [recruitment plan](#), focusing on the outreach to underrepresented groups. Our current recruiting and hiring practices have produced [a diverse employee population in Indiana University](#).

The process for **hiring** staff begins with submitting a [Position Requisition form](#) for either a replacement or new position. Human Resources posts the position to PeopleAdmin, the University's website for position openings. Human Resources posts the position to all external sources specified in the Recruitment Plan. IU Northwest uses the Recruitment Plan to identify external sources to ensure the posting receives a qualified, and diverse applicant pool. External sources include local newspapers, discipline-specific journals, online career boards, announcements to peer institutions, etc.

For hourly staff positions, the Office of Human Resources serves as a resource to all searches to ensure that units conduct a fair and equitable hiring process, consistent with [University guidelines](#). Human Resources encourages supervisors to use a search committee to facilitate the process to fill all vacant positions (between 2016 and the present the percentage of staff searches using a search committee has risen from 61% to 82%). If the hiring manager elects not to utilize a search committee, they must submit a list of preferred interview questions to the Office of Human Resources prior to scheduling interviews. Upon conclusion of the search, the hiring manager submits interview rankings to the Office of Human Resources. All Professional Staff level searches require a search committee.

The search and screen [process](#) for faculty and academic administrators was revised in summer 2018 to clarify the process and to reflect and reflect our commitment to employing the most appropriate candidates. It also ensures determined commitment to the goals of Affirmative Action and Equal Employment. This rewrite makes the process more efficient, and it clarifies the responsibilities of all players at each step in the hiring process (aligning them with Strategic Priorities 2 and 3).

The AAO and the EVCAA (or designee) meets faculty search committees to review appropriate rules and responsibilities. All search committees have a responsibility to design a rubric for examining applications, and another for the interviews, when the process reaches that stage. The EVCAA and the EEO/AA officer review these rubrics and all questions for appropriateness before any interview process. This ensures equitable treatment for all candidates, and that the qualifications, skills and values align with those that the job description lists as required and preferred. The EEO/AA officer also assigns an equity advisor that guide both faculty and professional staff searches.

After the interview process, the committee reports to the hiring authority a list of qualified candidates, detailing the strengths and weaknesses of each candidate. The hiring authority makes the final decision and shares the appropriate salary approval and correspondence with the Director of Human Resources who then sends a formal offer letter to the applicant, along with any other necessary hiring information. All employees at IU Northwest must undergo criminal background checks and I-9 verifications.

[New faculty orientation](#) is held the week prior to the start of the fall semester. The two-day program offers a warm welcome to new full-time faculty and prepares them with regard to the mission of IU Northwest, the character of our student body, and the campus-wide operational policies, practices and offices that will facilitate their acculturation. The [new staff orientation](#) process changed in the Spring of 2018 from a half day orientation experience to what we now consider as our employee onboarding experience, which begins when the candidate accepts a position with our campus through the first year of employment. Other significant additions to the onboarding process include a once a semester campus-wide Meet and Greet to introduce all new employees to the campus, and planned check-ins throughout the first year from Human Resources.

Developing and meeting academic credentialing standards for faculty (3.C.1, 3.C.2)

IU Northwest employs and advances faculty that meet the credentialing standards set forth by the Higher Learning Commission, and further articulated by the IU Northwest Faculty Organization through the adherence to the [credentialing policy](#) for new hires, and through credential audits for long-term employees. The HLC has required all dual-credit faculty to meet the credentialing standards by [2022](#), so Indiana University's [Advanced College Project \(ACP\)](#) offers free on-line courses at the graduate level, which lead to a graduate certificate or to a Master's degree in the academic discipline. IU Northwest no longer offers any traditional high school based dual credit courses. All dual-credit offerings transitioned to IU ACP, so they will monitor the credentialing process.

IU Northwest does not participate in any contractual or consortia programs, except the IU Regional collaborative degrees, which the HLC considers consortia degrees. These degree programs consist of IU faculty at the regional campuses of IU and follow the approved faculty credentialing policies on their home campuses.

Ensuring the institution has sufficient numbers of faculty (3.C.1)

In order to ensure sufficient numbers of [faculty](#) to carry out their role, including curricular and program development, advising and assessment, faculty positions are opened in accordance with student demand, *vis a vis* [student to faculty ratios](#). IU Northwest's strategic priorities sometimes create a demand for a particular position in light of [relevant new academic programming](#). The Dean's Council uses faculty separations, including retirements, to consider if the vacancy should be filled with a similar position or, if relevant new academic programming can be advanced by [realigning budget dollars](#) to reflect new needs. Campus budget hearings held by the IU Northwest Budget Committee, with the participation of the Faculty Organization Planning and Budgetary Affairs Committee, make recommendations on each request for increased funds for new faculty positions, based on presentations submitted by academic units at the hearings in the spring semester.

Tenure-track faculty teaching schedules include nine hours of instructional contact time. This allows the faculty member to use additional time for non-classroom programs and activities, including research and campus service. Clinical faculty and lecturers are assigned 12 hours of instructional contact time.

Ensuring the acquisition of sufficient numbers of staff to provide student support services

IU Northwest staffs student services through replacement of separated employees, and through the identification of additional needed support staff, during the annual Budget Process hearings using the same process described previously for faculty positions. IU Northwest leadership monitors [Staff FTE](#) similar to faculty FTE, and requests for new positions take into account national standards (e.g. NACADA advisors/student ratios). As enrollment has declined over the last several years, [support staff](#) have decreased; however, we absorbed most losses within the clerical and infrastructure categories, preserving most of the staff providing direct service to the students.

Tracking outcomes/measures utilizing appropriate tools

IU Northwest reviews data provided by University Institutional Research and Reporting (UIRR) or by the campus Office of Institutional Effectiveness and Research (OIER) to ensure we hire qualified and credentialed faculty, staff and administrators that deliver high-quality programs and student support services. UIRR reports measures in the newly designed AM360 website, a collection of dashboards of commonly used academic data. Academic Affairs and respective academic divisions monitor student-to-faculty ratios, and credit hour production through the AM360, or the older IUIE. Instructional Effort Reports (IER) also has remained available through the years on various platforms for use by the academic units. UIRR reports information for all the Indiana University campuses to external organizations, like the federal and state government, and some of these reports come back with benchmarked information (e.g. IPEDS Data Feedback Report) using our peer lists. All these tools compile information so leaders on campus can gain insights before making staffing decisions.

The IU Northwest Council monitors these reports to remain competitive in the Chicagoland labor market. Strategic Priority 3: Leveraging Diversity for Inclusive Excellence focuses on recruiting and retaining highly-qualified diverse employees. We pay special attention to [the Employee Trend Demographic Dashboard](#) and benchmark against the other IU Regional Campuses. We continue to focus on employee retention for all categories of employment. Salary studies prompted by Strategic Priorities 2 and 3 has allowed the Budget Committee to implement incremental equity pay increases for some faculty and staff. IU Northwest remains in a very competitive labor market, but excellent information tools help us meet some of the challenges of that circumstance.

3R1

New faculty consistently report [satisfaction](#) with the orientation (NFO) program. They do mention they need more information on a variety of topics. so we have increased the amount of time spent on various topics across the years presented (including the LMS, benefits and IT), and this has mitigated those comments. Other changes based on suggestions from the survey include providing a list of contacts for the cohort, extended time for cohort building, and moving some presentations between day 1 and 2.

[Student Faculty Ratios](#) compared to our peer institutions show we have lower ratios than our peer institutions overall. However, our ratios look similar to the other IU regional campuses found among our peer institutions. Student faculty ratios have declined between the years reported, both for IU Northwest and for our peer institutions.

A summary of [part-time and full-time faculty and staff](#) demographics, as compared to the other IU regional campuses demonstrates that our campus leads the other IU campuses in faculty and staff of color, and this has increased over time. Thirty-seven percent of the new faculty hires in 2018 are from underrepresented race/ethnicity groups. Our efforts to increase diversity among the faculty through

the hiring process developed to advance Strategic Priorities 2 and 3 demonstrates our commitment to advance employee diversity in the state's most diverse region.

3I1 Improvements

1. Upon the arrival of a new EVCAA, and through the first round of new faculty hires, obstacles during the **recruiting and hiring** process uncovered issues with efficiency and uncertainty about roles in faculty hiring. This led to changing the search processes over the summer of 2018. We will complete a new guide in the fall 2018 semester. The EVCAA, AAO, and Campus Promotion and Tenure Committee will evaluate the new guide for clarity and efficiency over the 2018-2019 hiring period, and revise it as needed.
2. The diversity of the faculty and staff remains stable within each of the race/ethnic groups while the student diversity numbers indicate an increasing proportion of Hispanic/Latino students. As a result, a taskforce with representatives from Student Affairs and Academic Affairs has been formed to determine how the campus can become more welcoming and inclusive for the **changing student demographics**.
3. In response to staff feedback about **staff orientation**, and in direct response to an opportunity pointed out in the 2014 Systems Appraisal, we have enhanced our orientation for non-faculty positions. The new [staff employee onboarding](#) experience begins when the candidate accepts a position with our campus and continues through the first year of their employment.

Sources

- 1194 20161219 General Correspondence - Letter
- 1P4 Faculty Credentialing Policy
- 3P1 Advanced College Project
- 3P1 Annual Trends Employee Headcount
- 3P1 Chronicle Ad
- 3P1 Faculty Position Descriptions
- 3P1 FY19 Budget Hearing Memo
- 3P1 NFO 2017.pdf
- 3P1 Position Requisition Form
- 3P1 Realigning Budget Dollars to Reflect New Needs
- 3P1 Realigning Budget Dollars to Reflect New Needs (page number 3)
- 3P1 Recruitment Plan
- 3P1 Relevant New Academic Programming
- 3P1 Search and Screen Process Outline 10.24.2018
- 3P1 Sufficient Numbers of Faculty
- 3P1 University Recruitment Guidelines
- 3P2 Onboarding Plan
- IU Diversity Demographics
- IU Diversity Demographics (page number 3)
- IU Diversity Demographics (page number 4)
- NFO Survey results.pdf
- SRO Position Description v6
- Student to Faculty Ratios
- Student to Faculty Ratios (page number 2)
- Support Staff 2013-17

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2

Designing performance evaluation systems for all employees

IU Northwest has an infrastructure for the evaluation and recognition of faculty, staff and administrators. While IU has uniform polices among all the campuses, we implement the processes

locally. IU HR policies inform the performance review system for faculty and staff, which the University Faculty Council (ACA policies) or Human Resources (HR policies) developed: [HR 08-90](#) Performance Management for Staff Employees not Covered by a Union, [HR 08-70](#) Performance Appraisal (CWA), [ACA-10](#) Review Procedures for Administrators, [ACA-13](#) Review Procedures for Chancellors, [ACA-21](#) Faculty and Librarian Annual Reviews.

Soliciting input from and communicating expectations to employees

Each position description outlines explicitly the characteristics and skills expected by the department and campus for each faculty and staff position. The position description drives the selection process for each category of employee. Once employees are hired, we communicate expectations through orientation programs as discussed in 3P1. As new employees join the IU Northwest campus community, the hiring unit introduces department specific information during the initial orientation pertaining to the history, and Strategic Plan of the campus. The employee may access the same information through various methods including the IU Northwest website.

Materials for **staff** include:

- [Employee Orientation overview](#)
- [Onboarding Plan](#)
- [Staff Handbook](#)

Materials for **faculty** include:

- [Academic Affairs resource page](#) with links to pertinent information
- [Promotion and Tenure guidelines](#)
- [Initial and Reappointment Schedule](#)
- [Department Specific Promotion and Tenure Guidelines](#)
- [Associate Faculty Handbook](#)

Annual performance reviews provide opportunities for additional clarification of job expectations for all faculty and staff.

Aligning the evaluation system with institutional objectives

Faculty members receive feedback from their annual review based on accomplishing the mission of teaching, research and service, including community engagement. The promotion and tenure processes are consistent with the university mission and strategic priorities and described in more detail in Category 4. [CISTL](#) makes available professional development programs for faculty to pursue additional training in pedagogy, and other communities of practice, such as the Pedagogical Innovation Groups in *Re-imagining the First Year* (described in Categories 1 and 2), similarly exist to advance teaching skills. The Office of Sponsored Research provides research development programs and support to faculty, and individual academic programs and [CURE](#) provides service development and support. Academic Affairs (selected by faculty committees) gives [awards](#) annually recognizing significant accomplishments in teaching, research, and service.

Administrative, clerical, technical and support staff directly support the work of IU Northwest in accomplishing strategic objectives in capacities such as advising, registration and financial aid (Priority 1-student success); human resources (Priority 2-valuing people); diversity, equity, multicultural affairs and affirmative action (Priority 3–inclusive excellence); CURE (Priority 4-community engagement); or fundraising, technology and facilities (Priority 5-financial stewardship

and infrastructure). Others support those who carry out such roles. Departments make available professional development opportunities for advancing expertise for staff as described in 3.3. [Awards](#) recognizing significant accomplishments in service to the university are given annually.

Utilizing established policies and procedures to regularly evaluate employees (3.C.3)

New clerical, technical, and support staff have a [four-month probationary period](#). During the first week of employment, the supervisor conducts a performance-planning meeting to review the job description with the employee and determine the most important duties and goals to be accomplished during the probationary period. Within a week before the end of the employee's probationary period, the supervisor completes an online electronic probationary performance evaluation form and discusses it with the employee. If the employee has not satisfactorily completed the probationary period, the department head makes a decision whether to terminate the employee, or extend the probationary period. New professional staff, and recently promoted employees receive a six-month evaluation by their immediate supervisor.

The employee's immediate supervisor reviews annually all members of the staff based on the parameters outlined in their position description ([Professional](#), [Support](#)). The supervisor shares the results with the employee, and highlights strengths and developmental opportunities. Staff members can rebut the feedback, if they believe they were unfairly evaluated. To ensure the process remains relevant, supervisors review position requirements and revise as necessary to meet the needs of the unit or campus.

Full-time tenured and tenure track faculty complete an electronic annual report that summarizes activities related to teaching, research, and service. Each faculty member enters all activities into the [Digital Measures Activity Insight](#) database. Academic units factor results from [student course evaluations](#) into the process. Supervisors evaluate each faculty member on criteria included in the IU Academic policies, and Promotion and Tenure Guidelines, which detail faculty rights and responsibilities to students, colleagues and the campus. The Chair or Program Director evaluates each faculty member's annual report, which the unit's dean and the EVCAA then review. Those involved in the evaluation make a reappointment decision based on the posted [schedule for those on the tenure-track](#). Assistant professors receive an extensive third-year formative review to assist them in their work towards tenure, which begins during the sixth year of their employment.

Tenure track faculty submit [e-dossiers](#) for evaluation of their teaching, research, and service to gain tenure at the beginning of their 6th year of fulltime employment. Faculty within the candidate's school, their dean, the campus promotion and tenure committee, the EVCAA, the Chancellor, the Executive Vice President for University Academic Affairs, and the President of IU review the dossiers and make formal recommendations. The IU Board of Trustees makes the final decision. Promotion processes follow the same procedure as above.

Lecturers and Clinical ranks submit their e-dossiers to similar campus-based reappointment processes and procedures as tenure track faculty and upon promotion receive longer-term contracts.

Adjunct faculty members are evaluated based on student evaluations of teaching and peer review of teaching as primary means for determining contract renewal.

The **Chancellor, Vice Chancellors, and Deans** are reviewed at the campus level every five years. Most recently, the [Chancellor](#) was reviewed.

Establishing employee recognition, compensation and benefit systems to promote retention and

performance

Performance management reviews provide a formal opportunity for an employee, in concert with his/her supervisor, to reflect upon past performance, to set developmental goals for the future and to recognize exemplary performance toward campus, department, and individual goals. Although the performance management process sets up a formal avenue for recognition, supervisors can suggest to their employees possible future development and advancement opportunities. The IU system continues to implement a [Job Framework Redesign](#) project, which intends to offer a new transparent job framework, which contains clearly and consistently defined jobs, levels, and role descriptions. Employees will have tools that empower them to see how their job relates to other jobs, and explore career advancement and development paths. The framework will provide managers the resources to make well-informed decisions about pay and promotional opportunities for their employees.

IU Northwest recognizes faculty and staff at the campus Years of Service and Outstanding Employee Awards Luncheon each April. Recognition for years of service begins after five years of service. A new staff awards committee established several new awards for [staff](#) in 2013. Awards given include an Outstanding Staff Customer Service Excellence Award, an Outstanding Staff Pride Excellence Award, and two Distinguished Employee of the Year Excellence Awards. Award winners receive \$1,000, a commemorative plaque, and their names on a memorial plaque.

Although the Promotion and Tenure Guidelines include processes for faculty recognition and reward ([including sabbaticals](#)), additional annual awards for [faculty](#) include: the Founders Day Teaching Award, the Distinguished Scholarship/Creative Activity Award, the Distinguished Service Award, the Chancellor's Award for Excellence in Community Engagement, and the Trustees' Teaching Awards. A list of awardees is maintained on the Academic Affairs webpage and on large plaques on campus. The individual academic units provide awards for excellence in teaching, research and service. Faculty also can apply for University-wide awards that recognize teaching and service, and IU offers a unique faculty development/recognition program known as [FACET](#). The competitive application process results in membership in an IU-wide Faculty Community of Practice, with regular conferences and support (both locally and through the IU System). A [Chancellor's Professorship Designation](#), established in 2012, recognizes senior faculty at the rank of professor, who have demonstrated, "highly meritorious performance in all areas of faculty work, teaching, research or creative activity, and service." In addition to the permanent title, Chancellor's Professors receive a base salary increase.

Employees receive the same competitive benefits as all other employees of IU. IU Northwest pay structures clearly delineate [professional](#) and [support](#) staff compensation based on job classification. IU Human Resources review salary ranges and position classifications annually and adjust them as needed. More frequent reviews may take place, if duties and position requirements change drastically. Faculty compensation remain competitive with prevailing market conditions for peers of similar size and classification. We review employee salaries regularly to ensure equity and market competitiveness.

All IU employees have access to an array of plans and options allowing them to create a [customized benefit package](#) to fit their needs. One of the advantages of participating in a state-wide system provides IU Northwest access to a larger pool of benefits. Part-time (50% full-time equivalent or greater) employees and retirees have some access to the plans.

Promoting employee satisfaction and engagement

IU Northwest uses different methods throughout the academic year to maintain open **communication**

in a complex organization. Avenues range from school/departmental, all-campus town halls, Northwest Council, Faculty Organization, Academic Core Group, and Deans' Council meetings. Executive leadership uses these forums to share campus and university information, and staff and faculty share their questions, and feedback. The Chancellor and the EVCAA meet monthly with the Executive Committee of the Faculty Organization to share information, discuss issues of common concern, and to help set the agenda for the full Faculty Organization meetings. The Chancellor and EVCAA each present a report as a standing agenda item in the monthly Faculty Organization meetings. The Chancellor meets twice monthly with each direct report to discuss the progress of initiatives in the major campus divisions and to become familiar with divisional operations, successes, and challenges.

The Northwest Council has taken the lead in campus initiatives such as strategic planning, and meets monthly to discuss strategic issues. The Chancellor encourages all employees and students to submit ideas, concerns, or suggestions for campus improvement. The Office of the Chancellor makes the meetings, minutes, and actions of the Council accessible to the entire campus community. When important information needs conveying, the Chancellor communicates with the IU Northwest community through email messages, or he facilitates "Campus Conversations" and [town hall meetings](#). In order to help manage the vast amount of announcements through email, the Office of Marketing and Communications has developed a daily e-newsletter digest called the [Daily RedHawk](#), which compiles important announcements into one email. All have the opportunity to submit announcements and information for dissemination.

IU Northwest holds **celebrations and special events** at multiple times during the academic year to welcome students to campus, acknowledge the hard work of faculty and staff, and recognize various milestones and achievements. Of particular note, the campus celebrates at the faculty/staff recognition luncheons, holiday luncheons and dinners, teaching award luncheons, and retirement receptions. The units hold certain celebrations throughout the year for various purposes, feature guest speakers, [offer enrichment programs, and host special events](#).

IU Northwest provides for the **health, safety and wellbeing** of its employees in several ways. The [IU Northwest Police Department](#) provides police protection for the safety and security of all 24 hours a day, seven days a week. The [Campus Health and Wellness Clinic](#) operates out of the College of Health and Human Services. The Wellness Team consists of faculty, staff, and students, who serve the health and wellbeing of the IU Northwest campus community and all employees have access to services provided by [Healthy IU](#). The [Savannah Fitness Center](#) offers students, faculty, and staff a convenient and inexpensive space to stay fit. UITS provides access to discounted/free software and hardware, and the [IU tuition benefit](#) provides fulltime faculty, staff and their dependents with tuition savings.

Tracking outcomes/measures utilizing appropriate tool

Because all faculty submit an annual report through Digital Measures, Academic Affairs can track their contributions, and generate reports. Elements of the reports include teaching effectiveness, scholarship and publications, and service. All faculty receive student evaluations for their courses *via* the Explorance Blue system. Performance Reviews for staff serve the comparable role in assessing effectiveness.

The **My Voice@IU Initiative** began in the fall of 2017, and IU HR partnered with the Gallup organization to measure employee engagement, identify strengths as well as opportunities for improvement. IU administered the survey to professional, clerical and service staff and will administer it every 2 years in the future.

Strategic Priority 2 and 3 both include objectives focused on recruiting and retaining a qualified, diverse workforce. The NW Council commissioned **faculty and staff compensation studies** in 2017 and will update the regularly.

All IU Awards recognize our faculty for their outstanding work among faculty from all IU campuses.

Tuition Benefits are one of the benefits provided by the university that is an important measure of continued development of our employees.

3R2

My Voice@IU presented overarching concepts and aggregated results for the entire campus at the spring 2018 town hall meeting, broken down by division and their strengths and opportunities for improvement. An overall benchmark with national data from the Gallup organization of their relative percentiles compared [employee engagement results](#) with those in the benchmark group (other IU campuses). The overall engagement index for the campus was 23 percent engaged employees, as compared to 33 percent for both Indiana and the nation. An IU HR representative from the My Voice project presented the overall [strengths and weaknesses](#) at an IU Northwest town hall, and divisional leads facilitated follow-up sessions within individual units. Each division developed a plan to improve one identified weakness in the next year. Our Strategic Priority 4 focuses on Diversity/Inclusive Excellence and IU added several custom questions to the survey that address this priority directly. Early analysis of the [data](#) indicate we also have work to do focused on perceptions of fairness and respect.

The [Salary Equity Study for Faculty](#) revealed no equity issues but the study found some salary compression issues. To remove the salary compression issues, the campus needs a total of \$132,000 in new funding. Since no new monies were earmarked for this purpose, the Chancellor and the EVCAA instructed the deans to use discretionary money to address the compression issues starting in the academic year 2018-2019. The deans addressed more than one third of the salary compression issues in this academic year with a commitment to continue across the next 2 years. Likewise, the [Salary Equity Study for Staff](#) compared staff salaries to living wage and wage occupational reports, as well as IU standard salary ranges and revealed no new equity issues to address since the last salary review (2012). The review did find that some of the recommended adjustments identified in 2012 had not been fully implemented, and we made these adjustments in the Fall of 2017.

Faculty and staff effectiveness are measured individually through performance reviews. Faculty performance evaluations take place as described earlier for all full-time faculty. Supervisors review staff performance annually. Percentages of completed performance evaluations for professional and support staff remain high (80-98%), indicating a commitment to evaluating and improving effectiveness.

IU Awards Between 2014-2018 six faculty have been awarded all IU teaching awards, seven have been elected to FACET, and 2 have won all IU service awards, recognizing outstanding contributions to IU.

[Tuition Benefit use](#) has generally increased over the last several years, especially among employees.

3I2 Improvements

1. Each division of the campus met, reviewed their **My Voice@IU** unit results and decided upon issues they would address in spring of 2018. Task forces developed specific action plans that

the unit will implement over the next academic year. Thirty-one different actions have been identified on our campus. Indiana University will administer the survey again in 2019. We can then conduct an evaluation of the strategies used to increase engagement and inclusiveness to determine if they proved effective.

2. Results indicated that some faculty needed salary adjustment due to compression issues. To rectify the issue, part of the annual raise pool was allocated to begin making adjustments in 2018-19. IU Northwest will complete adjustments over the course of three years. An analysis of competitiveness with peer institutions will take place in 2018-19, utilizing benchmark data from CUPA-HR to understand compensation differences within the disciplines and ranks.
3. While the Gallup Survey provided data from staff employees on campus, we do not have similar information available for the faculty employees. Therefore, the campus has decided to adopt the **HERI survey for Faculty** that we will deploy for the first time in the fall 2019 and every two years thereafter.

Sources

- 1P1 Table 1.1.b Cocurricular Activities mapped to General Education.pdf
- 1P3 CISTL
- 1P3 CURE
- 3P2 aca-10-review-procedures-administrators
- 3P2 aca-13-review-procedures-chancellors-provost
- 3P2 aca-21-faculty-librarian-annual-reviews
- 3P2 eDossier Mapping Guidelines
- 3P2 FACET
- 3P2 Healthy IU_Indiana University
- 3P2 hr-08-70-performance-appraisal
- 3P2 hr-08-90-performance-management-not-union
- 3P2 Onboarding Plan
- 3P2 Police IUN
- 3P2 Program Promotion and Tenure Guidelines - Indiana University Northwest
- 3P2 Support Staff Pay Structure_IUN
- 3P2 tuition-booklet_IU
- 3P2.Activity Insight IUN
- 3P2.Adjunct Faculty Information - Indiana University Northwest
- 3P2.AnnualEval.ProfStaff
- 3P2.AnnualEval.SupportStaff
- 3P2.Associate_Faculty_Handbook_IUN_2017
- 3P2.Benefits _University Human Resources _Indiana University
- 3P2.Chancellor Lowe Review -- 2016
- 3P2.Daily RedHawk
- 3P2.Fitness Center - Indiana University Northwest
- 3P2.Health and Wellness Clinic - Indiana University Northwest
- 3P2.HighlightSheet_JobFrameworkRedesign_2018
- 3P2.hr-probationary-evaluation-period
- 3P2.initial-and-reappointment-schedule-rev-may2014
- 3P2.new-emp-orientation-2013
- 3P2.Office of Academic Affairs - Indiana University Northwest
- 3P2.Professional Staff Pay Structure
- 3P2.SampleCourseEval

- 3P2.Staff Employee Awards - Indiana University Northwest
- 3R2 Staff Salary Study 2017
- 3R2.Report on Salary Equity Study for Faculty 2016-2017 amended
- 4.P.1.chancellor-professor-guidelines-process
- 4.P.1.P and T Guidelines
- Gallup Survey
- Gallup Survey (page number 9)
- Gallup Survey (page number 10)
- IU Northwest Award Recipients - Indiana University Northwest.pdf
- Sabbaticals
- Town Hall meetings
- Town Hall meetings (page number 2)
- Tuition Benefit Use 2013-18

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

IU Northwest invests in the development of its employees and assesses training needs in a variety of ways. The campus encourages employees, administrators and supervisors to collaboratively determine training needs through ongoing evaluation of required knowledge, skills and abilities. IU provides professional development programming, but where these opportunities end, campus programming begins. HR, CISTL, ODEMA, EOAA and other units announce training opportunities for employees

throughout the academic year. The campus provides positive reinforcement to employees who participate in training and development programs during the performance review. The campus offers tuition reimbursement (3P1) and encourages employees to improve their knowledge, skills, and abilities.

Professional Development IU and IU Northwest Human Resources designs staff development series contingent upon the needs of the campus that is determined by a regular online development assessment survey, which identifies areas to improve work experiences and managerial effectiveness. HR also conducts listening sessions to identify development/training needs. University HR sponsors mandatory Legal Compliance Trainings on the local campuses. Newly hired or promoted supervisors take the mandatory legal compliance training within their first year of employment, after which each supervisor completes compliance training every five years (Americans with Disabilities Act/Equal Employment Opportunity (ADA/EEO), sexual harassment, the Family Medical Leave Act (FMLA), and the Fair Labor Standards Act (FLSA)). IU Expand, an e-learning service that delivers professional development and continuing education coursework to the IU community and the public, makes this training accessible to IU employees across the state of Indiana.

Individual responsibility centers encourage team members to participate in professional development in alignment with areas of responsibility. We have estimated initial campus expenditures for staff professional development for the 2018-19 academic year at \$58,000 for attendance at regional and national conferences and workshops.

The campus advances strategic priority 3 of achieving diversity in its faculty and staff so it remains representative of the region it serves. IU Northwest's revised Search Committee Guidelines include the active participation of Human Resources and Affirmative Action throughout the entire recruitment and hiring process as described in 3.1. Search and screen chairs take mandatory [Behavior Based Interviewing](#) workshops. Workshop participants learn the process for obtaining specific examples of the candidate's previous professional experience that demonstrates the skills necessary for the advertised position.

[Leadership Development](#) provides professional development opportunities for a number of supervisory employees. The IU Regional Supervisor Series program provides supervisors, an opportunity to learn more about such topics as communication and leadership, personnel policies, and managing conflict. The IU Management Training Series empowers a select group of leaders to master organizational and leadership challenges. In addition to the monthly sessions, participants must participate in project teams in which they will apply what they learned to a real-life situation. HR Organizational Development hosts the IU Executive Leadership Institute for Assistant and Associate Vice Presidents/Vice Chancellors and Assistant and Associate Deans.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Faculty have substantial [professional development opportunities available through CISTL](#) and [Teaching.IU](#), including grants, fellowships, workshops, learning communities, brownbag discussions, and one-on-one consultations. CISTL provides multi-session trainings on creating, delivering, and managing online and face-to-face courses, and mini-grants to enhance the learning experiences of students. CURE provides grants to faculty to enhance student learning or promote faculty research through community partnerships. ODEMA offers grant funding through its Diversity Fellows Program, which subsidizes faculty research and expenses to promote both the inclusion of diversity within the curriculum and the introduction of pedagogical enhancements.

Each academic unit has policies and criteria for the distribution of allocated travel funds for faculty development. Tenured faculty may apply for sabbatical leaves every seven years as a component of professional development. Applications for sabbaticals follow the same process as promotion and tenure. On average, approximately 5 to 10 faculty members receive sabbaticals each year. Summer Faculty Fellowships allow full-time faculty members to further scholarship, or to redesign/develop a new course. The campus funds up to twelve Summer Faculty Fellowships at the cost of \$11,000 each, and grants-in-aid or research annually in the amount of \$17,000, a 40% increase since 2009.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (3.C.6)

Student Affairs and Enrollment Management schedules professional development opportunities and supports staff participation in conferences and workshops. IU sponsors many opportunities as well. Members of Financial Aid, Registrar's Office, Student Advising, Athletics, Affirmative Action, Counseling, Student Organizations, and Orientation from across the IU campuses meet quarterly for professional development and the sharing of best practices. Many student services staff belong to professional organizations that offer resources to keep staff current in their fields as well.

In alignment with campus strategic priorities related to student success, the campus intentionally has developed support in student advising. The campus created a student advising center in 2016, and provided extensive training related to academic advising. Since that time, eight full or part-time advisors have been hired. A collaboration between IU Northwest Academic Affairs and the IU Office of Completion and Student Success, has provided academic success coaching to supplement general advising training. The campus Advising Center created the [Advising Toolbox Series](#) to enhance understandings of campus processes or assets such as the Student Engagement Roster, the probation Satisfactory Academic Progress parameters, the Advising Platforms, and a New Point of Service Survey designed to quantify and improve the quality of academic advising provided to students.

Aligning employee professional development activities with institutional objectives

Our strategic priority 2, Valuing People, emphasizes staff and faculty development, and indicates its value to our campus. One key objective in this priority focuses on investment in employee engagement and professional growth, which Human Resources manages locally. Smaller unit-based development opportunities align to the Strategic Priorities through the effort of the directors or managers responsible for those areas.

Tracking outcomes/measures utilizing appropriate tools

1. **Leadership Development selection** and attendance for IU offered professional development.
2. **Development Needs Survey and Listening Sessions:** IU HR and the IU Talent and Organizational Development Team assess professional development needs for all employees and use the results to design and provide professional development opportunities available to our campus constituents.
3. **CISTL professional development** opportunities contribute to improving teaching and learning on campus, and CISTL tracks and evaluates faculty feedback of the sessions for interest and impact.

3R3

Many IUN faculty and staff have been able to take advantage of and successfully complete the IU **leadership development** programs.

- IU Regional Supervisors Series – 9 IUN participants since 2017
- IU Management Training Series – 6 IUN participants since 2013
- IU Executive Leadership Institute – 6 IUN participants since 2013

Development Needs survey and Listening Sessions: [Survey respondents](#) expressed interest in skill development focused on motivating others, providing feedback, and leadership. The [listening group participants](#) expressed interest in the need for professional development around change management, cultural competence opportunities for faculty, staff and administrators, and technology training. This process identified [several common needs](#) across the IU campuses, including fostering a student centered service excellence culture, supervisory training for staff, leadership training for faculty, working in high functioning teams, and conflict management.

The Student Advising Center (SAC) collaborated with the University Office of Completion and Student Success to offer **academic success coaching** (13 faculty and 19 staff have participated since 2015) designed to create opportunities for dynamic, meaningful engagements with students that move beyond transactions related to requirements, policies, and procedures to reinforce empowerment, ownership, and accountability.

CISTL offers technology, pedagogy, and Quality Matters (online teaching) [workshops](#) for faculty. The most attended workshops include those focused on promotion and tenure, the LMS (Canvas), Faculty Annual Reports (Activity Insight), E-texts, and Online Content Accessibility. Sixty-eight faculty members have participated in Quality Matters training since 2016 with three individuals qualified as peer reviewers and one as a QM facilitator. Connected to pedagogy development, ODEMA offers research support in the form of the Diversity Fellows Program which, has awarded eleven faculty \$11,000 since 2014.

3I3 Improvements

1. IU HR's Talent & Organization Development Department (TODD) will work with campus HR Offices to develop training to address the needs identified in 3R3. IU Northwest has already offered new opportunities on topics such as "Understand Yourself and Others' Communication Styles", "Conflict Resolution", "Planning Your Next Career Opportunity", "Coping with Change", and "Team Building". Four staff members have earned certifications in Excel and six staff members have passed the Microsoft Office Specialist Certification in Word since 2017. We added these opportunities based on requests during the listening sessions. The campus will consider providing an incentive to those who pass these courses to encourage more participation.
2. The professional development plan will develop a catalog of core trainings provided by HR and TODD and electives offered locally. The use of TODD's consulting services university wide, the scheduling of quarterly strategy meetings with campus leadership, and the development of an institution wide Emerging Leaders Program will allow IU Northwest's HR Office to keep pace with changing professional development needs and tap into significant University resources.
3. Academic Affairs has developed a new [Adjunct Online Orientation](#) to reach this important and valued component of our campus community. We will require new part-time faculty to participate in this online orientation beginning in the fall of 2019. CISTL will develop an incentive program to encourage part-time faculty participation in pedagogical workshops.
4. Academic Affairs will work with IU HR to develop a Department Chair/Program Director Training series, identified as a need during the Listening sessions reported in 3R3.

Sources

- 3I3 Course Modules_ IUN Associate Faculty Orientation
- 3P3 Leadership Development IU
- 3P3 Recent CISTL Workshops and Fellowships
- BEHAVIORBASEDINTERVIEWING
- CISTL Workshops 2014-17
- Development needs Survey 2017
- Q1 2017 Regional Campus Summary
- Q1 2017 Regional Campus Summary (page number 4)
- Student Advising Center-Fall 2018 Advising Toolbox Series
- TEACHING IU

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1

Developing, deploying and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

The Northwest Council (described in 4P3) guides the Strategic Planning process, including revision of the mission, vision and values. The most recent review and revision of the mission began in [November of 2016](#) and a draft of the revision was shared with the IU Northwest Board of Advisors. In [March 2017](#), the Council endorsed the new mission, and the IU Northwest Faculty Organization then [reviewed](#) it. The IU Board of Trustees approved the mission revision in June 2017. The [new mission](#) provides a clearer focus on our academic purpose and commitment to the regional community. The review and revision of the campus Vision similarly engaged multiple constituencies. In late fall of 2017, the campus Deans' Council, was charged with drafting an initial Vision revision for consideration by Northwest Council. The [initial revision](#), presented to the IU Northwest Council in January of 2018 was reviewed by faculty, staff and students and [finalized in June 2018](#).

Ensuring that institutional actions reflect a commitment to its values

The core values of IU Northwest frame the [Mission and Vision](#) and reflect our aspirations for the future. These values remain central to the planning process and thus, integrate into our everyday decision-making processes across the institution. Our institutional actions reflect a strong commitment to academic excellence and scholarship as we, for example, support faculty research through grants, reward scholarship in promotion and tenure ([Promotion and Tenure Guidelines](#)) and through faculty recognition, e.g., [Chancellor's Professorship](#). We celebrate and support student scholarship in many ways, including the [Undergraduate Research Conference](#), held on an annual basis. The Chancellor has championed student success through increased attention to critical issues such as retention and advising. Retention efforts include the creation of a Retention Strategies Group composed of leaders across the campus, working to develop and implement a set of [retention strategies](#) and a new advising unit ([Student Advising Center](#)). The aspirations of the regional community, as mentioned above, are recognized and served through multiple engagements including the Chancellor's Commission on Community Engagement, CURE, and a myriad of activities undertaken by multiple units across the campus. ([Carnegie Partnership Table](#)) Substantial improvements in the library now provide students and the Gary community with improved access to digital resources and study/meeting computer spaces.

Communicating mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

IU Northwest shares our Mission, Vision and Values with the public by presenting the statements on several webpages, including the main page for the Office of the Chancellor and the [Strategic Plan](#). The Office of Marketing and Communications update these webpages on a regular basis to reflect revisions as well as post physical copies in all classrooms. The [IU Northwest Bulletin](#), published every two years, also contains these important statements. Several public documents also include the mission, vision and/or values including references in the [IU Code of Student Rights, Responsibilities, and Conduct](#), [job advertisements](#) and [department event flyers](#). New employees receive copies of the mission, vision and values during the orientation process.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Several processes support the alignment of academic programs and services, and the institution's mission. The deans/directors, in collaboration with their faculty, have the autonomy to make

decisions that affect their individual units within the context of overall campus planning and priorities. The deans meet collectively in the Deans Council twice each month, and another group (EVCAA; AEVCAA; the directors of Sponsored Programs, CURE, CISTL and IER) convenes separately in monthly Academic Core Group meetings. The EVCAA chairs the meetings in which the groups gather to make decisions that will have impacts beyond their individual programs.

Within these meetings, the unit leader shares information on existing programs/initiatives, as well as emerging and current issues of concern, and the groups take the opportunity to gain insight and plan for the integration of unit activities and initiatives with the campus mission and strategic priorities. Open dialogue facilitates team building and group decision making processes that support the mission and vision. For example, in the bi-weekly meeting of the Deans Council leaders discuss data related to student admissions, performance and retention to determine how academic programs meet the needs of our students, and identify better ways to meet student needs. The EVCAA maintains the ultimate decision-making authority for all academic areas. The Deans Council and Academic Core Group also serve as representatives on the Northwest Council, where these groups share recommendations and reports with a larger council representing all other campus constituencies, ensuring the free flow of information.

New program development and the program review processes provide an additional avenue for ensuring that academic programs are consistent with the campus mission, specifically requiring alignment with the campus mission (described in detail in 1.3 and 1.4).

Allocating resources to advance the institution's mission and vision (1.D.1, 1.A.3)

Our budget process supports the advancement of strategic priorities of the campus (more detail in 4.2). [Budget requests](#) must directly link to the campus mission and strategic priorities. Further details on the campus budgeting process is located in 5.3.

We have fully realized our commitment to advancing student success, faculty scholarship, and community engagement in our new [Arts and Sciences Building](#). The \$45 million dollar and 126,300 square foot building was dedicated in the autumn of 2017. The building will serve as home to the IU Northwest's fine and performing arts programs, as well as academic and administration space for the College of Arts and Sciences. In an academic collaboration with Ivy Tech Community College, the building will house that college's Gary campus. The City of Gary, home of the IU Northwest campus, and state legislators backed IU's significant commitment as well. Importantly, in 2018, the campus hired a Dean of the School of the Arts, to develop new and realign existing curriculum to better support student engaged learning, and partnerships with the regional arts community.

Tracking outcomes/measures utilizing appropriate tools

IU Northwest uses the lens of institutional change as the best view of our results for the development, communication, and review of the institution's mission, vision, and values.

IU Northwest uses WEAVE Online to write expected outcomes/objectives, establish criteria for success, assess performance against criteria, view assessment results, and effect improvements through actions. IU Northwest has documented our strategic plan, including the mission, strategic priorities, outcomes/objectives and criteria in WEAVE. The Office of Institutional Effectiveness and Research has trained many on campus in the use of the online assessment and planning system.

Monitoring and evaluation of the WEAVE process happens at several levels: by the WEAVE administrator designated to document CQI initiatives (i.e. Department Chair, Dean, Unit Director,

etc.), that individual's supervisor, by IEIR, and finally by the Chancellor. The OIER can review, change, or provide feedback on the documentation process, if requested by the responsible department/unit. The Office of the Chancellor can also review all CQI projects and initiatives before the yearly cycle closes. Departments/units continually update and assess existing projects, and OIER archives the previous annual cycle just prior to the next academic year. When initiatives have achieved their projected goals, a unit may add new ones.

The Graduate Survey (1 and 3 years after graduation) provides evidence of whether our students feel we are achieving our mission, and the NW Council Annual Survey provides evidence from campus constituents as well. Feedback from the community is received from the campus Board of Advisors, as well as the advisory groups hosted within academic units.

4R1

IU Northwest completed its most recent mission revision in 2017. The new mission reflects a renewed commitment to the fundamental purpose of the institution, i.e., student success and an explicit statement reflecting our commitment to community engagement. Following the 2017 mission revision, continuing efforts have focused on student success and a concerted effort to develop an integrated approach to community engagement has ensured significant movement toward institutional change. Select significant initiatives mapped to the mission are detailed [here](#).

The Northwest Council survey has several questions that assess constituents' belief that the Council is helping to fulfill the mission of the campus. All major campus constituents are represented on the Council and [report that they feel they are carrying out the work](#) described in the mission, vision, values and strategic priorities.

[Our graduates agree](#) that IU Northwest provides a high-quality education, has a good reputation in the community, and feel a sense of pride towards IU Northwest. They also report that IU Northwest prepared them for their current career and contributing to their community.

IU Northwest engaged in self-assessment and reflection in 2014 in preparation for the 2015 round of the Carnegie Classification for Community Engagement. This effort proved valuable in determining the current state of our work, and the needed areas for improvement. IU Northwest is an early adopter of the [Collaboratory](#), a community engagement tracking and reporting system, to assist in the application effort. As the fifth campus in the country to adopt this system, IU Northwest stands out among regional campuses, and is second only to IUPUI among the IU campuses in pursuing a rigorous system of community engagement assessment and evaluation.

4I1 Improvements

IU Northwest's process for developing, communicating and reviewing the mission and vision of the campus is well integrated into the planning processes for the campus. Through the use of WEAVEOnline we can clearly see the relationship of CQI projects to the mission, vision and strategic priorities of the campus. We will continue to increase the use of WEAVEOnline for documenting our progress towards meeting our mission via continued professional development and encouragement by the Campus Leadership team.

The campus is engaged in three major initiatives related to the institutionalization of community engagement: Carnegie application process, Collaboratory, and the [Anchor Mission Initiative](#) as well as one focused on student success, the AASCU *Re-imagining the First Year Initiative*, all of which are laser focused on advancing our mission as an institution.

Sources

- 1P1 Mission Vision and Values
- 1P1 Mission Vision and Values (page number 2)
- 2017_2020 Strategic Priorities and Objectives
- 2I3 Collaboratory
- 2P4 Student Code Procedures
- 4.P.1.chancellor-professor-guidelines-process
- 4.P.1.Council 11-08-2016 Meeting Notes.mission work begins
- 4.P.1.Council 11-08-2016 Meeting Notes.mission work begins (page number 3)
- 4.P.1.Council 1-9-2018 Meeting Notes.vision work begins
- 4.P.1.Council 1-9-2018 Meeting Notes.vision work begins (page number 5)
- 4.P.1.FY19 Budget Presentation Memorandum
- 4.P.1.IUN 2015_Partnership_Grid
- 4.P.1.Job.Announcement.values.mission
- 4.P.1.One Book 2015
- 4.P.1.P and T Guidelines
- 4.P.1.Student Advising Center - Indiana University Northwest
- 4.P.1.Student Research Conference - Indiana University Northwest
- Council 3-21-2017 Meeting Notes
- Council 3-21-2017 Meeting Notes (page number 4)
- Council 6-12-2018 Meeting Notes
- Council 6-12-2018 Meeting Notes (page number 4)
- CUMU Members Named to Higher Education Anchor Mission Initiative - CUMU
- FacOrgMinsMar2017
- Initiatives mapped to the IUN mission v2
- Initiatives mapped to the IUN mission v2 (page number 29)
- IU Northwest Dedicates New Arts and Sciences Building_ 2017_ Photos_ Photos and Videos_ Office of the President_ Indiana University
- NW Council Survey
- Retention Strategies_2018

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2

Engaging internal and external stakeholders in strategic planning (5.C.3)

Planning takes place at the university, regional-campus, campus, division/college and department/program levels. The [campus Strategic Priorities and Objectives \(2017-20\)](#) has its roots in

the system-wide [Bicentennial Strategic Plan of Indiana University](#) approved in 2014. Flowing from that, the [Blueprint 2.0: The Bicentennial Strategic Plan for the Regional Campuses of Indiana University](#) was approved in 2015, as a concerted endeavor by all the IU Regional Campuses to develop objectives for advancing collaboration and the Bicentennial Strategic Plan for IU. The Chancellor instituted the current IU Northwest planning process in 2010 upon his arrival on campus. The Northwest Council guides the Strategic Planning process and has stakeholder representation from all areas of the campus, including Executive Leadership, Student and Academic Affairs, Campus Police, Professional, Clerical, Technical, and Service staff, and Student Government.

The Council uses external scanning research of national, state and local data, a SWOT analysis, town hall meetings, and presentations/information seeking to the IU Northwest Board of Advisors (external stakeholders), as well as the governing bodies for faculty and students. Upon completion, the draft is presented for input and feedback to internal and external constituents before final approval. Minor adjustments to the plan are made annually, and major revisions occur every 4-5 years.

Aligning operations with mission, vision, values (5.C.2)

IU Northwest's [mission, vision and values are well aligned with its operations](#). The Strategic Priorities provide action items for goal attainment. Five task forces have been established and charged with monitoring the progress in each strategic priority area (student success, valuing people, inclusive excellence, building community, stewardship and infrastructure). All task forces include membership from across the campus to better align operations with mission, vision and values.

The Agenda Committee (executive leadership) of the Northwest Council recently restructured the [agenda](#) for each meeting to map discussions, decisions, and follow-up back to the strategic plan. In addition, the Budget Committee aligns planning priorities with resources through yearly budget hearings. The process also requires that each [funding request](#) include a rationale for how the particular initiative will support the strategic plan.

Aligning efforts across campus (5.B.3)

The alignment of efforts across campus is evident in several aspects of the strategic planning process. The Northwest Council (which leads strategic planning) composition is representative of all major constituent groups on campus. At the unit level, faculty and staff work with their administration to create a mission and plan that aligns with the campus plan. These plans are then mapped in WEAVEOnline.

Capitalizing on strengths/opportunities and countering weaknesses/threats (5.C.4, 5.C.5)

The strategic planning process and monthly Council meetings reflect recurring themes and challenges related to enrollment and persistence. Our internal mission imperative and external accountability, like [state performance funding](#), require an examination of various student demographic subsets to seek opportunities for improvements. IU Northwest has several initiatives to address student success, like the *Re-Imagining the First Year* initiatives and Retention Strategies Group. Changing demographics and the demand for more flexible course offerings has moved IU Northwest faculty to play an active role in online offerings through IU Online in collaboration with other IU regional campuses. In 2018, the Northwest Council underwent an “appreciative visioning” process, [Creating Our Vision](#), which elucidated several strengths, including culture and diversity, and our relationships with the community. To that end, the campus has pursued the Carnegie Foundation’s Community Engagement Classification, and the Coalition of Urban and Metropolitan Universities ([CUMU](#)) has recognized IU Northwest as one of 33 [Anchor Mission Institutions](#).

Creating and Implementing strategies/plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

All campus constituencies contributed to the IU Northwest Strategic Plan, and they ensure our priorities align with our budget allocations, the IU Bicentennial Plan, and our regional campus Blueprint Plan. [Discussions in constructing our strategic objectives and metrics](#) took into consideration tuition dollars generated through improved enrollments and our external accountability measures that drive our state [performance funding with foundations in rewarding improved student success](#). The complementary priorities, objectives and measures create an annual budget hearing process, led by the Chancellor and CFO, which fits with our campus mission and [enhances our financial resources through performance funding](#) and enrollments. The budget committee then makes final funding recommendations based on efforts that would continue that momentum of improvement and fulfill our mission.

Tracking outcomes/measures using appropriate tools

The same tools are used to assess strategic planning as described in 5P1 for mission.

4R2

We have demonstrated [significant progress](#) throughout this Systems Portfolio. Examples for each Strategic Priority and its documentation in WeaveOnline demonstrates the campus commitment to communicating, planning, and implementing operational plans.

The [Indiana Commission for Higher Education](#) provides a variety of reports and metrics that inform and holds us accountable for the success of our students. We have incorporated [performance funding metrics](#) into our planning discussions as additional incentive to emphasize our top priority of student success.

The recent [IU Northwest Council survey results](#) show that the majority of the participants concur that the Council plays an effective role in shaping the campus direction, functions as the central governance body for discussion of significant issues, and recommends courses of action. One issue identified was a lack of focus on action planning and reporting on progress towards meeting the Strategic Priorities.

In 2016, the **Chancellor underwent a [comprehensive review](#)**. Strengths reported include effective leadership, commitment to the region, and focus on faculty scholarship and teaching. The committee recommended a refinement and clarification of the IU Northwest strategic plan, with meaningful faculty involvement, in order to articulate the campus' unique strengths in the region, and anticipate the role of online offerings.

4I2 Improvements

1) Based on feedback received via the annual **Northwest Council survey** the agenda has been redesigned to align more closely with the strategic priorities, and reports on progress on different initiatives relate to specific strategic priorities. An additional improvement was to include an "issue of concern" on the agenda for all to review, reflect, read, discuss and apply.

2) Based on feedback obtained in the **Chancellor's review** (and earlier than typically scheduled), the mission, vision, and strategic plan have been subject to review, refinement and clarification. The details of this process are discussed throughout this section.

3) We continue to explore how WeaveOnline can help the campus better track and communicate progress towards the strategic priorities, as well as provide opportunities for all levels of the campus to connect their individual goals and action plans to the larger institutional goals and objectives. This is a cultural change for the campus, and so we will continue with professional development, assistance in data entry, and demonstrations of effectiveness to improve usage.

Sources

- 1I1 Bicentennial Strategic Plan -- Blueprint 2.0
- 2017_2020 Strategic Priorities and Objectives
- 2017-19 Per Unit Values
- 2018_PF_Evolution_Notes_5_31_18_wnotes
- 20181008_IUN_InstPrioritybyAssoc_WEAVE (1)
- 4.P.1.BicentennialStrategicPlan
- 4.P.2.CreatingOurVision.3.22.2018
- 4P2 Budget Requests
- 4P2.ABOUT CUMU
- 4P2.Council 6-12-2018 Agenda
- 4P2.IUNChancellorReviewPublicSummaryofFinalReport
- CHE Reaching Higher Delivering Value
- Council 4-11-2017 Meeting Notes
- Council 4-11-2017 Meeting Notes (page number 4)
- CUMU Members Named to Higher Education Anchor Mission Initiative - CUMU
- NW Council Survey
- Outputs 2017-2019
- Performance Funding FAQ FINAL
- Select Progress Indicators Strategic Plan
- Strategic Priorities mapped to Mission

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3

Establishing appropriate relationship and oversight responsibilities between the institution and its governing board (2.C.4, 2.C.3, 5.B.1, 5.B.2); Delegating management responsibilities to

administrators and academic matters to faculty (2.C.4)

The [Board of Trustees](#) (BoT) serves as Indiana University's governing board, its legal owner and final authority. The nine-member board has three elected members (alumni), five members appointed by the Governor, and one student member, as per state code, and it operates under rules governed by state law on public meetings, public records, and conflict of interest, among others. They rotate their meetings and, so, regularly have the opportunity to meet with key stakeholder groups and most recently met on the Northwest campus in [June 2018](#). [They delegate management](#) and administration of the university to the President, who in turn does the same to the [Chancellors of each of the IU campuses](#). The [Northwest Council](#) advises the Chancellor and the campus executive leadership, to set the direction of the campus, cognizant that strategic priorities and objectives should closely align with the Mission, Vision, and campus values. The [Council](#) represents all of the Chancellor's direct reports as well as Academic Deans, selected Academic Affairs, Faculty Organization, Professional staff, Clerical and Technical Staff, Police Officers, Service Staff, and Student Government representatives. The members discuss all major strategic campus issues, including planning and finances/budget. In addition, the Council has taken the lead in campus [COI initiatives](#); and Campus Conversations on Diversity, Equity, and Inclusion. The meetings, [minutes](#), and actions of the IU Northwest Council reside on the web and are sent to the entire campus community.

The deans/directors, in collaboration with their faculty, have the autonomy to make decisions that impact their individual units within the context of overall campus planning and priorities. The [structure and processes for shared governance](#) are as follows: the Faculty Organization (FO) has monthly [meetings of all faculty members](#), monthly Executive Committee meetings (consisting of elected faculty representatives), and meetings of the [various committees](#) included in the Constitution of the FO of IU Northwest. Each year, faculty members select the committee(s) on which they choose to serve, and the President of the FO charges the committees each fall. Each of these committees brings reports to the FO meeting for action, as necessary. At the [end of each academic year](#), the President of the FO requests a report via from the chair of each FO committee. The report summarizes the projects undertaken during the academic year and provides an account on how the committee made decisions during deliberations. Each chair also may suggest what goals and projects the committee might pursue in the coming academic year. Members of the faculty may initiate items for discussion under the "New Business" portion of the monthly FO agenda. Within this meeting, the FO follows *Robert's Rules of Order*. On most items, the membership present votes to approve or disapprove. The President of the FO is also a member of the Regional Faculty Council that meet regularly to discuss issues affecting the regional campuses of IU.

Each IU campus has its own [Student Government Association \(SGA\)](#), the president of which belongs to the all IU University Student Association. The SGA President is a member of the NW Council, and so, has a seat at the highest planning level of the campus.

Ensuring open communication and collaboration between and among all colleges, divisions and departments(5.B.3)

The campus promotes various avenues of engagement by its stakeholders. The president of the FO also serves on the Northwest Council, the Budget Committee, and the Deans Council. This gives the faculty a high level of engagement, representation, and consultation in campus decision-making. The president of the FO can then communicate important information to the faculty and represent the faculty perspective and voice in the various meetings. Simultaneously, staff representation is a deliberate and major strength of the Northwest Council, as these individuals have an equal voice to their administrative and faculty counterparts on the Council. They present the views of the other staff members, and the representative staff members who serve have the responsibility to disseminate

information from the Northwest Council to their constituents, as well as gather feedback to bring back to the Council.

In 2016, Chancellor Lowe began an effort to enhance communication with the campus by initiating *Coffee and Conversation* sessions each month, an opportunity for him to meet informally with colleagues, with no formal agenda. Those in attendance determine the discussion topics. More conversation sessions for students were added in spring 2018.

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The Chancellor and the EVCAA [meet monthly with the Executive Committee](#) of the FO for information sharing, for discussion of items of common concern, and to contribute to agenda setting for full FO meetings. The [Chancellor and EVCAA also participate in the monthly FO meetings](#) to discuss topics of campus-and University-level importance as well as the larger state and national contexts in which IU Northwest operates, with faculty colleagues. The Chancellor meets at least twice monthly with each direct report to discuss the progress of initiatives in the major campus divisions and to become as familiar as possible with unit-level operations, successes, and challenges. The Northwest Council Agenda Committee (senior campus leadership) considers the information gathered at campus and departmental meetings, along with issues suggested by individual members, to create the agenda for the monthly NW Council meetings.

When important information needs conveying, the Chancellor communicates directly with the IU Northwest community. The Office of Marketing and Communication emails *Daily RedHawk* messages along with *Northwest News* in alternate months to share more general campus news. Annually during the spring, when we know all financial variables controlled by the State of Indiana and Indiana University, the Chancellor invites the entire campus community to [town hall meetings](#). IU Northwest's larger financial context, the resulting campus operating budget and preliminary projections that framed the budget process, as well as the implications for the coming fiscal year are discussed.

In addition to hosting meetings of the Chancellor's Commission on Community Engagement, the Chancellor hosts the University appointed IU Northwest [Board of Advisors](#), made up of twenty-five Northwest Indiana business, civic, nonprofit, and education leaders, as well as a representative of the IU Board of Trustees. The members of the Board of Advisors [advise the campus](#) on strategic planning and regional engagement.

Developing leaders at all levels within the institution

IU Northwest commits to a process of identifying professional development needs as a way of driving professional growth opportunities for the current and future leaders on campus. Significant [leadership development opportunities](#) at multiple levels are described in 3.3.

Every year, all professional staff and support staff employees are encouraged to participate in a Professional Development Series (PDS) that provides training on leadership, communication, coaching, performance feedback, corrective action, employee policies, delegation/decision making, and motivation. The IU [tuition benefit](#) provides an additional way to develop leadership skills.

Ensuring the institution's ability to act in accordance with mission and vision (2.C.3)

IU Northwest has a well-defined governance structure that establishes appropriate Board-university-campus relationships, with clear policies delegating management responsibility to administrators and

academic matters to the faculty. Further, IU Northwest follows well-established policies and procedures to engage faculty, staff, and students in the campus governance. Collectively, this ensures we can act in accordance with our mission and vision.

4R3

Many IUN faculty and staff have been able to take advantage of the **IU leadership development** opportunities available.

- IU Regional Supervisors Series – 9 IUN participants since 2017
- IU Management Training Series – 6 IUN participants since 2013
- IU Executive Leadership Institute – 6 IUN participants since 2013
- IU Northwest Professional Development series - 8 professional staff and 17 support staff since 2014

[Results related to Leadership](#) from the Gallup Survey are mixed. While more than ½ of the staff report they felt encouraged to grow and learn and were supported by their supervisor, there are still a significant number who do not. Additionally, they do not believe that campus communication is open throughout all levels of IU.

4I3 Improvements

1. Along with continuing attention to effective communication among diverse campus constituents, changes have been made to the informal opportunities for conversation on campus. Pizza sessions with students will continue at least once per semester. Fellowship receptions, sponsored and funded privately by the campus executive Leadership Group, for all campus employees, will be held once each semester, beginning Fall 2018.
2. My Voice@IU survey results were shared with the campus and each area has developed action plans to improve at least one of the indicators of engagement. A new professional development program “Emerging Leaders” is being developed by IU HR Organizational Development, based on the IU-wide results, which we hope will impact staff feelings of engagement. There is no equivalent survey currently being administered for faculty, however, we will begin administration of the HERI Survey for faculty in the Fall of 2019.
3. Academic Affairs will work with IU HR to develop a Department Chair/Program Director Training series. This need was identified during the Listening sessions held on campus reported in 3R3.

Sources

- 3P2 tuition-booklet_IU
- 3P3 Leadership Development IU
- 3P3 Training Opportunities - Indiana University Northwest_ Behavior Based Interviewing
- About the Board of Trustees
- Advisory minutes
- BoT Agenda -JUNE 2018
- Chancellors Board
- Council Membership
- Council Minutes
- CQI--CONTINUOUS QUALITY IMPROVEMENT
- Delegation of Authority

- ExecComMinutesMar2018
- FacOrgMinutesSep2018
- FO Committee Assignments
- FO Constitution
- FO Meeting Schedule
- Gallup Survey
- Gallup Survey (page number 11)
- Northwest Councils Charge
- Organizational Chart
- sample_facultyorgcommitteereports
- SGA Constitution - Indiana University Northwest
- Town Hall meetings

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4

Developing and communicating standards

IU and IU Northwest have policies in place to ensure that the University operates with integrity and practices responsible and ethical behavior. The IU System guides many of these policies, and outlines standards and expectations associated with research, teaching and learning for both faculty and students. IU's BoT is [governed by the Indiana State Code](#), and drives policy expectations of high

ethical and moral behavior and practices that help IU Northwest carry out its mission. IU formally approves official university policies through an [established process](#), publishes those policies in a consistent format, and maintains official university policies in a central [policy website](#). Further, the campus establishes campus-specific policies to further our mission, promote consistency, efficiency, and effectiveness; and ensure compliance with IU policies and federal and state laws or regulations. Policies and procedures drafted by operational units (Student Affairs, Academic Affairs, Fiscal Affairs, Human Resources, Advancement) are vetted before approval by those units and the campus leadership.

Policies are communicated to faculty, staff, students and the community via the IU and IU Northwest website: the [Code of Academic Ethics](#), [Principles of Ethical Conduct](#), [Code of Student Rights, Responsibilities, and Conduct](#), [IU Northwest Academic Policies](#), and [other policies](#) are thus always available for use and consultation.

Training employees and modeling ethical and legal behavior

IU Northwest offers the campus community a variety of training opportunities both in person and online, to ensure staff, faculty, and students are educated and informed about their responsibilities related to applicable university policies and procedures and stated and federal laws that apply to them.

As new employees join the IU Northwest community, orientation introduces employees to IU's expectations for integrity and responsible and ethical behavior. This is then reinforced by the hiring unit as employees learn the components of their job. Further details can be found in Category 3. When hired, employees receive a copy of the IU Conflict of Commitment and Conflict of Interest policies of ethical behavior. Employees must sign a [disclosure form annually](#) if a conflict, as defined by the policy, exists in discussion with the employee's supervisor. Faculty and Staff HR administrators and maintains this process.

Relevant employee training requirements that are satisfied online include but are not limited to:

- [FERPA tutorial](#)
- [Data Protection and Privacy Tutorial](#)
- [Responsible Conduct of Research – Human Subjects, Research with Animals](#)
- [Acceptable Use of Computing Resources](#)

Once an employee has completed any of the above required trainings, they are reminded by email when they need to renew their certification. If an employee's certification expires, their access is removed until their certification is renewed.

Depending upon the nature of employment, various types of compliance training are required. The University HR department and the Office of Affirmative Action offer mandatory legal compliance training. All newly hired or promoted supervisors take mandatory compliance training within their first year of employment, after which each supervisor must renew their training every five years as described in 3.3.

In addition, various units conduct training sessions regularly regarding ethical behavior, including for example, the appropriate use of purchasing procurement cards, financial policies, fiscal officer and account manager responsibilities, conflicts policies, and the Human Resource Management System (HRMS) document control and use.

Operating financial, academic, personnel and auxiliary functions with integrity (2.A.)

University Administration provides regular reports via e-mail alerting the campus of any issues that may need action taken for University compliance as an [internal control mechanism](#). Regular internal audits are conducted by various sub-units of the university, including but not limited to payroll, advancement, human subjects, registrar, and accounting.

Indiana University is required to conduct annual independent financial audits and reported to the state.

Additional information about IU Northwest's fair and ethical policies and adherence to the processes can be found throughout the Systems Portfolio, for example 1.5 Academic Integrity, 2.4 Complaint Processes, 3.1 Hiring, 4.3 Leadership, and 5.3 Operational Effectiveness.

Making information readily and clearly available to all constituents (2.B.)

The [Bulletin](#) and the [Schedule of Classes](#) communicate the information required for students to be successful in any course, both of which are available entirely online. They list the prerequisites for all courses. Faculty members within the units review prerequisites regularly. Department faculty enforce prerequisites during registration via website coding in the SIS environment; however, units may grant exceptions with the permission of the instructor or academic unit administrator.

In accordance with Student Right to Know, IU Northwest offers easy access to [federally required disclosures](#) including tuition/fees, enrollment, faculty, graduation rates, campus safety, accreditation, and other important topics. Faculty list course objectives on syllabi, including any general education objectives a course covers (Category 1).

4R4

IU Northwest has not received any allegations or conducted any investigations related to research misconduct in the past 4 years. The Faculty Board of Review reports that there has been only one case during 2013-2018 involving faculty ethics.

The [latest external federal single audit](#) continues to indicate that there are no concerns related to the financial integrity of the institution. Previous financial audit reports can be accessed at the [Indiana State Board of Accounts](#). The most recent campus [Audit of Revenue and Expense Controls](#) reported two low risk issues related to time entry and revenue producing activity. Both issues have action plans for improvement provided in the audit.

Supervisors must complete [mandatory legal compliance training](#) every five years. FMLA/FSLA training is only offered every three years, but ADA/EEO and Sexual Harassment Training are available annually.

Beginning in 2017, records of FERPA incidents and response to those incidents is monitored in the Registrar's Office. Across the two years of monitoring there have been only 2 incidents, involving the inappropriate release of student information to other students, affecting 172 students. In both cases, students received an apology and acknowledgement of the issue and the units implemented processes that should eliminate those particular situations from happening again.

[Corrective actions or terminations](#) for policy violations have averaged 13.8 and 4.5 respectively. Actions/terminations were abnormally high in 2017 because of a group violation of our electronic time-keeping policy and procedures.

The My Voice@IU survey asks the question "There is open communication throughout all levels of

IU". Only 19% of respondents (116) agreed with this statement, with 56% disagreeing. Another question asked, "I always trust IU to be fair to all employees". Only 26% of respondents (122) agreed with this statement, with 45% disagreeing. These results are in the 5th and 9th percentiles. They demonstrate a significant need to continue to improve open and transparent communication at all levels of the institution.

4I4 Improvements

1. We make changes continuously based on the monthly internal control audit results if patterns of behavior are discovered. For example, the internal control audits of automatically approved timesheets have led HR to develop a communication plan designed to increase knowledge and thus decrease the number of these instances.
2. The analysis of corrective actions has led to several changes in operations, including regular campus-wide announcements about important IU/IUN policies, as well as improvements in employee orientation to more fully cover relevant policies and procedures for employees.
3. The results from the My Voice@IU survey have been shared with the campus as well as the individual functional units. Each functional unit has developed an action plan to address at least one of the engagement areas assessed by the survey. Academic Affairs is implementing once-a-semester town hall meetings for the entire staff, where they can share best practices, concerns and fellowship and work to try to solve common problems across the unit.
4. The campus has also revised its opportunities for communication and fellowship with the Chancellor's Office as described in Category 3.2.

Sources

- 1P5 Code of Academic Ethics
- 2017-fiscal-year-single-audit
- Academic Faculty Students_ Categories_ University Policies_ Indiana University
- Academic Policies - Indiana University Northwest
- Audit Report Filings-state of indiana.pdf
- Code of Student Rights Responsibilities and Conduct
- Code of Student Rights Responsibilities and Conduct (page number 4)
- COI-C Disclosure Form notice
- Establishing Universities Policies_ Policies_ University Policies_ Indiana University.pdf
- Ethical Employee Training
- Ethical Employee Training (page number 2)
- Ethical Employee Training (page number 3)
- Ethical Employee Training (page number 6)
- Ethical Employee Training (page number 7)
- Ethical Employee Training (page number 8)
- Federal Compliance Training
- Federally Required Disclosures - Indiana University Northwest
- Indiana State Code_ Policies and Resolutions_ About the Board_ Board of Trustees_ Indiana University
- Internal Control Audits IUN
- Northwest Revenue and Expense Controls
- Policy Violations 2013-2017
- principles brochure
- Schedule of Classes Bulletin for the Northwest campus for Spring 2019

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1

Selecting, organizing, analyzing and sharing data.

Information collected in the 3 primary enterprise data systems, Student Information System (SIS), the Kuali Financial System (KFS), and the Human Resources Management System (HRMS) provide the source data for secondary support systems and reporting tools. These secondary tools include [SalesForce Customer Relationship Management \(CRM\)](#), [the IU Information Environment \(IUIE\)](#), and the [Academic Metrics 360 Decision Support Initiative \(AM360\)](#), providing university-wide business intelligence and data visualization functionality. An enterprise data warehouse (EDW) serves as the central repository of these data that are used in creating analytical reports for campus constituents and external reporting. Indiana University data managers make available role appropriate access to data and systems through the [One.IU university portal](#).

Determining data, information and performance results to plan and manage.

Academic units, administrative offices and executive leadership require data, information, and performance results for: 1) the strategic planning processes, 2) tactical decision making, and 3) day-to-day operations. Using the data sources above, employees can query the data for metrics based on those goals set forth in the [IU Northwest Strategic Priorities and Objectives](#), or query the data to draw out reports related to specific departmental operations. Access to the systems empowers each unit to determine what data to obtain, and how to interpret the data in support of decision-making. IU Northwest, both at the institution and unit level, interpret the data to implement changes essential to advancing strategic priorities.

Units request assistance from the Office of Institutional Effectiveness and Research (IEIR) for complex data sets or analysis that is not readily available from the data sources cited above.

Making data, information and performance results available

The data systems make available snapshots and live data needed for strategic planning and decisions on a consistent and timely basis. The Office of University Institutional Research and Reporting ([UIRR](#)) compiles large amounts of data on geographic and demographic population changes, trends and statistics. UIRR provides updates and projections annually or more frequently, if necessary.

The University Budget and Accounting office releases financial data monthly for generating reports. Units can access reports in IUIE, comparing actual results to budget for current periods, year-to-date, and prior years. The system updates account balances daily, and units can access reports in KFS for tracking, monitoring and planning.

Online dashboards, including head count, classroom size, credit hours, number of adjuncts, number of majors, among others, transform data into useful information, using the Business Intelligence platform, AM360. Data in the warehouse refreshes AM360 every 24 hours and help ensure that data, information and performance results are readily and reliably available on demand. Other significant electronic data sources available 24/7 include online faculty course evaluations (Blue Explorance) and faculty productivity measures (Digital Measures).

Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s).

The University's Information Technology Service (UITS) stores and makes accessible the majority of institutional data. We store University data on servers in IU's Intelligent Infrastructure, a virtual server system housed in the [University Data Center](#) facility. UITS backs-up the data nightly. [I-Light](#), a high speed, fiber optic redundant network, connects IU Northwest to the university data center. Any unexpected interruption of service triggers a critical system alert managed by a 24x7 [Network Operations Center](#) that notifies users of the outage, while professional staff address the outage. We manage access to the University's data through a hierarchical permission process that starts with a departmental-level user request to a campus data manager, who approves the request and initiates an on-line request to server managers. A [two-factor authentication](#) process secures access to all university enterprise data systems.

Tracking outcomes/measures utilizing appropriate tools.

IU Northwest can continuously monitor the effective use of IU systems and information through the collection of user metrics, data inputs, comparative data of prior performance and outcomes, and survey data. UITS and other units that heavily use these systems provide [enterprise wide training opportunities](#), user guides and task specific job aids available to all students, faculty and staff. System inputs and usability statistics provide a quantitative basis for monitoring business activity and general performance metrics, using standard query tools such as the IUIE.

5R1

The following are examples of primary data source use in decision making at IU Northwest.

Revenue and Expense Trends: KFS provides the source data for creating the campus budget. Campus units can generate various formats of detailed financial trend reports in AM360. A trend analysis informs our projections and budget planning. Each unit develops a budget annually at the account level. The leadership team uses the results of financial analysis and trends to make decisions regarding operations, including implementing strategic plans and expanding initiatives. The referenced [revenue chart](#) depicts an 8.4 percent overall decline in revenue from FY2012 to FY2017. The decline in revenue has led to an overall decrease in the budget for FY2018 which has impacted unit budgets as well, however the available data has helped the campus to manage the revenue decline very effectively, which keeps our budget balanced and the campus financially sound.

[Low Enrolled Classes \(LEC\)](#), a software program that the College of Art and Sciences uses, allows the Dean and department chairs to make decisions, balancing multiple factors such as curricular continuity and availability of classes with faculty salary expenditures. LEC facilitates an electronic conversation between the department chairs and the Dean regarding low enrolled classes considering factors beyond just enrollment. The resulting run/cancelled data generated by LEC further informs decisions on class schedules in the future. This chart is an example of the keep/cancel/wait decisions made for [low enrolled classes for the first summer session in 2018](#).

We use [Ad Astra](#) as the enterprise application for room and resource scheduling at IU. Registrars use this solution when scheduling classes to optimize room allocation. Event planners and individual departments use Ad Astra for scheduling events and meetings. This tool leverages current and historical data to make the most effective use of space, track use of university assets and plan for the strategic reallocation of these assets as institutional needs change. The program identifies underutilized rooms through historical room assignment reports. The information has led to the repurposing of some assets. For example, based on data from Ad Astra and IUIE enrollment reports, [computer lab RH212](#) was repurposed as a general use classroom.

[Labstats](#), a vended application utilized by UITS-NW, collects login and related usage data for campus-owned, UITS-NW-provided computer systems located in the campus computer classrooms and Student Technology Centers. UITS-NW uses the application to identify which systems have been utilized, by whom and for what. UITS-NW uses the data to make decisions regarding number, type and location of student computing resources. They also allocate hardware and provide software licenses based on the analysis of these reports. During summer 2018 the computers in the library Information Commons were due for life-cycle replacement. A [Labstats report](#) was generated that displays login frequency and time for these computer resources. Based on the analysis of the data, UITS-NW instituted a 30 percent reduction in the total number of systems provided in this area allowing for re-allocation of campus resources to other areas with higher needs.

Data Integrity The State Board of Accounts (SBOA) performs an annual audit of student data at IU Northwest for the Commission of Higher Education (CHE). The 2018 [SBOA email](#) and [letter](#) attest to the integrity of student data at IU Northwest.

5I1 Improvements

1. The College of Arts and Sciences has used **LEC class schedule optimization** over several years, and have observed trends in class schedules and their effect on enrollments. These trends inform optimization of class schedules, so students do not face the prospect of registering for a class that we then cancel. For example, with the growth of online classes, we no longer offer multiple face-to-face sections of Intro to Computing. We plan to expand the use of the LEC to all academic programs.
2. Based on **Ad Astra** reports, a comprehensive review of classroom resources is underway to identify underutilized classrooms and computer labs to reallocate resources where most needed.
3. **AM360**, though in development, has already put many key metric reports in production. Individual schools are working to develop a process to utilize more effectively the enhanced analytic reports for their programs. IU Northwest will work with the AM360 team to arrive at budgetary and academic metrics that prove useful to the campus(i.e. data to support new positions).

Sources

- 2017_2020 Strategic Priorities and Objectives
- About DSI
- About I-Light
- About IU CRM
- About LabStats
- About OneIU
- GlobalNOC
- Hot Spot Report for LC100
- IUIE
- IUIE Training Opportunities
- LEC
- LECSummerReport
- MEMO - RH212
- Revenue and Expense Trends - Campus and COAS
- State Board of Accounts Email
- State Board of Accounts Letter

- Two-Step Login at IU - Duo
- UIRR Website
- UITS Data Center Operations and Production Services
- What is Ad Astra

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2

Maintaining fiscal, physical and technological infrastructure to support operations (5.A.1)

Fiscal: IU submits a biennial budget request to the state legislature in even numbered years. The [2017-19 request](#) is available online as is the current [approved budget](#). At the institutional level, IU Northwest develops a balanced annual operational budget. Early every year, each unit reports to the campus Budget Committee their accomplishments of the last year, plans for the coming year, fiscal challenges, proposed new cost reductions, and new resource requests aligned with the Campus Strategic Priorities. The Budget Committee, chaired by the VC for Fiscal Affairs, includes all of the

executive [leadership](#), the Faculty Organization President and a representative from the faculty Planning & Budgetary Affairs Committee. The committee develops fiscal priorities and recommendations to the Chancellor for resource allocation/reallocation, and proposals for resource support pending final institutional guidelines. The budgetary process focuses on meeting the resource needs of the campus, while making sure that the budget and expenditures balance.

Technology: The campus executive leadership includes a Regional Campus CIO who reports to the IU Vice President and CIO, with a dotted line report to the campus chancellor. The Regional Campus CIO oversees personnel and allocates resources of UITS-NW. All UITS-NW supported technology equipment has a defined life cycle, and UITS-NW identifies and reserves funding to cover life cycle upgrades. IU UITS funds all classroom technology upgrades from student technology fees, charged per semester and per credit hour to all students.

The Regional Campus CIO has developed a [regional campus network master plan](#) that provides campus leadership with a clear timeline and cost for network and telecom equipment replacement that is part of the annual budgeting process.

Physical: An annual Repair and Renovation (R&R) process allows the campus to identify, prioritize, fund, and implement needed major projects. An annual [building condition inventory file](#) tracks and records overall building conditions. Facilities and Operations [establish the priority projects](#) which is vetted by campus executive leadership and then funded from the [R&R student fee income](#). Larger projects are funded through a bi-annual state Capital Appropriation Requests (CAR) process.

Setting goals aligned with the institutional mission (5.A.3)

While setting a responsible budget and managing financial resources, we consider all [institutional strategic priorities and objectives](#) in support of the campus mission. Management of resources for fiscal, technological, and physical infrastructure of the institution closely aligns with our [strategic priority five, Financial Stewardship and Infrastructure](#).

Two strategic objectives focus on improving our revenue streams beyond public funding or tuition and fees:

1. Increase private funding support, including campus endowments, to support student scholarships, academic innovation and campus priorities.
2. Increase successful public and private grant applications, which offer significant returns to the campus and its constituents.

Three objectives under this priority involve our physical and technological infrastructure:

1. Maintain a safe, attractive and welcoming campus environment with innovative scholarships, student activities and work.
2. Maintain an effective information technology infrastructure for institutional success.
3. Continuously review campus space and use policies to ensure campus excellence and inclusion.

Allocating and assigning resources to achieve organizational goals (5.A.2)

The budgetary and planning processes, integrated with the campus strategic priorities, is the primary mechanism by which resources are allocated annually. The Budget Committee recommends resource allocation to ensure IU Northwest has sufficient resources for high-quality operations.

Tracking outcomes/measures utilizing appropriate tools

The IU Foundation, a separate non-profit responsible for IU's endowments, tracks **private funding** for all the campuses of IU, including our participation in the IU Bicentennial Campaign.

The IU Office of Research Administration tracks **external funding** through Kualu Coleus (KC) Grants, a comprehensive system to manage research administration.

We gauge the effectiveness of our physical and technological infrastructure with **feedback from campus constituents**. The annual Senior survey provides ratings of services across campus, and the IU UITS Survey is conducted every 3 years.

Fiscally, we track the overall **Composite Financial Index** reported to the HLC and our annual reserves as overall measures of financial health. Every budget cycle the campus projects revenue based primarily on state appropriations and a credit hour projection, broken down appropriately to calculate tuition and fee revenue. [Based on that projection](#), we construct a budget for the upcoming fiscal year. Credit hour projections involve an iterative process from November to March that includes input from admissions, the CFO, EVCAA, institutional research, the IU Budget Office, UIRR, and campus deans.

5R2

Private giving during our IU Bicentennial Campaign is on schedule to meet our target to raise \$8 million between January of 2012 and the end of FY2020. As of the end of September of 2018, [we have raised 90 percent of the funds](#).

External funding can provide meaningful resources to the students attending IU Northwest, or provide important experiential learning opportunities through research with faculty. [Advancing Indiana Math and Science](#) (AIMS) awards an NSF funded full scholarship for students in STEM field programs. [Louis Stokes Alliance for Minority Participation](#) (LSAMP), another NSF funded program, provides tutorial resources for minority students in the sciences. Student Support Services is funded by a TRIO program grant to facilitate the academic success of selected participants. Total external grants awarded to the [campus was \\$398,093 in the last fiscal year and \\$3,409,044 between 2013-18](#).

Constituent feedback Overall satisfaction questions on the UITS survey ([2016](#)) ([2014](#)) generally exceed 90 percent satisfaction in most areas of the survey, so when networking services dipped below 90 percent in 2016, an opportunity to improve presented itself. Similarly, we monitor satisfaction with services on campus through surveys like our graduating Senior Survey, that show that students are generally [pleased with the quality of services provided](#), however food services is consistently lower rated.

The [Composite Fiscal Index](#) reported to the HLC annually has been consistently within the zone requiring no follow-up by the HLC. [Campus reserves](#) are stable as well. The [percent distribution of core revenue and expenses](#) is comparable to our peer institutions and reflects our mission as a comprehensive masters granting institution. Annual audit reports are publicly available on the University's website, as described in Category 4 and have consistently found no major issues.

[Projected and actual revenue](#): Projected (target) revenue is essential to the budget construction process. The reference displays the data for the projected versus actual revenue for the past four complete fiscal years. Note that the actual exceeds the projected revenue for the past 3 fiscal years.

[Projected and actual credit hours](#): Student credit hours are the largest source of income for the

campus. The reference displays the data for the projected versus actual campus credit hours over the past seven complete fiscal years. Projected credit hours are similar, though slightly higher than actual credit hours as enrollments have decreased.

5I2 Improvements

1. Following a [NW Council discussion](#) on innovation during tight budgetary times, campus leadership has drafted a proposal for a [Chancellor's Initiative reserve account](#) to fund collaborative innovations between Academic Affairs and Student Affairs and Enrollment Management and develop new programs to benefit students.
2. With the return of some R&R funding to public institutions in Indiana and other capital funding opportunities, the physical campus has undergone revitalization. The opening of the new Arts and Sciences building allows the closing of the outdated Lindenwood Hall. Several smaller projects include the replacement of concrete sidewalks, and replacement of all signage around campus. A major replacement of HVAC and other systems in the Library, and the revitalization of the library courtyard space have capital funding and are in process of implementation.
3. A recently collected [graph of network bandwidth](#) used during a period of peak usage along with the data from the UITS IT survey demonstrated the need for higher bandwidth. The UITS-NW network team, in partnership with the other IU regional campuses, obtained an \$454,000 NSF grant to provide the equipment and connection fees to upgrade the campus internet connection from 1Gbps to 10Gps.
4. UITS rewired the Savannah Student Center in 2018, and, by FY2020, we plan an Edge switch refresh that will improve network connectivity across campus.
5. We are hiring a new Director of Sponsored Programs, with expanded responsibilities, to include grant writing, to help the campus become more successful obtaining federal grants to support student success.
6. The campus re-instituted the [Facilities Planning Committee](#) in 2017. Membership now consists of representatives from each school and administrative unit. Requests for improvements to facilities will now be submitted in a standard format to improve how upgrades to offices, classrooms and other campus areas used by faculty, staff and students are handled.
7. A Starbucks Cafe opened in the Library in Fall 2018, based in part on feedback on food services from the Senior Survey.
8. IU and the campus will be moving to a two-year budget planning cycle that aligns with the state's biennial budget framework, effective FY20 rather than the annual process currently in place. This should improve long term planning and increase efficiency.

Sources

- 2017_2020 Strategic Priorities and Objectives
- 20181105_instpriorityreport_priority5
- 5.09.2018 IUN Building Condition Inventory
- Academic Innovation Support Proposal
- Award Dollars for Indiana University Northwest 2013
- BudgetRunBook_ICHE201719BudgetRecommendation_20161202_IndianaUniversity
- Campus Reserves 2013-2018
- Composite Fiscal Index IUN 2013_2018
- Council 10-9-2018 Meeting Notes
- Council 10-9-2018 Meeting Notes (page number 4)
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- Facilities Planning
- For ALL Campaign Report 9.30.2018
- IUNW FY19 RR Request Allocation
- LSAMP
- New Senior Survey Report 2017-18
- NSF AIMS Scholarships
- Projected and Actual Credit Hours
- Projected and Actual Revenue
- R and R Fee Income 05072018
- Recent Senior Survey results on Support Services for Students
- RNMP Summary
- Senior Administration - Indiana University Northwest
- SNAPP Graph
- Statement on approval of Indianas new biennial budget_ News at IU_ Indiana University
- UITS Survey RESULTS 2014-16
- UITS Survey RESULTS 2014-16 (page number 2)
- UITS Survey RESULTS 2014-16 (page number 9)

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3

Building budgets to accomplish institutional goals

The primary strategic priority of student success drives the budget process, with the other strategic priorities supporting that goal. This includes modernizing classrooms, laboratories and technology to support all of the strategic objectives. Prior to budget construction for the upcoming fiscal year, the central administration in Bloomington establishes and sends the [calendar for the budget process](#) to all campuses. Tuition and fees, based on credit hour projections, provide most of the institution's revenue, and we receive word in the spring of the final state appropriated revenue we can expect.

Next, we ask each unit to project non-compensation budgets and income from sources other than student and state revenue, for the upcoming fiscal year at the line item level. The institutional process aligning the budget to the institutional goals is described in 5.2.

Monitoring financial position and adjusting budgets (5.A.5)

The primary office for monitoring the financial position of the campus is Fiscal Affairs, which works with the Budget Officer in each unit to manage budgets. The IUIE provides income and expense ledger reports to any unit at any time of the fiscal year. These reports give the unit an up-to-date picture of their income and whether it is meeting projections. Revenue trends are available, which allow for a direct measure of the fiscal status of a unit. The reconciliation process put in place in the past two years ensures units check reports at least monthly throughout the year.

Maintaining a technological infrastructure that is reliable, secure and user-friendly.

The UITS-NW team provides and monitors all technology services for the campus. As described in 5.1, a 2-factor authentication process secures access to all university enterprise systems, and training is required to have access to critical data. The Network Operations Center monitors the campus network 24x7 and responds to any issues. UITS provides assistance to students, faculty and staff 24x7 through the IT Support Center (walk-in, phone and email consultation M-F, and after hours support through IU-UITs downstate).

Maintaining a physical infrastructure that is reliable, secure and user-friendly.

The campus Facility Services team provides support for the campus buildings and grounds. Campus constituencies [request service online](#), using AIMS, the enterprise facilities work order system. The Director of Facility Services reviews the requests for service and assigns the task to a staff member with the skills to resolve the issue. Once assigned tasks are completed and the staff updates the work order, the management reviews the work order for final close out. Staff members perform preventative maintenance activities on key facility service resources with a goal of preventing unscheduled service outages. The team uses the building inventory file and annual list of R&R projects to plan ongoing projects as described in 5P2.

Managing risks to ensure operational stability, including emergency preparedness.

IU Northwest participates in the centrally managed [Protect.IU program and services](#). IU Northwest has an [emergency action plan for the campus](#). Emergency action plans for each building and an emergency evacuation map are on the campus Environmental Health and Safety website and posted in each building. A Regional Director of Environmental Health and Safety, along with a campus assistant director, oversees the updating and distribution of information related to these plans, as well as coordination of training and safety exercises. The Indiana University Police Department (IUPD) has an office and staff located on campus who provide safety and security services and programs. Training is available for safety situations, such as active shooter and crime prevention. In the event of an emergency, [IU Notify](#) issues an alert to faculty, staff and students of the situation and gives instructions and advice. All units maintain an up-to-date business continuity plan using the IU business continuity planning tool, IU Ready ([ex. Academic Affairs](#)). IU Northwest has an Emergency Preparedness Team, chaired by the Director of Facilities and Operations, with representation from all units on campus. The team develops campus emergency plans, arranges training for emergencies, and oversees response and recovery in the event of a campus emergency.

Tracking outcomes/measures utilizing appropriate tools

UITS tracks requests for service and reported issues in Footprints, the enterprise IT issue tracking system. UITS-NW staff generate and monitor Footprints reports for unresolved issues or systemic issues that may need addressing at a higher level. A Bi-annual **UITS User Satisfaction Survey** provides feedback from faculty, staff, and student of the technology services offered to the campus.

AIMS Activity Reports enumerate by category the number of work order issues entered and handled by Facilities.

IU Northwest complies with the Jeanne Clery Act of 1990, and posts the **Annual Security and Fire Safety Report** as well as [daily crime logs](#).

Financial tools available through KFS allow units to regularly monitor budgets and expenses. Annual financial audits ensure financial integrity (as described in 5.2).

5R3

The campus has well developed tools to analyze its financial strength, and monitor its physical and technological infrastructure. Despite declining enrollments and state revenue, the information provided by the fiscal data systems has allowed IU Northwest to meticulously manage our budgets, and still maintain our academic programs. A number of results point to our effective management of operations on an ongoing basis.

The included [ledger for the School of Education](#) for the end of FY2018 gives a quick accounting of the actual versus budgeted income by unit. This report gives the unit an up-to-date picture of their income and if it is meeting its projections from the previous year, which can be run at any time during the year to monitor progress. We have included [revenue and expense trends from COAS](#) for the fiscal years 2010 through the present to show one of our direct measures of the fiscal status of a unit. Income includes both student and state income. A unit that meets or exceeds revenue projections, and manages expenses within their budget indicates their strength fiscally. [Revenue and expense trends for the campus](#) provides a fiscal picture for all of IU Northwest.

The [Annual Security and Fire Safety Report](#) includes data from 2015-17 for all IU campuses. Overall crime statistics are quite low at IU Northwest, and place us amongst the safest in the state. Announced Tornado drills and unannounced Fire Drills are carried out annually.

The biennial [UITS User Satisfaction Survey results](#) report consistently high satisfaction with UITS services and support. Our results are higher than the other regional campuses as well. However, satisfaction with network services decreased in 2016 and it clearly affected overall satisfaction. Investigating the root causes of this dip in satisfaction led to the discovery of a serious networking issue and solution described in 5.2.

The [AIMS report](#) reports the number of facilities issues received and completed. IU Northwest first implemented AIMS a year ago. Facilities will use the year over year data (once generated) to evaluate effectiveness of preventative maintenance and to better target resources where needed.

5I3 Improvements

1. Facility Services has been using a work order system for about one year. The implementation of this system was a big step forward in supporting better service for the campus and they intend to mine the data from this system to continuing refining allocation of resources and to monitor for service effectiveness.

2. An external Facility Condition Assessment is currently underway that will help direct us in future building, equipment, and grounds investments.
3. The UITS User Survey from 2016 indicated that customers were not happy with the results from leveraging support from the central UITS support center. One improvement based on this review has been an implementation of an on-line web form to request service. UITS-NW would like to target non-urgent requests to the web form, freeing up the phone lines for more urgent support requests and reducing the number of calls transferred to the central UITS support center.
4. The Northwest Police Chief was named the all IUPD chief diversity officer in 2017 and since then has increased the [diversity of the campus police](#) significantly, more closely matching the demographics of the campus itself.

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- UITS Survey RESULTS 2014-16

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1

Selecting, deploying and evaluating quality improvement initiatives

The [Institutional Effectiveness Advisory Committee \(IEAC\)](#) coordinates continuous quality improvement initiatives and advises campus leadership on improvement and accreditation efforts. The IEAC consists of our Accreditation Liaison Officer, the Assistant Vice Chancellor for Institutional Effectiveness and Research, the Executive Vice Chancellor for Academic Affairs, the Faculty Organization President and three other administrative and faculty members from across the various campus divisions. Along with the Chancellor, the IEAC has attended AQIP Strategy Forums at scheduled intervals, to gain additional feedback and training from the Higher Learning Commission to refine improvement efforts. [The Committee expands membership](#) during certain points of the accreditation cycle to assist with documenting our CQI efforts in the Systems Portfolio, or to prepare for the CQR visit.

The IEAC includes as many stakeholders as possible in suggesting CQI initiatives. They seek out action projects from all campus constituencies and base their selections on assessment reports, survey results, and other data-rich resources. Strategy Forums afforded us opportunities to spend focused time to plan action projects to address high profile challenges facing our institution. The [IEAC reviews potential CQI initiatives](#) to consider the relationship with institutional priorities and shepherds the proposal through implementation after gaining the approval from the IU Northwest Council and the Chancellor, to ensure constituent and leadership support and funding. The IEAC supervises the completion of the Action Project Charter, an [implementation team is formed](#) by the functional areas involved and they provide updates and reports for evaluation based on the timelines specified in the proposal.

Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

The university was accepted into the AQIP pathway in 2002. Since then we have submitted Systems Portfolios in [2005](#), [2009](#), and [2013](#), and actively participated in Action Projects every year. The IEAC plays a central role in aligning action projects and other aspects of the AQIP review process with our CQI efforts (especially Strategic Planning). All members of the IEAC have access to the Action Project Network, where we submit our reviewable action projects. The same group attends Strategy Forums, along with the Chancellor, which we have been able to successfully use to plan improvement projects with a broader scope. We send multiple members of the IEAC to the annual HLC meetings each year as professional development. We have had a stable core group of members on the Committee that have an institutional memory throughout the accreditation cycles, and we expand our membership to other experienced campus leaders who can supplement our knowledge of improvement efforts across campus to accomplish the tasks of completing System Portfolios, and ultimately our Comprehensive Quality Review. Our teams for developing the Systems Portfolio are large, consisting of staff, faculty and administrators. We have [learned through our experiences](#) with AQIP, including exercises at a Strategy Forum, that improvement comes from wide participation in any initiative, and democratization of our CQI processes has been quite successful.

The [2014 Systems Appraisal feedback](#) identified the following strategic challenges: need for clear association of interpretations with data; need for competitive, comparative and trend data; and clearer connections between how data are interpreted and fed into decision making. Upon receiving the 2014 report, the category co-chairs convened to evaluate the feedback, and [suggest action plans](#) based on the feedback that was vetted by the IEAC and presented at the NW Council. Since then, the campus has [made significant progress towards addressing the opportunities](#).

6R1

The AQIP Pathway has provided Indiana University Northwest with an external source of feedback on how we conduct our quality improvement initiatives that serves us well. Project reviews of updates provide an outside look on our improvement project initiatives. Strategy Forums have been a valuable piece of the AQIP process that combines professional development in CQI, assessment tools for action projects, and an opportunity to have time to develop new continuous improvement projects. The AQIP Pathway elements combine to produce review results that assist us to mature in CQI, as can be seen in more specific examples.

The AASCU *RFY initiative* provided a structured process to implement an AQIP action project. IEAC members are part of the RFY steering committee. The project required IU Northwest to participate in a [planning and assessment process](#) for first-year student success that set specific goals and targets early in the planning process. [Feedback from AASCU](#) refined the plan for IU Northwest, and, in

collaboration with other Indiana University campuses, we centralized some [metrics](#) to consolidate data collection through University Institutional Research. A baseline was established using the 2014 and 2015 first-year cohorts and the 2016 first-year cohort was the first to benefit from RFY strategies. More than 60 faculty, staff and students are a part of the implementation team for the project. [Early results](#) have been generally positive in this project, and the RFY Steering Committee has learned from the data, and the plan calls for adjustments in strategies to address findings. The RFY Committee has presented the results at [campus convocations](#) (increasing interest and participation in the project), the [campus Board of Advisors](#), and [AASCU meetings](#), and several [manuscripts](#) are being published in the special RFY issue of *JOSOTL*. The careful planning of the project has yielded a feedback loop that holds value to faculty and staff at IU Northwest in the continued improvement of our first-year experience (Category 1 and 2 have more information on this project).

Creating new mechanisms to document feedback improves our continuous improvement efforts, and so the [Continuous Improvement Campaign](#) action project involving WEAVEOnline has the potential for vast improvements in the way our campus closes the loop. In the course of a year, the campus moved from having virtually no entries in WEAVEOnline CQI application to having over [sixty percent of the administrative departments and forty percent of academic departments outlining goals](#) in this manner. [Over 70 individuals attended Quality Time demonstration forums](#) for the campaign, to learn more about, “closing the loop,” using WEAVEOnline. [Forty-three individuals attended](#) the hands-on labs for WEAVE, and [evaluations of the sessions were positive](#). Even though we have not enjoyed one hundred percent participation in the WEAVEOnline project to date, the emphasis on CQI accelerated departmental use of some simple methods to utilize feedback to inform future decisions and adjust our processes in various areas.

Our [Evaluating and Strengthening the Service Culture](#) action project began as a way of collecting point-of-service feedback from our students, primarily for the departments within our division of Enrollment Management and Student Affairs, and the evaluation instrument only enjoyed limited success with 143 responses from potentially thousands of possible students entering those offices. Action Project managers for the *Service Culture* project realized it was necessary to backtrack to a more fundamental level and used results from student and staff focus groups to define and train staff with our own understanding of service culture, which became known as the Redhawk Response. The *Service Culture* action project concluded in the spring of 2017 with [recommendations on next steps](#) sent to the Chancellor for future implementation through the revised IU Northwest Strategic Plan. This process contributed to a current CQI initiative focused on Staff Engagement (using the Gallup Survey). A very prescribed process from IU Human Resources outlined how we should process the results by division, but the practice the campus has with continuous improvement through AQIP allowed for a quick assimilation of the results into an action plan for our campus (Category 3 &4 have more information on this project).

These examples illustrate how we develop, carry out, and learn from our CQI initiatives. At the center of all of them is the identification of a process/outcome to improve through data/feedback from our constituents, development of a plan for improvement with significant commitment and participation by the campus and an evaluation of the processes to help us improve our CQI initiatives in the future.

6I1 Improvements

We continue to remain systematic in our approach to continuous quality improvement. We understand the underlying concepts that lead to improvement, we apply the techniques of a continuous improvement cycle by having a plan, accessing the implementation of the plan, and reflecting on feedback and information that results to improve our institution further. We have taken some [significant steps towards aligning these actions with our institutional strategic plan](#) with better

documentation, and the connection of larger action projects to our strategic priorities. IU Northwest will need continuing resource commitments, and the persistence of employees dedicated to the task of continuous quality improvement to continue towards a truly aligned mechanism for CQI.

The initial concept of the Institutional Effectiveness Advisory Committee has served an important role through the years of AQIP at IU Northwest. The function of the IEAC pushed continuous improvement to the forefront, and fostered data driven decision-making regular attention among leadership. Broader participation among campus constituencies remains a continued challenge to CQI. To move our CQI efforts to the next level, the IEAC plans to expand/alter the membership to include more staff involved in assessment work in various pockets of campus to decrease siloing, and duplication of efforts. This will provide an avenue for professional development and evaluation of offices' plans and assessments, as a formative process with significantly more individuals involved in the improvement of operations on campus (which has been shown to be a successful CQI strategy on our campus).

Finding opportunities to expand the concept of CQI to broader audiences should not prove difficult when groups like AASCU provide a framework for projects like RFY. At IU Northwest, the intention is to continue even beyond the three-year window, and the steering committee for the RFY project will need to close the loop with the reports and data on our students to continuously evaluate our efforts. Individuals' experiences on the project have informed other efforts on campus, including the new enrollment strategies group. In 2017-18, individuals from the RFY CQI initiative, as well as additional relevant representatives from other areas on campus, convened for three Enrollment Summits to discuss how we might better serve *all* of our students. OIER provided data on those students who did not return to our campus, and we analyzed the information for practical ways to improve service to students. After the third summit in the spring of 2018, the enrollment strategies group outlined and then drafted a [set of retention strategies](#) for approval by the IU Northwest Council. Student success remains our primary strategic priority, and we have a long history of large and small improvement projects in this area that build on our previous work.

With the WEAVEOnline project called the *Campaign for Continuous Improvement*, IU Northwest took a major stride towards documenting continuous quality improvement on campus. To continue these efforts, we plan to upgrade to the newest version of WEAVE to streamline entry into the system, and WEAVE will provide free training to the campus. The AVCIER will provide continuing training with assistance and sponsorship through the Center for Innovation and Scholarship in Teaching and Learning (CISTL). A process for auditing the plans and assessments of departments entered into WEAVE, developed by the IEAC, provides a logical next step in the evolution of continuous improvement on campus.

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- RedHawk Response Implementation Action Plan
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6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2

Developing an infrastructure and providing resources to support a culture of quality

IU Northwest has implemented an internal infrastructure to complement Indiana University's information environment designed to support good decision-making, and a culture of quality. The Office of Institutional Effectiveness and Research (OIER) was established in 2010 and provides [quality improvement-related support and resources](#) to the entire campus, and the OIER coordinates campus surveys and maintains and interprets data, which is then readily available to campus constituents. The Assistant Vice Chancellor for Institutional Effectiveness has a [standing agenda item](#) (exemplar minutes) at the monthly NW Council meetings to keep the campus abreast of CQI efforts. As outlined in Category 5, Indiana University centrally supports a data warehouse, information and computing systems that benefit all campuses across the state. Indiana University's [Decision Support Initiative](#) encompasses the efforts of numerous report developers

throughout Indiana University who generate operational information and data to provide insight for the decision-makers on all campuses.

IU Northwest would not have a culture of quality without the quality mindset that characterizes the faculty, staff, and executive leadership.

The faculty members, perhaps more than any other group on campus, have a direct effect on the mission of IU Northwest, so it is not surprising that the [Faculty Organization, with its twenty-five standing committees](#), plays a primary role in the culture of quality on our campus. The Assessment and General Education Committee, as one of the more active and impactful groups on campus, plays a key part of the culture of quality at IU Northwest. The Committee helps the academic units with assessment reports that outline the improvement cycle. Additionally, several Schools on campus have dedicated assessment personnel, who work with faculty to create quality improvement cycles for disciplinary accreditation organizations. The common practice of curricular assessment of student learning outcomes through faculty assessments underpins the culture of improvement on our campus, but it does not stand alone in providing the infrastructure at IU Northwest for quality improvement. CISTL provides vital support on campus for faculty development by incorporating numerous quality-related resources and programs, including utilizing the [QM Rubric](#), grant programs for online course development, and the Master Course Shell, which instructs faculty about QM. They foster [opportunities for faculty members](#) to improve their teaching methodologies (in person/online) in order to help students learn through various modalities while promoting a culture of quality to all faculty, both full-time and part-time. Additionally, they provide internal audits of our online course offerings for evaluations of consistency and markers of quality to design support services to improve our offerings.

Of course, Indiana University Northwest would not advance our culture of quality among the various constituencies without a quality mindset at the campus leadership level. The Chancellor, Vice Chancellors and Deans have engaged in creating this culture through the strategic, operational, and budgetary planning processes. Leaders on campus develop these plans in various group venues, like the IU Northwest Council, Deans' Council, and the Budget Committee. The [IEAC/AQIP Steering Committee](#) (exemplar minutes) gives guidance that encourages a quality improvement mindset because of the experience gained through the AQIP Pathway, HLC Annual Conferences, and other professional development opportunities. A continued commitment from leaders on campus becomes apparent when they participate in AQIP Strategy Forums and use HLC Appraisals and Quality Reviews, as primary external reviews for the next strategic planning cycle.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

We have adopted the systematic process of continuous quality improvement to a point where it has become a common language spoken among much of campus. We provide information to new faculty and staff during orientation regarding our accreditation pathway and CQI. As mentioned previously, Institutional Effectiveness is a standing agenda item at NW Council, and CQI initiatives are reported on regularly at the [Campus Convocations](#), [Town Halls](#), [Faculty Organization](#), among others. Our recent Action Project *Campaign to Improve Integration of CQI* focused on providing a way to visualize and document our CQI efforts and has been quite successful in increasing campus-wide understanding and impact of CQI (described in 6.1).

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Our AQIP action project peer reviews and portfolio appraisals become a starting point for discussions

for improvement on campus. The HLC Strategy Forum, the resources provided by HLC, and the formative feedback received have demonstrated to our leadership that [CQI works best through a democratized process](#). We have found that less successful Action Projects, like [the initial 2013 WEAVE project](#), can prove as instructive as successful ones. Other projects evolve, like our [2015 Culture of Service](#) project that necessarily changed to something more foundational to set up a future action project (described in 6.1). All projects are evaluated upon completion by the IEAC to help ensure that our next projects benefit from lessons learned in previous ones. We take all that we learn as instructive for our next steps forward and appreciate the latitude to evolve as a quality-focused institution.

Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

[HLC accreditation](#) and the [AQIP pathway](#) are discussed regularly with many groups on campus including the Leadership Team, NW Council (minutes shared with the campus), the IEAC, and Faculty Organization. The Action Project leaders and teams keep our CQI projects on target and present on campus. The [accreditation page of the campus website](#) details information about the HLC and the AQIP Pathway, including systems portfolios, appraisal feedback reports and action projects.

6R2

While IU Northwest has numerous systems and internal groups that support and encourage a culture of quality, direct results of the impact on our campus culture remain difficult to collect and disseminate. The AQIP Pathway peer reviews and appraisals [provide the IEAC with concrete, actionable information](#) about how IU Northwest's quality improvement efforts. We have also found a [faculty survey on the Culture of Assessment](#) to provide some insight into faculty attitudes and understanding of our assessment efforts on campus. More frequently, IU Northwest relies on less direct meta-analysis of our operations to understand how we are doing with our quality improvement cycle. IU Northwest has found opportunities to use the information collected to learn lessons along our AQIP Pathway, and we continue to expand the circle of people involved in the work to improve our culture of quality.

Improving Action Projects Perhaps the most telling example of the value of the AQIP feedback to our culture of quality came at our 2015 AQIP Strategy Forum session. Pre-work for the Strategy Forum came in the form of developing a [storyboard of a successful AQIP Action Project](#). We chose to review a project we had completed on our General Education Assessment Cycle, and the group found that a large part of our success with this project resulted from having not only buy-in to the idea but significant participation in the implementation of a new set of assessments for our general education principles. The lesson of participation educated our CQI leadership group (IEAC) for future action projects. An action project on the implementation of [WEAVEOnline was attempted in 2013](#), but failed. Analysis of the WEAVE project showed that because we did not convey adequately the importance and benefits of the project, it was met with indifference and lack of participation. We needed to communicate more effectively and support those who needed to learn the system. We redesigned the action project as a yearlong [Campaign for Continuous Quality Improvement](#) that promoted the general concepts and benefits of CQI while launching WEAVEOnline as a technological tool to assist with documentation of CQI. We used training sessions in WEAVE as scaffolding for our CQI action project (more on this project in 6.1). It would be easy to abandon a good idea when roadblocks appear, but IU Northwest leadership has used feedback from the AQIP Pathway to find out what went wrong and determine appropriate next steps.

Survey of Assessment Culture General education assessment has become a normal part of campus operations, as laid out in detail in Category One and described as a vital factor in our culture of quality in 6P2, but the challenge of finding other sources of benchmarked information about how our faculty members perceive assessment culture on campus has been challenging. In 2016, the campus participated in the inaugural Faculty Survey of Assessment Culture, originating from Sam Houston State University (SHSU). We surveyed all full- and part-time faculty on their perceptions of assessment in general and assessment at IU Northwest. The response rate for the survey was 13%, of the full-time and part-time colleagues who were invited to respond, but the results proved to be both useful and encouraging. [Aggregated reports](#) on our faculty, and a nationally benchmarked report was made available to us for comparisons.

The faculty members who responded to the Faculty Survey of Assessment Culture generally appreciate the role that assessment plays, and find value in the assessment activities at IU Northwest. The [results match closely to the national norms](#) from the study, and suggest a majority of faculty that responded view assessment as something we should do, rather than something we must do. Significantly 87% agree that assessment is an integral part of our CQ process. 85% of our faculty members report assessment is meaningful to them as well (higher than the national average of 70%). The positive highlights suggest an overall view of assessment as a “good” thing that benefits the institution. More importantly, there is a recognition that assessment improves decision-making, communication and transparency, and attitudes. Other survey items that ask about process and control over assessment suggest avenues into how IU Northwest might improve. The results have been [discussed by the General Education Assessment Committee](#) and are part of the currently ongoing revision process. The IEAC has recommended that we administer the survey once every 3 years and consider adding the new surveys for staff and administrators as well.

Internally we have evidence from our Center for Innovation and Scholarship in Teaching and Learning (CISTL) that suggests our faculty place a high value on improving their classroom and online instruction. Much of the data to support this is presented in the process and results sections of Categories 1,2,3 and 6. The [audit of online course offerings](#) found general compliance with minimum QM standards, however, there is still variability in some categories (e.g. full use of the LMS online gradebook and course schedule), a continuing improvement opportunity. IU Northwest instructional faculty members have a record of accomplishment as good teachers, as we remain competitive with other Indiana University campuses for [IU teaching awards](#).

IU Northwest has a wealth of data and information, and we feel fortunate to have access to all the computing tools that Indiana University supports. With the dedicated individuals in the faculty and staff, IU Northwest uses the information to gain meaningful insights to find areas for improvement. A continuing challenge is the variability in sharing of information across departments and among different groups on campus, and we see some evidence of this in the faculty survey results about assessment, where only about half the faculty respondents agreed with the statement that, “assessment results are regularly shared throughout my institution.” IU Northwest does not stand out as atypical in this regard, according to the national norms, but we certainly can improve.

6I2 Improvements

The AQIP action project, a Campaign to Improve CQI, integrated WEAVEOnline across the campus in 2015, and we continue to collect the planning, assessment and action project documentation. The organization of these documents supports the culture of quality by generating reports that outline a continuous improvement cycle, and allowing for transparency of what too easily could be siloed information. After the yearlong Campaign to Improve CQI ended in the summer of 2016, the Assistant Vice Chancellor of Institutional Effectiveness and Research next assisted the IU Northwest

Council Strategic Priorities Working Groups in the development of metrics for our Strategic Priorities and Objectives that were [detailed in WEAVE in 2017-18](#). Further we have [aligned the agenda of the monthly NW Council meetings with our Strategic Priorities and Objectives](#) so that we stay laser focused on sustaining progress. In order to maintain momentum for this vital component of our CQI efforts, the campus will invest in the newest version of the software in 2019, which will also include training on campus on the new product that we expect will renew momentum.

[Recent and ongoing improvements in infrastructure](#) for supporting continuous improvement include multiple new technological solutions for providing services to students, faculty and staff, as well as assessing their effectiveness; increased professional development opportunities for faculty and staff focused on CQI, improvements in the development and implementation of action projects, commitment to several regular, internal and benchmarked surveys to allow the campus to set improvement targets relative to our peers, among others.

As mentioned in 6I1 broadening participation among campus constituencies remains an opportunity to CQI. In order to move our CQI efforts to the next level, the IEAC has plans to expand/alter the membership to include more staff involved in assessment work in various pockets of campus. This will provide an avenue for professional development and significantly increase the number of individuals involved in the improvement of operations at the campus level. The timing may also prove advantageous, since IU Northwest will conclude our work on the AQIP Pathway this calendar year, and we will need to reflect on our organizational structure for continuous quality improvement and accreditation going forward.

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