

2012 Academic Quality Improvement Program Systems Portfolio



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Glossary of Terms

A

A.A.	Associate of Arts Degree
AACSB	Association to Advance Collegiate Schools of Business
AAFCS	Council for Accreditation of the American Association of Family and Consumer Sciences
AASCU	American Association of State Colleges and Universities
ACAT	Area Concentration Achievement Test
ACBSP	Accreditation Council for Business Schools and Programs
ACCT	Association of Challenge Course Technology
ACEND	Accreditation Council for Education in Nutrition and Dietetics
ACS	American Chemical Society
ACT	American College Testing
AGB	Association of Governing Boards
AIMSweb	Assessment Information Management Systems
APHIS	Animal and Plant Health Inspection Service
AQIP	Academic Quality Improvement Program
ASR	Academic Success Rate
ATA	Amateur Trap Association
AVID	Advancement Via Individual Determination

B

Banner ERP	Enterprise Resource Planning
BIT	Behavioral Intervention Team
BRIDGE	Building Relationships Integrating Diverse Growth Experiences
BTAP	Beginning Teacher Assistance Program

C

CAEP	Council for the Accreditation of Educator Preparation
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CAS	College of Arts and Sciences
C-BASE	College Basic Academic Subjects Examination
CBHE	Coordinating Board of Higher Education
CCA Data Collection	Complete College America Data Collection
CDR	Curriculum and Degree Requirements Committee
CEHS	College of Education and Human Services
CFI	Composite Financial Index
CIE	Center for Innovation and Entrepreneurship
CITE	Center for Instructional Technology in Education
CMS	Course Management System
COAPRT	Council for Accreditation for Parks, Recreation, Tourism and Related Professions
COPHE	Council on Public Higher Education
CUPA-HR	College and University Professional Association for Human Resources

D

DAT-A group	Data and Applications Team – Administrative
DCM	Designated Curriculum Matters
DESE	Department of Elementary and Secondary Education
DFWI	Ds, Fs, Withdrawals and Incompletes

E

EADA	Equity in Athletics Data Analysis
EBI	Educational Benchmarking Inc.
EBIT	Employee Behavior Intervention Team
EEO	Equal Employment Opportunity
EFS	Enhanced Freshman Seminar
ELL	English Language Learners
EMSAS	Enhanced Missouri Student Achievement Study
ESL	English as a Second Language
ETS-PP	Educational Testing Service – Proficiency Profile

F

FCC	Federal Communications Commission
FERPA	Family Educational Rights and Privacy Act
FLSA	Fair Labor Standards Act
FoE	Foundations of Excellence
FTE	Full-time Equivalent

G

GASB	Governmental Accounting Standards Board
GMAT	Graduate Management Admission Test
GRE	Graduate Record Examination
GSR	Graduation Success Rate

H

HCT	Headcount
HLC	Higher Learning Commission
HR	Office of Human Resources

I

IAC	Institutional Actions Council
IFTE	Instructional Full-time Equivalent
IIC	Intercultural International Center
ILL	Interlibrary Loan Service
IPEDS C	Integrated Postsecondary Education Data System, Part C
IR	Office of Institutional Research
IS	Office of Information Systems
ITV	Interactive Television

L

LAP/S Learning Assistance Providers/Services
LR Leadership Roundtable

M

MAP Missouri Assessment Program
MBA Masters in Business Administration
MCC Metropolitan Community College System of Greater Kansas City
MDC Missouri Department of Conservation
MDHE Missouri Department of Higher Education
MFAT Major Field Assessment Test
MIAA Mid-America Intercollegiate Athletics Association
MOBIUS Missouri Consortium of Academic Libraries
MOERA Mazingo Outdoor Education Recreation Area
MoSPE Missouri Standards for Professional Educators
MSSP Missouri State Statistical Profile

N

NAEYC National Association for the Education of Young Children
NASM National Association of Schools of Music
NCAA National Collegiate Athletic Association
NCATE National Council for Accreditation of Teacher Education
NCED Nodaway County Economic Development
NCCM North Central Missouri College
NLSSI Noel-Levitz Student Satisfaction Inventory
NLT Northwest Leadership Team
NSSE National Survey of Student Engagement

O

OSTF Organizational Success Taskforce

P

PA Peer Advisor
PAC Professional Advisory Committee
PBS Positive Behavior Support
PC Personal Computer
PEDS Professional Education Data System
PEU Professional Education Unit

R

RFP Request for Proposal

S

SAAC Student-Athlete Advisory Council
SAN Storage Area Network
SASP Student Athlete Success Program
SAS Student Academic Support
SBTDC Small Business and Technology Development Center
SCH Student Credit Hours
SGA Student Government Association
SI Supplemental Instruction
SOAR Summer Orientation Advisement and Registration
SPLT Strategic Planning Leadership Team
SQL Structured Query Language
SSTF Student Success Task Force
STEM Science, technology, engineering, mathematics
SWOT Strengths, weaknesses, opportunities, threats

T

TAG..... Teacher Education Student Services Advisory Group
 TDC..... Talent Development Center
 TESS..... Teacher Education Student Services
 TWS..... Teacher Work Sample

U

UPD University Police Department
 UPS..... Uninterruptible Power Supply
 USDA United States Department of Agriculture
 USDE..... United States Department of Education

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Institutional Overview

Northwest Missouri State University is a coeducational, primarily residential four-year public, not-for profit university offering a broad range of undergraduate and select graduate programs. Founded as a state normal school in 1905, the University has evolved into a vibrant learning community with an enrollment of more than 6,800 students. The University’s mission, vision and values are found in Figure O-1 and are carried out by 737 full- and part-time faculty and staff.

Our Education & General (E&G) budget is approximately \$82.7 million, and our Auxiliary budget is approximately \$26.3 million. State assistance comprises about 34.4% of E&G revenues and the rest is split between tuition and fees as well as scholarships and grants. Total physical assets are \$330.8 million with a recent capital study valuing deferred maintenance upwards of \$100 million.

Northwest offers one associate degree program, 92 bachelor degree programs, more than 40 minors, seven certificate programs and 47 graduate programs in four academic units: College of Arts and Sciences, College of Education and Human Services, Melvin D. and Valorie G. Booth College of Business and Professional Studies and Graduate School (including outreach programs).

Northwest’s main campus is a 370-acre, residential campus located in Maryville, Missouri – a city of approximately 11,000 people. The campus is designated the Missouri State Arboretum (1,300 trees, 125 species). Near campus are the 500+ acre University Farm and the 315-acre Mazingo Outdoor Education and Recreation Area (MOERA). We offer select graduate

Fig. O-2: Key Enrollment and Academic Characteristics	
Enrollment Information (Census, 2012)	
<ul style="list-style-type: none"> 6,831 students 88% undergraduate, 12% graduate students Students represent 45 states and 29 countries: 71% in-state, 29% out-of-state enrollment; 3% international enrollment; 11% minority enrollment 38% of students live on-campus 90% of students receive some form of financial assistance 	
Key Academic Characteristics	
<ul style="list-style-type: none"> Top five enrolled undergraduate programs: biology, education, agriculture, psychology, business Top three enrolled graduate (masters) programs: Geographic Information Science (online only), MBA, applied computer science Average class size of 27; 75% of classes have fewer than 30 students; 100% of classes are taught by faculty 65% of full-time faculty hold a terminal degree; 67% are on the tenure-track or tenured 22-to-1 student-to-faculty ratio Laptops and textbooks are included in tuition and fees with the textbook rental program saving students an average of \$1,100 per year 	

degree programs from other locations: the Northwest Kansas City Center in Liberty, Missouri, and the Northwest St. Joseph Center in St. Joseph, Missouri. Northwest and Missouri Southern State University collaborate and offer an MBA degree. Northwest’s traditional catchment service area includes 19 counties in northwest Missouri. Key characteristics are listed in Figure O-2.

Admission standards at Northwest are “moderately selective,” which means 80% of our students must, on average, meet our admission standards; Northwest is one of four such institutions across the state. Admission criteria are based on a combination of academic and personal considerations, including ACT/SAT scores, class rank and GPA.

More than 400 student-athletes compete in 16 sports (NCAA Division II). Northwest’s Horace Mann Laboratory School is a K-6 school providing hands-on practical classroom experience for professional education

students. Students may engage in one of 138 student organizations. Our internationally benchmarked student employment program employs more than 900 students. In addition to being a four-time recipient of the Missouri Quality Award, which recognizes performance excellence, Northwest is one of only two universities in Missouri to receive the prestigious Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities.

This Systems Portfolio reflects Northwest’s improvement journey since our last submission in 2008. In 2012, we received a Quality Checkup with no follow-ups, and we have been reaccredited until 2018-19 with no follow-ups. Additionally, in September 2011 the Institutional Actions Council (IAC) approved the Financial Panel’s recommendation with no follow-ups that Northwest’s financial indicators were acceptable. What follows are some highlights of what has occurred at Northwest since 2009, with changes cutting across all nine AQIP categories and addressing issues like organizational structure, teams,

Fig. O-1: Northwest’s Mission, Vision, Values	
Mission	Northwest Missouri State University focuses on student success – every student, every day.
Vision	We will be the university of choice for a comprehensive, exceptional student experience.
Values	<ul style="list-style-type: none"> Student success Scholarship and life-long learning Intercultural competence Collaboration Respect and integrity Strategic thinking Excellence

processes, leadership and accrediting mechanisms. With AQIP's limitations on space, the scope of the remaining part of this Institutional Overview covers overarching changes only.

The 2009-2010 academic year included a repositioning and preparing phase (see Fig. 8-1) that included two key leadership groups constructed to guide the institution – the Northwest Leadership Team (NLT) and the Strategic Planning Leadership Team (SPLT). These are described further in Categories 5 and 8. During most of 2009-2010, the institution was focused on transitioning to new leadership, listening and learning, analyzing systems and processes already in place and assessing overall performance. A planning and improvement model was put in place (see Fig. 3-2).

During that year, institutional representatives attended an AQIP Strategy Forum, out of which grew plans for enhancing our measurement systems, reinvigorating professional development activities and addressing a systematic study of the freshman year experience. All three have been significant improvement opportunities, have been tied to AQIP Action Projects and are described throughout the current Systems Portfolio. Repositioning and preparing activities in 2009-2010 also included a proactive response to statewide budget constraints that will span beyond the short term.

During the 2010-2011 academic year, Northwest responded to information gathered during the previous year's listening and learning focus and revised its mission, vision and values statements; these were approved by the Board of Regents (Northwest's governing body) in 2010. Also in 2010, Missouri's governor hosted a higher education summit during which he articulated four key goals for higher education: student attainment, academic program review, collaborative efforts among postsecondary institutions and multiyear funding. The comprehensive academic program review process was the main issue that emerged from the summit, and upon concluding that process, Northwest discontinued four baccalaureate degrees as well as one Master of Science program.

Our efforts regarding budget constraints continued with the entire institution addressing budget reductions. The SPLT evolved into the Organizational Success Task Force (OSTF) in November 2010 and included key leaders from across the institution. The OSTF also set the stage for addressing multiyear challenges (e.g., compensation mechanisms and maintenance and repair needs). We also moved the institution toward the systematic implementation of analytical emphases. University efforts to transform key systems included a campuswide workshop about ways to enhance strategic finance measures, which was provided by the Association of Governing Boards.

Northwest introduced our strategic map – 2011-2014: A Plan to Execute and Succeed (see Fig. 8-3) – in the 2011-12 academic year. We also continued activities that emphasized ongoing budget analysis (both across the short- and long-term). We also received a state audit report in September 2011. Eleven findings were presented, and the University provided responses to all. We identified six key performance indicators to report to our Board of Regents (enrollment; freshman success rate; graduation rate; placement rate; private support; HLC's Composite Financial Index). Additionally, we identified second-tier performance indicators across each NLT member's portfolio and introduced student and stakeholder listening and learning mechanisms such as a Perception Survey (see Category 3). As with many organizations, we continue to need to improve upon our ability to turn data into information and have refined our approach to institutional research. We also combined 19 academic departments into 11, experienced a reduction in force and bid and awarded two of three vendor contracts (the latter of which was related to a state audit finding).

The current year, 2012-2013, has allowed us to take our Foundations of Excellence Action Project work and enhance our approach to student success through an institution-wide Student Success Model (Fig. 1-1, and see Categories 1 and 3). We have developed a Student Success Task Force and focused the institution on retention initiatives, invoked a robust professional development/valuing employee model (retired action project, see Category 4) and enhanced distributed leadership concepts through the likes of the Leadership Roundtable (see Category 5). Further, we have laid the groundwork for a comprehensive capital campaign through a campaign readiness assessment (current action project).

Challenges ahead include a reduced demographic for traditional-aged students in the short-term, ongoing calls and enhanced expectations for performance funding in a period of declining resources, continuing fiscal challenges, ongoing regulatory constraints, ensuring data is turned into information and ensuring the institution remains agile and innovative.

Category 1 – Helping Students Learn

This category addresses the design, deployment and effectiveness of teaching-learning processes that underlie your institution's credit and non-credit programs and courses, and the processes required to support them.

Category Introduction

Processes for Category 1, Helping Students Learn, vary between systematic and aligned. A recently retired action project (First-Year Experience) provided the platform to have a fully integrated discussion about the strengths and weaknesses of our students' first-year experience. The project, a fully integrated Foundations of Excellence self-study, required us to look at our students' first-year experience from a systems perspective – much like AQIP requires. The results of the study identified several strengths and opportunities for improvement. For example, general learning objectives and discipline-specific learning objectives are fully aligned with accreditation standards, and an aligned process exists within the academic units of the institution to revise and improve the curricula (e.g., 1P1, 1P2, 1P4, 1P14). Additionally, several areas on campus work in a collaborative and fully aligned manner when identifying student academic support needs (e.g., 1P3, 1P5, 1P7, 1P8, 1P15). However, academic data within our data system are not fully integrated with financial data. Additionally, the self-study revealed a significant need for the improvement of our professional development of our faculty and staff. This, too, was a previous action project; the action project resulted in a proposed structure through which the professional development would be delivered, while the First-Year Experience action project revealed the content that was needed.

A model for student success also emerged from the action project (Fig. 1-1) and is providing the platform for strategic discussions regarding how we can more fully integrate our processes and systems that contribute to students' learning. For example, in one new action project, Course Redesign, we are sharing data across the institution related to high DFWI (Ds, Fs, Withdrawals and Incompletes) rates among students (1P16). The goal is to examine how we might reduce these rates with this analysis occurring from the student, faculty, staff and administrative perspectives. The approach to addressing this issue previously would have been reactive, but we have moved to a more systematic approach.

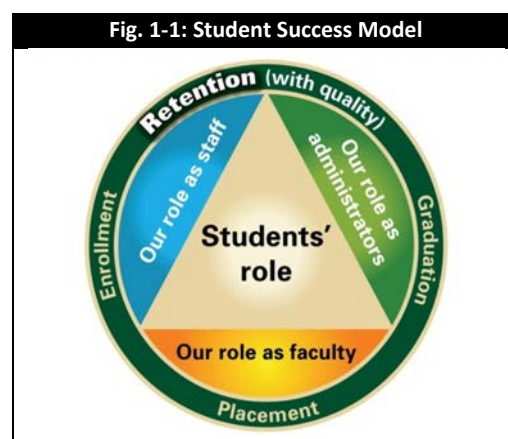
Finally, while some of our assessment processes are fully integrated (e.g., professional education), other disciplines are more reactive to the data. While the data exist and are used by many, the challenge is developing a data-sharing system that is directly related to the assessment outcomes that academic departments can easily access.

Processes (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

The faculty have the responsibility for developing the standards for undergraduate and graduate instruction, curriculum and degree requirements and admissions (as well as appeals of those policies), and the recommendations of those standards and policies go to the chief academic officer for submission to the president of the University for consideration by the Board of Regents.

The Curriculum and Degree Requirements (CDR) Committee of the Faculty Senate is concerned with all policies and individual student petitions relating to undergraduate curriculum and degree requirements, with the exception of those relative to teacher education programs and teacher certification requirements. The Subcommittee on Designated Curriculum Matters (DCM) is a standing subcommittee of, and makes recommendations to, the CDR. The CDR is concerned with curricular matters specifically related to Freshman Seminar, technology-based courses, the Honors Program, articulation agreements, general education, dual-credit courses and other matters as designated by the CDR



Committee. The DCM Committee also ensures that educational objectives are consistent with the institution's mission and values as articulated by the Northwest Leadership Team with input from faculty, administrators and staff. Northwest's mission is to focus on the success of every student, every day, both in the individual academic disciplines and also in cross-disciplinary areas including lifelong learning, intercultural competence, collaboration and strategic thinking. Both the Curriculum and Degree Requirements Committee and the Designated Curriculum Matters Committee are comprised of faculty members from a variety of academic departments representing all three of Northwest's colleges (the College of Arts and Sciences; the College of Education and Human Services; and the Melvin D. and Valorie G. Booth College of Business and Professional Studies).

Regarding the general education curriculum, Missouri statute requires institutions to design and offer a general education program with 42 semester hours of credit distributed across four academic skills (communicating; higher-order thinking; managing information; valuing) and four knowledge areas (social and behavioral sciences; humanities and fine arts; mathematics; life and physical sciences). General education is the curricular foundation at Northwest. It encourages students to acquire and use the intellectual tools, knowledge and creative capabilities necessary to study the world as it is, as it has been understood and as it might be imagined. It also furnishes students with skills that enable them to deepen their understanding and to communicate it to others. Through general education, Northwest equips students for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens and as effective contributors to their own prosperity and to their general welfare. Knowledge is ever changing; therefore, the faculty have designed a general education program that alerts students to the connections and the potential for interaction among all branches of knowing, ordering and imagining. General education should inform students that the world is understood in different ways and should provide them with the means to come to terms, intelligently and humanely, with diversity. As a result of their general education, students should acquire appropriate investigative, interpretative and communicative competencies.

In 2009, the First-Year Experience was identified as a topic for an AQIP Action Project with the objective of engaging the entire campus community in a self-study in order to deeply understand the experience of our incoming students and to identify obstacles to their success and ways to help them overcome those obstacles. While this study was designed to examine the entire first-year experience of our students, first-year students enroll almost exclusively in general education courses; therefore, we knew this self-study would identify opportunities to improve our general education curriculum and/or its delivery. This study is addressed more comprehensively in III, but it is relevant in this context in that we identified a number of strengths and weaknesses in current practices as well as action items to address those weaknesses as related to the general education program and its delivery.

Using the information from this self-study, faculty are redesigning the Freshman Seminar curriculum and will subsequently address the general education curriculum. Proposals concerning general education and institutional requirements are generally initiated in the academic department (or departments, in the case of interdisciplinary courses) in which a course is offered. Proposals then are reviewed by the DCM and proceed with a recommendation to the CDR Committee, which ultimately are considered by the Faculty Senate and recommended to the chief academic officer for submission to the president of the University for consideration by the Board of Regents.

The Council on Teacher Education, which is comprised of representatives from the teacher education faculty, has the responsibility for the standards of instruction in teacher education programs, compliance with teacher certification requirements, admission to and retention in teacher education programs and approval of teacher education student organizations. Proposals passed by the Council on Teacher Education are reported to – and can be challenged by – the Faculty Senate or Graduate Council and then are forwarded to the chief academic officer for submission to the president for Board of Regents consideration.

The Graduate Council, which is comprised of representatives of the graduate faculty, has the responsibility for standards of graduate instruction, graduate curricula and degree requirements, graduate admission and transfer of credit policies, admission to candidacy policies, approval of graduate faculty, associate graduate faculty status, adjunct faculty to teach graduate courses and approval of graduate student organizations. Proposals concerning these issues are processed similarly to those in the Faculty Senate.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Discipline-specific objectives for student learning, as articulated in program descriptions and course syllabi, are determined and proposed by the faculty in the academic department responsible for the delivery and administration of the program. Departments develop such objectives through a variety of strategies such as benchmarking of student-learning outcomes (based on, for example, nationally normed exams and comparisons with standards used by other institutions), advisory groups (e.g., alumni, professionals in the field, other educators), external accrediting agencies (e.g., Council for the Accreditation of Educator Preparation, Accreditation Council for Education in Nutrition and Dietetics) and information from current and former students (gleaned from student and alumni surveys). Additionally, all programs are expected to build on and enhance the fundamental and transferable skills addressed in the general education curriculum. The objectives and corresponding curriculum are then subjected to a review process described in the previous question and in 1P4 below.

All faculty have the responsibility of evaluating student progress within the courses they teach. In addition, there are various checkpoints at which students' progress/performance is assessed. Institutionally, all non-teacher education rising juniors must take a standardized general education assessment. Currently, how these assessment scores are used vary by department. In some academic departments, students must achieve a minimum score on this assessment to be able to enroll in the department's capstone course. In other cases, failing to meet the minimum score requires remediation in areas identified as deficient by the assessment subscore. Finally, where appropriate data are available, departments may use the scores on the assessment to revise the curriculum. The figure below (Fig. 1-2) is illustrative of one "knowledge area" and how the assessment results are deployed in an academic department:

Fig. 1-2: Sample Assessment Matrix for Mathematics, General Education Curriculum

State Goal	Institutional Competencies	Primary Course(s) and Credit Hours	Secondary Experiences	Associated Assessment(s)
Students should understand fundamental mathematical concepts and their applications.	A. Students will apply appropriate analytic, geometric and/or statistical skills.	This competency is met in the following courses: Mathematics group	None specified at this time.	Educational Testing Service <i>Academic Profile</i> : Mathematics norm-referenced score Mathematics criterion-referenced score
Students should develop a level of quantitative literacy that would enable them to make decisions, solve problems, and which could serve as a basis for continued learning.	B. Students will use formula, data analysis, information, events, and/or graphic representation to make decisions or solve other problems with numerical answers.	This competency is met in the following courses: Mathematics group	None specified at this time.	Educational Testing Service <i>Academic Profile</i> : Mathematics norm-referenced score Mathematics criterion-referenced score

All candidates for teacher education must complete a similar standardized assessment and achieve at a certain level to gain entry to a professional education program of study. The institution also administers a major field test for all senior students when they near the completion of the degree program; a standardized test (e.g., MFAT or ACAT) is used, when available. If a standardized exam is not available, the department uses a locally developed assessment. Faculty use these data not only to assess a student's progress toward his or her degree, but also to assess the need for curricular improvements and/or changes. These practices and policies are recommended and reviewed by the Faculty Senate Assessment Committee; recommendations from this committee are made to the chief academic officer for consideration by the Deans Council. Academic program review also occurs as described in 1P3 and 1P4.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Academic departments regularly review and assess their undergraduate and graduate curricula. In addition to ongoing monitoring of individual programs and courses, every academic department is required to perform a thorough review of its operations and curricula at least every fifth year. Assessment of student learning outcomes, program accreditation

standards, employee surveys and alumni surveys in addition to competitor benchmarking provide information to help with this review process. When a department perceives a need for additions or revisions to its programs or courses, it follows the curricular development and proposal review processes as discussed in 1P1 and 1P2.

If new programs or courses are required, in addition to addressing the requirements established by the faculty related to learning outcomes, assessments, etc., departments must address several questions in the “Dean’s Impact Statement” to further justify the new/revised course/major. These questions, for example, fall into the following categories: impact on the existing and future curriculum (e.g., how this new program contributes to the short- or long-term goals of the department, determine the projected enrollment), impact on the faculty (e.g., effect on teaching load, new personnel), impact on resources (e.g., library needs, operational requirements, equipment), etc.

Building on the experience and knowledge that has been gained through Northwest’s participation in a statewide course redesign project, the Center for Instructional Technology in Education (CITE) is expanding this program by working with academic departments that are experiencing courses with high DFWI rates or large enrollment levels (with resulting staffing challenges). The goals of this initiative are to:

- Adopt new ways to improve student learning outcomes
- Demonstrate these improvements through rigorous assessment
- Reduce institutional costs
- Increase consistency across multiple-section courses
- Free up instructional resources to be used for other purposes
- Continue to develop the internal capacity of Northwest’s faculty and staff to continue the redesign process

This program is part of Northwest’s efforts to improve retention by improving learning outcomes and student success while enhancing the teaching and learning experience and/or faculty course loads.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students’ career needs and the realities of the employment market?

Faculty within each department/discipline are expected to ensure that curricular proposals reflect an integration of learning goals, students’ career needs and the realities of the employment market. Assessment of student learning outcomes, program accreditation standards, employee surveys and alumni surveys in addition to competitor benchmarking provide information to help with this review process. In some cases, program-based accreditation is available and aligned with the goals of the program, which facilitates the review of curriculum in light of current trends. Northwest is accredited by the agencies found in Fig. 1-3:

Fig. 1-3: Agencies/Professional Organizations That Accredit Northwest

Agency
Higher Learning Commission – North Central Association of Colleges and Schools
Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Accreditation Council of Business Schools and Programs (ACBSP)
Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE)
National Association of Schools of Music (NASM)
National Association for Education of Young Children (NAEYC)
Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS)
Council for Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT)
American Chemical Society (ACS)

During a previous reaccreditation visit, for example, the Council for the Accreditation of Educator Preparation (formerly NCATE) advised Northwest to identify ways to develop its multicultural/diversity programming. The Professional Education Unit (PEU) addressed this, in part, by creating the Ploghoft Diversity Lecture Series, which is designed to enhance the academic environment through interdisciplinary topics related to multicultural- and diversity-related topics. The series is supported by the Office of the Provost and, through an endowed lectureship, provides students with the opportunity to hear from extraordinary individuals from around the globe.

Fig. 1-4: Attributes Employers Seek in Employees

Attribute	% of respondents
Ability to work in a team	79.8%
Leadership	77.2%
Communication skills (written)	75.6%
Problem-solving skills	74.1%
Strong work ethic	73.1%
Analytical/quantitative skills	72.0%
Communication skills (verbal)	67.4%

Elementary and secondary school principals are surveyed using the Beginning Teacher Assistance Program (BTAP) assessment, which is a survey conducted by the Missouri Department of Elementary and Secondary Education and Northwest. The survey is used to gather data on how well our teacher education graduates perform in the classroom. Performance data from employers and feedback obtained from candidates and graduates on the BTAP survey have been pivotal in bringing about change in our teacher preparation curriculum, which is addressed in III.

Accreditation standards may be used as a baseline for curriculum review even if an alternate option exists. For example, while the programs in business-related areas are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the faculty, chairs and dean monitor standards found in an alternate program, the Association to Advance Collegiate Schools of Business (AACSB) to continually identify and match best standards. In programs where no accreditation is available, or it does not align fully with the program, departments rely on alumni surveys, employer surveys and professional standards and/or benchmark other competing programs.

Additionally, employer data published annually by the National Association of Colleges and Employers (see Figs. 1-4 and 1-5) provide external validation of Northwest's expectation that students should be able to see the connections and the potential for interaction among all branches of knowing, ordering and imagining, which are introduced in our general education curriculum and reinforced throughout a student's program of study. These data are provided each year to the faculty by the Office of Career Services.

Fig. 1-5: Employers' Ratings of Importance

Attribute	Rating*
Ability to work in a team structure	4.60
Verbal communication	4.59
Make decisions/solve problems	4.59
Obtain and process information	4.46
Plan, organize, prioritize work	4.45
Analyze quantitative data	4.23
Computer software proficiency	4.04

*Rating: 1=Not at all important, 5=Extremely important

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses and learning they will pursue?

Northwest is a moderately-selective institution. In admitting first-time freshman students, Northwest combines a student's high school ACT percentile score and high school class rank percentile to determine his or her admissions_index (Fig. 1-6). A prospective student can determine his/her [admission eligibility](#) on the Northwest website. By entering their class rank and ACT or SAT score, students can learn their admissions index and their scholarship eligibility (Fig. 1-7).

Transfer students who have completed at least 24 hours of transferable, college-level coursework must have a 2.00 (on a 4.00 scale) cumulative college GPA at the time of transfer to Northwest. An ACT score is required for all education majors and is recommended for all transfer students for placement purposes. For transfer students who have completed fewer than 24 hours of coursework, Northwest uses the freshman admissions requirements for consideration to admission in addition to college work that has been completed. (Students transferring from non-accredited institutions also will be considered as a first-time freshman; credit cannot be transferred into Northwest from a non-accredited institution.) Northwest also uses ACT subscores to determine whether to place students in remedial or advanced coursework in math and English courses.

Academic departments determine prerequisites and minimal performance standards for students completing their programs of study (and for admission to their graduate programs). For example, students applying for entry into the teacher education program must meet minimum GPA, ACT and C-BASE standards to be admitted to a teacher education program. Other departments require minimum scores on the general education assessment (i.e., the ETS-Proficiency

Fig. 1-6: Sample Admissions Index Calculation

1. Calculate Using:
 Class Rank: Class Size:
 2. Test Taken:
 ACT Score: (enter a number between 1-36)

Admissions Index: 165

Profile) for admission to advanced standing. Graduate programs require specific preparation to meet requirements for entry. For example, the Master of Business Administration program specifically checks for alignment with seven

Fig. 1-7: Estimated Scholarship Eligibility Based on Admissions Index Calculation

You are eligible for the following 2013-2014 award(s):	
Scholarship Name	Amount
Tower Scholar	\$2500

You may also be eligible for the following out of state award(s):

Scholarship Name	Amount
Out-of-State Award	*\$3054.30
Midwest Student Exchange Program	*\$3054.30

**All out of state award amounts are based on 30 credit hours at the 2012-2013 tuition rate.*

Students must have a minimum 2.00 high school gpa to be eligible for admission-based scholarships.

prerequisite courses in order to obtain unconditional graduate admission. Further, many of the Master of Science in Education programs require the appropriate teaching credentials (state teaching certification) before program entry. Additionally, graduate students in all degree programs complete a writing assessment as well as earn sufficient scores on an admission exam (e.g. GRE, GMAT or department-developed internal exam).

In the teacher education program, multiple performance-based assessments are used so candidates can demonstrate their knowledge of content as well as pedagogical and professional knowledge, skills and dispositions. Courses have been designed and sequenced to assure that candidates have the opportunity to learn and apply their knowledge in a variety of classroom and field experiences. As recommended by the Council for the Accreditation of Educator Preparation and Missouri Department of Elementary and Secondary Education review team, a team of Professional Education Unit (PEU) representatives have clearly identified transition points for teacher candidates. Departments and the PEU review systematic data gathered from these transition points during annual meetings of the Teacher Education Student Services Advisory Group (TAG) and the Council for Teacher Education. In Transition Point 0, candidates are screened via data (e.g., ACT scores and subscores) available on entry to the University. Transition Point 1 includes common candidate data for screening candidates across programs using C-BASE. This assessment provides data about basic academic skills in five subject areas: English, writing, science, math and social science. In Transition Point 2, each student develops and teaches a mini-Teacher Work Sample (TWS) during a practicum experience. The TWS is comprised of seven elements that allow the student to assess, implement and evaluate a teaching experience. In Transition Point 3, teacher candidates are assessed using results from their TWS elements developed in their content area methods class along with disposition assessments. During Transition Point 4, additional data are collected about candidate knowledge, skills and dispositions during the student teaching experience from a summative evaluation of the TWS and formative and summative evaluations from both University supervisors and supervising teachers. Admission to student teaching requires that the student be admitted to teacher education and have achieved a GPA of 2.5 or better, overall, in professional education and in the major field(s) or area. Finally in the last transition point in the teacher education program, teachers display knowledge and skills through the PRAXIS-II examination. All applicants for initial certification of license to teach must successfully meet the qualifying score in the subject area(s) for which their certification is being sought.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses and degrees or credentials? How do admissions, student support and registration services aid in this process?

Northwest provides information to prospective and current students through both print and various electronic media. For example, the [Northwest website](#) provides a rich library of resources to both current and prospective graduate and undergraduate students. From the [Northwest Admissions](#) webpage, future undergraduate students – freshmen, transfers and international students – are able to get information relevant to their decision to enroll at Northwest, make an appointment to tour the campus, meet with an advisor and take a virtual tour of campus. Print information also is available via our [Brochures webpage](#), which further illustrates the efforts to make sure the information Northwest presents to prospective students is reliable. Much of this information is repeated in the Student Handbook, which is available online to all students and appears on the desktop of their University-issued laptop computer. Information about the graduate programs is available on the [Graduate School](#) webpage, and information about academic programs available at our St. Joseph Center and our Kansas City Center is available on Northwest's [Outreach webpage](#).

In addition, the Advising Office makes available [four-year plans](#) for all undergraduate majors that students can access in order to understand the course sequences for majors they are considering. The Office of Admissions communicates with high school counselors via personal visits, letters, meetings and on-campus events in addition to posting relevant

information on the web (www.nwmissouri.edu/admissions/counselors). To ease the transfer of credits from other accredited postsecondary institutions, Northwest has entered into [articulation agreements](#) and/or has identified their Northwest equivalencies. These consist of general education agreements and 2+2 major-specific agreements.

Finally, estimated cost calculators are available at www.nwmissouri.edu/bursar/tuitionandfees.htm.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Before beginning coursework at Northwest, each new student is involved in a comprehensive orientation program, called Summer Orientation Advisement and Registration (SOAR), which matches the student's individual skills, interests and academic history to the student's declared major requirements. Advising professionals use ACT and SAT data, previous school records and interest inventories to develop an appropriate course schedule for each student. This includes the consideration of placement in developmental courses in math, reading and writing. Northwest offers four developmental courses, and placement is determined by the ACT subscores in these respective areas.

One of the benefits of a broad-based general education program is the exposure of students to many different subjects. This helps students identify those subjects for which they have a genuine interest and aptitude. Additionally, the Office of Career Services and the Advisement Assistance and Resource Office cosponsor the Exploring Majors event each fall. At this event, all academic departments gather in one location and provide any deciding student and those wishing to change his or her major and/or minor the opportunity to gather information. Faculty members and student representatives from Northwest's various academic departments are available to talk with students, to address their questions and to distribute literature.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

Each year about 150 students who do not meet admission criteria are admitted to Northwest through the Enhanced Freshman Seminar (EFS) program, which is a collaboration between the Office of Enrollment Management, the Talent Development Center's Assist program, the Student Support Services program and Freshman Seminar. We have designed the EFS program for first-time freshmen who, after a thorough and thoughtful review of academic records and transcripts, we believe have the potential to be successful given the proper support. Students selected for participation in EFS have identifiable areas of weakness and must participate in special programming in order to enroll as a Northwest student. EFS students enroll in specially designated sections of Freshman Seminar, which are designed to help them with the transition from high school to college by helping them to develop skills and strategies needed for success in college. EFS students sign an "Understanding of Participation" that outlines Northwest's expectations of the student and what the student can expect from the program. Each participant is assigned an academic advisor/Freshman Seminar instructor who monitors his or her academic progress, acts as an information source, recommends tutoring, if needed, and helps the student register for future trimesters. Each EFS class also has a student Peer Advisor (PA) who mentors students individually from the perspective of a successful upperclassman. Each academic advisor receives regular grade and attendance checks for all participants; the advisor discusses the progress reports with the student and, when needed, makes recommendations for improving performance. Each year an average of 75 percent of the EFS students will return for their spring trimester. The success of the students in the program leads us to believe that the resources and structure of the program are truly beneficial.

Course placement in writing and mathematics is determined by student performance on the ACT test. Students with low subscores in ACT English or ACT mathematics are enrolled in developmental writing and/or mathematics courses designed to prepare them for success in college-level coursework. Students with low ACT reading scores are encouraged to enroll in a college reading strategies course. Students who score below a minimum threshold on the math subscore of the ACT take a math placement test to determine the specific math skills in which they are deficient. The Department of Mathematics, Computer Science and Information Systems fully implemented in fall 2012 its redesigned developmental math course. (Course redesign is described in 1P7.) Rather than requiring all students who score below a minimum threshold on the math subscore of the ACT to take a full three-hour or six-hour complement of developmental math, students are required to complete modules (from one to 10 possible modules) that cover those skills in which they are deficient. These are technology- and competency-based modules that students must complete with the assistance of

faculty and student teaching assistants with at least a grade of “B” to be able to take college-level math courses. (A review of the data indicated that students who complete developmental math courses with a “C” or worse were less likely to be successful in college-level math coursework.)

1P9. How do you detect and address differences in students’ learning styles?

The students in any one classroom represent a diversity of learning styles. While faculty have relative autonomy in their pedagogical approach to teaching, Northwest provides systematic professional development to encourage the use of various methods of instruction to accommodate our students’ diverse learning styles. For example, upon being hired by the University, all faculty must attend a weeklong Teaching and Learning Institute. Topics include measurable learning outcomes and alignment; using instructional technology to enhance classes; assisting people in crisis; levels of learning (e.g., Bloom’s Taxonomy), course activities and assessments. These seminars continue through the first semester of employment.

Continued professional development is provided via workshops for faculty and staff that are intended to increase the number of approaches that an instructor can use in presenting information (e.g., Cornell notes, the “10 and 2” method, problem-based learning). We pair these workshops so that our student tutors/mentors receive the same or similar training. In this way, the students working in our academic support center can mirror and reinforce the approaches used by our faculty. As a way to elevate the importance of these workshops, the chief academic officer meets twice per semester with the faculty who participated in these workshops to discuss successes, faculty needs, challenges and opportunities.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Northwest has a long history of strong and intentional student support programming focused on addressing both general and special needs of students. Students with disabilities self-identify and request appropriate disability accommodations through the Learning Assistance Providers/Services (LAP/S) process, which is communicated via admission and orientation materials, the Northwest website and a standardized statement on all course syllabi. Students with approved testing accommodations take classroom exams in the Proctoring Center, which provides technology and personnel in a secure testing environment that extends and preserves the academic integrity of the classroom. Students with disabilities are also encouraged to seek mentoring support from the staff in the Personal Development and Counseling Center, Student Support Services or the Talent Development Center.

The Office of Intercultural Affairs supports and mentors historically underrepresented populations of students and educates the entire Northwest community in the areas of social justice and diversity through educational programming. The Office of International Affairs supports and mentors international students, exchange students and English as a Second Language (ESL) students and offers assistance with registration processes, orientation, transition and immigration documentation.

Student athletes are supported through the Student Athlete Success Program, which is housed in the Talent Development Center. Student athletes receive mentoring and guidance from trained graduate students who were student athletes themselves. These mentoring sessions are formed by information gleaned from regular grade checks and conversations with faculty and coaches. Student athletes are directed to additional support from other campus resources, as necessary.

1P11. How do you define, document and communicate across your organization your expectations for effective teaching and learning?

The [Faculty Handbook](#) provides the framework and incentive for the improvement of teaching and learning. As described in 1P9, Northwest attempts to establish clear expectations for teaching and learning – while providing faculty with the necessary resources – using a variety of methods, which includes faculty orientation (i.e., the Teaching and Learning Institute) as well as various forms of formative and summative data to evaluate the effectiveness of teaching and learning. The primary responsibilities of the faculty at Northwest are teaching, scholarship, student support and University service. By accepting an appointment at Northwest, a faculty member assumes a responsibility to engage in scholarly activities and creative endeavors that foster free inquiry, free expression, intellectual honesty, respect for the dignity and rights of

others and openness to change. The rights and responsibilities exercised within the academic community must be compatible with these characteristics.

The Faculty Handbook requires department chairpersons to conduct an annual performance evaluation of faculty, a significant portion of which is an evaluation of teaching. In addition to the student evaluations, evaluations of teaching may include results from in-class observations by the chair, a peer review of teaching and/or a faculty self-evaluation. Toward the end of each trimester, students complete a teaching evaluation for each course to indicate their perception of the effectiveness of their instructors. The questions appear within one of four categories: instructional design, instructional delivery, instructional management and course management. Faculty receive a summarized report of these evaluations, by course, following their submission of the final course grades to the Registrar's Office. The chair and dean review the data for each faculty member; a department's data are aggregated for the respective dean's review, while college data are aggregated for the provost's and president's review. Guidance for professional development can be based, in part, on these evaluations along with other data assembled by the faculty member and/or department chair.

Most importantly, however, in addition to the annual review, expectations are communicated by the academic dean's third- and fifth-year review of the faculty member. Academic deans advise, in writing, all full-time tenure-track faculty of their progress at the end of the third and fifth years of service. In addition, faculty with more seniority and who will vote on that person's tenure participate in this review and offer feedback and improvement recommendations to the faculty member.

Emerging from the convergence of discussions over the past three years is a clear need for the development of a Teaching and Learning Center that will oversee the talent development of both faculty and students. The general concept behind this developing idea is to have one executive director oversee both the student and the faculty centers to create a synergy of ideas and to complement the work of each group.

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

One example of how we achieve effective and efficient delivery systems are those processes in the Center for Instructional Technology in Education (CITE) office. This office, in part, administers the delivery of online courses and online degree programs. It provides support to faculty who develop online courses and mentors faculty as they strive for "Quality Matters" approval, a quality assurance design process for online and blended courses. In consultation with the academic deans and chief academic officer, the CITE office identifies where resources for the development of online courses should be allocated. This is done by reviewing course demand data. In those courses in which the number of seats is below the demand for the course, the CITE office will offer incentives to faculty to develop those courses into online courses to be offered during the summer months. This most frequently happens in general education courses as well as upper-division courses in some majors. Students, then, may take one or more courses over the summer while they are at home working, which increases the probability they can meet their graduation timeline.

Northwest's method of developing course offerings in our outreach centers is another example of an efficient delivery system. Based on student feedback, Northwest began offering coursework leading to the Master of Business Administration degree in six-week sessions. Students (in cohorts) enroll in one class every six weeks and can complete the degree in 18 months. The students like the predictability and focus of this approach, and it has increased the efficiency of our delivery. Additionally, we offer an online program in cooperation with Missouri Southern State University, which takes approximately two years to complete. Education programs offered through our outreach centers as well as on our main campus are designed around the educator-practitioners' schedules to accommodate their schedules. We also are able to simultaneously offer one course on our main campus and at both of our outreach centers using Interactive Television (ITV).

Finally, Northwest operates on a trimester concept with a full summer trimester and four shorter summer sessions, which increases students' options.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

Academic departments gauge the relevancy and efficacy of their curricula through comparison with information gathered from internal and external sources as described in 1P2, 1P3 and 1P4.

1P14. How do you change or discontinue programs and courses?

When an academic department determines the need for changes, including program or course discontinuation, to its curriculum through the curricular review process as described in 1P3 and 1P4, it follows the curricular development and proposal review processes as discussed in 1P1 and 1P2. Additionally, Northwest must demonstrate that the number of students earning degrees in its academic programs meets a minimum threshold as established by the Missouri Department of Higher Education (MDHE). All public institutions go through this review process every three years. Locally, the process is directed by the chief academic officer, the academic dean and the department chair. Should the MDHE recommend that a program be deleted, the department will make a recommendation to the academic dean to delete the program or preserve the program. If the recommendation is to delete the program, the proposal is submitted through the appropriate faculty governance process.

Finally, a department or academic program may be eliminated due to a general reduction in force. If after consultation with the provost, college dean and department chair, the president determines that a reduction in force is needed and requires the elimination of a complete department or a program within a department, a preliminary report will be prepared with the input of the department/program targeted for elimination. This report is submitted to an elected committee of faculty, which will provide feedback to the president of the University; the report also goes directly to the Board of Regents. In all cases, appropriate accommodations are made for students who may be enrolled in any program targeted for elimination to complete the program or to move to another program of study without penalty.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Northwest recognizes that the primary responsibility for a student's success lies with the student. However, we also recognize that everyone at Northwest plays various roles in making sure all students have the best opportunity possible to succeed (See Fig. 1-1). Thus, Northwest provides various support mechanisms for students to ensure their retention, progress toward graduation and placement:

- The Talent Development Center (TDC) is the primary academic support center for all students. It includes free tutoring and Supplemental Instruction (SI), the Student Athlete Success Program (SASP) and Assist programs.
 - The **SI program** offers extracurricular peer tutoring groups for traditionally tough classes. Study sessions are led by students who have completed and earned high grades in the courses covered by the study group. SI's provide three regularly scheduled study review sessions a week.
 - **SASP** provides an environment in which student athletes can experience their fullest personal, social and academic growth. Each student is held accountable for his or her academic performance and meeting the NCAA Eligibility and Compliance Guidelines.
 - The **Assist program** provides targeted mentoring support for at-risk students admitted through the Enhanced Freshman Seminar program and is addressed in 1P8.
 - At the end of each trimester and each academic year, aggregated data are reviewed by the staff of the TDC to determine future staffing needs. For example, the average grade earned by freshmen in each general education course is reviewed to determine whether additional tutoring staff and/or supplemental instructors are warranted. TDC staff also review counts of the number of tutoring appointments made and kept and review retention and graduation data to determine if additional resources need to be committed to various academic support services.
- The Writing Center provides tutoring and additional instruction on writing skills; the Math Lab provides similar support regarding math skills for all math courses. (The TDC also provides one-on-one tutoring for math courses.)
- The Intercultural International Center (IIC) fosters an educational environment in which students, faculty and staff from diverse backgrounds and orientations can come together to share, learn, grow and enjoy the rich experiences

and contributions each has to offer. The IIC provides leadership and assistance to individuals, groups, departments and the surrounding community on issues of cultural enrichment activities, curriculum development, international education and study abroad, recruitment, retention and policy making. It provides essential services to international and underrepresented students such as orientation programs, general advising, conflict resolutions and mediation, immigration matters, departmental referrals and peer mentoring to ensure academic success through graduation.

- Finally, while faculty take primary responsibility for guidance in the effective use of research and information resources, the library also provides extensive support via face-to-face meetings with students and/or with classes or through [online tutorials](#) and other web-based resources.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

Co-curricular and academic learning goals are aligned through the University's mission to focus on success every day by connecting students with a variety of engaging learning opportunities aimed at preparing them for life beyond Northwest.

One program that helps make these connections is the Career Pathing Program, which came about as a result of a collection of research (e.g., a Student Employment Satisfaction Survey and information collected from research conducted by a marketing research class project). Student employees indicated they wanted an opportunity for advancements in pay with increased responsibility and challenges as well as opportunities to build relationships that would enhance future careers. The program was developed with the following general criteria in mind:

- A student employee must work both fall and spring in the same department.
- A student employee must attend at least three out of the eight development sessions offered per trimester for both fall and spring trimester, for a total of six sessions.
- A student employee must have a satisfactory performance evaluation completed by his or her supervisor.

This program will be addressed more comprehensively in Category 4.

One very essential component of contemporary undergraduate education includes the availability of real scientific research experiences in working laboratory environments and/or the opportunity to engage in scholarship/creative activities beyond the classroom. Generally referred to students as "undergraduate research," this powerful pedagogic tool fosters a host of critical 21st century outcomes that can only be developed and implemented when students do original, inquiry-based work on significant scholarly/creative problems. Students engaged in such may learn to apply theoretical concepts within experimental frameworks and to develop the skills necessary to apply increasingly complex laboratory techniques and computational tools that are increasingly being developed and acquired at highly accelerated rates. With that in mind, Northwest has developed a number of undergraduate research opportunities across all academic departments and disciplines so that our undergraduates can become competitive candidates in the job market and/or higher education and to evolve as valuable members of future research, industry and scholarly communities.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

In order to complete the bachelor's degree, students must take the general education requirements for their specific degree, the institutional requirements for their specific degree, major and/or minor requirements as specified by the department and electives, as needed, to total a minimum of 124 semester hours. Evidence of student learning is gathered by each faculty member, and he or she reports a grade to the registrar once the student has completed a course. Faculty/academic department chairs also work with the chief academic officer, the director of institutional research and the Faculty Senate Assessment Committee in selecting standardized assessments of discipline-specific content:

1. Once students have completed 60 credit hours, Northwest assesses their reading, writing, math and critical-thinking skills using the Educational Testing Service Proficiency Profile. Students seeking admission to teacher education must take the C-BASE and have a minimum GPA.
2. Students take a discipline-specific "senior assessment," which may be a standardized assessment (e.g., Major Field Tests by ETS or ACAT, GRE, GMAT), Praxis (for teacher education students) or a completed portfolio for a faculty team to review (e.g., art majors). Many departments have summative experiences where students are

expected to pull from their total University experience and demonstrate they can apply the “craft of the discipline” they have learned from their experience at Northwest. These experiences include internships, capstone experiences, senior seminar projects, senior recitals, senior art shows, senior portfolios and student teaching. Feedback from supervisors’ evaluations of internship and practicum students provide feedback to the institution as does the employability of our graduates and placement in graduate programs.

3. Northwest considers academic advisement an extension of the teaching function, and therefore it is an important responsibility of the faculty. Academic advisors explain the University requirements and assist individual students in building programs that satisfy these requirements. Also, the advisors communicate to the students, particularly freshmen, the meaning of general education and higher education and its significance to the student. Students must meet with their advisor at least once per academic term (i.e., a student cannot preregister for the following trimester courses without meeting with his or her academic advisor). Advisors also discuss results of institutional assessments with students and, when necessary, recommend remediation and/or additional coursework based on the results.
4. After students complete 75 credit hours, they request their Senior Deficiency Statement. The major advisor, minor advisor and registrar identify courses the student needs in order to graduate on time. Once completed, the advisor discusses the resulting degree audit with the student. The purpose of the audit is to proactively increase the likelihood that students complete their degree requirements on time.

Northwest has established minimum requirements in a variety of areas to be able to qualify for a degree. For example, all students must demonstrate writing competence by successful performance on a writing assessment. Candidates for the Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music Education and Bachelor of Science in Nursing degrees must earn at least 40 semester hours of credit in courses numbered 300 or above. Candidates for the Bachelor of Arts degree must earn at least 32 semester hours of credit in courses numbered 300 or above. Twelve hours of the major and at least five hours of the minor must be in courses numbered 300 or above. Each applicant for a certificate, diploma or degree must achieve a GPA of not less than 2.00 in all academic subjects at Northwest. A GPA of at least 2.00 must be maintained in the coursework of both the major and minor fields of study. A cumulative GPA of at least 2.50 is required for all certificates, diplomas or degree programs for the Bachelor of Science in Education degree. All other degrees, certificates or diplomas require a cumulative GPA of at least 2.00.

A minimum of 16 credits of 600-level courses are required for all master’s degrees. The remaining required credits must be graduate level. A minimum of 32 semester hours is required for all master’s and specialist’s degrees, with the exception of the M.B.A., the M.S.Ed. in Teaching: Instructional Technology and the M.S.Ed. in Guidance and Counseling. Specific requirements for these programs are delineated in the appropriate section of the Graduate Catalog.

All applications for degree are certified by the registrar and approved by the Board of Regents upon the registrar’s recommendation via the president of the University.

1P18. How do you design your processes for assessing student learning?

The director of institutional research coordinates University-level assessment activities and provides logistical support to departments/units in consultation with the chief academic officer and the Faculty Senate Assessment Committee. Northwest administers an assessment of general education (i.e., ETS-PP) as a “rising junior” and a discipline-specific test near the completion of a student’s degree program. In the former instance, the director works with the Faculty Senate Assessment Committee and academic department chairs to suggest options and approaches to gathering data that respond to the changing needs of the state and institution. Regarding the discipline-specific assessment, the director works with the academic departments to identify instrument options and provides assistance in the administration of the assessment. Changes to either measurement system can be made at any time as the need or opportunity arises. Changes might result because of changing requirements by the state, the availability of new instruments, changes to departmental measurement plans or changes to University needs. (The director serves as the liaison between the University and the Missouri Department of Higher Education as it relates to mandatory state assessments.)

While some processes are driven by compliance/accreditation data collections (e.g., C-BASE, PRAXIS), others have been benchmarked as best practices (e.g., National Survey of Student Engagement, graduation rate, retention rate, freshman

success rate, placement rate, data collected for the Complete College America analysis). Some, in fact, can be categorized as both (e.g., Teacher Work Sample, summative and formative evaluations of student teaching, PRAXIS and C-BASE).

As an example, processes for student learning in Northwest teacher preparation programs are greatly determined both by best practices and accreditation requirements. Dictated by Missouri Standards for Professional Educators (MoSPE), the state of Missouri has developed requirements for programs preparing students for state certification in teaching, administration and counseling. These standards have shaped the curriculum development and performance assessment of Northwest education majors. Standards include items related to content knowledge, ability to develop critical thinking skills, classroom management skills and the ability to embrace diversity.

In order to assess these state standards, national standards formulated by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE) and best practices, Northwest has developed and used a variety of assessments. The [Teacher Work Sample](#) (TWS) is designed to help students document their ability to plan, deliver and assess a standards-based instructional sequence while demonstrating their ability to reflect on the impact their instruction has on student learning. Each TWS covers an instructional sequence comprised of at least five consecutive lessons within a teaching unit focused on a concept or set of concepts. The TWS must include the following components: 1. Learning Context; 2. Learning Objectives; 3. Assessment Plan; 4. Teaching Unit Instructional Plans; 5. Instructional Decision Making; 6. Analysis of Student Learning; 7. Reflection and Self Evaluation; and 8. Organization, Readability, Spelling and Grammar. The TWS must be 28 to 40 pages plus student work, charts and graphs.

The TWS provides Northwest with valuable data at different points in student development to determine students' progress as educators using an instrument developed to align with state and national standards. Also, during field experience work, supervisors and cooperating teachers complete formative and summative evaluations. Again, as these are completed at different points in a student's career, they provide snapshot data that can be compared to determine growth toward development levels required for state certification.

Finally, an assessment system known as Tk20 is now beginning to be used on the Northwest campus. This system is used by all education majors and will collect coursework and field experience results as each student progresses throughout his or her academic career. These results will illustrate student development and can be analyzed to determine how well programs and the Professional Education Unit (PEU) as a whole are functioning to create educators that meet standard requirements.

The assessment arm of the PEU, the Teacher Education Student Services (TESS) office, has been recognized by officials at the Missouri Department of Elementary and Secondary Education as one of the more progressive in the state, and TESS officers have routinely provided assessment system and metrics seminars to many of the state's education programs at both public and private institutions. The PEU has used TWS methodology to establish and evaluate the level of achievement elicited by our teaching candidates in their varied field placements. Other useful data and trends are available by intranet to University faculty regarding candidate performance, dispositions, etc.

Northwest's calendar of institutional assessment can be found in Fig. 1-8.

Fig. 1-8: Northwest's Calendar of Institutional Assessment

What	What is it?	When	How will I know?
Freshman year			
Writing challenge	<ul style="list-style-type: none"> Placement exam 	<ul style="list-style-type: none"> SOAR 	Student request
NLSSI	<ul style="list-style-type: none"> National survey 	<ul style="list-style-type: none"> Freshman seminar Alternating years 	Done in class
NSSE	<ul style="list-style-type: none"> National survey 	<ul style="list-style-type: none"> Spring trimester 	Email
Sophomore Year			
C-BASE	<ul style="list-style-type: none"> Standardized test General education content 	<ul style="list-style-type: none"> Earned 45 hours Required for entry into College of Education and Human Services 	College will notify
Junior Year			
General Education Assessment**	<ul style="list-style-type: none"> Standardized test General education content 	<ul style="list-style-type: none"> When student has close to 60 hours 	Email

NLSSI**	<ul style="list-style-type: none"> National survey 	<ul style="list-style-type: none"> After the C-BASE or Gen Ed Assessments Alternating years 	Email
Senior Year			
NSSE	<ul style="list-style-type: none"> National survey 	<ul style="list-style-type: none"> Alternating years Random student selection 	Email
Praxis	<ul style="list-style-type: none"> Teacher education certification Exams-major specific 	<ul style="list-style-type: none"> Required for teaching certifications 	College will notify
Major Field Test (MFT, ACAT, etc.)	<ul style="list-style-type: none"> National exit exams as required by specific departments, majors 	<ul style="list-style-type: none"> Linked to capstone course enrollment 	Syllabus and/or instructor

**Required by University; administered by the assessment office

Results (R)

1R1. What measures of your students’ learning and development do you collect and analyze regularly?

Northwest uses a variety of measures to assess student learning. The primary measures include:

- Student Engagement – NSSE, First-year Students
- Student Engagement – NSSE, Seniors
- First-year Retention Rate
- Freshman Success Rate
- Minority Retention Rate
- Six-Year Graduation Rate
- Minority Six-Year Graduation Rate
- Placement Rate
- General Education Assessment – Percent at or above the 50th percentile
- Major Field Assessment – Percent at or above the 50th percentile

Northwest’s Professional Education Unit gathers and assesses a variety of data to assess the development of teacher candidates:

- Teacher Work Sample (documentation available on the [Professional Education Unit website](#))
- PRAXIS
- Percentage of Students Seeking Entry to Professional Education Who Met C-BASE Criteria for Entry Into the Program
- Formative and summative evaluations completed by university supervisors and cooperating teachers and reviewed by the Professional Education faculty.

1R2. What are your performance results for your common student learning and development objectives?

Fig. 1-9: Student Engagement – NSSE, First-year Students. Northwest’s first-year students indicate that we provide a supportive campus environment, and generally they believe that students and faculty have the opportunity to interact with one another (although the data for 2012 do not reflect the same trend as the previous two collection periods.) The three areas where we need to improve are the level of academic challenge (Northwest is rated lower), providing enriching education experiences (trend is lower), and active and collaborative learning (although the trend is moving in a desired direction).

Fig. 1-9: NSSE – First-Year Students						
Benchmark Comparisons	2005	2006	2007	2008	2009	2012
Level of Academic Challenge						
Northwest Mean	46.1	47.8	47.9	48.1	50.0	49.6
Carnegie Class Mean	51.7	51.0	51.4	52.0	53.2	53.9
Statistical Significance	0.000	0.000	0.000	0.000	0.000	0.000
Active and Collaborative Learning						
Northwest Mean	39.1	42.1	40.9	44.0	45.3	43.0
Carnegie Class Mean	42.5	41.6	42.6	43.1	44.6	43.8
Statistical Significance	0.000	0.572	0.044	0.211	0.289	0.392
Student-Faculty Interaction						
Northwest Mean	34.5	37.0	35.6	38.2	39.4	36.6
Carnegie Class Mean	33.9	32.1	34.1	35.0	35.6	36.1
Statistical Significance	0.504	0.000	0.105	0.000	0.000	0.561
Enriching Educational Experiences						
Northwest Mean	23.9	26.0	25.5	25.6	26.1	25.0
Carnegie Class Mean	26.8	25.7	26.0	26.3	26.8	27.3
Statistical Significance	0.000	0.716	0.494	0.166	0.186	0.001
Supportive Campus Environment						
Northwest Mean	60.6	65.8	66.0	63.5	63.6	65.1
Carnegie Class Mean	60.1	59.2	61.5	60.6	62.7	63.3
Statistical Significance	0.522	0.000	0.000	0.000	0.204	0.046

Fig. 1-10: Student Engagement – NSSE, Seniors. Results from Northwest’s seniors nearly mirror those of the first-year students. Their results indicate that we provide a supportive campus environment, and generally they believe that students and faculty have the opportunity to interact with one another (although the data for student-faculty interaction are more consistent than for the first-year students.) The three areas where we need to improve are the level of academic challenge (Northwest is rated lower), providing enriching education experiences (trend is lower) and active and collaborative learning (although the trend is moving in a desired direction).

Fig. 1-10: NSSE – Seniors						
Benchmark Comparisons	2005	2006	2007	2008	2009	2012
Level of Academic Challenge						
Northwest Mean	51.2	52.4	51.8	53.5	53.5	54.6
Carnegie Class Mean	56.1	55.6	56.3	57.0	57.7	58.0
Statistical Significance	0.000	0.057	0.000	0.000	0.000	0.000
Active and Collaborative Learning						
Northwest Mean	52.5	53.6	50.1	52.1	52.8	53.9
Carnegie Class Mean	52.2	51.4	52.1	52.3	53.2	53.0
Statistical Significance	0.687	0.235	0.018	0.770	0.573	0.279
Student-Faculty Interaction						
Northwest Mean	46.9	46.4	45.0	48.0	47.2	47.9
Carnegie Class Mean	43.6	41.2	42.9	43.6	43.5	43.7
Statistical Significance	0.003	0.030	0.033	0.000	0.000	0.000
Enriching Educational Experiences						
Northwest Mean	37.6	43.1	36.2	37.5	38.0	37.0
Carnegie Class Mean	40.4	38.2	38.4	39.4	40.1	39.6
Statistical Significance	0.005	0.020	0.012	0.015	0.008	0.002
Supportive Campus Environment						
Northwest Mean	61.4	62.1	63.4	64.7	64.9	66.5
Carnegie Class Mean	58.0	57.3	60.4	59.7	60.9	60.8
Statistical Significance	0.000	0.035	0.000	0.000	0.000	0.000

Fig. 1-11: First-Year Retention Rate. Retention rates tend to fall within a consistent range in the low 70s, with our performance comparable to that of our competitors.

Fig. 1-11: First-Year Retention Rate (retention of first-time, full-time freshmen from fall to fall)				
Institution	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort
Northwest	73%	71%	72%	70%
Peer 40 (IPEDS) 66 th percentile			69%	70%

Note: The "Peer 40" comparative data were developed from a cohort of 40 institutions selected for their similarity to Northwest on a variety of variables through a process conducted by Minter and Associates. This is described in 1R4.

Fig. 1-12: Freshman Success Rate. The Freshman Success Rate is a state-specific metric: The calculation of the percent of first-time, full-time students who complete at least 24 credit hours with a cumulative GPA of 2.0 or higher. Northwest's performance is consistently at or above that of our competitors.

Fig. 1-12: Freshman Success Rate (percent of first-time, full-time freshmen who complete 24 hours with a GPA of 2.0 or higher)				
Institution	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
Northwest data	69%	69%	67%	70%
Benchmark average (MO moderately selective)	64%	60%	61%	*

*data not yet available from the Missouri Department of Higher Education

Fig. 1-13: Minority Retention Rate. Trend data show that our minority retention rate is improving from previous levels.

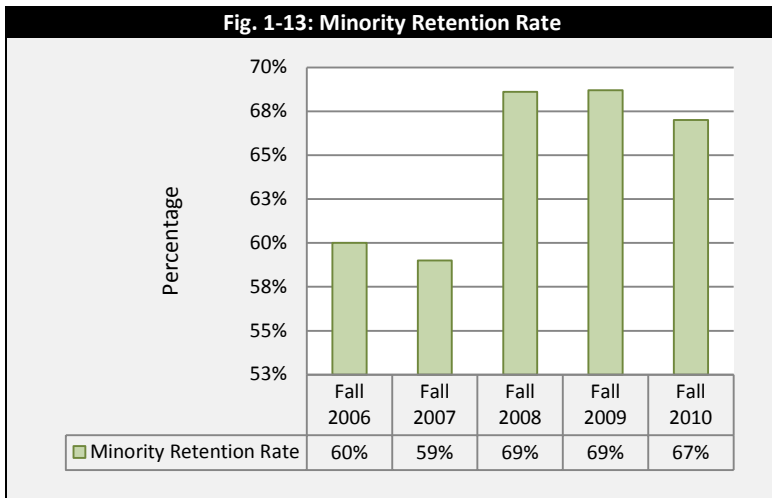


Fig. 1-14: Six-Year Graduation Rate. Northwest's six-year graduation rate is calculated two ways: One for the state's data system (see description below table) and one for IPEDS. Regardless of the calculation methodology, Northwest's graduation rate is consistently higher than benchmarked institutions.

Fig 1-14: Six-Year Graduation Rate				
Institution	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort
Enhanced Missouri Student Achievement Study (EMSAS)				
Northwest	63%	58%	58%	57%
MO moderately sel. average	57%	51%	47%	50%
Integrated Postsecondary Education Data System (IPEDS)				
Northwest	52%	51%	53%	52%
Peer 40 average (national)	38%	38%	38%	38%

EMSAS: Percent of students who begin at Northwest and graduate at Northwest or any other Missouri public institution; IPEDS: Percent of students who begin at Northwest and graduate from Northwest)

Fig. 1-15: Minority Six-Year Graduation Rate. The minority six-year graduation rate (Fig. 1-15) indicates improving trends over the past three cohorts, which should be reflecting the results of the improved retention rates (i.e., there will be a lag between the data in Fig. 1-15 compared to 1-13).

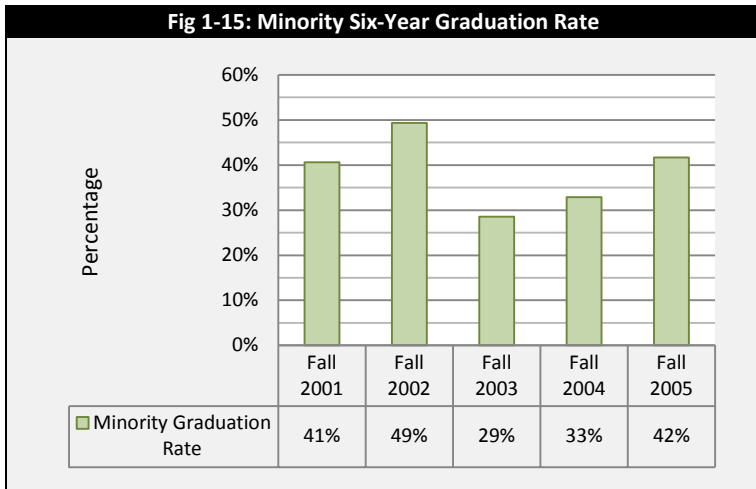


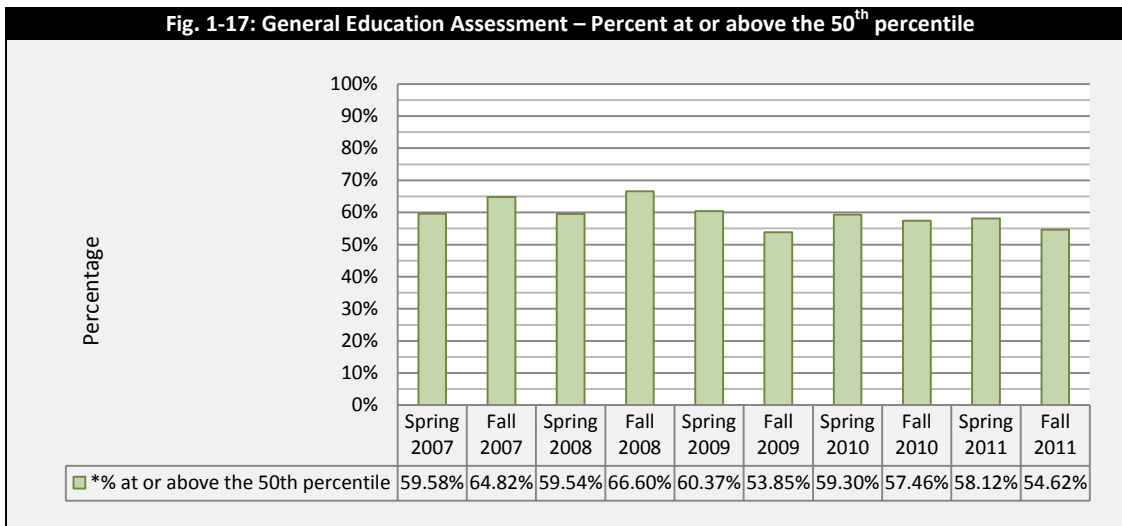
Fig. 1-16: Placement Rate. The data in Fig. 1-16 suggest that students are finding employment or continuing their education at a high rate, which implies students and other postsecondary institutions are satisfied with the quality of our graduates.

Fig. 1-16: Placement Rate

Data Type	2008	2009	2010	2011
Northwest Data	95%	95%	93%	95%

Undergraduates who report finding employment or continue education within six months post-graduation

Fig. 1-17: General Education Assessment – Percent at or above the 50th percentile. “Rising juniors” at Northwest are required to take a standardized general education assessment (the ETS-PPP. (Note: Teacher education majors take the C-BASE exam; see Fig. 1-19.) Consistently, more than 50% of our students score above the 50th percentile.



Percent of rising juniors who score at the 50th percentile or higher on the Educational Testing Service Proficiency Profile

1R3. What are your performance results for specific program learning objectives?

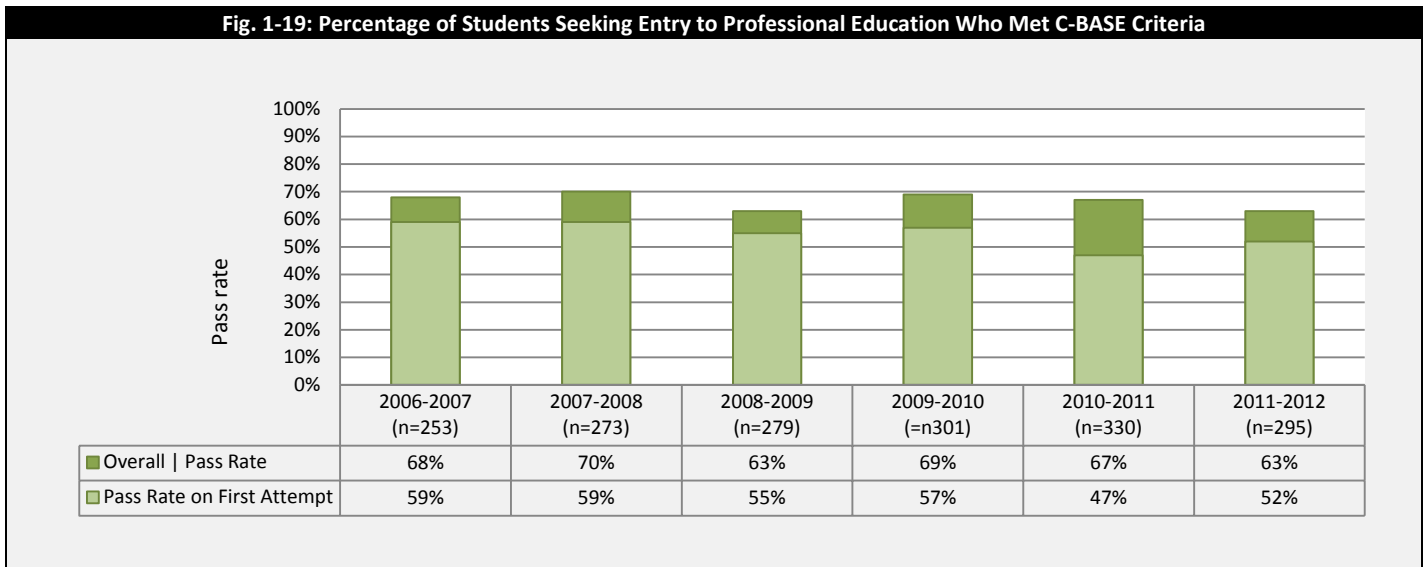
Fig. 1-18: Major Field Assessment – Percent at or above the 50th percentile. Major field examinations are available for many subject areas, but not all. Northwest uses these nationally normed exams when they are available and if there is sufficient alignment with our major programs. Within Missouri, the MDHE tracks the percentage of students scoring above the national average on nationally normed instruments. Comparative data on this measure is obtained from the Missouri State Statistical Profile (MSSP). Because institutions offer different majors, the mix of

tests used varies from institution to institution and are not directly comparable. Consistently, more than 50% of Northwest students score at or above the 50th percentile.

Fig. 1-18: Major Field Assessment – Percent at or above the 50th percentile

	2007-08	2008-09	2009-10	2010-11	2011-12
Major Field (nat'l normed) % above 50th	55.6%	51.2%	53.8%	51.3%	58.9%
Education Majors (PRAXIS) % above 50th	69.0%	55.6%	57.8%	54.7%	53.9%
Major Field (normed) graduate	79%	76%	87%	84%	73%

Fig. 1-19: Percentage of Students Seeking Entry to Professional Education Who Met C-BASE Criteria for Entry Into the Program. Students seeking entrance to Professional Education must meet certain criteria, including a minimum score on the C-BASE exam. The data in Fig. 1-19 show that approximately two-thirds of our students eventually meet the criteria for entrance into a Professional Education program of study.



1R4. What is your evidence that the students completing your programs, degrees and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Northwest benchmarks its performance data against available data from other Missouri moderately selective institutions as well as a cohort of 40 institutions selected for their similarity to Northwest on a variety of variables (see Category 7). The evidence presented in 1R2 above clearly demonstrates that Northwest’s performance exceeds our comparison groups’ performance on nearly every measure for which there is comparative data.

Additionally, the University’s consistently high placement rate, graduates’ successful progression to post-baccalaureate programs and the quantity of employers that continually return to campus to satisfy their personnel needs through interns and full-time hires all are evidence that suggest Northwest’s graduates have the knowledge and skills required by our stakeholders. For example, each trimester the Office of Career Services sponsors a Career Day when potential employers send recruiters to represent them in their on-campus recruiting efforts. The fall 2012 Career Day set new records in both employer attendance (115 employers represented by 214 recruiters) and students (574). Previously, the spring 2001 Career Day held the record for number of employers with 107 employers, and the spring 2003 Career Day was the record for student attendance (550). The day following the fall 2012 event, Career Services hosted 12 employers conducting 133 interviews. These interviews are a direct result of the Career Day networking event.

Finally, alumni engagement in Northwest is evidence of success and supported through alumni returning to participate in academic venues, mock interviews, Professional Advisory Committees (PAC), employer/student collaborations in capstone courses and sending their family members to attend the University.

1R5. What are your performance results for learning support processes (advising, library, laboratory use, etc.)?

Library performance is measured by both on-site and online usage and satisfaction. Library door counts have risen dramatically (66%) from 2009 to 2011 in response to a substantive transformation to a learner-centered space and service. This increase has received statewide and national recognition in academic library publications and professional organizations. Simultaneously, the library increased its electronic presence with the launch of a mobile website and application. The mobile website has shown a 3,600% increase in use in only four trimesters. The library's website, which is also the user's portal into the library catalog and digital collections, reflects consistently high usage.

Student satisfaction with the TDC programs is consistently high. On average, 40% of students enrolled in a course where Supplemental Instruction (SI) is offered voluntarily attend SI sessions which leads to a final course grade that is at least one-half to one letter grade higher than students who did not attend. Additionally, students who use the free tutoring offered by the TDC report consistently high gains in knowledge, confidence, grades and satisfaction in the courses in which they sought assistance.

	2006-07	2007-08	2008-09	2009-10	2010-11
Northwest	91%	87%	87%	83%	83%
University of Central Missouri	75%	71%	72%	71%	68%
Missouri Western State University	49%	53%	61%	64%	60%

Fig. 1-20: Athlete Academic Success Rate. Student athletes who receive support through the Student Athlete Success Program demonstrate a high rate of academic success (Fig. 1-20). The NCAA defines the Division II Academic Success

Rate (ASR) as "similar to the Division I Graduation Success Rate (GSR) in that it includes transfers into an institution in the calculation of the rate, but removes from the cohort students who left the institution while academically eligible to compete. Additionally, the ASR (unlike the GSR) includes all non-scholarship freshman student-athletes on the roster on the first date of competition." (More information is available on the [NCAA website](#).)

1R6. How do your results for the performance of your processes in *Helping Students Learn* compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Northwest benchmarks its performance data against available data from other Missouri moderately selective institutions as well as a cohort of 40 institutions selected for their similarity to Northwest on a variety of variables. This is addressed in 1R3 and 1R4 above. Northwest has achieved a Freshman Success Rate (first-time freshmen earning a 2.00 and 24 credit hours in their first academic year) of 74%, higher than all other moderately selective institutions in the state of Missouri. We have consistently outpaced our peers on this measure. Northwest's fall-to-fall freshman retention rate is consistently in the 70 to 72% range, outpacing the national average for selective schools nationwide. The most recent six-year graduation rate for Northwest students is 58%, which outpaces the national average and our peers in Missouri.

Improvement (I)**1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?**

In 2009, the First-Year Experience was identified as a topic for an AQIP Action Project with the objective of understanding the experience of our incoming students in order to identify obstacles to their success and ways to help them overcome those obstacles. The Foundations of Excellence (FoE) process, facilitated by the John N. Gardner Institute for Excellence in Undergraduate Education, provided a structure for a self-study centered on first-time freshmen (excluding transfer students).

More than 75 individuals participated in committees implementing the project, including faculty, staff, students and members of the local community. Committee discussions were organized around the nine areas in the FoE model (referred to as dimensions). Those discussions used a number of sources of data, including an inventory of current practices as well

as a faculty/staff survey completed by 489 individuals and a student survey completed by 1,263 individuals. Members of the campus community were also invited to participate in focus groups throughout the process.

The committees' work identified a number of strengths and weaknesses in current practices as well as action items to address those weaknesses. Looking across the dimension reports, the resulting recommendations represent eight themes:

1. Cultivate an organizational culture that encourages faculty engagement;
2. Maximize synergy within the academic experience;
3. Create and implement a philosophy of, and structure for, first-year programming;
4. Reduce barriers to authentic interactions between individuals from different backgrounds;
5. Facilitate the active involvement of students in their development;
6. Clearly communicate expectations related to the collegiate experience;
7. Commit to professional development for faculty and staff; and
8. Investigate cross-cutting programming.

This group made more than 30 specific recommendations within these eight categories. Three significant findings evolved from this action project. First, a new action project, Freshman Seminar Redesign, will examine the goals and objectives of the course and ensure that it addresses five areas:

1. Equip students with the academic skills necessary for success;
2. Foster an appreciation for the privileges, rights and responsibilities associated with a University education;
3. Cultivate the ability for students to monitor their own learning and progress;
4. Familiarize students with the resources available to support their academic success; and
5. Emphasize health and wellness.

Also, data collected during the action project identified courses within the general education program in which more than 30% of students were earning a DFWI. A new action project, Course Redesign, will identify ways in which we may be able to ameliorate this issue (1P16).

Finally, we are investigating the application of the AVID (Advancement via Individual Determination) approach and philosophy to help guide our implementation of these recommendations. Preliminary discussions have resulted in a model for how Northwest views student success (Fig. 1-1), which is being used to guide our strategic discussions as we focus our improvement efforts in three areas: academics, engagement and services. The newly formed Student Success Task Force will begin reviewing the recommendations from the Foundations of Excellence self-study in the context of the three following subteams: academics, engagement and services. Each of these teams will include faculty, staff and students.

112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?

The Northwest culture of continuous improvement is based on 25 years of performance reviews and collaboration between the faculty (via the Faculty Senate and its committees), academic departments, deans and provost. The language we use, the evaluation process for faculty and staff and department /unit evaluations reflect a belief that the goal of assessment is improvement in all we do. Northwest received four consecutive Missouri Quality Awards (1997, 2001, 2005, 2008) due to a focus on improving processes in order to improve results. Our infrastructure of tiered performance indicator system and annual reviews encourages directors and other leaders to strive for improved performance.

We recently revised our mission and vision statements and developed a new strategic plan. In this process we created a new SWOT analysis and updated our environmental scan. This process helped us identify broad targets to achieve as part of our Strategic Plan: Execute and Succeed (see Category 8).

Category 2 – Accomplishing Other Distinctive Objectives

This category addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders – the processes that contribute to achieving your major objectives, fulfilling your mission and distinguishing yours from other educational institutions.

Category Introduction

Northwest accomplishes a variety of other distinctive objectives that serve external stakeholders. Programs serving external stakeholders include the Missouri Arboretum, athletics, the Center for Innovation and Entrepreneurship, the Distinguished Lecture Series, the Encore Series, Horace Mann Laboratory School, public radio stations KXCV-KRNW, Mazingo Outdoor Education Recreation Area (MOERA) and the Small Business and Technology Development Center (SBTDC). Three of these programs are highlighted below, each with processes at different stages of maturity. We believe athletics' processes are fully integrated throughout their system and are mature; Horace Mann has processes that are aligned and are continuing to mature; and MOERA processes are in the early stages of maturity.

In addition, we believe these three programs are indicative of Northwest's use of collaboration and dedication to service to meet the needs of both internal and external stakeholders. Our responses regarding process, results and improvement will focus on how these three specific programs use collaboration and service to meet AQIP Criteria and Core Components.

Northwest believes it has an obligation to serve external stakeholders in ways that meet its strengths as part of our mission as a state-assisted institution. To help students become truly successful is to help them embrace and engage in a culture of service to others. Our units help students to learn the value of service to others, while at the same time they enable students to observe and participate with an institution that serves others.

Processes (P)

2P1. How do you design and operate the key non-instructional processes through which you serve significant stakeholder groups?

The processes used to design and operate “non-instructional” programs are based on:

1. Benchmarking best practices at like-institutions as well as other “service-oriented” offices on campus. Specific institutions benchmarked include:
 - Athletics:** MIAA peer group (14 institutions), athletic conference affiliation, Missouri state university peers within the MIAA, federal Equity in Athletics Data Analysis (EADA) data
 - Horace Mann:** Maryville R-II School District, St. Gregory Barbarigo School in Maryville, the International Association of Laboratory Schools, Liberty Public Schools, North Kansas City School District
 - MOERA:** There are no other universities of which we are aware that have a facility with the breadth of offerings as Northwest's. The director has visited non-educational (for-profit entities) that offer similar services.
2. Adhering to guidelines of external agencies:
 - Athletics:** MIAA, NCAA, Title IX
 - Horace Mann:** Missouri Department of Elementary and Secondary Education (DESE), National Council for the Accreditation of Teacher Education (NCATE), Missouri Common Core Standards
 - MOERA:** Northwest is accredited by the Association of Challenge Course Technology (ACCT), Amateur Trap Association (ATA) guidelines, Archery in the Schools Program, Missouri Department of Conservation (MDC)
3. Following the parameters/constraints of the program's mission as well as the goals and objectives of each project.

Directors and staff of these units are keenly aware of the service they provide to external constituents (Fig. 2-1), the image of the University they portray to others in carrying out their work and the need to collaborate with the constituents they serve to improve the quantity and quality of that service.

Fig. 2-1: External Stakeholders and Mission

Program	Collaboration (stakeholders)	Service (mission)
Athletics	Students, faculty, fans, NCAA, MIAA, alumni, Northwest Alumni Association, Northwest Foundation, regional/local businesses (retailers and restaurants), corporate and individual sponsors	Northwest’s athletic department promotes the educational mission of the University throughout the region and nationally by increasing the exposure of the institution and by serving as a rallying point for alumni, students, faculty, staff and fans.
Horace Mann	Horace Mann students, Horace Mann parents, Northwest students, Northwest faculty and staff, community members	Horace Mann is a learning community of children, families, master teachers, administrators, support staff, practicum teachers, graduate assistants and faculty members and serves as a clinical teaching environment for students in Northwest’s Department of Professional Education.
MOERA	Local businesses, churches, schools, civic groups, internal student organizations, athletics teams	MOERA provides a facility and programming for businesses, schools, youth groups and athletics teams to strengthen group relationships and skills.

2P2. How do you determine your institution’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

Objectives for key non-instructional areas are developed collaboratively in conjunction with unit members, key stakeholders and – where appropriate – external entities (Fig. 2-2).

For instance, each year in athletics every staff member is asked to set three professional goals for his or her particular sport or division. The athletics director also sets departmental goals that are reviewed quarterly with the president.

Horace Mann determines goals based on qualitative data (surveys of Horace Mann faculty). Staff meet weekly as a team to discuss what is most critical for the coming year. This collaboration sets a tone to create support for the goals and manage expectations. The Horace Mann principal also receives informal input from the Parent Advisory Council and University faculty. Horace Mann also uses quantitative data from DESE, Missouri Assessment Program (MAP) data, Positive Behavior Support (PBS) data and the Assessment Information Management Systems (AIMSweb) reading assessment to determine its objective.

MOERA objectives are formulated collaboratively with the internal advisory group, with a focus on connecting to academics and making full use of the facility to meet the client’s needs.

Fig. 2-2: Determining Objectives for External Stakeholders

Program	Collaborators	Service (objectives)
Athletics	Students, faculty, fans, NCAA, MIAA, alumni, Northwest Alumni Association, Northwest Foundation, regional/local businesses (retailers and restaurants), corporate and individual sponsors	1. The athletic department promotes the educational mission of the University throughout the region and nationally by increasing the exposure of the institution and by serving as a rallying point for alumni, students, faculty, staff and fans.
Horace Mann	Horace Mann Parent Advisory Council, student council	1. Collaboration with all stakeholders 2. Culture: create a culture of professionalism across all aspects of the school 3. Curriculum: begin curriculum mapping for math grades K-6
MOERA	Internal advisory council, student staff	1. Provide unique outdoor recreation and education opportunities for the campus and regional communities 2. Provide safe education and recreation experiences in shooting sports, challenge sports and aquatic sports 3. Facilitate personal and group leadership development and teambuilding experiences for campus and regional groups 4. Encourage active and healthy lifestyles in the outdoors

2P3. How do you communicate your expectations regarding these objectives?

Expectations regarding key objectives in the units are communicated through a variety of methods, depending on specific targeted audiences. For example, when addressing internal stakeholders, units use emails, meetings, posters and annual reviews to convey information and drive strategy.

Athletics collaborates with the following groups as they plan and communicate their goals and objectives: Faculty Senate Athletics Committee, Student Athlete Advisory Council, Northwest Alumni Association and the Bearcat Booster Club. In addition, the athletics director communicates specific performance expectations at the beginning of the school year during staff meetings and at the end of the year in annual performance evaluations.

Horace Mann goals are put into a strategic plan and distributed to Horace Mann faculty, University faculty, the dean of the College of Education and Human Services and to the provost. Portions of the strategic plan relevant to parents' expected contribution and participation are given to the Parent Advisory Council. Each group gets the information they need to move forward. Ongoing progress is reviewed at weekly planning meetings and by email.

The MOERA director meets with student staff members to review objectives for each project. Each client has a custom-designed program, and student staff members are trained specifically for tasks associated with the program. Students then meet with the director or facilitator before each program and then after each program to debrief.

Fig. 2-3: Athletics, Horace Mann, MOERA Websites	
Program	Website
Athletics	www.nwmissouri.edu/sports/index.htm
Horace Mann	www.nwmissouri.edu/horacemann/index.htm
MOERA	www.nwmissouri.edu/hhs/moera/index.htm

When communicating with external stakeholders, each unit uses a variety of informational tools, including quarterly and/or annual reports as well as internet-based tools like Facebook and/or Twitter, hard-copy and electronic newsletters and targeted emails. Each unit's website and

associated webpages (Fig. 2-3) are found within the Northwest website (www.nwmissouri.edu) and provide information to the public about several of these units with links available directly from drop-down menus on the Northwest homepage. Athletics works closely with University Advancement and the Alumni Office to coordinate events such as "watch parties" throughout the region in conjunction with Alumni Chapter meetings. Athletics also uses posters, radio, and newspaper advertisements to publicize the schedule of their games, generate news stories, and to promote their activities.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Administrative members within each unit collect information about projects and programs individual units have initiated, objectives they have or have not met, the methods they employed in pursuit of these goals, etc. Individuals and/or subteams within the units then review their colleagues' findings and prepare reports for stakeholders (including both members of the public and key institutional administrators). Such progress reports are then evaluated collaboratively with stakeholders, unit staff and/or administrators to set organizational goals.

As an example, in athletics, objectives are reviewed and assessed by the University president and Board of Regents as well as the Bearcat Booster Club, Foundation Board, the Faculty Athletic Representative and the Athletic Committee and the Northwest Leadership Team (NLT), when appropriate.

Horace Mann uses weekly data team meetings to review the objectives and check progress.

The MOERA director meets with an internal advisory group to review the objectives at the beginning of each trimester during Planning and Development Days at the University. The advisory council includes the MOERA director, the chair of the Department of Health and Human Services and three faculty members with a history of involvement in the program.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

Faculty and staff needs are determined collaboratively during annual evaluations, staff retreats and regular unit meetings.

To address coaching/staffing levels, athletics benchmarks programs at MIAA schools to better understand resource and facility demands faced by coaches.

Action items from weekly collaborative meetings lead Horace Mann to further discussions about how to solve problems and identify resource needs to achieve their goals.

MOERA uses a “supervised” instruction model in staff training. Student staff members first receive basic training about the technical aspect of their task. They are then supervised in the same manner as internships as they assist or lead a group in the activity. In this way, both the director and staff members are able to adjust the training to ensure staff develops the hard and soft skills needed to work with clients on their own.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Athletics asks coaches to identify their needs to be successful in meeting their objectives. Their goals are adjusted to meet their true resources and environmental constraints.

Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

Given the disparate mission and nature of the different activities undertaken by each of these areas, the specific measurements collected by each group differ quite radically. Below is a table indicative of those data which are collected at various points throughout each fiscal year:

Fig. 2-4: Measures of Non-Instructional Objectives and Activities	
Organizational Unit	Sample Measures
Athletics	<ul style="list-style-type: none"> • Attendance at events • Win/loss ratios • Academic success rate of engaged athletes based on NCAA standards • NCAA dashboard data (revenue/expenditures, scholarships) • Annual financial support including season ticket revenue, corporate sponsorships and Bearcat Booster Club contributions
Horace Mann	<ul style="list-style-type: none"> • Mid- and end-of-year school culture survey (faculty) • AIMSweb data (grades K-6) • PBS Data (grades K-6) • MAP test results (grades 3-6) • Stanford 10 Achievement Test (grades 1-2) • Attendance data • Number qualifying for free and reduced lunch • Number of English language learner (ELL) students served
MOERA	<ul style="list-style-type: none"> • Program and class evaluations • Revenue and expense analysis • Participation and usage data

2R2. What are your performance results in accomplishing your other distinctive objectives?

The performance results for each area are found in Fig. 2-5.

Fig. 2-5: Performance Results in Accomplishing Other Distinctive Objectives

Program	Measure	Results
Athletics	1. Attendance at events	1. Over the last four years, attendance has averaged 7,473 per football game.
	2. Win/loss ratios	2. Northwest is generally in the top third of institutions nationally as measured by the NACDA Directors Cup. For the 2011-2012 year, Northwest was ranked No. 76 of 244 institutions.
	3. Academic success rate of engaged athletes based on NCAA standards	3. Northwest has an 83% student athlete academic success rate.
	4. NCAA dashboard data (revenue/expenditures, scholarships)	4. Northwest is comparable to MIAA peers and in the upper third of NCAA DII peers (with football) in revenues, corporate sponsorships and scholarships.
	5. Annual financial support including season ticket revenue, corporate sponsorships and booster club contributions	5. Benchmarking is done annually with other MIAA institutions. Northwest ranks very high in comparing season ticket revenue and booster club contributions. Corporate sponsorship revenue is in the top half of the MIAA.
Horace Mann	1. Mid- and end-of-year school culture survey (faculty)	1. Faculty indicated a high need for communication and collaboration on the beginning-of-the-year survey.
	2. AIMSweb data (K-6)	2. Percent of Students by level of instructional intensity: <ul style="list-style-type: none"> • 68% Tier 1 (regular classroom instruction) • 26% Tier 2 (additional regular classroom) • 6% Tier 3 (additional outside regular classroom)
	3. PBS data (K-6)	3. One office referral for major policy violation – September, 2012
	4. MAP test results (3-6)	4. Communication arts: 23% advanced, 50% proficient, 18% basic, 9% below basic
	5. Stanford 10 (grades 1-2)	5. Grade 1 National Percentile Rank: 51.7% Grade 2 National Percentile Rank: 47.7%
	6. Attendance data	6. 98% average daily attendance
	7. Number qualifying for free and reduced lunch	7. 8% of Horace Mann students qualify for free and reduced lunch.
	8. Number of ELL students served	8. One ELL child is served, and eight children are bilingual.
MOERA	1. Program and class evaluations	1. Exciting, challenging activities with a wide variety of skills from beginning to advanced
	2. Revenue and expense analysis	2. The target is to generate sufficient revenue to meet expenses. Program generated 69% of expenses in FY12.
	3. Participation and usage data	3. Average 41 external groups per year; participants range in age from 10 to 82; participation is most common by school groups, church groups, corporate leadership teams, local sports teams

These units are committed to providing a variety of services to their constituents and participating in service projects. For example:

- Northwest athletics hosts and volunteers to assist with Special Olympics’ events.
- Northwest athletics hosted the American Cancer Society’s Nodaway County Relay for Life event.
- Northwest athletics is involved with activities through the Big Brothers Big Sisters organization.
- The Northwest football team helps the county’s Habitat for Humanity organization build homes in the local area.
- The Northwest Student-Athlete Advisory Council (SAAC) collects donations for the Make-A-Wish Foundation every year.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Fig. 2-6: Comparison Performance Results for Athletics, Horace Mann and MOERA

Program	Results	Comparative Group
Athletics	<ol style="list-style-type: none"> Attendance: Over the last four years, football attendance has averaged 7,473 per game. This is in the top 10% nationally and is consistently in the top three of the MIAA. Win/loss ratios: Northwest usually ranks in the top half of MIAA teams in most sports with a nationally competitive football program. Last year we ranked No. 76 out of 244 NCAA II schools Academic success rate: Ranked second in the MIAA the past few years and more than 10% above national average NCAA dashboard data (scholarships): Northwest is consistent with our conference peers; 12 of the 15 MIAA schools fund scholarships in football, men’s and women’s basketball, baseball, softball and soccer to the extent allowed by NCAA and MIAA rules. Financial support: There isn’t a sanctioning body that tracks this. However, based on informal data collection, Northwest is projected to be in the top 5% to 10% in both overall ticket revenue and booster club (annual fund) contributions and in the top 25% in corporate sponsorships. 	MIAA and NCAA Division II Schools
Horace Mann	1. Mid- and end-of-year school culture survey	1. No comparative data
	2. AIMSweb data (K-6)	2. AIMSweb national norming data
	3. PBS data (K-6);	3. PBS national norming data
	4. Missouri MAP test results (3-6)	4. State of Missouri scores
	5. Stanford 10 (grades 1-2); Grade one is 5 points above the national average and grade two and three are 5 points below the national average	5. National percentile rankings
	6. Attendance data is above average as compared to peers both nationally and with our community’s public elementary school	6. Eugene Field Elementary School
	7. Horace Mann has 8% of students qualifying for free and reduced lunch as compared to 36% for Nodaway County	7. Nodaway County students
	8. HM serves fewer ELL students than its peers	8. Maryville R-II School District
MOERA	Cannot find other higher education institutions with a similar facility or mission.	N/A

2R4. How do your performance results of your processes for *Accomplishing Other Distinctive Objectives* strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Thanks to a strong institutional mission, the units highlighted here are able to articulate clearly how their activities enhance organizational relationships.

Within the athletics department, the athletic academic success rates translate into retaining students. The stronger athletics is financially, the more efficient the department is in using University resources.

Horace Mann helps Northwest meet teacher preparation goals. Northwest education students spend close to 900 hours at Horace Mann prior to student teaching and it provides service-learning opportunities for Northwest education students, language students, Missouri Academy students and student athletes. Because of the extended school day activities at Horace Mann, many of University faculty and staff have a place for their children (who are students at the school) to be after the regular school day.

Services provided by MOERA reach clients throughout northwest Missouri and into Kansas, Iowa and Nebraska. The positive experiences businesses and communities have at MOERA contribute to the positive perception these entities have about Northwest. People from out of town come and spend money, contributing to economic activity in the region, and the program enables local companies to receive these services locally, without having to travel a great distance.

Improvement (I)

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

Processes for reviewing results and making improvements are very systematic. Examples of these service improvements can be found in Fig. 2-7.

Athletics receives feedback and suggestions for improvement from a wide variety of sources. These sources include social media, emails from fans, meetings with coaches and the Student Athlete Advisory Council.

Each participant at MOERA completes a qualitative evaluation at the end of his or her program. The director also has a formal meeting with the student staff after each program to discuss their performance and perceptions of the program and to discuss the narrative evaluations of the clients.

Fig. 2-7: Service Improvements	
Unit	Service Improvement
Athletics	<ol style="list-style-type: none"> 1. The athletics department just executed an extensive realignment plan, streamlining multilevel processes by reducing administrative redundancies. 2. The department revamped its corporate sponsor program to maximize connections with local, regional and national program supporters. 3. Completed NCAA compliance review procedures and identified several key areas where action may be required in the near future; results from this audit are currently under review so that plans can be made and implemented to address said issues as soon as possible. 4. Workshops were conducted for student athlete advisors to help them understand unit goals and NCAA regulations. 5. NCAA rule education workshops were conducted for coaches; NCAA rules education newsletter is provided to coaches 6. Hired an independent third party to suggest improvements for compliance of NCAA and Title IX regulations 7. Upgraded ticket system to include a “select your own seat” section and provide greater choices of ticket type 8. Greater emphasis on social media to communicate with fans 9. Posting and announcing a telephone number fans can text concerns to regarding safety issues while in the stadium 10. Increased fan appreciation projects to increase fan engagement
Horace Mann	<ol style="list-style-type: none"> 1. Built the new Leet Center for Children and Families 2. Built a new library 3. Created a new café space in the building 4. Synchronized school year to match Maryville R-II School District 5. Introduced iPads in grades K-6 6. Scheduled more staff development days in order help meet new State Common Core Competencies 7. Restructured child drop off/pick up to make the process more efficient and safer 8. Enhanced summer educational opportunities grades 3-6
MOERA	<ol style="list-style-type: none"> 1. Created a restroom facility near challenge course 2. Developed more variety in the challenge course by adding more elements 3. Improved appearance of the grounds

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

Administrators are careful to monitor unit activities and progress to ensure that they ultimately contribute to a culture of supporting student success and service that meets the needs of external constituents as identified by each unit’s mission.

The athletics director is on the Northwest Leadership Team (NLT), which helps University leaders stay involved and informed of athletic goals. The athletics director’s open-door policy for coaches along with the “Ask the AD” button on the athletics’ webpage create an environment of collaboration and free flow of information between fans, staff and administration.

At Horace Mann, weekly staff meetings help set a tone of collaboration and teamwork. The infrastructure of having Horace Mann and University faculty in the same building assists collaboration and ease of use by students and faculty.

MOERA has a culture that focuses on safety while serving others. The facility promotes trust and teambuilding, which is the heart of collaboration. Each individual makes a decision to “challenge themselves” by participating in the program. Clients feel the experience is unique and rewarding and consequently become collaborators in helping to improve the facility and the experience for the next participants.

Category 3 – Understanding Students’ and Other Stakeholders’ Needs

This category examines how your institution works actively to understand student and other stakeholder needs.

Category Introduction

Northwest has a long history of continuous improvement with regard to assessing and meeting students’ needs. Various local and national evaluative systems such as the Noel-Levitz Student Satisfaction Inventory (NLSSI), the National Survey of Student Engagement (NSSE), comment cards and end-of-course evaluations by students have been in place for 20 years or more. These data, combined with comments from social media, provide the systems for robust data analysis, trending and benchmarking. Northwest not only systematically collects and evaluates data, they are an integral part of the culture, occurring as a matter of standard operating procedure at all levels of the institution.

Our processes related to our student groups border between systematic and aligned. For example, the data from the EBI Resident Satisfaction Survey (Educational Benchmarking) are shared, when appropriate, with departments/units outside Residential Life/Student Affairs that can contribute to a solution. Additionally, the “Improving the First-Year Experience” action project resulted in a cross-functional, collaborative task force that, as it is fully implemented, will allow us to examine our processes and identify those that may be barriers to our students’ success. The processes we use to gather data with respect to our stakeholder satisfaction is less mature. At times, we are reactive, and at other times we are more systematic. The processes we used in the creation and administration of the Perception Survey are more integrated and can be used as a model for future improvements.

Processes (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Northwest identifies the changing academic needs of our students by reviewing data at various stages of students’ progress, and many of these data are delineated in Category 1. In addition to these data, we use a student’s ACT subscores to determine his or her placement in developmental courses in preparation for college-level work (see 1P8); we also review final grade distributions in general education courses to determine future academic support needs with regard to tutors, mentors and supplemental instructors.

Northwest has been focused on the retention and completion of its students by focusing on the first-year experience through our Foundations of Excellence: Improving the First-Year Experience” (FoE) action project (described in 1P1 and 8P1). We did this primarily for two reasons. First, “it is the right thing to do.” In other words, we have an obligation to provide the best experience for our students once they make the choice to attend Northwest. Second, looking at the trend data (see 1R2), although we perform better than our peer groups, we knew we could improve our students’ retention/persistence and completion. Further, we recently joined other American Association of State Colleges and Universities (AASCU) institutions in [Project Degree Completion: Building Our Future](#), which is a commitment to improve retention and graduation rates.

Northwest’s recently formed Student Success Task Force (SSTF) is a product of the FoE action project. The mission of the SSTF is to identify students’ needs as related to retention (and subsequently completion) from the student, faculty, staff and administrative perspectives in each of three areas: academics, engagement and services. This task force is using recommendations from the FoE action project as a starting point in its discussions. As described in 1I1, the FoE recommendations were grouped into eight categories; these “themes” generally described *what* we needed to do to improve our first-year experience. The draft objectives that generally describe *how* we should encourage academic success and student engagement, and how we would measure progress/success, are summarized in Fig. 3-1.

Fig. 3-1: Draft Objectives for the First-Year Experience

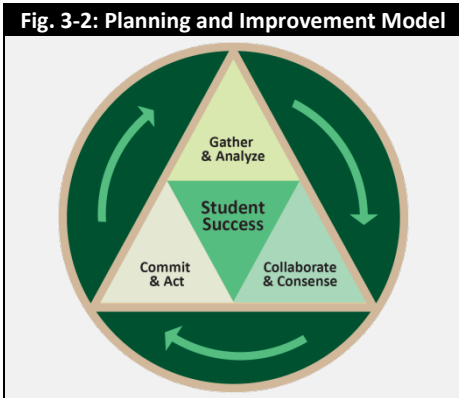
Fostering resiliency and courage	
<p>Students will:</p> <ol style="list-style-type: none"> 1. Actively participate in academic, personal development and co-curricular opportunities 2. Ask for help – early 3. Ask for help – when in crisis 4. Believe in self 5. Accept challenge 6. Persist – after initial crisis/critical situation (recover) 	<p>Measured by:</p> <ol style="list-style-type: none"> 1. & 2. Number and timing of contacts with <ol style="list-style-type: none"> a. peer advisors b. faculty advisors c. academic and library services d. student affairs e. etc. 3. Self-efficacy measure (pre- and post-first year) 4. Survey faculty, pre- and post-survey of student 5. Continued class attendance; maintaining satisfactory academic progress <p>** Guide for students: crisis/critical situation recovery **</p>
<p>Faculty/Advisor will:</p> <ol style="list-style-type: none"> A. Encourage dialogue B. Provide assistance C. Encourage tenacity (class/effort/character) D. Model desired behaviors E. Reinforce asking for help F. Acknowledge the challenge (“I can tell you worked hard”) G. Communicate expectations 	<p>Measured by:</p> <ol style="list-style-type: none"> A. & B. & G. Survey students (NSSE) C. Faculty/course evaluation instrument, survey measure of assist with non-academic issues (advisor survey) D. Student survey, chair observation E. Student survey (did your faculty member make it easy, were you comfortable) C. Student survey, faculty survey <p>** Training (where is the student in the experience, what is my role) **</p>
<p>Staff will:</p> <ul style="list-style-type: none"> • Model behaviors • Communicate expectations • Reinforce behaviors • Encourage tenacity • Understand resources outside of their area • Acknowledge the challenge (“I can tell you worked hard”) 	<p>Measured by:</p> <ul style="list-style-type: none"> • Student survey, supervisor observation • Review documentation • Quiz <p>** Training (where is the student in the experience, what is my role) **</p>
Expecting personal responsibility	
<p>Students will:</p> <ol style="list-style-type: none"> 1. Be present in the classroom 2. Know objectives of the course and how they will be assessed 3. Be prepared for classroom activities 4. Understand university policies and requirements 5. Understand their role as a community member 6. Consider their role in their successes and failures 	<p>Measured by:</p> <ol style="list-style-type: none"> 1. Attendance records, Active participation 2. & 3. Faculty feedback, narratives in academic appeals 4. Staff feedback, disciplinary records, narratives in other appeals 5. Community feedback, public safety reports 6. Narratives in academic appeals, faculty/staff feedback
<p>Faculty will:</p> <ol style="list-style-type: none"> A. Make clear course goals and objectives B. Help students understand how to meet those objectives C. Expect attendance and participation D. Provide assessment and feedback early in the term and regularly throughout the term 	<p>Measured by:</p> <p>A, B, C, D: Content analysis of syllabi for key courses, student evaluations</p>
<p>Staff will:</p> <ul style="list-style-type: none"> • Clearly communicate University policies and requirements • Communicate clear, consistent expectations of students 	<p>Measured by:</p> <ul style="list-style-type: none"> • Reviewing materials for availability, satisfaction surveys
Embracing a rigorous general education curriculum	
<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience and recognize the value of a rigorous general education curriculum 	<p>Measured by:</p> <ol style="list-style-type: none"> 1. NSSE, scores on GenEd standardized assessment
<p>Faculty will:</p> <ol style="list-style-type: none"> A. Consistently communicate the value of the general education curriculum B. Teach rigorous general education courses 	<p>Measured by:</p> <ol style="list-style-type: none"> A. Content review of syllabus, student evaluations, NSSE, GenEd standardized assessment B. Adherence to external GenEd curriculum standards (e.g., MDHE, LEAP, DESE)

Staff will: <ul style="list-style-type: none"> Consistently communicate the value of the general education curriculum 	Measured by: <ul style="list-style-type: none"> NSSE, scores on GenEd assessment
Helping students make connections within the Northwest community	
Students will: <ol style="list-style-type: none"> Actively participate in advising sessions Actively participate in classroom activities Actively participate in co-curricular activities 	Measured by: <ol style="list-style-type: none"> & 2. Participation rates, satisfaction surveys, retention rates Reports from faculty members
Faculty will: <ol style="list-style-type: none"> Be available and welcoming for advising appointments Participate in campus activities outside of the classroom Provide an environment where students feel comfortable interacting and seeking assistance 	Measured by: <ol style="list-style-type: none"> Advising survey results Records for student organization sponsorship, annual performance evaluation of student support Faculty evaluation, advising survey
Staff will: <ul style="list-style-type: none"> Facilitate opportunities for students to interact with other members of the community Provide an environment where students feel comfortable interacting and seeking assistance 	Measured by: <ul style="list-style-type: none"> Review calendar and University materials for number of opportunities Satisfaction surveys
Educating students about campus resources	
Students will: <ol style="list-style-type: none"> Actively seek and use campus resources when needed Be familiar with locations and services available See also: Personal Responsibility 	Measured by: <ol style="list-style-type: none"> Resource usage stats/program evaluations Satisfaction, pre- and post-test
Faculty will: <ol style="list-style-type: none"> Be familiar with locations and services available Refer students to appropriate campus resources Encourage/support resource utilization 	Measured by: <ol style="list-style-type: none"> Review materials/internal publications available for faculty, pre- and post-test & C. Student satisfaction
Staff will: <ul style="list-style-type: none"> Be familiar with locations and services available – including those outside their area Refer students to appropriate campus resources Encourage/support resource utilization 	Measured by: <ul style="list-style-type: none"> Review materials/internal publications available, pre- and post-test Student satisfaction Staff evaluations Program evaluations Review of resource availability/gaps
Facilitating the development of a plan for academic success	
Students will: <ol style="list-style-type: none"> Meet with their academic advisor Understand the concept of an academic plan Begin to develop their personal academic plan Be familiar with curriculum requirements in the course catalog Be aware of opportunities within chosen career fields 	Measured by: <ol style="list-style-type: none"> All: Advisor evaluation of student & 4. Use of DegreeWorks planner/reporting Usage rates/presentations by Career Services
Faculty/advisors will: <ol style="list-style-type: none"> Be available and welcoming for advising appointments Be familiar with curriculum requirements in the course catalog Work with students to develop their academic plan Share information about career paths/opportunities 	Measured by: <ol style="list-style-type: none"> & B. Advising survey Narratives for appeals Review submitted plans from Freshman Seminar class To be determined
Staff will: <ul style="list-style-type: none"> Understand where their unit interacts/interests with the academic plan 	Measured by: <ul style="list-style-type: none"> To be determined
Promoting diverse growth opportunities and open-mindedness	
Students will: <ol style="list-style-type: none"> Participate in activities and discussions representing diverse perspectives Value experiences that are different than their norm Appreciate perspectives that differ from their own 	Measured by: <ol style="list-style-type: none"> Number of students attending various events & 3. NSSE, writings, campus climate survey
Faculty will: <ol style="list-style-type: none"> Promote and support related campus activities Provide supportive opportunities to explore personal perspectives, when appropriate 	Measured by: <ol style="list-style-type: none"> Syllabus review To be determined

Staff will: <ul style="list-style-type: none"> Facilitate programming representing diverse perspectives Promote and support related campus activities Provide supportive opportunities to explore personal perspectives, when appropriate 	Measured by: <ul style="list-style-type: none"> Program evaluations Staff evaluation Comprehensive audit of programming Review content and placement of programming communications
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Our goals related to retention and graduation are driven not only by our desire to improve from an already strong and long-sustained position, but also by state and federal policy. Missouri’s governor challenged both two- and four-year public postsecondary institutions to develop a performance funding model by which any new state appropriations would be distributed. Institutions would have to improve in one to five areas and/or demonstrate sustained excellence in order to receive any increases in their state appropriations (this is described in 5P1). Similarly, the Lumina Foundation and political leaders challenged postsecondary institutions to increase the number of people with a postsecondary credential. Northwest is committed to do this while maintaining or improving the quality of our programs.

To identify our students’ support needs, we use many methods to gather input. Fig. 5-3 lists the services we provide in support of our students and stakeholders. Data for these events and activities are routinely collected through internal and external surveys and evaluations (e.g., Noel-Levitz Student Satisfaction Inventory, NLSSI) and by collections such as contact logs, attendance records and ticket sales. More formal curricular and administrative analyses occur through collaborative efforts between Northwest and oversight authorities, such as the Missouri Department of Higher Education, IPEDS, the National Governor’s Association and various program advisory boards, facilitated through term and annual data collections and feedback reports.



Northwest analyzes data as an integral function at each level of its shared governance. Regular review of operational and academic measures as appropriate to each level of the governance system ensures that data critical to student and institutional success rise to the level at which decisions for improvement can be made. At whatever level data originates, owners examine results, trend existing measures, observe and recommend emerging trends, implement changes for which they are authorized to manage, share results with other offices/owners and summarize for their reporting/supervisory administrators. While this may occur at any level of the institution (e.g., Faculty Senate, an academic department, a service unit, Deans Council), each group is linked to a member of the Northwest Leadership Team (NLT), so that recommendations and/or action plans can be supported at the level(s) appropriate for collaborative implementation.

Fig. 3-2 is Northwest’s Planning and Improvement Model; Fig. 3-3 is an example of the process followed to identify an area of improvement, develop actions to stimulate improvement and empower appropriate units to implement the action plans.

Fig. 3-3: Process for Improving Rates of DFWI Grades in General Education Courses			
Process	Action		
Gather and Analyze	Foundation of Excellence study results indicate high rates of DFWI grades in general education courses. Impact on students and Northwest: <ul style="list-style-type: none"> Cost of education Persistence/time to completion Retention Completions Revenue 		
Collaborate and Consense	Deans Council directs and reviews analyses: <ul style="list-style-type: none"> FoE First-Year Study results Steering committee recommendations IR course/grades analysis History department anecdotal study of student metacognition and student behaviors 		
Commit and Act	Two avenues of improvement and implementation emerge <table border="1" data-bbox="289 1879 1559 1963"> <tr> <td data-bbox="289 1879 734 1963"> CITE undertakes course redesign <ul style="list-style-type: none"> Select course(s) Add technology </td> <td data-bbox="734 1879 1559 1963"> History department study results to be incorporated into Freshman Seminar <ul style="list-style-type: none"> Curriculum process change – early metacognition exercise to impact student perception of their actual level of knowledge in college </td> </tr> </table>	CITE undertakes course redesign <ul style="list-style-type: none"> Select course(s) Add technology 	History department study results to be incorporated into Freshman Seminar <ul style="list-style-type: none"> Curriculum process change – early metacognition exercise to impact student perception of their actual level of knowledge in college
CITE undertakes course redesign <ul style="list-style-type: none"> Select course(s) Add technology 	History department study results to be incorporated into Freshman Seminar <ul style="list-style-type: none"> Curriculum process change – early metacognition exercise to impact student perception of their actual level of knowledge in college 		

	<ul style="list-style-type: none"> ○ add resources ○ engage student ○ review/remediate 	<p>environment</p> <ul style="list-style-type: none"> • Communicate best practices in student behaviors <ul style="list-style-type: none"> ○ Attend class ○ Early engagement with syllabus and faculty ○ Proactive use of learning resources
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We use the same process to determine what services to maintain, add, discontinue and/or change as a result of student satisfaction and stakeholder feedback. We use the NLSSI to assess student satisfaction. We administer the inventory to our first-year students and to juniors on a tri-annual schedule (Gather and Analyze). In addition, Residential Life uses the EBI Resident Satisfaction Survey (Educational Benchmarking) to assess student satisfaction in the residence halls. One question, which focused on the tolerance of fellow residents, indicated that resident satisfaction was variable and not at the level we would like. The Residential Life staff worked with departments across campus, researched best practices at other institutions, and developed a new student staff position in the residence halls (Collaborate and Consense). The BRIDGE (Building Relationships Integrating Diverse Growth Experiences), position began in 2007 (Commit and Act). This collaborative effort has had a significant impact and through continued intentional improvement, satisfaction has continued to increase.

3P2. How do you build and maintain a relationship with your students?

Northwest implements a series of intentional interactions to foster student engagement; communication serves as the mortar that cements the University-student relationship Fig. 3-4:

Fig. 3-4: Building and Maintaining Relationships	
Prospective Students	
<ul style="list-style-type: none"> • Direct contact through phone calls, email, on-campus visits with admissions recruiters, student ambassadors, web buddies, meeting with faculty, student peer advisors, residential life staff, telecounselors • Other contact through virtual tours, targeted mailings, online chats, high school visits, college fairs, blogs, letter from the president, parent brochure, Office of Admissions webpage • Articulation agreements with community colleges • Professional advisor at North Central Missouri College to assist with academic advising of transfer students • Personal visits • Saturday visits, Green and White Days, Transfer Student Visit Days • Personal interaction with Northwest ambassadors (student employees) • Summer camps and competitions (e.g., athletic, academic, music, agriculture) • ACT Prep Shops • Upward Bound (TRIO) programs • Advisement nights at outreach centers (graduate students) • International recruitment trips • Dual credit 	
First-Year Students, Including “Deciding” Majors	
<ul style="list-style-type: none"> • Communication through email, eCollege, myNorthwest portal; News Digest, <i>Northwest Missourian</i>, academic advising appointments/office hours with faculty, Residential Life programs, Advantage week, Student Senate, Board of Regents (student member) • Summer Orientation Advisement and Registration (SOAR) • Freshman Seminar (first-block academic course) – direct and ongoing contact with faculty, student advisors, focused on transition from high school to college, University learning, exposure to diversity and cultural events, exploration of careers, development of academic plans • Office of Career Services – provides information on various majors at Exploring Majors events 	
Transfer Students	
<ul style="list-style-type: none"> • Special orientation for transfer students • Special registration events for transfer students 	
All Students	
<ul style="list-style-type: none"> • Communication through email, eCollege, myNorthwest portal; News Digest, <i>Northwest Missourian</i>, academic advising appointments/office hours with faculty, Residential Life programs, Student Senate, Board of Regents (student member) • Preregistration advising – faculty and advisement staff – checkpoint for progress to degree, adjusting and following degree plan, referral point for learning resources • Residential Life/Greek Life – direct and ongoing contact with residential life staff, focused on personal development, a respectful community and integrating the learning and living environment • Student Senate and Student Activities Council events and activities – volunteer opportunities, study abroad programs, Encore cultural events 	

<ul style="list-style-type: none"> and shows, Distinguished Lecture Series • Intercultural International Center special population programming • Learning resources – direct contact with student and graduate assistant tutors and mentors through the Talent Development Center, Writing Center, Math Lab, Student Support Services, Office of Career Services, library • Student Employment – Career Pathing Program – employment relationships, personal and professional development • Honor societies • Athletics – intramural/club sports; student athletes • Faculty/student research partnership • Student interest clubs • Counseling Center, Wellness Center, Student Recreation Center • Office of Career Services – resume workshops, internship/field placements
Graduating Students
<ul style="list-style-type: none"> • Academic advisor – information related to degree completion, Senior Deficiency Statement • Registrar – application for graduation • Office of Career Services – many placement services (e.g., resume workshops, job fairs, job search assistance and resources, post-graduation job assistance)

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs? and

3P4. How do you build and maintain relationships with your key stakeholders?

Identifying and analyzing the changing needs of stakeholders occurs in much the same fashion as with students, through the collection and analysis of data (Gather and Analyze), through collaborative discussions the appropriate group(s) come(s) to a consensus on a plan of action (Collaborate and Consense), which is followed by implementation of the plan (Commit and Act). Beginning with an examination of survey feedback, event participation, face-to-face meetings, inquiries and special requests from the stakeholder groups, data then are summarized at their originating level of the organization and reported upward to the level at which proposed change can be supported. Action plans circulate back to the level at which they may be implemented.

Fig. 3-5: Identifying Changing Needs of Stakeholders and Building and Maintaining Relationships			
Gather and Analyze	Engagement	Communication	Institution Contact
Alumni and Friends			
Survey results, event attendance, contributions, face-to-face meetings, alumni chapters and chapter meetings, <i>Northwest Alumni Magazine</i> submissions, placement survey	Alumni association events, local chapter events, social media, departmental functions, internship sponsorship, Foundation donor visits, career fairs, athletic and Encore events, Family Weekend	Direct contact, alumni magazine, alumni web-directory, social media, email, website, direct mailings, phone-a-thon	Alumni Relations, Career Services, Northwest Foundation, University Relations, academic departments, Athletics, students, faculty, staff
Employers, Community, Governmental Agencies (local and regional)			
Survey feedback upon completion of Northwest student internships or hiring a Northwest graduate; inquiries for industry-specific educational programming; recommendations by advisory boards; city, county, regional communications; invitations for cooperative ventures and partnerships; face-to-face meetings; University Community Collaborative	University Community Collaborative, Small Business and Technology Development Center, Regional Professional Development Center, donor visits, job fairs, intern sponsorship, workshops, advisory boards, cooperative ventures, industry-specific conferences, industry-specific educational programming	Direct contact, email, social media, website	Academic departments, Career Services, deans, provost, president, chairs, directors, University, Relations, University Advancement, University Police, Student Senate president, Board of Regents, faculty, staff, Northwest Foundation, Athletics
Faculty/Staff (discussed in Category 4)			
Satisfaction surveys, department discussions, Faculty Senate, Administrative/Professional Staff Council, Support Staff Council reports	Hiring interviews, employee orientation, committee service, professional development events, all-employee meetings and picnic, department visits	Direct contact, Java with Jazz, department meetings, myNorthwest, Northwest Digest, All That Jazz, email, social media	Academic departments, Career Services, deans, provost, president, Northwest Foundation, University Advancement, Athletics, University Relations, Faculty Senate, Human Resources, chairs, directors, NLT, Board of Regents

Parents			
Survey results, special communications (e.g., Parent Resource webpage), event attendance	SOAR, Family Weekend, Homecoming	Newsletters, parent website, email, social media	Admissions, Advising, Residential Life, Student Affairs, University Relations, Enrollment Management
Board of Regents			
Face-to-face meetings: regular board meetings, board committee meetings (i.e., Academic/Student Affairs/Governance, Finance), board committee reports; reports from the Faculty Senate, Administrative/Professional Staff Council, Support Staff Council, Student Senate, student regent, president, Enrollment Management; review of Tier 1 data at specified times throughout the year	Information sessions at board meetings, board committee meetings, luncheons/receptions, retreats, commencement	Direct contact, email, Northwest Digest, Tier 1 data, various reports	President (and NLT members), presidents/chairs of the governing organizations, Provost, Finance, Financial Aid, Human Resources, Institutional Research
Governmental Agencies (state and federal)			
Legislative days, education liaison newsletters, higher education newsletters, professional advisory committees and organizations (Coordinating Board for Higher Education, American Association of State Colleges and Universities), required reporting/new initiatives (Missouri Department of Higher Education, Federal Government (IPEDS), Complete College America), "Great Things" pamphlet	Media events, lobbying events, various campus events (e.g., commencement, sporting events), advisory groups, providing testimony to legislative groups	Direct contact, through liaison, email, newsletters, "Great Things" pamphlet	President, Provost, University Relations, University Advancement, Finance

At six months after graduation, Career Services collects information regarding work placement and salary. Career Services and individual departments work together with alumni to identify skill sets graduates think may either be useful in future employees and/or that they wish they would have acquired prior to graduation. This information not only helps us understand better the immediate needs of this constituent group, but also to help students at both curricular and extracurricular levels by providing them access to specific skillsets and services now that will benefit them in the future.

Many academic departments also gauge the impact of their programs with alumni by administrating department-level alumni surveys. The information gathered from these surveys is used in annual or five-year reports of the unit. Information is also used to shape discussions on curricular changes.

Northwest maintains many close relationships with community groups, thereby offering the institution several focal points at which information can be gathered. For example, the University Community Collaborative meetings, which are currently being revamped, provide an opportunity for campus and city leaders to address dovetailing service needs for students and community members.

The Nodaway County Economic Development (NCED) office also regularly meets with University leaders to share the needs of regional businessmen/women and other key constituents. The director of Northwest's Center for Innovation and Entrepreneurship and Small Business and Technology Development Center acts as the institution's point person for these interactions. The NCED director contacts Northwest's liaison whenever a constituent is identified who might benefit from collaborating with the University. The CIE/SBTDC director then reaches out to University constituents with relevant expertise and includes them in conversations with these external users whenever – and however – appropriate. The frequencies and topics of, and outcomes from, these meetings are carefully tracked by the CIE/SBTDC director and reported to the president of the University.

Building and maintaining relationships with key stakeholders is facilitated through intentional engagement and communication, with content and activities appropriate to the stakeholder group. Some of the intentional interactions with key stakeholders are delineated in Fig. 3-5.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

Through a careful review of data and an active network of advisory boards, alumni and state and regional economic business interests, we monitor and identify workforce trends and emerging opportunities. Environmental scans and industry-specific regulatory changes trigger conversations between Northwest and labor/service providers to develop initial or advanced programming for both current and potential employees. A brief description of the process appears in Fig. 3-6.

Fig. 3-6: Process to Determine New Student and Stakeholder Groups with Educational Offerings and Services		
Process	Action	
Gather and Analyze	<ul style="list-style-type: none"> • Dean of Enrollment Management monitors data related to undergraduate students <ul style="list-style-type: none"> ○ Number of high school students taking ACT ○ Number of ACT scores being sent to Northwest ○ Number of high school students graduating, by state, county, feeder schools ○ Number of high school students enrolling at community colleges ○ Number of students applied and accepted at Northwest ○ Number of housing deposits received ○ Number of campus visits by prospective students ○ Types/sizes of scholarships offered by competitors • Graduate dean monitors <ul style="list-style-type: none"> ○ Number of applications to graduate school ○ Number of applications to a specific graduate program ○ Matriculation rates (number of students who enroll as a ratio to those who were accepted) ○ Cost of similar programs offered by our competitors • Director of International Affairs monitors <ul style="list-style-type: none"> ○ Number of applications from international students ○ Number of prospective students who visit with us at international recruitment events • Provost, academic deans, graduate dean monitor <ul style="list-style-type: none"> ○ Competitors' new academic program approvals ○ Competitors' deleted/revised academic program approvals ○ Missouri Department of Economic Development data and strategic plan ○ Department of Labor statistics (<i>Occupational Outlook Handbook</i>) ○ Number of students taking online courses ○ Recommendations from Professional Advisory Committees (academic departments) 	
Collaborate and Consense	<p>Groups that meet and discuss the data above to identify/target new student groups and/or markets</p> <ul style="list-style-type: none"> • Scholarship Committee (representatives from finance, enrollment management) • Deans Council • Northwest Leadership Team • Newly formed cross-organizational committee on enrollment management 	
Commit and Act	Two avenues of improvement and implementation emerge	
	<p>Scholarship committee</p> <ul style="list-style-type: none"> • Adjusts types/amount of scholarship to maintain competitiveness and enrolment 	<p>Committee on enrollment management</p> <ul style="list-style-type: none"> • Proposals to NLT related to tuition, marketing, etc. • Will be addressed in 3I1

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Students and stakeholders use both direct and anonymous avenues for communicating complaints. They may respond to event- or unit-specific surveys, regular satisfaction surveys or direct complaints to a staff member or office directly by phone, mail, email or in a face-to-face appointment. Additionally, University Relations uses social media (i.e., Twitter and Facebook) to monitor student comments/complaints and forwards those to the appropriate NLT member for action. The

student or stakeholder may also use an online comment form and may choose to use his or her name or remain anonymous (see Fig. 5-6 and 5P5 for a description of the process).

Student Affairs and/or Residential Life offices collect complaints of student judicial code. That process follows.

1. Any student, faculty member, University personnel or other individual may file a written complaint with the Vice President of Student Affairs or designated Residential Life professional alleging student violations of the judicial code or may file an incident report with University Police.
2. Upon receipt of a complaint or incident report, the Coordinator of Student Development or designated Residential Life professional, as applicable, will refer the complaint or report to the appropriate conduct officer.
3. After a preliminary investigation and a determination that there exists reason to believe a violation has occurred, the conduct officer shall discuss the report with the student involved.
4. The student may be given an opportunity to waive a formal hearing by signing a waiver form provided by the conduct officer. If the student waives a formal hearing, the conduct officer will fully inform the student of the charges and all evidence, whether such charges and evidence will appear in his/her permanent University records, and the disciplinary sanctions that will be imposed. A signed waiver form will contain a statement of the charges, acknowledgment of guilt and the disciplinary sanctions. If the student does not accept the disciplinary action, he or she may appeal the decision.
5. Students choosing not to waive their right to a formal hearing will be assigned a hearing date and time for the case to be heard by the appropriate discipline committee.

Results (R)

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

- Student Course Evaluations
- NLSSI Performance Gap
- EBI Resident Satisfaction Survey
- Survey of Graduate-Degree Recipients: Overall Satisfaction with Graduate Experience
- Student Career Day Satisfaction Data for 2007-2012

3R2. What are your performance results for student satisfaction?

Fig. 3-7: Student course evaluations. Students complete evaluations toward the end of each course. Those evaluations contain the same first four questions for every course across the colleges. Scaled from 1 to 4, with 1 being the highest, the evaluations over several years indicate a sustained level of student satisfaction with instructors, with slight improvement in more recent years. (Lower score = higher satisfaction)

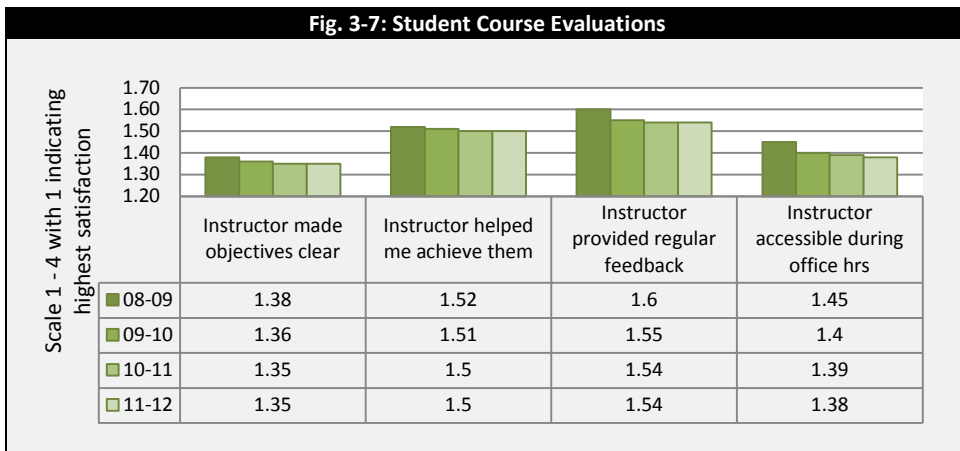


Fig. 3-8: NLSSI Performance Gap. NLSSI measures student satisfaction as a function of their priorities (i.e., those items/issues on which they place the greatest level of importance.) Students respond to each question by rating how important it is to them and then how satisfied they are. If they, on average, rate something as important (i.e., 6.32) and are generally satisfied (i.e., 6.00) the “performance gap” would be 0.32. Northwest’s goal is to maintain a performance gap below 1.0, and we have been able to meet that goal with the exception of the safety and security score for first year students. This relative dissatisfaction is related to the availability of parking near certain buildings.

Fig. 3-8: Noel-Levitz Student Satisfaction Inventory – Performance Gap

	Northwest First Year Performance Gap					Northwest Juniors Performance Gap				
	2005	2006	2007	2008	2011	Sp 08	Fa 08	Sp 09	Fa 11	Sp 12
Overall Scale										
Academic Advising	0.32	0.32	0.44	0.44	0.33	0.37	0.53	0.44	0.52	0.49
Safety and Security	1.41	1.26	1.13	1.13	1.03	1.04	0.95	0.91	0.90	0.95
Instructional Effectiveness	0.55	0.54	0.57	0.57	0.53	0.53	0.56	0.55	0.54	0.56
Student Centeredness	0.39	0.41	0.44	0.44	0.41	0.41	0.40	0.31	0.43	0.37
Campus Climate	0.40	0.43	0.46	0.46	0.40	0.42	0.44	0.38	0.43	0.39
Concern for Individual	0.54	0.52	0.55	0.55	0.49	0.48	0.55	0.44	0.51	0.50
Registration Effectiveness	0.68	0.61	0.65	0.65	0.63	0.63	0.59	0.59	0.69	0.62
Campus Support Services	0.27	0.30	0.34	0.34	0.24	0.21	0.25	0.15	0.19	0.21
Recruitment/Fin. Aid	0.57	0.57	0.60	0.60	0.55	0.53	0.65	0.46	0.66	0.62
Service Excellence	0.48	0.49	0.52	0.52	0.44	0.47	0.48	0.45	0.51	0.45
Campus Life	0.47	0.46	0.46	0.46	0.38	0.34	0.32	0.31	0.34	0.31
Diversity Responsiveness										
Percentage <1.0	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%	100.0%	100.0%	100.0%	100.0%
Number <1.0	10	10	10	10	10	10	11	11	11	11

Fig. 3.9. EBI Resident Satisfaction Survey. This survey assesses student/resident satisfaction with housing, dining, and the residence hall experience. Below is a sampling of data we will address in this category. [Scale (1) Very dissatisfied, (2) Moderately dissatisfied, (3) Slightly dissatisfied, (4) Neutral, (5) Slightly satisfied, (6) Moderately satisfied, (7) Very satisfied, Not applicable].

Question 49 in figure 3.9 shows satisfaction with vending services declined in 2007-08 prompting a change in our vending process. The change prompted new equipment, selection and variety along with new payment methods. The results show a significant increase in satisfaction with a sustained mean with minimal variance.

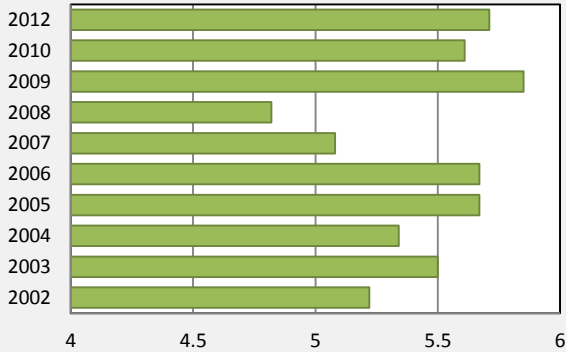
EBI Factor 7 is comprised of four questions related to safety and security. Satisfaction declined since 2002. Based on the data and after receiving input from residents, a programmatic change was made to lock all exterior doors 24 hours a day. In addition to the doors, awareness programming was increased educating students on the need to lock room doors and be aware of personal safety. A significant increase in satisfaction occurred subsequently in 2009 and this has been maintained.

Factor 10, comprised of five different questions related to diversity and tolerance. (Discussed in 3P1).

Factor 6 contains questions related to room assignment and room change processes. Student satisfaction with the Room Assignment or Change Process is very good. Over time satisfaction has increased as a result of the Residential Life staff conducting systematic appraisals of this process and resulting in applications moved to an on-line environment and training staff to assist students with issues.

Fig. 3-9: EBI Resident Satisfaction Survey

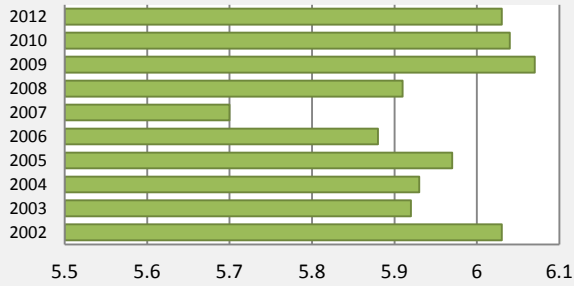
Vending Services Satisfaction



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2012
■ Mean	5.22	5.5	5.34	5.67	5.67	5.08	4.82	5.85	5.61	5.71

Year	Mean	Difference
2012	5.71	0
2010	5.61	0.1
2009	5.85	-0.14
2008	4.82	0.89
2007	5.08	0.63
2006	5.67	0.04
2005	5.67	0.04
2004	5.34	0.37
2003	5.5	0.21
2002	5.22	0.49

Factor 7. Satisfaction: Safety and Security



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2012
■ Mean	6.03	5.92	5.93	5.97	5.88	5.7	5.91	6.07	6.04	6.03

Year	Mean	Difference
2012	6.03	0
2010	6.04	-0.01
2009	6.07	-0.04
2008	5.91	0.12
2007	5.7	0.33
2006	5.88	0.15
2005	5.97	0.06
2004	5.93	0.1
2003	5.92	0.11
2002	6.03	0

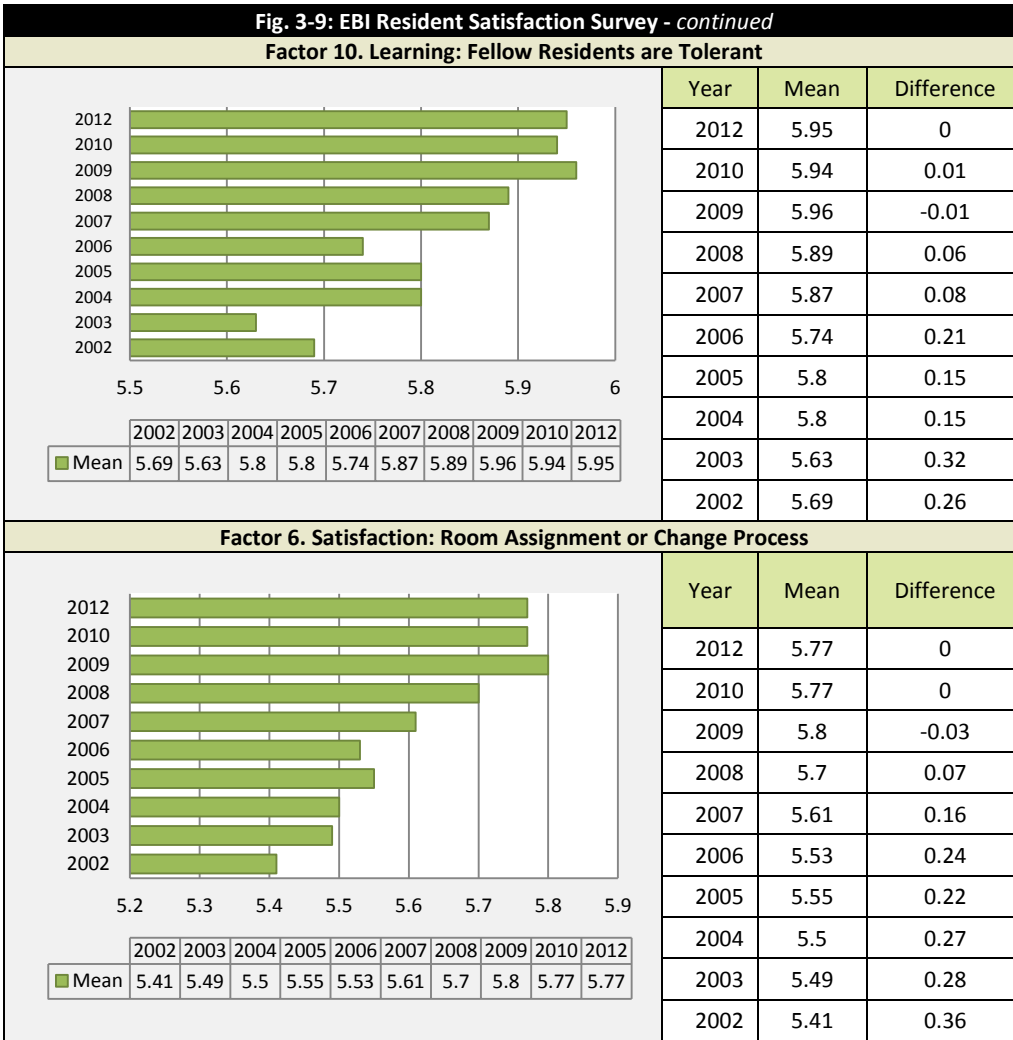


Fig. 3-10: Survey of Graduate-Degree Recipients: Overall Satisfaction with Graduate Experience. Since 2009, Graduate School completers have been asked to rate their overall graduate experiences at Northwest. Using a five-point scale, students have consistently ranked their experiences highly as illustrated (below) in Fig. 3-10. Nevertheless, this survey was recently redesigned with an eye towards using it to provide administrators with more nuanced – actionable – information. The new tool will have its inaugural run at the end of the Fall 2012 trimester.

Fig. 3-10: Survey of Graduate-Degree Recipients: Overall Satisfaction with Graduate Experience

	SP 2009	SU 2009	FA 2009	SP 2010	SU 2010	FA 2010	SP 2011	SU 2011	FA 2011	SP 2012	SU 2012
Overall Satisfaction	97.2%	95.5%			93.1%	81.4%	95.8%	93.0%	94.7%	89.0%	93.8%

Fig. 3-11: Student Career Day Satisfaction Data for 2007-2012. Each trimester, the Office of Career Services hosts employers on campus to provide them with an opportunity to communicate directly with our students who are seeking a job, an internship and/or just wanting to network. Fig 3-11 demonstrates that students who attend overwhelmingly rate the experience as “good” or “excellent.”

Fig. 3-11: Student Career Day Satisfaction Data

Did Career Day meet your expectations?					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Yes	88.1%	84.5%	81.4%	80.2%	85.8%
No	11.9%	15.5%	18.6%	19.7%	14.1%
Were you satisfied with the quantity of employer contacts?					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Yes	81.1%	81.7%	66.9%	70.8%	79.3%
No	18.9%	18.3%	33.1%	29.2%	20.7%

3R3. What are your performance results for building relationships with your students?

Fig. 3-12: NSSE Student-Faculty Interaction and Fig. 3-13: NSSE Supportive Campus Environment. Two scores on the NSSE focus on relationship building: Student-Faculty Interaction (SFI; Fig. 3-12) and Supportive Campus Environment (SCE; Fig. 3-13). In both cases, seniors rate Northwest as significantly higher than all comparison groups; first-year students generally rate Northwest higher, but not across all comparison groups. (Comparative data for the NSSE appear in 1R2.)

Fig. 3-12: NSSE Student-Faculty Interaction

Mean Comparisons	Northwest Missouri State University compared with:			
	Northwest	Plains Public	Carnegie Class	NSSE 2012
Class	Mean ^a	Mean ^a	Mean ^a	Mean ^a
First-Year	36.6	34.1	36.1	35.9
Senior	47.9	42.9	43.7	42.9

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

Fig. 3-13: NSSE Supportive Campus Environment

Mean Comparisons	Northwest Missouri State University compared with:			
	Northwest	Plains Public	Carnegie Class	NSSE 2012
Class	Mean ^a	Mean ^a	Mean ^a	Mean ^a
First-Year	65.1	61.6	63.3	63.4
Senior	66.5	59.2	60.8	60.5

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

3R4. What are your performance results for stakeholder satisfaction?

Fig. 3-14: Employer Satisfaction for 2007-2012 Career Day. The Office of Career Services also surveys the employers who attend Career Day. Nearly 80% of those who completed the survey indicated their satisfaction with the event was “excellent” or “good.” Also, nearly 70% indicated they were successful in establishing contacts with qualified candidates.

Fig. 3-14: Employer Satisfaction for Career Day

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Excellent	19.2%	30.9%	45.9%	45.9%	42.1%
Good	40.4%	42.6%	31.5%	42.2%	31.6%
Fair	25.8%	16.2%	18.0%	10.1%	21.6%
Poor	13.2%	9.6%	4.5%	0.9%	4.1%
Unsatisfied	1.3%	0.7%	0.0%	0.9%	0.6%

Fig. 3-15: Respondents, by Stakeholder Group, of the Perception Survey. Northwest administered a survey to a variety of stakeholder groups from November 2011 to February 2012 (see Fig. 3-15). Some questions on this Perception Survey are related to stakeholder satisfaction (see 5P3, 5R2 for further information).

Fig. 3-15: Respondents, by Stakeholder Group, of the Perception Survey

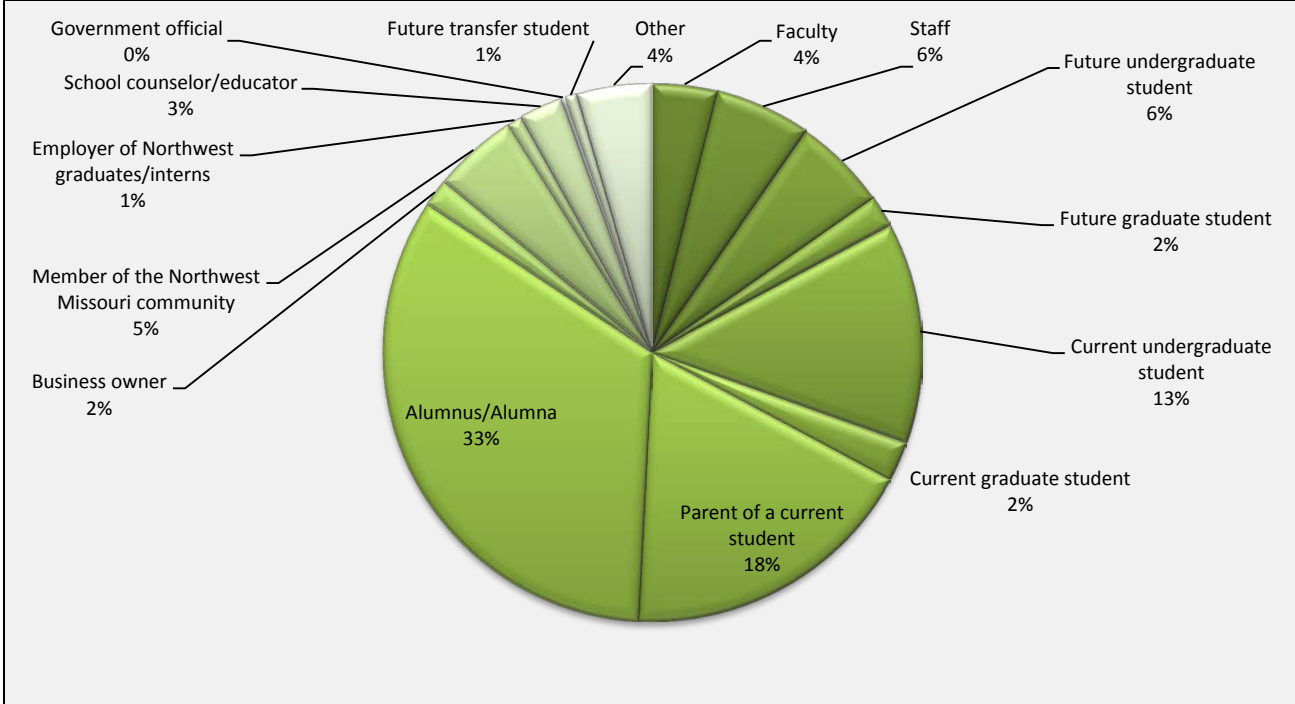


Fig. 3-16: Satisfaction as Measured by the Question: How likely are you to recommend Northwest? Data in Fig. 3-16 represent respondents' answers on the Perception Survey to the question, "How likely are you to recommend Northwest on _____?"

- Alumni were more likely than any other group to recommend Northwest to prospective employers.
- Current graduate students were likely to recommend Northwest as a source for cultural events and to a prospective graduate student.
- Prospective undergraduates were more likely across the board to recommend Northwest for any of its attributes.

Fig. 3-16: Satisfaction as Measured by the Question: How likely are you to recommend Northwest?

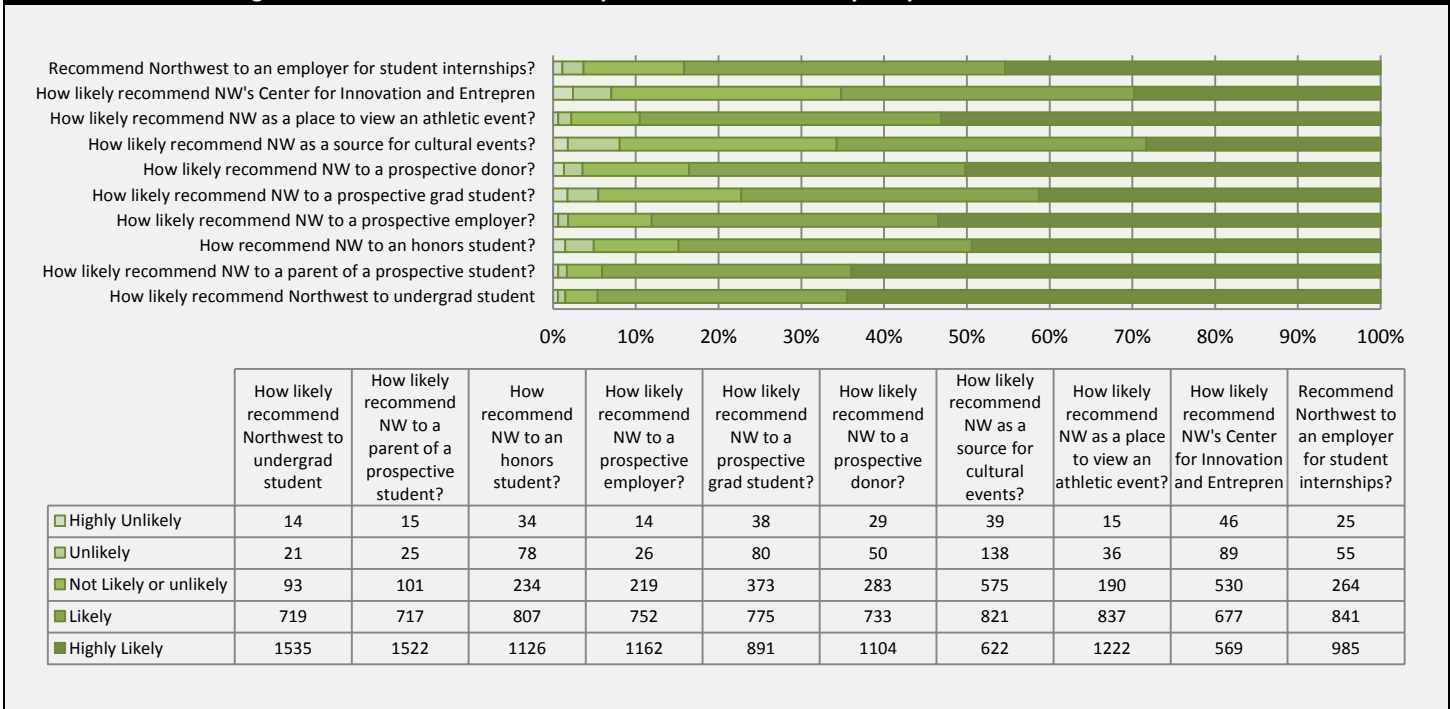
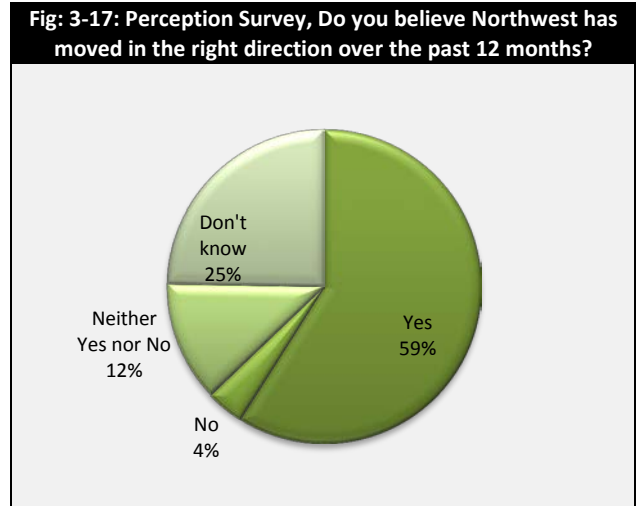


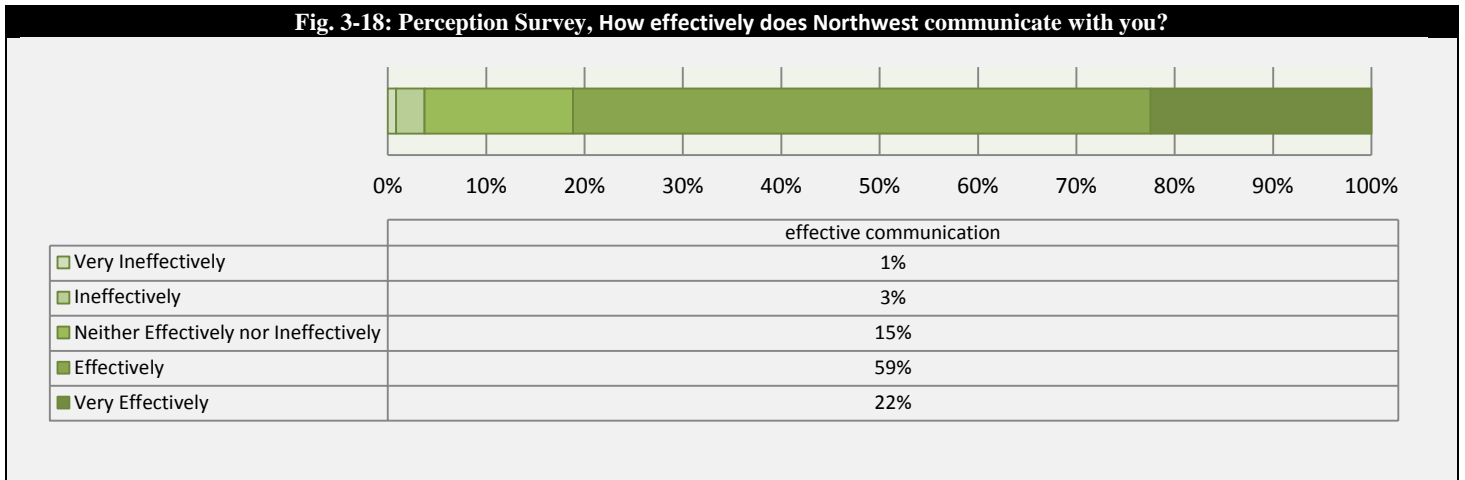
Fig. 3-17: Perception Survey, “Do you believe Northwest has moved in the right direction over the past 12 months?” In response to this question of the Perception Survey, the majority of respondents said, “yes.” The responses varied by respondent type, however.

- Current undergraduate students were more likely to say yes than the overall sample.
- Prospective undergraduate students were more likely to say yes than the overall sample.
- Faculty and staff were more likely to say no than the overall sample.
- Current graduate students were more likely to respond no, or neither yes or no, than the overall sample.
- Prospective graduate students were much more likely to say yes than the overall sample.



3R5. What are your performance results for building relationships with your key stakeholders?

Fig. 3-18: Perception Survey, “How effectively does Northwest communicate with you?” According to the Perception Survey results, generally, key stakeholder groups are satisfied with the way in which Northwest communicates. Of the key stakeholder groups represented in the Perception Survey, the only difference of note was that parents were less likely to say Northwest communicated effectively or very effectively with them compared to other groups.



3R6. How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Fig. 3-19: NLSSI, Northwest Satisfaction vs. National Comparison Group. Data in Fig. 3-19 from the NLSSI indicates that Northwest students are more satisfied in every category compared to the national comparison group.

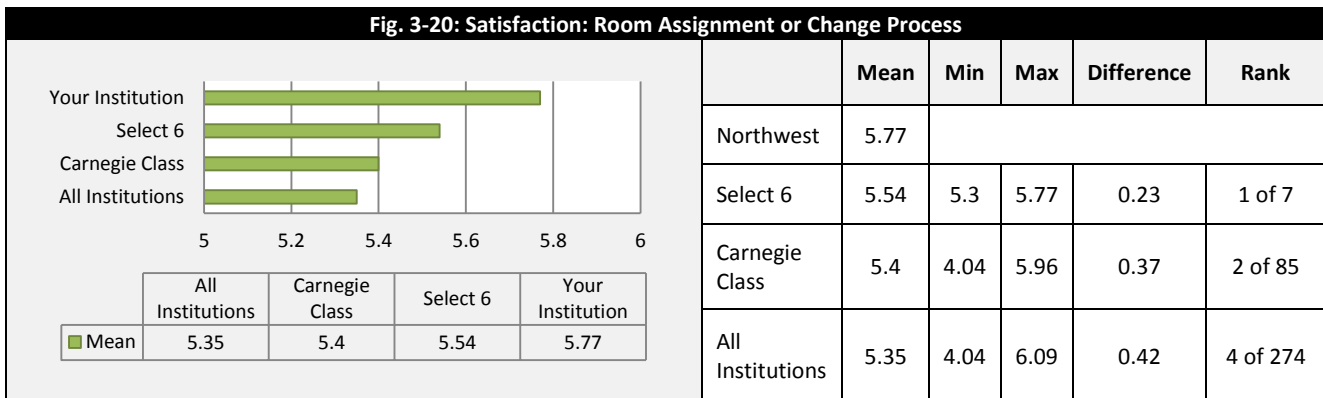
Regarding student satisfaction related to student-faculty interaction and supportive campus environment, seniors rate Northwest as significantly higher than all comparison groups; first-year students generally rate Northwest higher, but not across all comparison groups.

Fig. 3-19: NLSSI, Northwest Satisfaction vs. National Comparison Group

Freshmen	Satisfaction Mean Difference					Performance Gap Difference				
	Our Inst - Nat'l Group (High or positive number is better)					Our Inst - Nat'l Group (Low or negative number is better)				
	2005	2006	2007	2008	2011	2005	2006	2007	2008	2011
Overall Scale										
Academic Advising	0.84	0.88	0.79	0.79	0.73	-0.80	-0.67	-0.67	-0.67	-0.69
Safety and Security	0.46	0.27	0.74	0.74	0.63	-0.38	-0.13	-0.66	-0.66	-0.60
Instructional Effectiveness	0.55	0.52	0.59	0.59	0.48	-0.55	-0.35	-0.49	-0.49	-0.48
Student Centeredness	0.78	0.62	0.79	0.79	0.71	-0.60	-0.35	-0.53	-0.53	-0.52
Campus Climate	0.76	0.58	0.79	0.79	0.69	-0.62	-0.34	-0.56	-0.56	-0.56
Concern for Individual	0.73	0.66	0.79	0.79	0.66	-0.62	-0.41	-0.58	-0.58	-0.57
Registration Effectiveness	0.61	0.41	0.73	0.73	0.56	-0.56	-0.30	-0.60	-0.60	-0.51
Campus Support Services	0.55	0.41	0.59	0.59	0.49	-0.50	-0.33	-0.41	-0.41	-0.45
Recruitment/Fin. Aid	0.82	0.60	0.88	0.88	0.76	-0.71	-0.47	-0.70	-0.70	-0.69
Service Excellence	0.71	0.52	0.77	0.77	0.67	-0.60	-0.32	-0.56	-0.56	-0.58
Campus Life	0.72	0.61	0.84	0.84	0.70	-0.34	-0.24	-0.36	-0.36	-0.37
Diversity Responsiveness	0.48	0.10	0.48	0.48	0.43	#N/A	#N/A	#N/A	#N/A	#N/A

Juniors	Satisfaction Mean Difference					Performance Gap Difference				
	Our Inst - Nat'l Group					Our Inst - Nat'l Group				
	Sp 08	Fa 08	Sp 09	Fa 011	Sp 12	Sp 08	Fa 08	Sp 09	Fa 011	Sp 12
Overall Scale										
Academic Advising	0.81	0.59	0.66	0.50	0.56	-0.74	-0.55	-0.64	-0.50	-0.53
Safety and Security	0.76	0.76	0.85	0.62	0.60	-0.75	-0.82	-0.86	-0.62	-0.68
Instructional Effectiveness	0.56	0.47	0.49	0.38	0.39	-0.53	-0.50	-0.51	-0.38	-0.45
Student Centeredness	0.71	0.68	0.74	0.53	0.59	-0.56	-0.56	-0.65	-0.53	-0.56
Campus Climate	0.73	0.67	0.74	0.53	0.58	-0.60	-0.58	-0.64	-0.53	-0.57
Concern for Individual	0.77	0.65	0.69	0.53	0.56	-0.65	-0.57	-0.68	-0.53	-0.56
Registration Effectiveness	0.67	0.60	0.64	0.38	0.47	-0.62	-0.63	-0.63	-0.38	-0.52
Campus Support Services	0.60	0.47	0.50	0.43	0.43	-0.54	-0.49	-0.59	-0.43	-0.48
Recruitment/Fin. Aid	0.85	0.72	0.80	0.54	0.58	-0.77	-0.65	-0.84	-0.54	-0.62
Service Excellence	0.72	0.62	0.62	0.49	0.57	-0.61	-0.58	-0.61	-0.49	-0.57
Campus Life	0.75	0.68	0.71	0.55	0.58	-0.48	-0.49	-0.50	-0.55	-0.44
Diversity Responsiveness	0.51	0.38	0.53	0.40	0.49	#N/A	#N/A	#N/A	#N/A	#N/A

Fig. 3:20: Satisfaction: Room Assignment or Change Process. Factor 6 of the EBI contains questions related to residents' satisfaction regarding their room assignment and the room change process. Northwest ranks fourth out of 274 schools across the nation in this factor.



Improvement (I)

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

The following is a sampling of key improvements.

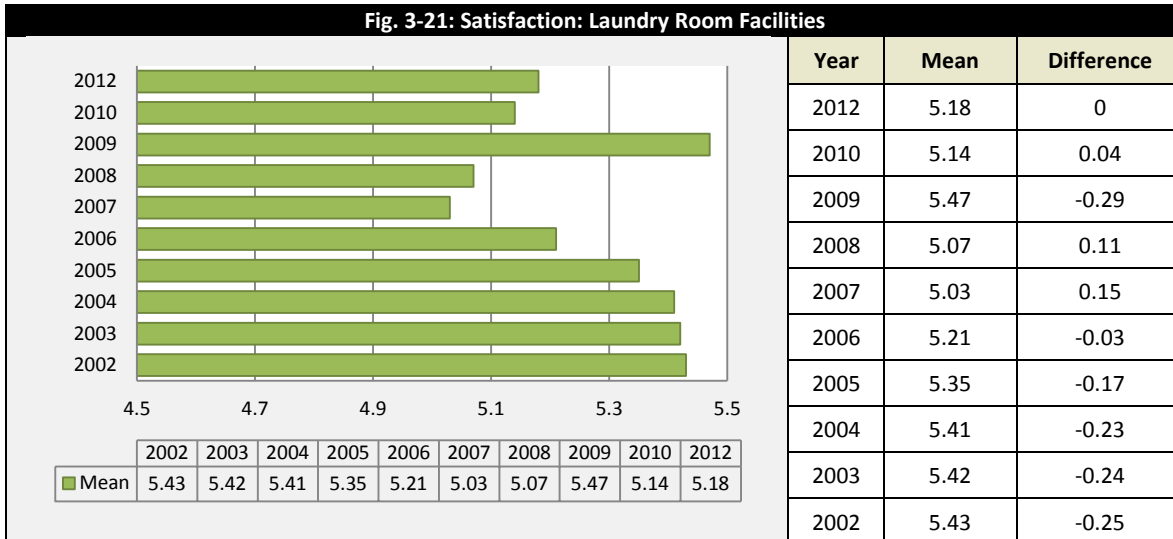
The response in 3P1 details how our First-Year Experience Action Project led to strategic improvements in the processes that address student success via the transition from high school to college in the first year. These processes continue to develop and are becoming more integrated throughout the entire University system.

Faculty have reviewed the student course evaluations and recommended revisions. Previously, each academic department created its own form and questions. Each department was required to have the same four common questions (Fig. 3-7), but data collection and comparative analyses were difficult. After gathering and analyzing the questions on each form, the Faculty Senate proposed a new form that was recently approved by the provost. There now will be one 12-question form for all student course evaluations. This will improve the processing efficiency of the forms so that faculty will have data they can use to make improvements in the next trimester.

Recognizing a need to develop an intentional and strategic enrollment plan that considers and integrates all segments of our student population (e.g., first-time freshmen, transfer, graduate, international, online), we have formed an enrollment committee that includes several people each with unique expertise. The University president challenged this group to think outside the box and to “get out of the traditional” and have robust discussions about “product, place, promotion, price and scanning the environment for program potential, program location, getting programs to market and providing growth trends across the various segments.” The committee is comprised of the dean of Enrollment Management (chair), the vice provost/dean of the Graduate School, the director of International Affairs, dean of the College of Arts and Sciences, dean of the College of Education and Human Services, dean of the Booth College of Business and Professional Studies, director of CITE, assistant directors of Outreach and representatives from University Relations/Marketing, Finance and Student Affairs/Student Activities.

Additionally, the summaries in 3R2 are demonstrative of the improvements we have made as a direct result of feedback from students/residents. One additional area we need to address is the residence halls, and we are currently developing a plan. Resident satisfaction with the laundry room facilities has continued to decrease over time. In 2009, we installed new washers, provided free washing and drying and created an online machine check system; the result was a spike in 2009 satisfaction (Fig. 3-21). There are, however, differences in satisfaction levels between residence halls. The laundry facilities/rooms in the high-rise residence halls are in need of attention. This year we have worked to help our students know how to report machine issues, created out-of-order signs and worked to insure students know how to use machines for optimal function. In the future we will work to add the laundry room facilities to the prioritized capital list for needed improvements.

Fig. 3-21: Satisfaction: Laundry Room Facilities



3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

The Northwest culture of continuous improvement is based on 25 years of performance reviews and collaboration between the faculty, staff, students and administration. The language we use, the evaluation process for faculty and staff and department/unit evaluations reflect a belief that the goal of assessment is improvement in all we do. Northwest received four consecutive Missouri Quality Awards (1997, 2001, 2005, 2008) due to a focus on improving processes in order to improve results. Our infrastructure of tiered performance indicator system and annual reviews encourages directors and other leaders to strive for improved performance.

Category 4 – Valuing People

This category explores your institution's commitment to the development of your faculty, staff and administrators.

Category Introduction

Northwest celebrates the fact that University employees – at all levels – are the institution's greatest resource. Detailed faculty, administrative/professional and support staff position descriptions and carefully targeted recruiting and hiring procedures allow the institution to maintain a workforce that both is committed to student success and passionate about participating in a collaborative environment that promotes success at all levels. Recent analyses of institutional positions in light of data collected by the College and University Professional Association for Human Resources (CUPA-HR) have helped Northwest align resources to promote market-based solutions that aid the University in maintaining a strong human resource pool.

Recruitment and hiring processes are fully integrated. While faculty orientation is integrated, new administrative/professional and support staff orientation processes were deployed at the beginning of the fall 2012 trimester. Recent improvements in employee training and retention efforts have been shaped by findings from a recent AQIP Action Project as well as a series of employee and faculty satisfaction surveys and are becoming more systematic. Moreover, recent changes in the University's organizational scheme have allowed Northwest to creatively identify ways to help employees gain skills they need to be more successful and to aid in the planning and development that supports their own career growth in the long term. These efforts are in their early stages.

Formally developed processes to prepare for leadership changes and changes in personnel are emerging; we are beginning these efforts with the implementation of departmental cross-trainings and by conducting work-design analyses to identify both current and future needs. Currently these processes are more reactive, but becoming more systematic.

Northwest recognizes that one way to maintain motivated faculty and staff is by continuing to implement new and creative ways to demonstrate how strongly the University values its human resources. Northwest has increased its commitment to these efforts by collaborating with governance groups and committees, creating new leadership teams that promote cross-organizational collaborations and carefully monitoring the outcomes of faculty and staff satisfaction surveys. These efforts are in their early stages of implementation.

Processes (P)

4P1. How do you identify the specific credentials, skills and values required for faculty, staff and administrators?

Each faculty, administrative/professional and support staff position requires a written job description that is reflective of the overall University mission. A review of individual job descriptions involves identifying specific attributes, credentials, skills and values/disposition required for the position. The qualifications for each position may vary depending upon the position, department and/or employee classification. The chair (for academic departments) or director/supervisor (for administrative units) of each department is responsible for ensuring that individual job descriptions include specific criteria relevant to the skillsets needed by persons in each position. The description is then submitted to the provost (in the case of faculty) and then to the Office of Human Resources (HR) for final review and approval.

Depending on circumstances, a chair or director/supervisor may request that a work design analysis be conducted by HR to assist with outlining specific position requirements and departmental criteria. Such requests may be in the event of a vacated position, changes in departmental duties and/or changes in individual position duties.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills and values you require?

Fig. 4-1: Application Requirements

Classification	Application	Cover Letter	Resume	References	Transcript	Credentials
Support Staff	Yes	Not required (NR)	NR	NR	NR	NR
Administrative/Professional	Yes	Yes	Yes	Yes	NR	Yes
Faculty	Yes	Yes	Yes	Yes	Yes	Yes

Approved position vacancies are posted on the University website and advertised via other appropriate outlets. Applications are received, and only those applicants who have fulfilled the application requirements may be considered for the position. The classification of the position determines what specific application materials are required for each applicant.

The hiring department conducts the search and identifies the search committee members. The search committee commonly consists of the department supervisor, stakeholders and colleagues of the position. A faculty position requires consultation with the respective dean and provost. The pool of qualified applicants is then reviewed by members of an identified search committee to ensure that all advancing applicants have the potential to be effective, high-quality employees. The search committee is responsible for evaluating each candidate's skills, experience and values. A matrix may be used to rank each applicant on identified criteria to determine top candidates who will be considered for interviews.

Once the committee has selected candidates to be interviewed for the position, committee members conduct the interview process. The interview process includes questions that are reflective of the position description and qualifications. When references are required, search committee members are expected to contact the references in an effort to seek additional information regarding the applicant's credentials, skills and values. In the case of faculty positions, applicants are required to interview on campus with members of the academic department, the academic dean and the Provost and must make a presentation to a class of students, which faculty also attend. Director-level and above position vacancies require a search committee that is cross-organizational in its membership. The interview process is similar to that of a faculty position, with the applicant meeting with staff in the representative area.

4P3. How do you recruit, hire and retain employees?

Faculty, administrative/professional and support staff are all recruited through a systematic process. The following identifies the steps taken to recruit and hire an employee.

- 1) A Personnel Action Form is submitted to HR providing notification of a vacancy.
- 2) A Personnel Request Form is submitted to HR along with a job description to initiate filling a vacancy or new position. The Personnel Request Form identifies the department of hire, position title and funding sources for the position. All forms require endorsement from the respective director/dean, Northwest Leadership Team member, vice president of finance and HR. The president must endorse any new position prior to posting and these must be approved by the Board of Regents.
- 3) The position, once approved, is posted on the Northwest website and the HR job board for a minimum of three days, although the duration of the posting is dependent on the position. If a department desires outside advertising, it must identify the appropriate sources. Faculty positions are typically posted in relevant media/web sources such as *The Chronicle for Higher Education* or specialized journals. Some departments use respective email listservs for advertising positions.
- 4) Applications are received through an applicant tracking system operated by NEOGOV, a career portal that provides online job applications and self-service for hiring managers.
- 5) All qualified candidates are reviewed by an identified search committee. Typically the supervisor of the posted position serves as the chair of the search committee. Additional search committee members are identified and characteristically are individuals who work closely with the position of hire and are from various levels of the organization. The search committee reviews all applications and completes a hiring matrix to identify top candidates to be interviewed. Hiring matrix information may vary depending upon the position and assists with ranking each candidate based on specific skills and values.
- 6) Identified candidates are interviewed by the search committee. Interviews may involve bringing more than one candidate to the University to help ensure the best suitable candidate has been identified. During the interview and selection process all references are contacted, transcripts and credentials are verified, when required, and the best

qualified candidate is chosen for the position. If the position is director level or above, the selected candidate must be approved by the Board of Regents. (Interviews for faculty are described in 4R2.)

- 7) When the search process is closed, a Personnel Recruitment Report is completed and submitted to HR acknowledging a candidate has been selected or that no candidates were suitable. The report identifies the search committee members and their screening efforts such as: names of all applicants, names of the applicants interviewed for the position and the person selected for the position.
- 8) A Personnel Action Form is submitted to HR to provide appropriate information to officially hire the selected candidate. The Personnel Action Form requires endorsements from the respective director/dean, Northwest Leadership Team member, finance and operations representative and an HR representative.
- 9) All new hires are instructed to complete employment verification authorization forms and appropriate tax forms with HR. Orientations for new employees are scheduled based on employee classification.

Employee retention efforts involve orientation processes, annual performance reviews, comprehensive benefits packages, faculty tenure and promotion opportunities, professional development and wellness programs and employee recognition and appreciation events. As high morale helps ensure retention, Northwest recognizes opportunities for improving employee morale. With this in mind, a new administrative/professional and support staff orientation process has been introduced the fall 2012 trimester along with newly designed professional development sessions. The professional development opportunities include such sessions as conducting effective performance evaluations, hiring and retaining staff and enhancing supervisory techniques and skills. New employee recognition and appreciation efforts have been introduced such as random tokens of appreciation to employees, an all-employee appreciation event at a home football game and an all-employee service recognition event.

Departing employees have the opportunity to participate in an exit/transfer interview procedure with HR. Information collected during this process helps Northwest identify areas in need of improvement to assist with increasing employee retention. Select findings are posted on the University portal, thereby allowing all Northwest employees to review comments and take action as appropriate.

4P4. How do you orient all employees to your institution's history, mission and values?

The administrative/professional and support staff orientation is conducted by HR upon commencement of employment. During the orientation, University policies, employee benefits and general information about the institution are reviewed. Individual departments provide content-specific orientations in reference to their area and to the employee's position. HR has determined it necessary to develop a mentoring program for new administrative/professional and support staff. The program is intended to offer experienced employees opportunities to assist new employees with an onboarding process. Mentors are assigned to a new employee to share knowledge, resources and experiences in an effort to better prepare and connect new employees through a low-pressure, self-discovery approach. Fig. 4-2 outlines the program objectives.

Fig. 4-2: Administrative/Professional Staff and Support Staff Mentoring Program Objectives

- Demonstrate a commitment to employee success and increase employee retention
- Introduce the Northwest culture and create a connection while building trust
- Determine and provide each new employee with the necessary resources and knowledge to better serve
- Facilitate growth by sharing resources and networking
- Cultivate professional contacts to assist in achieving job objectives and goals
- Encourage and improve knowledge transfer

The faculty orientation process is more robust and collaboratively planned by the University, colleges and departments. The orientation process includes a review of the Faculty Handbook contents and initiates a plan for development. Faculty members attend orientation prior to commencement of the fall trimester. The faculty orientation involves a minimum four-day Teaching/Learning Institute. Topics for the institute include items such as: measurable learning outcomes and alignment, building a course syllabi, eCompanion features, library resources and services, the art of teaching, assisting people in crisis and course navigation, sequence and engagement.

An additional two days are devoted to introducing faculty members to the president, provost, the NLT, Deans Council and the Faculty Senate Executive Committee. We also introduce new faculty members to Northwest history, to the

University’s mission, vision and values as well as an interactive lunch with the president and the NLT. Sexual harassment and workplace policies are reviewed along with an overview of retirement plans and benefits registration. The faculty also participate in a campus tour to educate them on resources available to be successful in their position. The faculty newcomers then meet with their respective academic deans to discuss faculty evaluation, promotion and tenure processes.

4P5. How do you plan for changes in personnel?

Northwest has not developed a formalized process for non-academic departments to prepare for changes in personnel. However, each department is encouraged to implement cross-training within their areas as well as create procedural manuals for job specific duties to aid in the event there are changes. When changes in personnel are predicted, or after a position has been vacated, a work-design analysis may be recommended. The work-design analysis assists with identifying current needs along with realignment of duties and positions within the department’s personnel; this is especially important to ensure all positions are filled in alignment with University objectives and goals. Twice per year, the provost and the academic deans review enrollment trends, academic course demands, faculty retirements/resignations and other relevant data to determine whether vacancies should be filled or moved to another academic department and whether and where new faculty positions are needed.

HR reviews retirement eligibility of all employees in an effort to anticipate future retirements and allow for appropriate planning. The primary reason for turnover with the organization is typically due to retirements and resignations, however this past year a total of 25 positions were eliminated due to a reduction in force. Academic department realignment and personnel changes throughout the institution increased efficiencies. A total of seven employees identified through the reduction in force have since been rehired in other areas throughout campus.

Recent changes in University organizational schemes and our Professional Development AQIP Action Project converged to identify our need for professional development opportunities that will assist employees by helping them gain skills to be successful in their current positions. Additionally these opportunities will provide employees with development for career advancement in the event there are changes in personnel.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Fig. 4-3: Job Description Components	
•	Position
•	Department
•	Supervisor
•	FLSA status
•	Contract terms
•	Primary duty
•	Essential functions
•	Minimum qualifications (education, certification/license, experience, skills)
•	Preferred qualifications (education, certification/license, experience, skills)
•	Working conditions
•	Supervisory responsibilities
•	Equipment/materials used
•	Typical physical demands
•	Community description
•	University description
•	Salary
•	Application deadline
•	Date available
•	How to apply

Job descriptions identify tasks which, in turn, help define work processes. The components within a job description can be found in Fig. 4-3.

Job descriptions are reviewed to ensure work processes are outlined and reflect organizational goals and objectives. In the event a new task is assigned, work design may need to be evaluated and realigned within a department in order to streamline processes. The evaluation of work design may identify, for example, a need for updated, new or revamped equipment/software to assist with increased work productivity. Northwest recognizes that employees must be equipped with proper knowledge, environment and resources to fundamentally provide significance and value to the workplace.

All full-time employees are defined by three classifications: support staff, administrative/professional and faculty. Each classification has a separate compensation structure, performance review system and governance committee. The governance committees consist of Support Staff Council, Administrative/Professional Council and Faculty Senate. The structure and function of each committee helps define work

processes and/or activities for their work groups. All engaged individuals and corresponding committees support collaborative action across campus. For example, the Faculty Senate’s Faculty Welfare Committee, an advisory

committee, includes representatives from both support staff and administrative/professional staff governance groups to work on issues common to all employees (e.g., compensation and benefits). Committee meetings are open, and various institutional leaders are often in attendance. This helps ensure the issues affecting all classifications are brought to the attention of administrators at all levels.

4P7. How do you ensure the ethical practices of all of your employees?

Northwest is an equal-opportunity employer. Furthermore, the University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff and students. In order to ensure this philosophy becomes an active part of all employee behaviors, each employee receives an employment handbook that provides a framework for ethical conduct. The handbook outlines all University policies and addresses such issues as equal employment opportunity, confidentiality, workplace harassment, nepotism, consensual amorous relationships, disability and reasonable accommodation, among others. These policies also are being incorporated into a revamped orientation program for staff. The handbook instructs employees to contact the Equal Employment Opportunity Officer at any time unethical behavior is observed. Each employee must sign a form indicating acknowledgment and receipt of the employee handbook.

All full-time employees are required to pass a background check once they begin their fulltime employment at Northwest. The check may include such items as driving records, criminal history, credit history and verification of employment and education.

Personnel performance reviews and some professional-level training opportunities are required for all employees. Every employee is required to complete online sexual harassment training as well as Family Educational Rights and Privacy Act (FERPA) training. A certificate of completion for the training is presented to HR and filed with the employee's personnel records. All supervisors attend training sessions where they are informed about the rights of subordinates and outlined expectations for them as a leader.

Ethical financial practices are reinforced institution-wide through a variety of mechanisms, foremost of which is an annual external financial audit that ensures best practices are followed institution-wide. The University's Purchasing Guidelines are set by Chapter 34 of the Missouri State Statutes, and individual activities associated with such activities are overseen according to guidelines normalized by the National Institute of Governmental Purchasing. To guide individuals' behaviors regarding ethical expectations for faculty, staff, administrative and student employees, individuals are expected to review the respective employee handbook that governs the specific employment group to which they belong.

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Training needs for employees are identified by surveys, leadership and work groups, legal mandates, credential and/or license requirements, individual performance appraisals and job-specific training requirements. Typically training needs are identified within an individual department when related to credential and/or license requirements, performance appraisal or job-specific training needs. When the training need is identified by legal mandates, it is typically identified through the Office of Human Resources.

Annual employee performance appraisals assist with determining short- and long-range goals that align with University objectives. Once established, these goals may drive specific training needs and/or requirements. The goals defined are reflective of departmental objectives that sequentially align with overall organizational effectiveness. Training needs determined by legal mandates, such as sexual harassment training, are required by all employees. Some training may be identified by changing factors within work design, such as routine updates to software, technology and equipment.

The Faculty Senate has worked for two years to improve the faculty evaluation system, which, if approved, will require that all faculty participate in a peer observation formative assessment and some other form of professional development if determined necessary through consultation with the faculty member and academic department chair and/or academic dean. These activities are intended to be formative in nature so that deficiencies can be addressed in a non-threatening

manner and so that faculty across the institution are engaged in regular conversations about how teaching and learning can be systematically improved. We anticipate, as this process matures, professional development opportunities will be created and offered through a Teaching and Learning Center, which will provide such training for faculty, staff and students.

4P9. How do you train and develop all faculty, staff and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

Employees are encouraged to participate in memberships within professional organizations; attend conferences, workshops and webinars; identify and orchestrate departmental training; attend Northwest courses; and deliver and/or participate in on-campus professional development opportunities. In support of these efforts, Northwest offers a series of 14 personal- and professional-development opportunities throughout the year for all employees. Programs may include such topics as diversity, ethics, teamwork, communication skills, leadership, customer service, time management and professionalism. Many of these sessions are open to the community encouraging employees to interact and develop connections with fellow professionals. The University recently committed to increasing professional development opportunities for all employees and is currently building upon existing programs and has expanded its offerings to area businesses.

An annual supervisor conference is mandated for specified employee groups. Student employment supervisors attend annual supervisor training to gain information relative to improving supervisor techniques and review applicable policies and procedures. University leaders and administrators are mandated to attend an annual supervisor conference to acquire tools and resources to lead other full-time employees. In both events, the activities are planned to provide supervisors with developmental opportunities to productively and effectively manage the institutional workforce.

Some departments on campus provide specialized training outlined within their areas of expertise. For example, the Center for Information Technology in Education (CITE) office offers assistance to faculty regarding the incorporation of instructional technology into their courses (e.g., Course Management System functionality, Course Redesign, Quality Matters certification of courses and other institutional technology tools and techniques). The Office of Human Resources provides individualized training for departments when requested.

Faculty members participate in external as well as internal development opportunities to assist with professional growth. Northwest's professional development process for faculty includes an annual faculty evaluation, with more comprehensive reviews at the third and fifth years for tenure-track faculty, mentoring from the chair and senior faculty, and training and development opportunities to enhance a faculty member's capabilities and ability to contribute to Northwest's continuous development. Some of these opportunities include Northwest fellowships, faculty development days, videoconferences and workshops. Northwest offers three specific opportunities for extended training and development for faculty. These include sabbatical, educational and exchange leaves, when possible. Faculty are encouraged to request support for these leaves, and applications are promoted within by department chairs and deans.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

In order to ensure Northwest has the faculty and staff needed to maintain effective, high-quality programs, the institution manages personnel with expectations of constant improvement. This is accomplished through performance appraisals that are used to foster professional development, clarify job expectations, document and rectify performance issues, identify employee goals and increase employee morale.

Northwest has a formal annual performance review process for all administrative/professional and support staff through which supervisors provide written feedback to the employees during personal meetings with the employee. The content of these interactions are determined by individual classifications, as each employee group is evaluated using a tool designed for that workgroup. The administrative/professional staff appraisal tool provides feedback and information related to employee contributions/accomplishments; areas identified for improvement; key short-term and long-term goals related to initiatives or projects; and performance on key leadership attributes. The support staff performance appraisal assesses

performance standards such as job knowledge, quality of work, productivity, dependability, attendance, relations with others, commitment to safety, student/stakeholder focus and adherence to values and supervisor ability. Both review processes require identifying individual goals and key actions that are expected to tie directly to the University mission, vision, values as well as emerging strategic themes and actions.

Northwest’s faculty evaluation system is based on the premise that quality instructional programs are enhanced when faculty create high quality learning experiences for students. These experiences (whether in person or via distance learning) come about when faculty study their subjects well in a scholarly mode, prepare for class appropriately, are available to students outside the classroom, and assess students’ progress in a timely and comprehensive fashion. The department chair, in consultation with the college dean, is responsible for the evaluation of faculty members. The chair’s evaluation may include consultation with peers and visits to classes taught as a part of the review process. Chairs also use students’ course evaluations and other materials the faculty member may wish to include.

The teaching of all faculty is evaluated in accord with their department, rank and assignment. As a result, each department maintains and reviews an annual evaluation plan for each faculty member. Each plan is based on the department’s criteria for teaching, scholarship, student support and service. The faculty member must demonstrate that he or she has met or exceeded the criteria. The range of percentages that may be applied toward teaching, scholarship, student support and service are set and communicated in writing as part of the annual evaluation process by the department chair in consultation with the faculty member. Documentation relating to the faculty evaluations is filed in the office of the respective college dean. Once performance evaluations are discussed between the faculty member and the academic department chairperson, the chairperson will either recommend or not recommend continued employment. The recommendation goes to the appropriate academic dean, along with a quantitative and narrative summary of the employee’s performance. The college dean’s recommendation then is forwarded to the provost, who makes the final recommendation on whether to retain or replace the faculty member. (As mentioned previously, the evaluation system is currently under revision; this will be addressed further in 4I1.)

A summary of performance evaluations and how often they are conducted can be found in Fig.4-4.

Fig. 4-4: Summary of Performance Evaluations	
Faculty Performance Evaluation System	
Student course/faculty evaluations (refined September 2012)	Each Trimester*
Faculty evaluation of chair and dean	Annually
Dean evaluation of chair and faculty	Annually
Provost review of all faculty evaluations	Annually
Chair’s evaluation of faculty	Annually
<i>*All faculty are required to produce a professional activity report toward the end of each year of employment, which is reviewed by the department chair. In the third and fifth year, a more comprehensive review is conducted by the department senior faculty, chair and dean for tenure-track faculty to ensure satisfactory progress toward tenure (i.e., identify strength and opportunities for improvement). The Faculty Satisfaction Survey also includes an upward evaluation of supervisors and administrators. Tenured faculty at the rank of professor receive course evaluations every third year except for general education courses, which are evaluated each trimester.</i>	
Administrative/Professional and Support Staff Evaluation System	
Supervisor’s evaluation of staff	Annually
Staff evaluation of respective NLT member	Annually
NLT member’s evaluation of president	Annually
President’s evaluation of NLT member	Annually

4P11. How do you design your employee recognition, reward, compensation and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Employees are recognized at many activities and through a variety of events, such as:

- Employee and department spotlights in which employees are showcased in the HR monthly bulletin, Facebook page and website.
- “Tokens of Appreciation” are offered by the Office of Human Resources to departments in an effort to thank them for their contributions to the University. The president and provost also regularly send hand-written letters and

cards to University employees in response to a positive comment card, demonstrations of effective leadership and other significant achievements.

- Professional Development Program Series provides personal and professional development opportunities for all employees.
- Wellness programs, such as Weight Watchers at Work and other wellness-related programs are provided throughout the year for all employees.
- Deans' and Governor's Awards Reception where faculty, who are nominated by their peers and selected by the academic deans, are honored for their contributions to their profession.
- Thank you letters and notes from NLT members and comment cards.
- Receptions such as the Welcome Back Picnic to start the academic year, the Employee Appreciation Day prior to a Northwest football game, a December dinner and emeriti coffees.

As the institution is committed to developing and retaining high-quality employees, the University employs a market-based compensation system for faculty and staff. All employee classification salaries are compared to national salary data, focusing on 85 to 100% of appropriate market medians based on data provided by the College and University Professional Association for Human Resources (CUPA-HR). Despite economic instability and decreases in state appropriations, Northwest strategically managed to implement a one-time stipend payment to all employees midyear and a 2.6% increase for the new academic year. It was also proposed to the Board of Regents to move all employees whose salaries were below 90% of market to the 90% level.

Northwest faculty salaries are compared with CUPA-HR's national data (for master's public medium-sized institutions) to ensure competitive salaries. Educational background, experience, years of service, rank and discipline may be considered in establishing individual salaries each year. The provost, after consultation with the deans and Faculty Senate, makes recommendations to the president regarding an annual system for establishing salary benchmarks. Salaries are subject to the performance of the duties and/or functions for the position as defined in Chapter 2 of the Faculty Handbook and/or to the performance of other duties that may be assigned.

Northwest offers a comprehensive benefits package for employees, and all benefit plans are renewed on a prescribed timeline. Employees receive the following benefits: health, life insurance and long-term disability; retirement; Social Security; worker's compensation; Employee Assistant Program; tuition fee waiver; family tuition discount; vacation, sick/personal, military and funeral leave as well as access to a variety of health and wellness programs. Employees are also provided with the following optional benefits: vision, dental, cafeteria plan, Aflac plans and savings annuity plans. Additionally, employees are eligible for discounts and privileges at various facilities throughout campus, such as the campus bookstore.

4P12. How do you determine key issues related to the motivation of your faculty, staff and administrators? How do you analyze these issues and select courses of action?

Key issues related to the motivation of faculty, staff and administrators are determined through regular communication with governance groups, committees, comment cards, all-employee meetings, performance evaluations and faculty and staff satisfaction surveys. For example, the spring 2011 faculty and staff satisfaction survey findings revealed "How the institution values its employees" was the top driver of overall satisfaction for both the faculty and staff.

To help broaden the scope of conversation at Northwest, we have recently identified a new strategic group, the Leadership Roundtable, whose membership includes about 100 University leaders. This particular cohort is tasked with enhancing opportunities for institutional planning and development and internal relations among all levels of the organization through education, professional development and two-way communication. The Leadership Roundtable gives the NLT opportunities to hear from a wider variety of campus stakeholders than they may have otherwise, historically. Moreover, group meetings give participants the opportunity to analyze key issues concerning the University with the intention to promote the continuous improvement of the organization.

4P13. How do you provide for and evaluate employee satisfaction, health and safety and well-being?

Faculty participate in an annual satisfaction survey and staff a biennial satisfaction survey with the results being analyzed for areas of strength and opportunities. The initiative to solicit regular feedback, in part, derives from our commitment to the promotion of employee health, safety and overall satisfaction.

Northwest offers a wide range of wellness programs to assist employees with making lifestyle changes for healthier behaviors. HR, in conjunction with the University Wellness Center, plans programs that focus on the six dimensions of overall wellness: emotional, social, physical, spiritual, intellectual and occupational. A sampling of these programs include webinars to address health and lifestyle issues; Weight Watchers at Work; online smoking cessation programming, consistent with the University's smoke-free campus policy implemented in 2010; stress management courses; a nutrition and wellness fair; a diabetes support group; regular yoga classes; a positive psychology series; Fitness for Fun, which offers opportunities for employees to attend free fitness classes after work; and free flu shots.

Northwest also offers opportunities for employees to connect with community organizations to support region-wide health and wellness issues and local events and causes. Some of these opportunities include a community Heart Walk to raise awareness about heart disease and Declutter for Kids, a clothing drive challenge for a local Big Brothers Big Sisters chapter.

Successes associated with all of these programs are evaluated based on varying measures, specifically geared to intended program outcomes. However, a clear evaluative measure of all programs is employee engagement and participation. Programs like Weight Watchers at Work, for example, are evaluated based on participants' actionable progress. In this particular case, total weight loss among participating employees is well over 2,500 pounds since the program began in January 2011. Therefore we are confident our efforts to provide relevant health and wellness programs have been relatively successful.

Another health and wellness program, A Healthier You, was introduced to Northwest employees through the University health insurance provider, Blue Cross Blue Shield of Kansas City. The program offers employees access to a website where users can find a set of courses that encourage healthy lifestyle practices and allows users to stay on track as they aim to achieve long-term health goals. Participation in A Healthier You starts with a health screening and an online health risk assessment. The assessment asks questions about the employees' health and lifestyle and provides a wellness score that identifies healthy behaviors and areas where they may consider making changes. Employees are provided with online tools as well as University supported, onsite services to address lifestyle behaviors.

While health and wellness are key concepts supported by the University, the collaborative nature of our institution is exemplified by the active role taken by the University Police Department (UPD). UPD is staffed with state-commissioned police officers 24 hours a day, 365 days a year. UPD works closely with the University's health and safety manager, residential life staff, the freshman seminar office, the Office of Student Affairs and other University offices and student organizations on safety-related issues. UPD provides literature and presentations to students and employees on request. Some topics include alcohol and drugs; burglary, theft and crime prevention; emergency preparedness; personal safety; self-defense education; and workplace violence.

Northwest is also served by a 911 emergency phone system. All 911 calls made from a campus telephone go directly to the University Police dispatching center. Students, faculty and staff are encouraged to report emergencies and criminal activity to the UPD using this system. Additionally, Northwest uses an emergency text message system, Bearcat Alert, which increases the University's ability to communicate with students and employees during times of crisis. Lastly, UPD publishes safety-related information relative to federal mandates as defined by the Clery Act and disseminates the information through campuswide email and other web-based information-sharing procedures.

Results (R)

4R1. What measures of valuing people do you collect and analyze regularly?

Northwest regularly collects and analyzes measures indicating how much it values all constituents. The following chart indicates what is collected and analyzed to determine effectiveness in this category.

Fig. 4-5: Measures of Valuing People	
Measure	What is collected and analyzed
Recruitment	Number of position postings, number of applications received (Fig. 4-6)
Employee Retention	Employee turnover rates (Fig. 4-7), employee years of service (Fig. 4-8)
Professional Development	Professional development events and participants (Fig. 4-9)
Employee Satisfaction	Satisfaction surveys (Fig. 4-10 and Fig. 4-11)
Health and Safety	Worker's compensation claims (Fig. 4-12), wellness programs and participants (Fig. 4-13), health risk assessment participation (Fig. 4-14) and health risk assessment results and aggregate improvements (Fig. 4-15), overall healthcare premium rate increases to the institution (Fig. 4-16)

4R2. What are your performance results in valuing people?

Fig. 4-6: Recruitment Measures and Fig. 4-7: Employee Turnover Rates. On average, we receive approximately 17 applications for each position posted. This combined with a relatively low turnover rate suggests that Northwest is a desirable place to work. (Note the turnover rate was higher in 2011-2012 due to the reduction in force.)

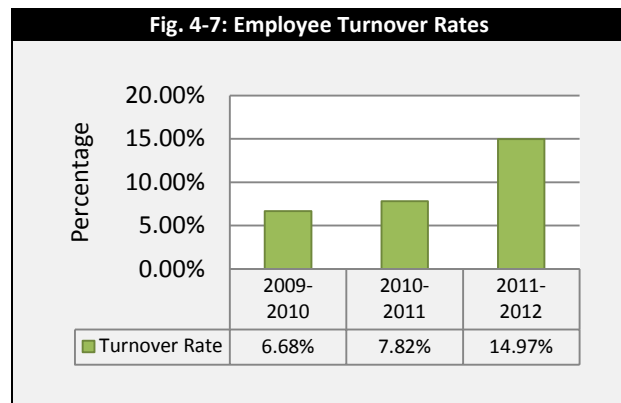
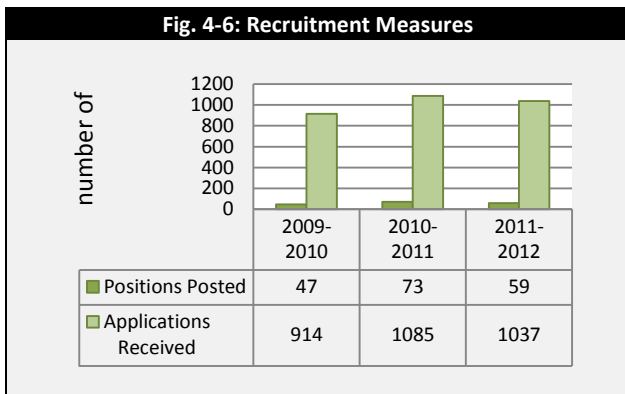


Fig. 4-8: Employee Years of Service. This figure includes employees who have completed at least one year of employment at Northwest. The data show that nearly half (47%) of our employees have been employed for at least 10 years. In fact, 18% have been employed for over 20 years, again, suggesting that Northwest is a desirable place to work.

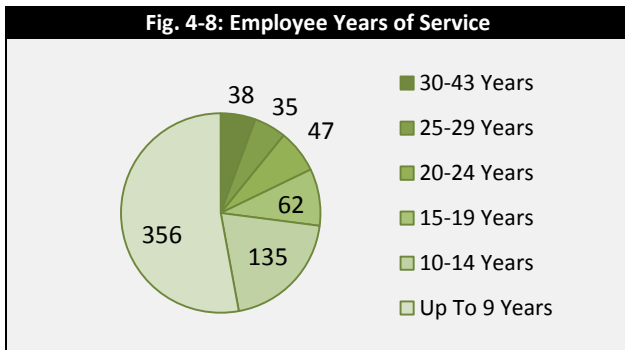


Fig. 4-9: Professional Development Events and Participants. Just over 40% of our full- and part-time employees participate in professional development opportunities sponsored by HR. This does not include those sponsored by other departments on campus (e.g., the CITE office, the Teaching and Learning Institute, etc.) nor does it include the professional opportunities in which faculty engage (e.g., conference attendance and presentations).

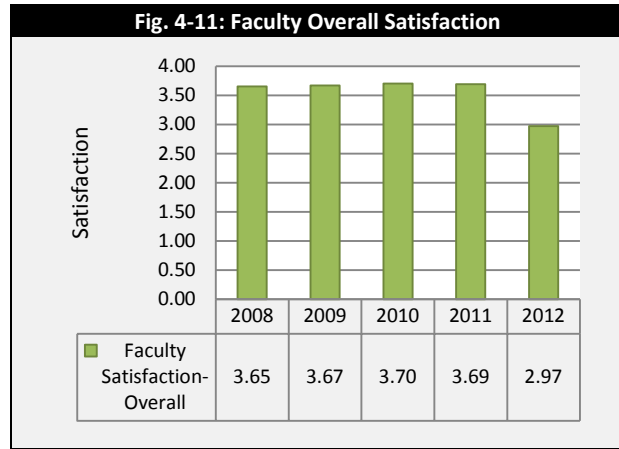
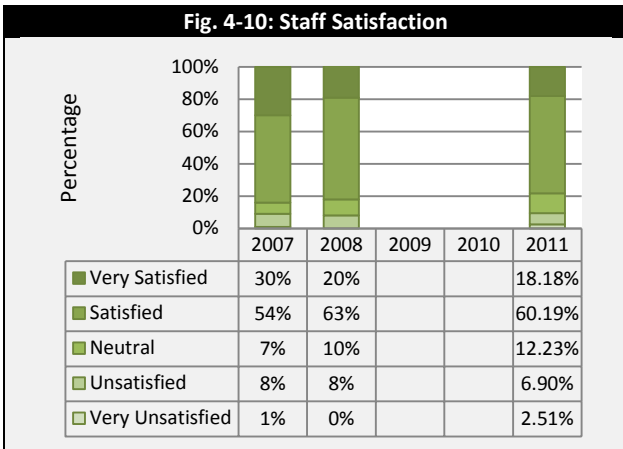


Fig. 4-10: Staff Satisfaction. The staff satisfaction survey is administered to all support, professional, and administrative staff. Beginning in 2011, we developed a local survey that more closely mirrored the (locally developed) faculty satisfaction survey. Overall, over 78% of staff was either satisfied or very satisfied with Northwest. The primary driver for their satisfaction: How the institution values its employees.

Fig. 4-11: Faculty Satisfaction. The Faculty Satisfaction Survey is administered by the Faculty Senate. The survey was refined in 2011 so that more actionable results could be generated. The primary driver in 2011 and 2012 was “How the institution values its employees.” Overall satisfaction remains high through 2011, however, reduced satisfaction in 2012 is likely due to the events associated with the reduction in force (i.e., the closing of one academic department, eliminating one degree program, eliminating 2.5 faculty positions, reducing the number of academic departments from 19 to 11 and replacing some academic chairpersons),

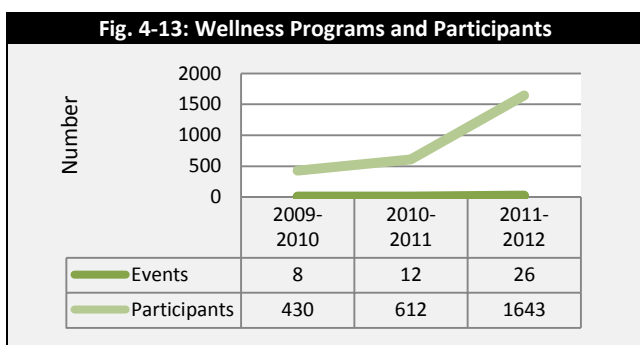
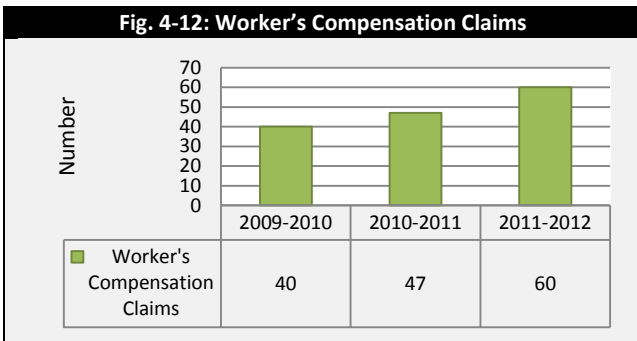


Fig. 4-12: Workers Compensation Claims. This figure includes employees who have been injured while performing duties within the workplace. Workers compensation claims have increased over the three years. The increase can be attributed to an active training program targeting reporting of all injuries that occur within the workplace (i.e., increased vigilance).

Fig. 4-13: Wellness Programs and Participants and Fig. 4-14: Health Risk Assessment Participation. Wellness participation has improved largely due to the hiring of a staff member in 2008 who has the primary task of targeting employees and programs that impact and improve the quality of life. We also have been able to provide incentives to participate in these programs through a partnership with the institution’s health insurance provider, which has contributed to the increase in the health risk assessment participation improving.

Fig. 4-15: Health Risk Assessment Results and Aggregate Improvements. This figure includes multiple measures of employees’ health risk. Data suggest that employees’ are, overall, experiencing a more healthy lifestyle compared to previous years.

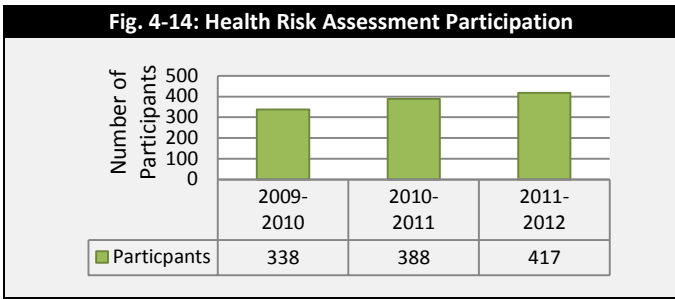


Fig. 4-15: Health Risk Assessment Results and Aggregate Improvements. This figure includes multiple measures of employees' health risk. Data suggest that employees' are, overall, experiencing a more healthy lifestyle compared to previous years.

Risk	2010 Frequency	2011 Frequency	2012 Frequency	Change Between 2012 & 2011	Desired Change
Body Weight	47.0%	48.8%	47.0%	-1.8%	↓
Stress	19.2%	15.0%	19.2%	4.2%	↓
Blood Pressure	24.9%	27.7%	24.8%	-2.9%	↓
Safety Belt Use	29.0%	26.6%	24.3%	-2.3%	↑
Smoking	5.3%	5.3%	4.9%	-0.4%	↓
Life Satisfaction	8.3%	12.1%	13.4%	1.3%	↑
Med/Drug for Relaxation	13.6%	14.0%	17.5%	3.5%	↓
Job Satisfaction	8.3%	6.1%	7.3%	1.2%	↑
Physical Activity	22.2%	14.0%	16.8%	2.8%	↑
Perceived Health	13.9%	10.3%	9.5%	-0.8%	↑

Fig. 4-16: Overall Health Care Premium Rate Increases to the Institution. This figure represents the percentage of change in health insurance premium costs to the institution. Overall, Northwest has performed well in this area as a 5.5% decrease in premium cost occurred in 2011.

Year	Percentage
2009	0
2010	0
2011	-5.5%

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff and administrators in helping you achieve your goals?

As mentioned previously, the results that 47% of the workforce has provided 15 or more years of service to the institution reflect a relative strength in employee retention and employee longevity. The increased turnover rate within the last year is reflective of the recent reduction in force precipitated by a downturn in economic factors. Although faculty satisfaction has decreased, the number of wellness program initiatives undertaken has almost doubled within the last year and participation rates in these programs have almost tripled.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Northwest uses information from CUPA-HR to compare processes and performance results for valuing people. CUPA-HR data assists with aligning market-based salary comparisons as well as provides a listserv outlet to gather information and data about day-to-day processes.

Northwest recognizes the need to maintain a more formalized benchmarking process for valuing people. Despite the fact the information collected from CUPA-HR is valuable, providing a more streamlined benchmarking process will allow Northwest to remain competitive and challenged for continuous improvements.

Improvement (I)

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

As mentioned previously, an *ad hoc* committee of the Faculty Senate spent nearly two years developing and piloting a revised faculty evaluation system that would create a more holistic approach to faculty evaluation. The process is based on the premise that faculty evaluation should be a collaborative activity that includes the participation of student, faculty, and department chairs and assumes that faculty development can result from an effective and systematic evaluation process. The committee has proposed a process that includes peer observation, because it “firmly believes that faculty talking one-on-one with other faculty within a professional atmosphere will benefit both the peer reviewer as well as the faculty being reviewed.” At the time this Systems Portfolio is being written, the Faculty Senate is conducting a faculty-wide vote on the proposed revisions.

Other improvements in Northwest’s efforts, to demonstrate its ongoing commitment to valuing people include progress made by the creation of new programs and renewing of effort in longtime areas, such as:

- Northwest Mentoring Program: The University is committed to providing new employees with a more robust orientation process. As a result, a new mentoring program has been outlined and implementation of the program has been initiated. Mentors will provide new staff with the knowledge and resources to be effective in their positions while providing a transformational experience in acclimating them to the Northwest culture.
- Professional development: A series of professional development opportunities are now being offered to all employees. The series began with a session on conducting effective performance evaluations and continues with additional trainings scheduled highlighting ways to conduct effective hiring processes, interviewing and retaining employees and nonviolent crisis intervention methodologies. Other programs will be added as necessity indicates.
 - Faculty and academic support staff (including student tutors, mentors, and supplemental instructors) are receiving professional development from AVID: Advancement via Individual Determination. AVID’s goal is to improve college readiness of K-12 students and to provide systematic training for faculty and academic support staff to improve students’ learning skills.
- Employee handbooks: Employees were introduced to a new employee handbook this year. The handbook was expanded to outline policies and procedures that will provide employees with additional knowledge they need to meet employment expectations.
- Compensation analysis: The University is committed to providing competitive salaries to all employees. To assure these efforts are successful, Northwest recently retained a consultancy firm to research and design a multiyear compensation strategy.
- Recognition and appreciation events: A variety of events have been identified for this upcoming year to assist Northwest in demonstrating its support and commitment to all employees. These include, but are not limited to, the following:
 - All-employee dinner and recognition event: All faculty and staff are invited to attend a recognition event where employees will be recognized for milestone years of service. This event includes a formal dinner as a way to express respect and thanks for services provided.
 - Employee Appreciation Day: The Office of Human Resources in collaboration with the athletics department recently hosted an Employee Appreciation Day at a Northwest football game. Each employee received two free tickets to the game and a T-shirt.
 - Employee talent show and exhibit: All faculty and staff will have the opportunity to perform in the University’s first “America’s Got Talent ... At Northwest” talent show. Exhibit space will also be provided so that talented photographers, artists, writers, etc. may display their skills.

4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

Northwest's recent initiation of the Leadership Roundtable, a new group comprised of leaders from across all units of the institution, has helped identify specific processes for improvement. In keeping with the University's collaborative atmosphere, the group is comprised of faculty and staff. Participants help disseminate information about strategic planning efforts and other important undertakings to the members of their departments units.

The NLT is also instrumental in identifying targets and selecting processes where improvement results will display the institution's commitment to valuing its employees via surveys and self-assessments. The Office of Human Resources is also undertaking self-assessment.

The Faculty Senate, Administrative/Professional Council and the Support Staff Council groups all play integral roles in identifying process improvements. In collaboration with the NLT, these groups provide opportunities for stakeholders from all levels of the University to help set targets and design improvement processes.

Category 5 – Leading and Communicating

This category addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities and communicating decisions and actions to your internal and external stakeholders.

Category Introduction

Processes for Category 5, Leading and Communicating, range from being systematic to integrated. Our mission, vision and values along with the setting of directions (5P1, 5P2, 5P3) have been, or are being, addressed with wide input. Decision making (5P5) has been viewed as shared in nature and has been refreshed to include a new variety of distributed leadership opportunities. Use of data and information as well as communication (5P6 through 5P8) have improved significantly and have strong elements of being systematic – but as with most organizations, have endless opportunities for adaptation and use. 5P9 and 5P10 address leadership development and succession, and we see these as being at the front end of being systematic, but maturing rapidly. Our Leadership Roundtable, we believe, holds great value in maturing and providing a broad stage for discussions spanning from directions to performance, and from cultural issues to leadership development.

Processes (P)

5P1. How are your institution’s mission and values defined and reviewed? When and by whom?

Northwest’s leading and communicating processes include a focus on distributed leadership and numerous opportunities for input and two-way interactions. Category 5 responses will reflect such as we describe a leadership system that cuts across internal and external constituents.

The State of Missouri’s General Assembly created the institution now known as Northwest Missouri State University in 1905 as “Normal School District No. 5.” In 1919, the General Assembly changed the name to Northwest Missouri State Teachers College and extended the privilege of granting degrees. On July 21, 1949, the Board of Regents, acting under authority granted by the 1945 General Assembly, adopted the name Northwest Missouri State College, and on August 14, 1972, acting under the authority granted by the 1972 General Assembly, changed the name to Northwest Missouri State University.

Response 8P1 describes the process for articulating our mission, vision and values, and Fig. 8-2 illustrates the actual mission, vision and values poster widely distributed and on display in buildings both on campus and at off-campus sites. The Board of Regents formally adopted the mission, vision and values in the summer of 2010, and the Northwest Leadership Team (NLT) revisits these during its annual summer advance. Inputs were vast in refining our mission, vision and values. The University’s mission, vision and values are carried out by 737 full- and part-time faculty and staff across the Maryville campus, at outreach centers in Liberty and St. Joseph, Missouri, online and through instructional television outlets.

Our student success model (Fig. 1-1) reflects our mission and our focus on being the university of choice for delivering a comprehensive, exceptional student experience. This model is driving a number of current initiatives including our AQIP Action Projects (see Fig. 8-4) that cut across academics, student support services and our enrollment management efforts. Our planning and budgeting priorities focus on student success, and the work of our Organizational Success Task Force, described in response 8P1, helped the institution focus on everything we do aligning with our mission as we asked what is essential, important and elective.

Northwest is focused on student retention, graduation and placement. This agenda is based, in part, on a statewide performance funding initiative put forward by Missouri’s governor and implemented by the Missouri Department of Higher Education (MDHE) and the Coordinating Board of Higher Education (CBHE). Five areas of performance are addressed in this funding model and are outlined in Fig. 5-1. These data are part of our tiered performance indicator system (described in response 7P1).

Fig. 5-1: Performance Funding Metrics

Performance Area	Metric
Student Success and Progress	Retention rate
Increased Degree Attainment	Graduation rate
Quality of Student Learning	Percent of students scoring at or above the 50 th percentile on a General Education assessment
Financial Responsibility and Efficiency	Percent of total Education and General expenditures expended on the core mission
Institution Specific Choice	Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving institutional grant aid

5P2. How do your leaders set directions in alignment with your mission, vision, values and commitment to high performance?

Academically, we offer 101 undergraduate programs, 39 master's degrees, three education specialist degrees and a cooperative doctoral program in educational leadership via four academic units – the College of Arts and Sciences, the College of Education and Human Services, the Melvin D. and Valorie G. Booth College of Business and Professional Studies and the Graduate School (including outreach programs). As part of an organizational restructure, we recently merged 19 academic departments into 11 and have highlighted a greater emphasis on interdisciplinary and collaborative programming and curricula. Fig. 5-2 provides a listing of the colleges and corresponding departments.

Fig. 5-2: Northwest's Colleges and Departments

Fig. 5-2: Northwest's Colleges and Departments
Melvin D. and Valorie G. Booth College of Business and Professional Studies
Department of Business (Accounting, Economics, Finance, Management, Marketing, Merchandising)
Department of Agricultural Sciences (Agriculture)
Department of Communication and Mass Media (Communication, Mass Communication)
College of Arts and Sciences
Department of English and Modern Languages (English, Languages)
Department of Fine and Performing Arts (Art, Music, Theatre)
Department of Humanities and Social Sciences (Geography, History, Humanities, Philosophy, Political Science)
Department of Mathematics, Computer Science and Information Systems (Computer Science, Information Systems, Mathematics)
Department of Natural Sciences (Biology, Chemistry, Geology, Nanoscale Science, Nursing, Physics)
College of Education and Human Services
Department of Professional Education (Curriculum and Instruction, Educational Leadership)
Department of Health and Human Services (Health, Nutrition/Dietetics, Physical Education, Recreation)
Department of Behavioral Sciences (Child/Family Studies, Counseling, Psychology, Sociology)

To support its academic mission, Northwest provides students and stakeholders with a number of key organizational services and programs. Fig. 5-3 outlines key services and programs by area.

Fig. 5-3: Key Services and Programs

Fig. 5-3: Key Services and Programs
Academics
Academic camps, Center for Instructional Technology in Education (CITE: faculty notebooks, modular learning, web-based courses), enrollment management (i.e., recruitment, career services, registrar, advisement, financial assistance, student ambassador program), institutional research (including testing), international affairs (ESL and Intercultural International Center), library services, Small Business and Technology Development Center, Talent Development Center (TDC: Tutoring, Supplemental Instruction, Student Athlete Success Program Assist), TRiO programs (Student Support Services, Upward Bound, Upward Bound Math/Science), Writing Center, Learning Assistance Providers/Services (LAP/S), Regional Professional Development Center, textbook program
Athletics
Athletic camps, Division II athletic programs, facility use, recreation and wellness
Finance
Financial and accounting services (including accounts receivable, accounts payable, payroll, budget and insurance), purchasing services and Facility Services (including facilities, maintenance, custodial, landscape, capital program management, energy management and sustainability).
Human Resources
Student employment program, University Police, professional development
Information Systems
Laptop program and various information technology services (e.g., infrastructure, administrative computing)
Student Affairs
Auxiliary Services (Dining and Bookstore Services, note: contracted services), Campus Activities (Greek Life, student organizations, Student

Activities Council, special events), Intercultural Affairs (diversity services and education), Residential Life, Volunteer, Service Learning and Community Engagement, Wellness Center (including health clinic, counseling and health education)
University Advancement
Northwest Alumni Association, 'Cat Callers, Northwest Foundation
University Relations
KXCV-KRNW (public radio) along with student/parent/stakeholder communication

Along with our colleges and departments and comprehensive programs and services provided above, it is appropriate to describe the institution's key leadership groups. These groups and a description thereof are found in Fig. 5-4 and provide a context for distributed leadership, widespread input and an institutional focus on our mission.

Fig 5-4: Key Leadership Groups and Descriptions
Board of Regents
The Board of Regents serves as the governing body for Northwest, and its primary function is policy-making and responsibility for sound resource management of the University. The Board's eight voting members, as well as a non-voting student, are appointed by the governor and approved by the Missouri Senate. The Board meets seven times annually and uses a committee structure that includes an Executive Committee, Academic/Student Affairs/Governance Committee and Finance Committee. The University president reports directly to the Board.
Northwest Leadership Team (NLT)
The Northwest Leadership Team is Northwest's senior leadership team and is comprised of the president, provost, vice presidents of university advancement, finance, human resources, information systems, student affairs and university relations and the athletic director. The NLT meets weekly and charts the University's course of daily operations; provides executive leadership for all organizational operational portfolios; and leads Northwest's strategic planning activities. The NLT carries out the University's mission, vision and values and upholds the institution's legal, ethical and social responsibilities. The NLT interfaces with the Board and its committees, the CBHE, the MDHE and other entities to ensure it carries out legal, ethical and social responsibilities as well as aligns priorities from national and state organizations as smoothly as possible. NLT leaders hold leadership team meetings within their own divisions as well.
Deans Council
Within the Academic Affairs division, the Deans Council provides oversight to its operations and leads strategic discussion on academic programming.
Academic Department Chairs Council
The Academic Department Chairs Council provides leaders with an opportunity to discuss and clarify policy and is an advisory group to the Deans Council, with the chair of the Chairs Council serving on the Deans Council.
Faculty Senate
The Faculty Senate is the representative body of the faculty at Northwest and (a) develops, formulates and recommends policies to the Board of Regents and advises appropriate authorities in other areas assigned to the faculty by the Board; and (b) is authorized to provide a forum for discussion of matters that are of concern to the faculty and to make recommendations concerning their findings to the appropriate authorities, including the provost, the president and/or the Board.
Administrative/Professional Staff Council
The Administrative/Professional (A/P) Staff Council contributes to the success of Northwest by supporting the University mission. As a recognized part of the University, the A/P Staff Council works cooperatively with University representative groups to serve as a liaison for recommendations, requests and pertinent information to the president.
Support Staff Council
The purpose of the Support Staff Council is to bring students and employees together to support student success. It acts as a liaison between the support staff, administration, faculty and students on such matters as may be referred to the Support Staff Council, as the Support Staff Council initiates or as employees of the University may request.
Student Government Association and Student Senate
The mission of the Student Government Association (SGA) is to act as a unified body, advancing the interests and general welfare of every student. The SGA represents each student and serves as a liaison among students, the University and the community. The SGA elects the Student Senate to represent it in interactions with the faculty, staff, administration and Maryville community and on state and national levels. The executive officers of Student Senate are also the executive officers of the SGA.
Student Senate is the elected, representative governing body of the SGA. It makes decisions for the SGA and expresses the official opinion of the Northwest student body. There are four representatives from each class, one from the graduate students, five representatives for the off-campus students and five for the on-campus students. Senators are expected to serve on Student Senate and University committees to further serve their constituents. Student Senate also provides students numerous opportunities to get involved on campus, to stay informed on important issues and to develop long-lasting relationships with other student leaders and campus administrators.
Northwest Foundation
The mission of the Northwest Foundation is to encourage, receive, invest, manage, steward and disburse private support on behalf of the donors of Northwest, for the benefit of the University, its students, faculty, staff and alumni. Established in 1971, the Foundation operates independently of the state institution as a separate 501(c)3 not-for-profit corporation governed by its own board of directors. However, the University and the

Foundation operate through a formal agreement approved both by the Board of Regents and the Foundation Board.
Northwest Alumni Association
The Northwest Alumni Association fosters lifelong relationships through initiatives and opportunities that advance the University and its alumni, future alumni and friends.
University Community Collaborative
The University Community Collaborative includes leaders from the University as well as from industry, education and governmental entities around northwest Missouri. It provides a forum for discussion and idea sharing and yields action for community betterment, develops a deep and meaningful openness and can-do spirit (between all town/gown entities) and seeks to make northwest Missouri a desired destination. This group is currently being refined.

Our overall institutional assessment of capacity has been addressed by the NLT and Board of Regents and includes the following:

- Key constraints include a higher-than-average maintenance and repair backlog, high debt service, lack of a campus master facilities plan, the state/national funding picture, public perception of P-20 efforts and the state of rural communities.
- Key challenges include the economy and related conditions, people resource aspects (salary plan, impending retirements, insurance and health care reform), changing demographic patterns, scholarship and financial assistance machinations, legislative turnover, heightened competitive environment, addressing information technology needs in a timely manner, athletic facility upgrades in the Mid-America Intercollegiate Athletics Association (MIAA) and beyond and unaligned goals/initiatives across governance and regulatory groups.
- Key opportunities include capitalizing on strong brand identity and current culture; defining optimum size, program mix and delivery approaches as well as revenue thresholds; addressing STEM disciplines and investing in targeted academic programming; continuing to address partnerships and collaborations; Center for Innovation and Entrepreneurship (CIE) growth; and continuing to progress toward the public announcement of a comprehensive capital campaign.

Overall directions are set and decisions made based on the Tier 1 performance indicators described in Category 7 and provided in responses 8R1 and 8R2, and these are aligned with the strategic themes and objectives provided in Category 8 (Fig. 8-3). The groups outlined above make informed decisions using data in Tiers 2 and 3 of the tiered performance indicator system articulated in Category 7. Additionally, Category 8 describes planning efforts and resource allocation aligning with mission and priorities.

Thus, internal oversight occurs via shared governance among administrative staff, faculty, professional/support staff, and, when appropriate, student teams; external stakeholders also provide important input and oversight. For example, key governance groups – the Faculty Senate, Administrative/Professional Staff Council and Support Staff Council – have committees that determine policies to be recommended for Board of Regents’ approval or committees that serve in an advisory capacity. Similarly, the Student Senate and the Northwest Foundation provide external stakeholder input via their various committees. Category 8 describes the work of two recent cross-functional groups – the Strategic Planning Leadership Team (SPLT) and the Organizational Success Task Force – as well as a newly formed group, the Student Success Task Force (SSTF). The SSTF has three subteams – Academics, Engagement and Services – all of which are focused on improving the retention of our students. Actions will be consistent with our mission and vision, and decisions will be informed using data from the tiered performance indicator system. An executive steering team – comprised of administrative, faculty and staff representatives – will ensure that collaborative, cross-organizational inputs and decision-making occurs.

One example of how teams work collaboratively comes from our focus on the assessment of student learning. In Category 1, we describe how the Faculty Senate Assessment Committee advises the Office of Institutional Research (IR) and the Deans Council regarding institutional assessment of students’ academic performance. Individual student information is shared with the academic advisor of the student, and department chairpersons receive aggregated information about the performance of students’ who are majoring in their departments as well as subscore and proficiency level information for students who completed the assessment. These data are reviewed by various committees of the Faculty Senate and by the Graduate Council, Council on Teacher Education and the Director of Teacher Education when departments are reviewed at least every fifth year. (Further input regarding academic programming may come from a department’s professional

advisory committee and/or feedback from career fair participants.) This information, then, is provided to the NLT and the Board of Regents' Academic/Student Affairs/Governance Committee.

There are other institution-wide and situation-specific cross-functional teams (e.g., Student Administrative Services Team, DAT-A group, Emergency Management Team, Leadership Roundtable). Currently, the Faculty Senate has an ad hoc committee that is reviewing faculty workload in the context of the University's committee structure, and the University as a whole will be looking to refine its system of teams over the next 12 to 18 months based, in part, on this feedback.

To close the response to 5P2, we are working toward a more integrated model of distributed leadership in which leaders from across all areas of the institution are involved in addressing initiatives and issues related to our mission, our institutional focus on retention and taking proactive action to address the changing environment.

For example, Northwest's changing demographics – a decrease in the number of high school graduates in our immediate catchment area – and decreases in state support for higher education – including a decrease in need-based aid to students – has required us to review our approach to access and affordability. We have done so by gathering various internal and external stakeholders (e.g., faculty, staff from various NLT areas, Foundation board members, Board of Regents) to discuss how we can successfully recruit and retain students in the context of this changing and challenging environment. This discussion began with an educational session given by the Director of Financial Assistance and the Dean of Enrollment Management on scholarships and the scholarship budgets. By linking the expertise and perspectives of the various stakeholder groups, we were able to develop some scholarship priorities that should allow us to adapt to the changing demographics.

The results of these initial discussions were brought to the Leadership Roundtable for discussion. The Leadership Roundtable is comprised of individuals who have leadership roles at Northwest – formal and informal, team leads, committee chairs, department chairs and the like – who discuss issues pertinent to our priorities and changing environmental conditions. About 1/7 of our workforce is invited to these leadership sessions, and the first focused meeting provided an opportunity for discussion on Northwest issues (awareness and education, cultural issues, moving forward), environmental influences and context and our 2012-2013 focus of retention. We parlayed this discussion into information shared at our August 2012 All-Employee Meeting and with our Board of Regents. Our October 2012 Leadership Roundtable addressed our draft priorities of a comprehensive capital campaign – especially as related to access, affordability, student success and academic excellence and an enhanced learning environment – and future roundtables will address topics related to leadership development, assessing performance, etc.

Additionally, the SSTF is a broadly representative group of more than 60 individuals from across the institution, including students, who are working within three subteams to determine how we might improve the retention of our students. It is a natural outgrowth of our work on the Foundations of Excellence self-study (nine dimensions studied by a cross-functional set of teams and with wide input from the campus community).

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

The needs and expectations of both potential and current students are delineated in Category 3 (3P1) and are the basis for our mission; their needs and expectations vary by their type (e.g., first year, transfer, graduating, undecided). We also address the expectations of seven other key stakeholder groups:

- **Alumni and friends** desire effective communication, networking and giving opportunities as well as opportunities to remain connected to the University.
- The **Board of Regents** focuses on areas of student success and effective financials. Both the **Board** and **taxpayers** require responsible use of taxpayer money, an understanding of how state and federal policy/laws affect the institution, effective communication and strategic intent for the future.
- In addition to effective communication, the **Legislature** and both the **Coordinating Board of Higher Education** (CBHE) and **Missouri Department of Higher Education** (MDHE) expect budgetary stewardship, high-quality academic programs and access, affordability and accountability to Missouri citizens.

- **Employers** expect high-quality and relevant academic programs, qualified graduates and opportunities for connecting with students.
- **Parents** desire effective communication as well as accurate, timely and easily accessible information.
- **Faculty** require effective valuing mechanisms, appropriate University services, equitable teaching loads and number of hours taught, support for scholarly activity, professional development and input at the University level.
- **Staff** members require effective valuing mechanisms, administrative support, quality communications, NLT effectiveness and work autonomy.

Two examples of how Northwest systematically gathers and uses information relevant to its stakeholders is through the Noel-Levitz Student Satisfaction Inventory (NLSSI), described in category 3, and through Northwest’s Perception Survey. The NLSSI is given to students during their first trimester of enrollment and to half of juniors during their second trimester of their junior year. Each NLT member discusses these data, as appropriate, with their various departments/units/committees to identify what services should be maintained or enhanced and where there are opportunities for improvement. (These data are discussed in 7R3.)

A second example of the systematic gathering and use of information related to stakeholders is through the Perception Survey. Periodically Northwest requests that past, current and potential stakeholders (e.g., future students, faculty, staff, business owners, school counselors, employers) complete a survey with questions regarding, for example, the qualities they attribute to Northwest, the qualities that differentiate Northwest from its competitors and the likelihood they would recommend Northwest. Most recently, nearly 2,500 people completed the survey. The data have been shared with the NLT, the Deans Council, the various governance groups and departments/units. These data have been used in a variety of ways, and they have been integral in revisions of our marketing and recruitment plans.

Our mission clearly addresses that we focus on student success, and as such, our strategic themes and objectives as well as accompanying communications are targeted at delivering the mission. The NLT is responsible for keeping the institution focused on its mission and regularly articulates such in its meetings, which then cascades through the institution via NLT member meetings with their respective units/departments/teams, governance groups, etc. These messages are reinforced via a variety of printed/web-based materials, as well. Fig. 5-5 provides examples of how we have communicated our mission across the institution and to constituents.

Fig. 5-5: Examples of Methods of Deploying Mission, Vision and Values
Posted throughout buildings on- and off-campus
Built into performance appraisal documents
Addressed through internal and external communications (i.e., president’s bi-weekly messages and speeches, marketing campaign, media interviews, social media outlets)
Included within key documents (i.e., Undergraduate and Graduate catalogs)
Included on agenda builds and within publications (i.e., Northwest Foundation agenda, <i>Northwest Alumni Magazine</i> , admissions viewbooks)

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

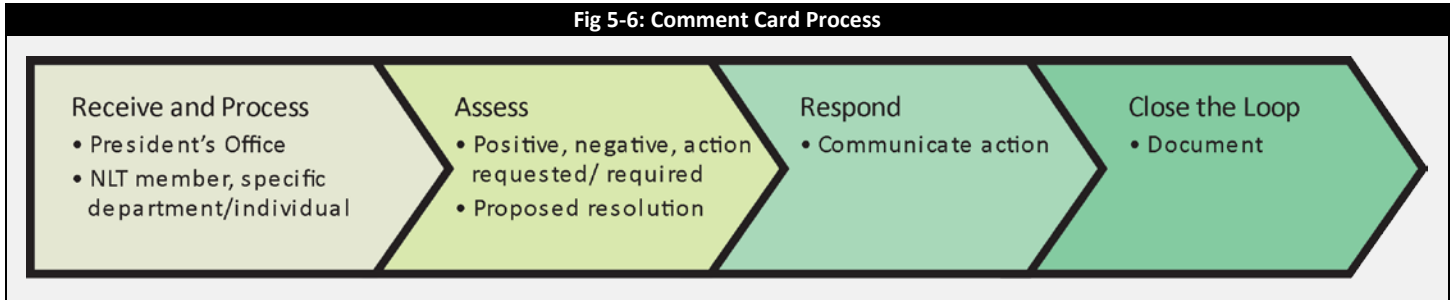
Category 8 addresses this question. Additionally, the Deans Council and NLT continually gather information to address varying opportunities, and the Leadership Roundtable and meetings with campus leadership group heads, for example, serve as conduits for feedback.

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups or committees to recommend or make decisions and to carry them out?

Response 5P2 and Fig. 5-4 address our key groups, teams and taskforces and how they are used. The Board’s committees are served by University vice presidents, and we ask University leadership group representatives to attend the meetings that are open to all. The Faculty Senate has standing committees that address issues related specifically to academic policies (i.e., those related to “faculty sovereignty”), committees that address issues requiring faculty advisement (e.g., Assessment, Faculty Welfare, Research) and committees that involve faculty advisement (e.g., Educational Technology, Calendar, Faculty Hearing). Standing committees are the primary mechanism for faculty participation in the development

of policies and the preparation of recommendations. Both staff and student members participate through these committees, too, where appropriate/needed (e.g., Institutional Review Board). As mentioned previously, we are refining our system of committees and teams with a goal to more tightly align the work of these committees/teams with institutional priorities.

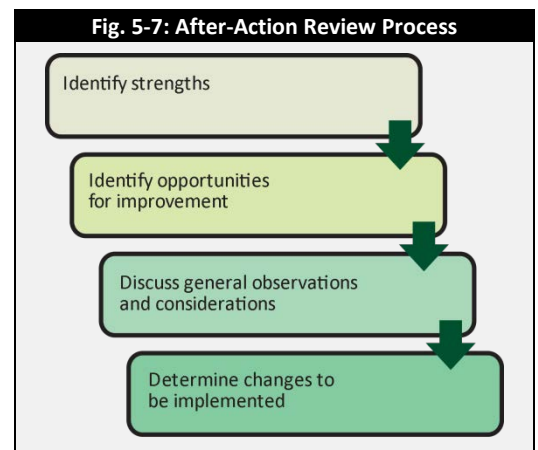
Inputs to produce decisions are many, but key inputs include data collection transferred in our tiered performance indicator system (described in Category 7), input from our comment card process (Fig. 5-6), input from After Action Reviews (Fig. 5-7), data from a variety of survey inputs, and two-way methods of communication (e.g., Java with Jazz, meetings and focus groups). The comment card system has been in place for well over a decade, but has recently been refined. Comments are received primarily online at www.nwmissouri.edu/aboutus/comment.htm or in hard-copy format collected in drop-boxes located strategically across campus.



Comments are reviewed at the President’s Office and provided to the appropriate NLT member responsible for the area addressed. The NLT member accountable reviews the issue at hand with the responsible area supervisor, who then addresses pertinent issues with direct supervisors. Direct supervisors are tasked with investigating comments, making recommendations and taking action regarding issues highlighted by the comment; they then document activity outcomes and provide verifiable evidence of those actions to area supervisors. Area supervisors compile information about comment card outcomes and provide evidence detailing responsive outcomes to their appropriate NLT member. Upon review, the NLT member shares outcomes with the entire NLT (as appropriate) and with the president. When the president is satisfied by the level of action taken in response to the issue first addressed in the comment card, he recognizes the action as complete, closes the issue and archives copies of all pertinent documentation within official presidential files.

There are many examples of decision-making processes in Category 1. Additionally, comment card data – if there is a pattern – may be combined with a faculty member’s course evaluation data by the provost, academic dean and academic department chairperson to determine if a problem exists. Data also are used to recognize the excellence of faculty and staff members.

The Organizational Success Taskforce (OSTF), which included leaders across the institutional spectrum and is described in Category 8, developed a budgeting exercise designed to align institutional priorities with the budget, which was experiencing a reduction in state appropriations. The exercise involved every employee and asked them to identify the essential, important and elective items within their operational budgets. They then made recommendations for what should be preserved and what could/should be reduced; these recommendations filtered up to the NLT, which made final recommendations to the Board of Regents.



5P6. How do you use data, information and your own performance results in your decision-making processes?

As discussed above and in Categories 7 and 8, Performance Indicator Tiers 1, 2 and 3 help provide context for decision making. Northwest, like most other organizations, has been able to collect an extensive amount of data and has been on a quest to ensure we turn such into usable information. We have Board and NLT performance indicators along with departmental/program metrics. Regarding the assessment of student learning, Northwest collects and reports results of

various surveys and assessments to the MDHE and also to various accrediting agencies. Northwest faculty and staff also use results to evaluate and improve the quality of general education, major and co-curricular programs. Regarding the assessment of student learning, Fig. 1-8 in Category 1 provides an overview of student assessments and what we use to guide our programming.

Northwest also compiles and submits more than 40 compliance reports, and a small sampling is found in Fig. 5-8. We use information from these reports as inputs for decision making as well.

Fig. 5-8: Sampling of Compliance Reports	
•	Missouri Department of Higher Education (MDHE) Comprehensive Fee Schedule
•	MDHE Budget Request Form 4
•	MDHE 14-1, Student Financial Aid Awarded
•	MDHE Missouri Title II Report
•	MDHE Performance Indicators
•	MDHE CCA Data Collection
•	MDHE Title III Report
•	MDHE Institution Specific Performance Measures
•	IPEDS C, Completions
•	NCAA Graduation Data
•	Issues and Programs Report

5P7. How does communication occur between and among the levels and units of your institution?

In addition to committees and teams, we use a variety of mechanisms to communicate within and beyond the University community, and these are found in Fig. 5-9. Asterisks indicate two-way methods and allow for enhanced input across campus and beyond.

Fig. 5-9: Two-way Communication Methods		
Students	Campus news announcements	Campus chats
	Website	Social Media
	Surveys	Comment cards
	Campus walkarounds	Online Calendar
	Bearcat Alert(emergency text message system)	
Employees	On-boarding sessions	Weekly News Digest
	All-Employee Meetings	Divisional and departmental meetings
	All That Jazz (bi-weekly presidential message)	Java with Jazz (monthly conversations with the president)
	Website	Social media
	Media interviews, columns	Leadership Roundtable
	Quarterly leadership meetings	Department visits
	Campus walkarounds	Recognition events
	myNorthwest portal	Surveys
	Comment cards	Emails, divisional newsletters, meeting notes
Faculty and staff handbooks	Online calendar	
Bearcat Alert(emergency text message system)	Admissions viewbook and other Northwest Literature	
External Stakeholders	Parent e-newsletter	All That Jazz
	Website	Foundation Focus e-newsletter
	Northwest Alumni Magazine	"Great Things" brochure
	Lasting Legacy e-newsletter	Recognition events
	Media interviews, columns	Emails
	Comment cards	Online Calendar
	Video messaging	Meetings with constituent groups (i.e., alumni, legislators)
Cat Callers (Foundation phone-a-thon)		

5P8. How do your leaders communicate a shared mission, vision and values that deepen and reinforce the characteristics of high-performance organizations?

Response 5P3 addresses this question. However, one example of ensuring the discussion of a shared mission is tying All That Jazz (a presidential biweekly newsletter) and Java with Jazz (presidential coffees) to the mission and elements of performance. Further, chartering of new teams (e.g., Student Success Task Force) focuses on our mission and vision and reinforces performance by addressing processes and results.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff and administrators? How do you communicate and share leadership knowledge, skills and best practices throughout your institution?

The Office of Human Resources has put together an onboarding (i.e., orientation), professional development and recognition program designed to strengthen our focus on people and to enhance leadership abilities. We also have a number of professional development initiatives required of leaders (e.g., FEMA Certification IS-00100.HE, Introduction to the Incident Command System ICS-100 for Higher Education; FERPA; preventing sexual harassment in the workplace). Additionally, topics of leadership and shared messaging are addressed in a variety of leadership venues as outlined in Fig. 5-10 and through the methods in Fig. 5-9 – including the president and other members of the NLT. These are all two-way methodologies that allow for input and distributed leadership.

Fig. 5-10: Examples of Leadership Sharing

Participants	Type	Timing
Northwest Leadership Team	Team meetings	Weekly
	NLT advances	3 to 4 per year
	1:1 meetings	Weekly
Leadership Roundtable	In person and electronic	About every 6 weeks
Leadership Liaison meetings	In person	About every 6 weeks
Administrative/Professional Staff Council, Faculty Senate, Support Staff Council visits	In person	Varied
Emergency Management Team meetings	In-person reviews	Monthly
Compliance leads (e.g., Faculty Athletics Representative)	In-person reviews	Quarterly
Student leaders	In person	Monthly
City manager	In person	Monthly
County/city leaders	In person and electronic	Varied
Northwest Foundation Board President	In person	Quarterly
COPHE (State Presidents, CAOs, CFOs, etc.)	In person and electronic	Varied
Legislative Liaison meetings	In person and electronic	Varied

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Leadership succession activities come mainly in the form of knowledge sharing via onboarding procedures, exit interviews, process calendars and process descriptions, explanation of performance indicators and transfer of work files. The informal piece of leadership succession comes via personal visits with other leaders.

Results (R)

5R1. What performance measures of *Leading and Communicating* do you collect and analyze regularly?

Primarily, the NLT focuses on Tier 1 performance indicators – those discussed and provided in responses 8R1 and 8R2. These are the metrics that allow us to focus on organizational sustainability, our completion agenda and therefore our mission of focusing on student success. We do analyze sub-indicators within these six metrics (e.g., the Composite Financial Index includes four ratios: primary reserve ratio, net operating revenue ratio, return on net assets ratio and viability ratio).

In addition to the Tier 1 performance indicators, those in Tier 2 (most of which are throughout the categories of this System Portfolio) are those used by an individual NLT member within his or her own division. In other words, the Tier 2 metrics are those that NLT members regularly review and discuss with their own team members as they make operational and strategic decisions.

Fig. 5-11: Tier 2 Performance Indicators Related to Leading and Communicating

Metric	AQIP Category Linkage
Average ACT Score	1
Faculty/Student Ratio	1
Average Class Size	1
General Education Assessment – Percent At or Above the 50th Percentile	1
Minority Retention Rate	1
Minority Graduation Rate	1
First-Year Retention	1
Graduation Rate – IPEDS	1
Athletics – Academic Success Rate	1
Foundation – Total Scholarship Support	2
Foundation Support – Total	2
Foundation Support – Direct	2
Foundation Support – Indirect	2
Employee Giving – Percent Who Contribute per Fiscal Year	2
Alumni Giving – Percent Who Contribute per Fiscal Year	2
Alumni Engagement – Number of Attendees	2
Student Satisfaction – Noel-Levitz, Freshman	3
Student Satisfaction – Noel-Levitz, Junior	3
Student Engagement – NSSE, First-Year Students	3
Student Engagement – NSSE, Seniors	3
Retention Rate	3
Percent of All Undergraduates Receiving Aid by Type of Aid	3
Average Amount of Aid Received by All Undergraduates by Type of Aid	3
Percent of First-Time, Full-Time Degree-Seeking Freshmen Receiving Institutional Grant Aid	3
Salary and Benefits as a Percentage of Total Expenses	4
Staff Satisfaction – Overall	4
Faculty Satisfaction – Overall	4
Employee Turnover	4
Staff Satisfaction – Board of Regents and NLT questions	5
Average Student Debt Load	6
Average Student Default Rate	6
Matriculation Rate	6
Percentage of Total E&G Budget Expended on Core Mission	6
Primary Reserve Ratio	6
Net Operating Revenue Ratio	6
Return on Net Assets Ratio	6
Viability Ratio	6
Housing Occupancy at Census	6
Percentage of On-Time Compliance Reporting	7

Other metrics collected and analyzed include:

- Key Compliance Results
- Perception Survey: We have recently implemented this survey that was distributed to alumni and friends, faculty and staff, current undergraduate and graduate students, prospective undergraduate and graduate students, parents of current and prospective students, community members and business owners. The purpose of the survey is to gather a snapshot of perceptions at this point in time and to gauge awareness of key news items and advertising. This was the first perception research that had been completed since FY2008, and our goal is to conduct it annually to provide measurable data over time to measure changes in perception and advertising awareness.

- Comment Card Counts
- Social Media Peer Comparisons
- All That Jazz Survey Metrics

Fig. 5-12 describes the key accreditation/compliance data that we regularly track.

Fig. 5-12: Key Compliance Results – Organization/Metric/Results
Higher Learning Commission
<ul style="list-style-type: none"> • Financial Recovery: Completed, no follow-ups: September 19, 2011 • AQIP Quality Checkup, no follow-ups: March 5, 2012 • Reaffirmation of Accreditation on August 20, 2012: No follow-ups and reaffirmed through 2018-19
Other Accreditations
<ul style="list-style-type: none"> • College of Education and Human Services (CEHS): Teacher Preparation, Department of Elementary and Secondary Education (DESE), April 2005 through Spring 2014 • CEHS: Teacher Preparation, Council for the Accreditation of Educator Preparation (CAEP) October 2005 through Spring 2014 • CEHS: Dietetics, Accreditation Council for Education in Nutrition and Dietetics (ACEND); February 2011 through 2015 • Booth College of Business and Professional Studies: Business programs, Accreditation Council of Business Schools and Programs (ACBSP), April 2008 through 2018 • College of Arts and Sciences (CAS): Music, National Association of Schools of Music (NASM), November 2008 through 2016-2017 • CAS: Chemistry, American Chemistry Society (ACS), July 2011 through July 2016 • CEHS: Early Childhood, National Association for the Education of Young Children (NAEYC), May 28, 2010 through Spring 2014 • CEHS: Family and Consumer Sciences, Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS), April 2005 through 2015 • CEHS: Parks/Recreation Management, Council for Accreditation for Parks, Recreation, Tourism & Related Professions (COAPRT), October 31, 2011 through 2015/2016
Department of Education
<p><i>Results for all of the following IPEDS data collections: All files for FY2012 and FY2013 to-date submitted on time with no critical errors.</i></p> <ul style="list-style-type: none"> • Institutional Characteristics • Degree Completions • 12-Month Enrollment • Fall Term Enrollment • Graduation Rates • Human Resources • Financial Statistics
State of Missouri/Missouri Department of Higher Education
<p><i>Results for all of the following: All files for FY2012 and FY2013 to-date submitted on time with no critical errors; Institutional Research also collaborated with the state to test new data verification process and collection platform.</i></p> <ul style="list-style-type: none"> • Comprehensive Fee Schedule • Budget Request/Supplement • Teacher Education Data Collection (Title II, MOSpe, PEDS) • Performance Funding Measures • Student Financial Aid • Complete College America
Annual Financial Statements and State of Missouri Reports
<ul style="list-style-type: none"> • Northwest <u>annually presents financial statements</u> that are prepared in accordance with Governmental Accounting Standards Board (GASB) pronouncements. The Northwest Foundation is included in the annual financial statement as a component unit of the University. Northwest includes Management Discussion and Analysis sections that complement the financial statements. Northwest engages an independent accounting firm to audit the financial statements in accordance with auditing standards generally accepted in the United States of America. The audited financial statements are approved by the Board of Regents within six months of the fiscal year end, June 30. Based on the audits and reports of the Foundation’s auditor, Northwest consistently receives an opinion that the financial statements present fairly (in all material respects) the financial position, change in financial position and cash flows of Northwest and its discretely presented component unit. The audited financial statements are submitted annually to the Missouri Office of Administration. • <u>Non-Appropriated Funds</u> are submitted annually to the Missouri Department of Revenue. The Missouri Department of Revenue is required by Section 136.010.3, RSMo, to provide an accounting of all funds used or available to use by state agencies, institutions or state officials in their duties that are not received from the General Assembly through the appropriation process and not deposited with the state treasurer. Northwest remains compliant as a unit of the department of the Coordinating Board of Higher Education by meeting the August 1 submission deadline each year.

- The Bond Indebtedness Report, including our revenue bonds and operating leases, is submitted annually to the Missouri Oversight Division of the Joint Committee on Legislative Research. The Oversight Division is required by Section 23.195 RSMo, to issue a report on the total bonded and other indebtedness (including lease agreements) of this state and its various agencies, entities and universities. Northwest remains compliant with the September 1 submission deadline each year.

Other Compliance Reporting

Results for all of the following: All reports to-date submitted on time with no further action required.

- NCAA Student Athlete Academic Success; NCAA Student Athlete Graduation Rates
- Missouri Academy Core Data report for DESE
- KXCV report for Corporation for Public Broadcasting
- Issues and Programs report; EEO report; Ownership – for FCC
- APHIS reports (research facilities) for USDA
- Annual Security and Annual Fire Safety reports for DoE and Department of Justice
- Hate Crimes reports for Federal Bureau of Investigation
- Law Enforcement Certification/Training Certification for Missouri Department of Public Safety
- DoE-Part 86 – Alcohol/drug usage, policies, programming for USDE

5R2. What are your results for *Leading and Communicating* processes and systems?

Again, results for Tier 2 performance indicators (see Fig. 5-11) are found throughout the Systems Portfolio as addressed in 5R1, and indicate that our leadership and communication efforts have thus far been successful.

Feedback from the Perception Survey has been distributed among various departments and areas across campus and will continue to be available. The data have also been broken down to measure results by specific target market, including alumni, current students, prospective students and parents. The results will help guide marketing messaging and decision-making and will impact other areas as well. Key takeaways from our 2012 findings suggest that:

1. Opportunities exist to improve our communication with parents; overall, they were less likely to say they were communicated to effectively or very effectively.
2. Overall, perceptions are strong and awareness is relatively high for most key selling points.
3. General awareness about the Center for Innovation and Entrepreneurship needs improvement.
4. The results of this survey are very helpful for guiding language and measuring the effectiveness of language in marketing pieces; for example, in the past year we have emphasized the word “rigorous” in our texts, but it still polls low as a reflector of the qualities people use to describe Northwest. Prospective students most often refer to Northwest as *clean, friendly, safe, affordable* and *right-sized*; prospective parents, on the other hand, were more likely to describe Northwest as *right-sized*. Meanwhile, alumni most often describe Northwest as *affordable* and a *good investment*.
5. Despite refocusing our marketing slogans, awareness of the laptop and textbook rental program still remains high.

In terms of comment cards, these reflect electronic submissions via comment cards only and these are found in Fig. 5-13. We also receive direct emails, phone calls, thank you notes and the like.

Fig. 5-13: Comment Card Counts

	FY 09-10		FY 10-11		FY 11-12		3 Year Total	
	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
University	7	7	3	3	2	2	12	12
Provost	70	99	8	13	4	33	82	145
Information Systems	3	10	0	0	0	0	3	10
University Advancement	3	4	0	0	0	0	3	4
Finance	29	50	4	5	2	2	35	57
Student Affairs	7	47	6	6	2	4	15	57
University Relations	3	2	1	0	1	1	5	3
Athletics	4	7	0	2	0	0	4	9
Human Resources	5	15	1	0	5	1	11	16
Sub Totals	131	241	23	29	16	43	170	313
Totals	372		52		59		483	

As illustrated in Fig. 5-14, Northwest uses a variety of social media platforms to communicate with internal and external stakeholders. In addition to a primary Northwest presence, numerous offices, departments, student organizations, residence halls, alumni chapters and others maintain a social media presence. A comprehensive listing can be found on the Northwest website at www.nwmissouri.edu/media/social.htm. Social media’s impact is far-reaching. For example, in one week (Oct. 7-13, 2012), more than 1.9 million unique people saw content associated with Northwest’s primary Facebook page, including advertisements and sponsored stories. Of Northwest’s Facebook followers, 63% are 13 to 17 years old and 28% are 18 to 24 – a reflection of reaching potential and current students. As another example, there have been more than 297,000 photograph “views” from Northwest’s Flickr photostream (which contains nearly 2,000 photographs) since the Northwest page was launched in 2009, with an average of 200 to 500 photographs being viewed daily. Videos from Northwest’s YouTube account have been viewed more than 52,600 times. Furthermore, Northwest consistently exceeds its peers in the number of “likes,” “followers,” “connections” or “subscribers” within these platforms. Fig. 5-15 is a sampling of Northwest’s following on Facebook and Twitter compared to three peer institutions.

Fig. 5-14: Northwest Social Media Platforms

• Facebook	• YouTube
• Twitter	• Google+
• Flickr	• LinkedIn
• Pinterest	• WordPress

Fig. 5-15: Social Media Peer Comparisons

Social Media Platform	Northwest (as of 10/12)	Peer Comparison
Facebook	91,159 “likes”	<ul style="list-style-type: none"> • Pittsburg State: 14,095 • Central Missouri: 10,212 • Missouri Western: 4,841
Twitter	4,270 “followers”	<ul style="list-style-type: none"> • Pittsburg State: 3,386 • Central Missouri: 2,242 • Missouri Western: 903

All That Jazz is a communication mechanism that allows the president to communicate with Northwest faculty and staff via email. In addition to Northwest employees, the message is also distributed to emeriti faculty, the Board of Regents as well as city and county leaders and alumni. The typical message includes an introductory section that brings awareness to a major theme or accomplishment as it pertains to the University community. The second section features notes of interest such as highlights of University-related accomplishments, congratulations, best wishes, media mentions or notes about the president’s recent outreach endeavors. This communication piece began as a weekly message in 2009, and Northwest employees were surveyed in May 2011 about items such as the effectiveness of All That Jazz, the preferred format, timeliness, etc. Responses from the survey can be found in Fig. 5-16. As a result of the survey, All That Jazz was slightly refined and another weekly email message, the Northwest Digest, was developed that features campus news and events.

Fig. 5-16: All That Jazz Survey Metrics

<ul style="list-style-type: none"> • Emailed to 746 faculty/staff • 37% response rate • 73% of faculty/staff read All That Jazz within 24 hours of it being sent • 2% of those responding indicated they did not read All That Jazz • 84% believed the frequency of All That Jazz was “just right” • All That Jazz drove 60% of the respondents to take action • 83% of readers clicked on the hyperlinks for additional information • When asked where they prefer to get information about Northwest news and events, All That Jazz was the third most common response: Campus emails (68%), University website (67%) and All That Jazz (54%). • 79% of respondents prefer to receive recurring communication from the president geared toward faculty/staff via email (as opposed to social media, video, webpage, etc.)
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5R3. How do your results for the performance of your processes for *Leading and Communicating* compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

These are found throughout the Systems Portfolio as addressed in 5R1 and 5R2.

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

Recent improvements include the formation of a Leadership Roundtable, the implementation of comprehensive professional development and employee recognition programs, and an array of distributed leadership opportunities across the organization. For example, the Northwest Foundation has adopted the themes of “passion, engagement and change” and is collaborating with University Advancement, Athletics and President’s offices to coordinate activities and stewardship opportunities at sporting or alumni events, or in other appropriate venues. A distributed leadership model has resulted in increased cultivation of donors, a factor which is of particular importance at this time as we plan for an upcoming capital campaign. We have also continued adopting opportunities for two-way communication as seen, for example, by our implementation of “Java with Jazz” events where attendees have opportunities to address issues in open-forum sessions with the president; these experiences are hosted by two departments – one academic and one support – which has helped garner attendance from employees across the institutional spectrum. While these processes are fairly systematic, we recognize that many opportunities exist for maturing and growing them, even as our results already show comprehensive gains across the leadership spectrum.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

The Northwest culture of continuous improvement is based on 25 years of performance reviews and collaboration between the faculty (via the Faculty Senate and its committees), academic departments, deans, provost and staff (via Leadership Roundtable, Administrative/Professional Staff Council, Support Staff Council, Student Senate, a student member of the Board of Regents and other two-way mechanisms of communication). The language we use, the evaluation process for faculty and staff and our use of performance indicator metrics reflect a belief that the goal of assessment is improvement in all we do. Northwest received four consecutive Missouri Quality Awards (1997, 2001, 2005 and 2008) based on a focus on improving processes in order to improve results. Our infrastructure of tiered performance indicator system and annual reviews encourages leaders to strive for improved performance.

Category 6 – Supporting Institutional Operations

This category addresses the institutional support processes that help to provide an environment in which learning can thrive.

Category Introduction

Northwest’s key programs and services are provided in Category 5 (Fig. 5-3). The areas of human resources, information technology, athletics and university relations are described elsewhere in this Systems Portfolio. For purposes of Category 6 and to be illustrative in discussing support operations across the institution, we are addressing key support operations across five areas and articulating some key elements from each as depicted in Fig. 6-1.

Fig. 6-1: Key Supporting Institutional Operations Discussed in Category 6
Academics: Recruitment, Financial Assistance
Student Affairs: Residential Life, Wellness Services
Finance: Key Financial Metrics; Vendors: Facilities, Bookstore and Dining Services; Purchasing
University Advancement: Donor Relations, Alumni Relations
University Police: Safety and Security, Emergency Management

Processes for Category 6, Supporting Institutional Operations, range from being in the early stages of systematic and deployed, to systematic to integrated. Mature and integrated processes, for example, include University Police and emergency management procedures, use of metrics within the Office of University Advancement and the purchasing/contracting process. Processes across Category 6 include widespread input and some good use of data and information, although we believe we can further enhance and refine the use of data and information to drive incremental and breakthrough improvements.

Processes (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups?

Our systems and processes related to support operations follow a general improvement orientation outlined elsewhere in this Systems Portfolio: gather and analyze, collaborate and consense, and commit and act. When reviewing relevant data included in our performance indicator system (see Category 7), we evaluate trends, collect and review comparative/benchmark data when available and identify the needs/requirements as defined in Category 3. Fig. 6-2 provides an array of entry points used to identify support service needs of our students and stakeholders.

Fig. 6-2: Identifying Support Service Needs of Students and Stakeholders	
Academics	<ul style="list-style-type: none"> • National Survey of Student Engagement (NSSE) • Noel-Levitz Student Satisfaction Inventory (NLSSI) • SOAR surveys (Summer Orientation Advisement and Registration) • Local student satisfaction surveys (from service areas and departments) • Student Senate meetings, meetings with student leaders (e.g., Student Senate president, Student Board of Regent, student liaison to Maryville City Council, student organization leaders) • Institutional assessments (e.g., local, state, national) • Face-to-face meetings • Social media interactions • Advisory group input • Community meetings (e.g., University Community Collaborative, meetings with Maryville City Council, Nodaway County commissioners, legislators, employers) • Planning meetings with student/stakeholder groups • Review and sharing of industry literature to gather best practices, emerging trends, etc. • After action reviews • Benchmarking studies and visits
• Recruitment	
• Financial Assistance	
Student Affairs	
• Residential Life	
• Wellness Services	
Finance	
• Key Financial Metrics	
• Vendors: Facilities, Bookstore and Dining Services	
• Purchasing	
University Advancement	
• Donor Relations	
• Alumni Relations	
University Police	
• Safety and Security	
• Emergency Management	

Fig. 6-3 summarizes the processes we used to conduct a Request for Proposal (RFP) for our Dining Services. It is illustrative of most of our support services in how we gather information relevant to the service needs of our students and stakeholders and how we ensure they are addressed.

Fig. 6-3: Process to Address Student Needs Within Dining Services RFP	
Process	Action
Gather and Analyze	<ul style="list-style-type: none"> • Each year, a team of key stakeholders from Auxiliary Services, Residential Life, Enrollment Management, Athletics, Purchasing and Finance review performance results and trends of our dining services to evaluate opportunities for improvement. Samples of the data gathered and analyzed includes: <ul style="list-style-type: none"> ○ Educational Benchmarking, Inc. <ul style="list-style-type: none"> ▪ Dining Satisfaction ▪ Quality of Food ▪ Cleanliness of Dining Area ▪ Dining Environment ▪ Services Provided by Dining Staff ▪ Hours of Operation ▪ Dining Plan Value ○ Campus Dining Styles Student Survey <ul style="list-style-type: none"> ▪ Customer Demographics ▪ Food Quality and Value ▪ Price and Value ▪ Convenience ▪ Staff Knowledge and Friendliness ▪ Environment and Sustainability ○ Financial Statistics <ul style="list-style-type: none"> ▪ Meal Plan Contracts ▪ Dining Services Revenues and Commissions
Collaborate and Consense	<ul style="list-style-type: none"> • In evaluating the performance results and industry trends as well as complying with state competitive bidding guidelines, the key stakeholders determined it would be beneficial for the students as well as the University to entertain new proposals regarding dining services. Collaboration and consensus has occurred through these next steps: <ul style="list-style-type: none"> ○ Request for Proposal (RFP) selection committee established ○ Dining Services consultant engaged to assist in RFP process ○ Industry research completed and trends identified ○ Student, faculty and staff current state and needs assessment completed ○ Site visits completed ○ RFP specifications compiled with a plan to transition from an “all retail” model to a “residential model with retail options”
Commit and Act	<ul style="list-style-type: none"> • The University is committed to providing high-level dining services for our students, faculty and staff while focusing on the campus community, flexibility, convenience, health and nutrition as well as affordability. Current and pending actions include: <ul style="list-style-type: none"> ○ RFP released to external vendors with proposals due early November 2012 ○ Vendor selection and contract award due in late January 2013 ○ Transition to residential model with retail options in early May 2013

6P2. How do you identify the administrative support service needs of your faculty, staff and administrators?

We follow the same approach as outlined in 6P1 in identifying administrative support service needs. Identification methods come from, for example, direct interactions, cross-functional meeting discussions (e.g., DAT-A, Student Administrative Services Team), surveys, Leadership Roundtables, strategic mapping and thinking discussions, after action reviews, review and sharing of industry literature to gather best practices and emerging trends. Fig. 6-4 is an example of how we recently followed our improvement model to address a change in our method for room scheduling. It is illustrative of how we gather information relevant to the service needs of our students and stakeholders and how we ensure they are addressed.

Fig. 6-4: Process to Address Administrative Support Needs for Room Scheduling System

Process	Action
Gather and Analyze	<ul style="list-style-type: none"> • EBI – Student Union satisfaction survey • Comment cards • Stakeholder communication, verbal (meetings) and email • Satisfaction data
Collaborate and Consense	<ul style="list-style-type: none"> • Continuing concerns about disconnected systems • Disjointed scheduling process • Problem identification discussion • Goal identified: to move to a web-based centralized scheduling system
Commit and Act	<ul style="list-style-type: none"> • Implemented Astra scheduling software • All schedulable locations mandated into system • Provide electronic and in-person training opportunities

6P3. How do you design, maintain and communicate the key support processes that contribute to everyone’s physical safety and security?

Northwest’s University Police Department (UPD) has primary responsibility for all law enforcement and safety on campus. UPD works closely with outside law enforcement agencies to better serve the community, has adopted, and is committed to, a community policing philosophy in its daily operations. UPD officers serve 24 hours a day, 365 days a year. UPD works closely with the University health and safety manager, residential life staff, the Freshman Seminar Office, Office of Student Affairs, other University offices and student organizations on safety-related issues.

UPD covers programming such as alcohol, drugs, burglary, theft and crime prevention, emergencies, parking, traffic and the Safe Rides program. Preventative-based programing also includes, for example, self-defense education and bicycle and personal safety. Emergency management addresses, for example, personal preparedness planning, utility failure, fires, medical emergencies, shelter in place/lock down/active shooter, assisting emotionally disturbed individuals, evacuations, hazardous materials, severe weather, bomb threats and workplace violence.

Our UPD and emergency management processes carry out systematic and well-deployed processes. These are well-documented (standard operating procedures) and address the basic model of improvement practiced throughout the organization: gather and analyze, collaborate and consense and commit and act. Fig. 6-5 takes these process steps and addresses them within the context of designing, maintaining and communicating key processes relating to safety and security.

Fig. 6-5: Base Process to Address University Safety and Security

Design	Maintain	Communicate
<ul style="list-style-type: none"> • Gather industry standards • Address local issues • Benchmark varying agencies • Ensure adherence to accrediting and compliance guidelines/requirements 	<ul style="list-style-type: none"> • After action reviews (see Fig. 5-7) • Adherence to accrediting guidelines • Local table top exercises • Regional and statewide exercises • Third-party reviews • Review of national resources 	<ul style="list-style-type: none"> • UPD website (www.nwmissouri.edu/police/index.htm) • University-wide methods (e.g., All That Jazz, HR newsletter, social media) • Bearcat Alert System (emergency notification) • Emergency System testing • Annual Security and Fire Report • Clery Notices

Two examples will serve to address operations within UPD and emergency management. First, UPD works closely with a variety of other offices to address issues facing our Behavioral Intervention Team (BIT). The BIT, a cross-disciplinary team of qualified campus professionals, addresses submitted reports regarding student behavior or concerns (gather and analyze). Non-immediate concerns are addressed through an early alert system. Otherwise, the BIT analyzes what type of assessment is appropriate, collaborates, comes to consensus and then commits/acts relative to alternative interventions that are appropriate for the situation or refers the situation to the Student-Faculty Discipline Committee. It meets weekly to discuss all situations that have occurred in a seven-day period. Employee issues are addressed through a similar team called the Employee Behavior Intervention Team (EBIT).

A second example is the use of emergency management. A recent assessment of bomb threats nationally led to a review of our own current procedures, national incidents, history of bomb threats nationally and locally as well as a gap analysis. The emergency management team then addressed possible changes and created an up-to-date bomb threat procedure prepared in a proactive fashion. All emergency procedures undergo after action reviews, and all leaders are required to receive FEMA Certification IS-00100.HE, "Introduction to the Incident Command System ICS-100 for Higher Education."

6P4. How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Management of day-to-day support services is dependent on the area. For example, while UPD produces an annual crime/safety report, it also monitors events on a daily, if not hourly, basis. When patterns appear through crime reports or through BIT team referrals, the UPD would engage the appropriate University office (e.g., Student Affairs, Residential Life, Wellness Center) to collaborate and consense to a solution. Trends in other areas (e.g., Finance) are more difficult to detect on a daily basis. For example, the HLC Financial Indices are annual indicators of the institution's financial health. Monthly reports are generated, reviewed by the vice president of Finance and her team, and negative trends are discussed with the appropriate budget custodian. Various cross teams and committees (addressed in Category 5) also help provide guidance to day-to-day activities (e.g., the BIT team, as mentioned in 6P3).

6P5. How do you document your support processes to encourage knowledge sharing, innovation and empowerment?

Most of our support processes have strong process documentation, including recruitment and financial assistance; residential life and wellness services; purchasing, bursar and accounting; auxiliary services; University Advancement; and UPD. We use our internal portal, MyNorthwest, our website, tiered performance indicator system, cross-functional meetings and Leadership Roundtables as key methods for knowledge sharing and empowerment. Nonetheless, we see a need for improvement related to the deployment of knowledge-sharing mechanisms across department/unit boundaries as well as how we might more effectively encourage innovation across the institution. As described in Category 7, as a result of attending an AQIP Strategy Forum and from feedback received from our recent AQIP Quality Checkup, we have addressed the tiered performance indicator system. This is leading us to consider how to undertake a more holistic approach to process improvement/innovation across the entire organization – a traditional strength as evidenced by receipt of four Missouri Quality Awards, but the system is ready for a refinement.

Results (R)

6R1. What measures of student, administrative and institutional support service processes do you collect and analyze regularly?

The University uses many different measurement tools to successfully gauge how well Northwest provides support services in five key areas in Academics, Student Affairs, Finance, University Advancement and the University Police Department.

Academics

- Recruitment
 - The number of students sending their ACT scores to Northwest (by in-state/out-of-state)
 - The number of weekly freshman applications accepted
- Financial Assistance
 - Percent of total Education and General budget expended on the core mission
 - Percent of first-time, full-time degree-seeking undergraduate students receiving institutional aid

Student Affairs

- Residential Life
 - Number of new housing contracts for freshmen
 - EBI Resident Satisfaction Survey

- Wellness Services
 - Wellness Center – Patient Satisfaction survey

Finance

- Key financial metrics
 - Composite Financial Index (CFI)
 - HLC CFI regulatory threshold
 - State appropriations as a percent of total budget
 - Scholarship and fee waiver expenses
 - Percent change in tuition and fees
- Vendor metrics
 - Bookstore commissions
 - Dining Service revenues
 - Number of meal plan contracts
- Purchasing metrics
 - Bidding and contract savings
 - Surplus sale proceeds
 - Vendor satisfaction: excellent/above average
 - Vendor satisfaction: excellent
 - Vendor satisfaction: above average

University Advancement

- Donor relations
 - Total private support
 - Employee giving
 - Total Foundation scholarship support
 - Total Foundation support
- Alumni engagement
 - Number of attendees at alumni events
 - Alumni giving: Percent of alumni who contribute per fiscal year

University Police

- Safety and security
 - Combined security and fire safety report
 - Uniform crime report
 - Racial profiling – traffic stop rate
 - Security and safety amenities in residence halls

**6R2. What are your performance results for student support service processes? and
6R3. What are your performance results for administrative support service processes?**

Fig. 6-6: Number of Students Sending Their ACT Scores to Northwest. The number of students submitting ACT scores has been fairly steady, but recently decreasing slightly due to the decreasing number of high school graduates in the state of Missouri. While Missouri student submissions have declined somewhat, out-of-state submissions have remained strong, indicating that Northwest is still experiencing strong consideration as a postsecondary education destination.

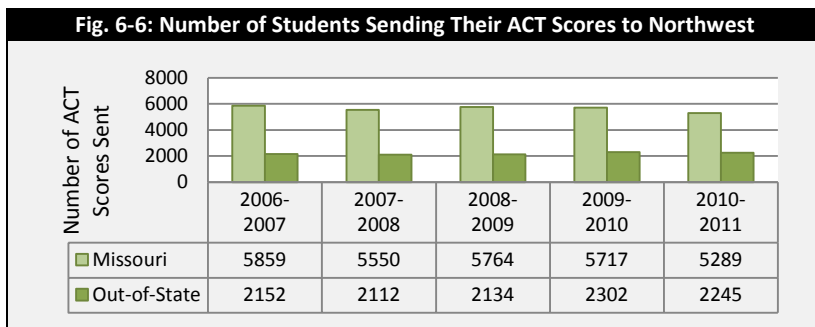


Fig. 6-7: Number of Weekly Freshman Applications Accepted. Although accepted applications for the fall 2012 cohort of beginning freshmen experienced a decrease compared to the fall 2011 cohort, it is still well above the 2007 cohort number that has been the target since that same year. The decrease in fall 2012 was anticipated, attributable to the decrease in the number of graduating high school seniors.

Fig. 6-7: Number of Weekly Accepts Compared to Target			
	Fall 2011 Cohort	Fall 2012 Cohort	Target Fall 2007 Cohort
Week 44	3,956	3,672	3,230
Week 45	3,965	3,680	3,243
Week 46	3,966	3,682	3,255
Week 47	3,970	3,684	3,258
Week 48	3,972	3,690	3,261
Week 49	3,977	3,692	3,264
Week 50	3,979	3,700	3,267
Week 51	3,983	3,704	3,269
Week 52	3,984	3,713	3,271
Week 53	3,988	3,715	3,273

Fig. 6-8: Percent of Total Education and General Budget Expended on the Core Mission. Northwest considers the percent of total Education and General expenditures expended on the core mission to be a leading indicator of commitment to the mission of educating students. As described in 5P1, the state of Missouri has implemented a performance funding model that will determine any new state appropriations the public institutions will receive. Funding is contingent on an improvement in a metric (i.e., increased percent of expenditures on core mission) or “sustained excellence” (i.e., in the top third of our national peer group). Northwest would receive funding on this measure given our three-year average in 2008-2010 improved compared to the three year average in 2007-2009.

Fig. 6-8: Percent of Total Education and General Budget Expended on the Core Mission				
Three-year rate	Numerator	Denominator	Rate	
FY 2008 - FY 2010, three-year rate	\$135,423,773	\$217,621,432	62.23%	
FY 2007 - FY 2009, three-year rate	\$114,194,712	\$187,433,276	60.93%	
Annual data	FY 2007	FY 2008	FY 2009	FY 2010
Northwest data	64.83%	58.37%	61.06%	67.06%
Northwest three-year rate			60.93%	62.23%
Peer 66th percentile – three-year rate	#N/A	#N/A	#N/A	63.61%

Fig. 6-9: Percent of Full-Time First-Time Degree-Seeking Freshmen Receiving Institutional Aid. Northwest is committed to keeping higher education affordable and continues to award institutional aid to increasing numbers of first-time freshmen. Nearly 90% of first-time, full-time students receive institutional aid.

Fig. 6-9: Percent of First-Time Full-Time Degree-Seeking Undergraduate Students Receiving Institutional Aid				
Three-year rate	Numerator	Denominator	Rate	
FY 2008 - FY 2010, three-year rate	4071	4589	88.71%	
FY 2007 - FY 2009, three-year rate	3753	4303	87.22%	
Annual data	FY 2007	FY 2008	FY 2009	FY 2010
Northwest data	86.01%	86.83%	88.61%	90.65%
Northwest three-year rate			87.22%	88.71%

Fig. 6-10. Number of New Housing Contracts for Freshmen. Admissions and Residential Life use weekly monitoring of the number of new housing contracts for freshmen. This measure has been proved to be an accurate predictor of the end-point number of actual matriculants and thus allows early and ongoing refinement of recruiting strategies as well as residence hall program planning.

Fig. 6-10: Number of New Housing Contracts for Freshmen

	Fall 2011 Cohort	Fall 2012 Cohort	Target Fall 2007 Cohort
Week 44	1,458	1,222	1,370
Week 45	1,502	1,247	1,397
Week 46	1,508	1,248	1,414
Week 47	1,518	1,260	1,439
Week 48	1,525	1,278	1,464
Week 49	1,523	1,272	1,470
Week 50	1,530	1,268	1,476
Week 51	1,532	1,269	1,486
Week 52	1,537	1,272	1,501
Week 53	1,556	1,275	1,501

Fig. 6-11: EBI Resident Satisfaction Survey. EBI results indicate that a student’s level of personal interaction directly correlates to his or her level of engagement and satisfaction – high levels in personal interaction help students become engaged which, in turn, makes them highly satisfied with their experiences at Northwest. This connection led Student Affairs to develop new programming for implementation during the first six weeks of the academic year. With a heavy focus on providing students opportunities to interact with others, this program will help students build strong relationships that will help support them throughout their time at Northwest. Although we have yet to collect data in relation to this program, we expect great success as past experiences with programming aimed at building personal connections have already proven successful.

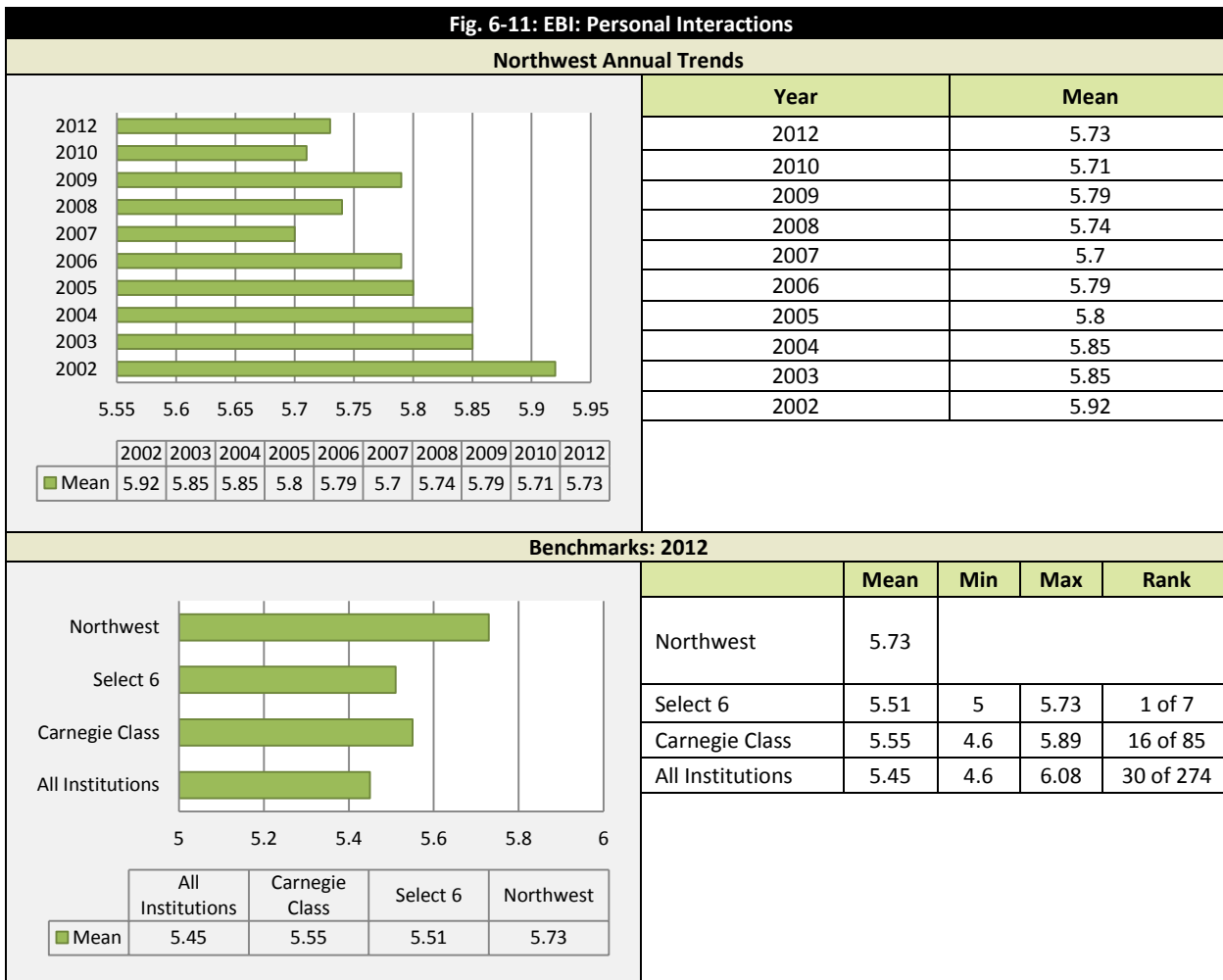


Fig. 6-12: Wellness Center – Patient Satisfaction Survey. Survey results indicate that attention to wait times, staffing and personal interactions has given rise to impressive improvement in patient satisfaction. While numbers in the summer exhibit variability due to small numbers of clients, fall and spring numbers validate consistency.

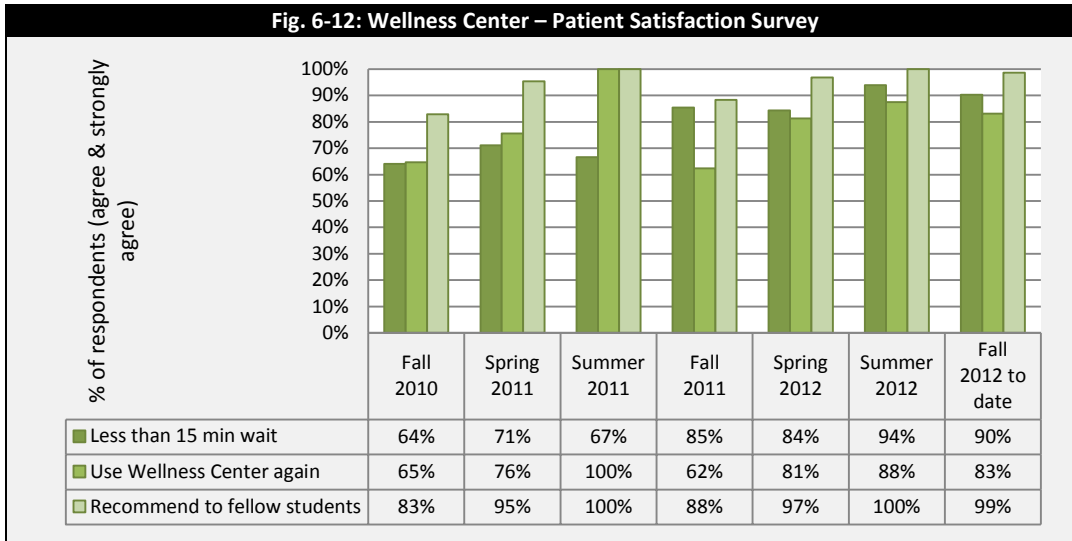


Figure 6-13: Key Financial Metrics. These data make evident Northwest’s good stewardship of the available financial resources. For example, through extensive and distributed effort throughout the institution, Northwest improved the Composite Financial Index (CFI) from 0.5 (below regulatory threshold) to a high of 2.2 in 2010. The CFI indicates financial health of the institution and has improved due to improved investments and reserve levels; however, aging infrastructure/assets are an ongoing challenge. Other budget drivers include state appropriations, tuition and fees, and scholarships to help address affordability.

Fig. 6-13: Key Financial Metrics

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Composite Financial Index (CFI)	0.7	0.5	1.0	2.2	2.0	1.7
HLC CFI Regulatory Threshold	1.0	1.0	1.0	1.0	1.0	1.0
State Appropriation % of Total Budget	45.1%	41.6%	40.3%	39.8%	37.7%	35.0%
Scholarship and Fee Waiver Expenses	\$7,474,128	\$9,948,376	\$11,374,086	\$9,122,744	\$12,108,942	\$12,709,201
Percent Change in Tuition and Fees	0.0%	6.7%	11.0%	1.7%	2.8%	2.9%

Fig. 6-14: Vendor Metrics. Northwest takes advantage of other avenues of revenue as available. Figure 6-14 shows vendor revenues from the bookstore, dining services and meal plan contracts, all showing increases over the past three years.

Fig. 6-14: Vendor Metrics

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Bookstore commissions	66,992	71,044	58,351	71,655	71,738	94,077
Dining Service revenues	\$6,553,928	\$7,871,923	\$9,007,146	\$9,556,704	\$9,726,749	\$9,978,326
Number of meal plan contracts		2,538	2,615	2,548	2,488	2,560

Fig. 6-15: Purchasing Metrics. The Purchasing department tracks and monitors bidding and contracting processes to maximize savings while maintaining exceptional vendor satisfaction as shown in Figure 6-15.

Fig. 6-15: Purchasing Metrics

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Bidding and contract savings				270,808	307,395	494,249
Surplus sale proceeds	24,435	26,987	61,293	29,379	42,807	68,332
Vendor satisfaction-excellent/above avg.		100%	100%	100%	100%	100%
Vendor satisfaction-excellent		83%	92%	87%	89%	79%
Vendor satisfaction-above average		17%	8%	13%	11%	21%

Fig. 6-16: Total Private Support. The financial market crash in FY09 ended several years of consistent results of \$5 million or more for the Northwest Foundation. While FY10 was an anomaly due to the realization of several very large estate gifts, fundraising results have echoed the slow recovery of the U.S. economy.

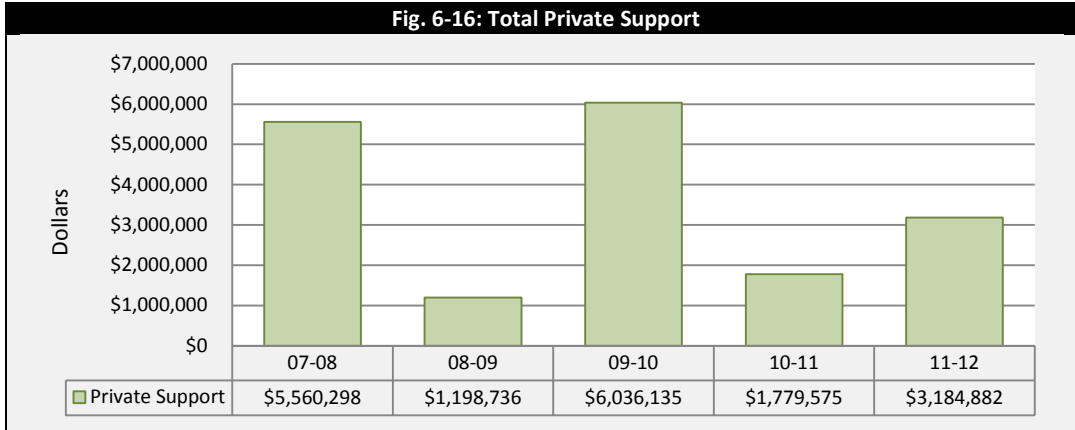


Fig. 6-17: Employee Giving. Quarterly trends are consistent with expectations. A specific employee giving campaign was implemented in FY11 but discontinued in FY12 due to other environmental factors. After collecting data in FY13, we are planning to refine the FY14 employee campaign.

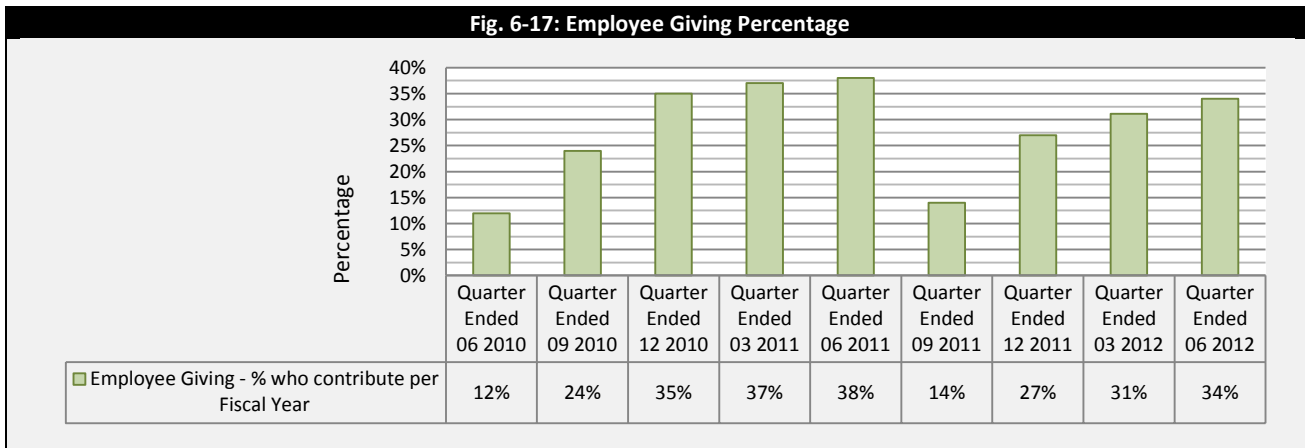


Fig. 6-18: Total Foundation Scholarship Support. The decrease in scholarship support from the Northwest Foundation over the last five years is indicative of the losses experienced in the financial markets as well as a significant change in state endowment law. As the financial markets improve, scholarship support is expected to rise. Scholarship support (Fig. 6-18) is a large portion of the Northwest Foundation’s total support to the University (Fig. 6-19).

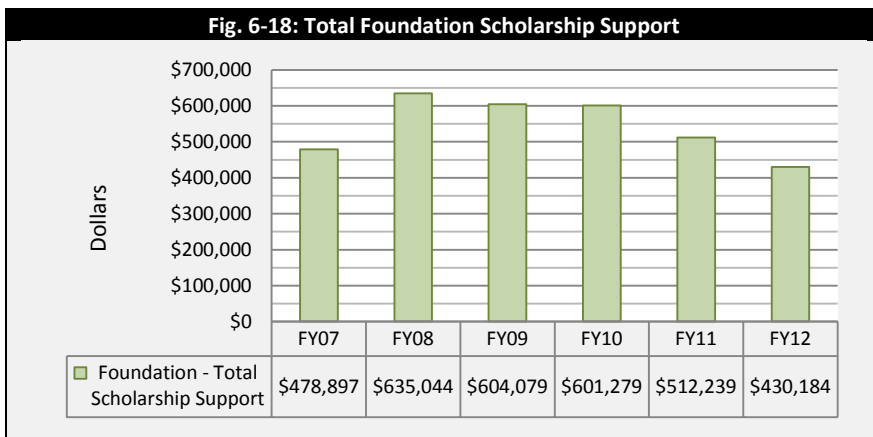


Fig. 6-19: Total Foundation Support. FY08 included funding for the football stadium’s artificial surface and lights. Again, as the financial markets improve, total foundation support is expected to increase.

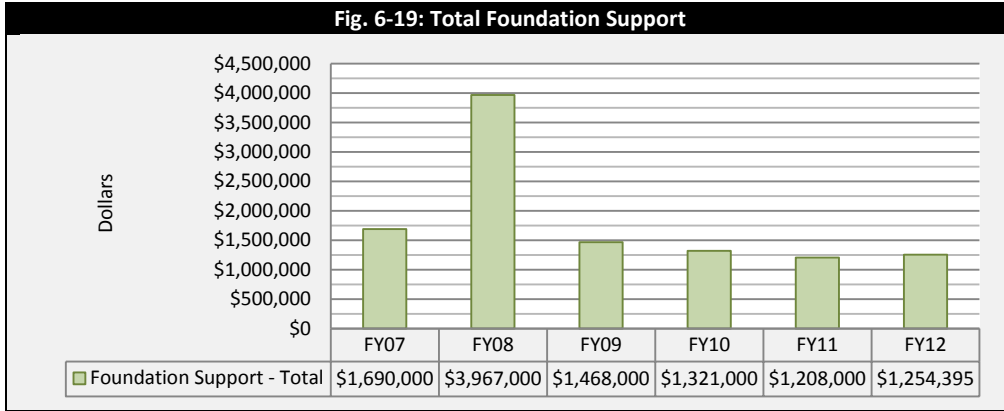


Fig. 6-20: Alumni engagement. Alumni engagement remains strong with generally favorable trends expected.

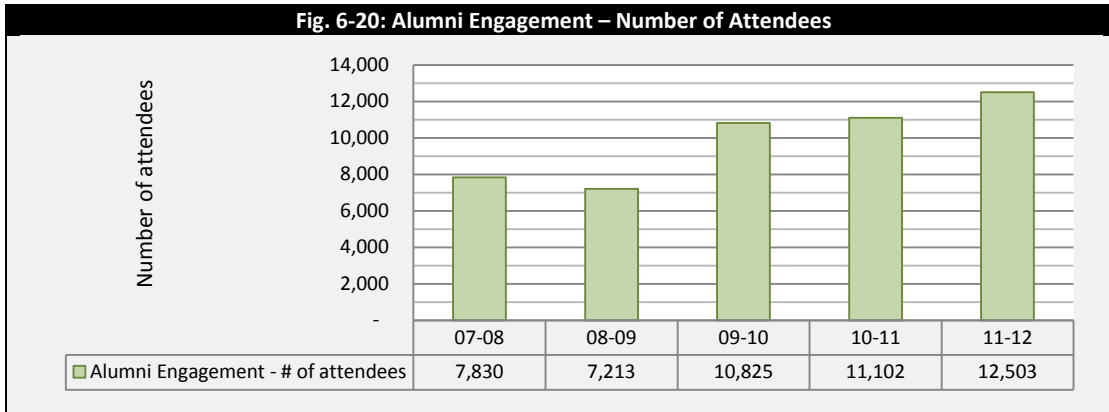


Fig. 6-21: Alumni Giving. University Advancement has just begun tracking alumni giving and will be looking for trends to emerge.

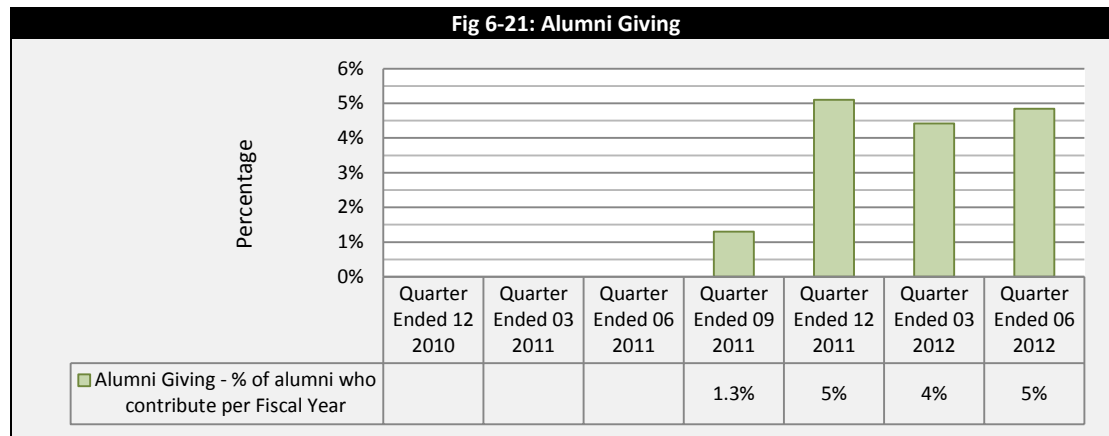


Fig. 6-22: 2012 Combined Security and Fire Safety Report. The UPD is staffed with state certified and trained commissioned police officers invested with the same authority to maintain order, preserve peace, investigate crimes and make arrests as held by other state certified officers. Annual reporting of offenses indicate that most are liquor law violations occurring in the residence facilities, with nearly all liquor law violations being referred for disciplinary action.

It can also be noted that for the report time period of 2009-2011, there were no reported hate crimes on any Northwest properties.

Fig. 6-22: 2012 Combined Security and Fire Safety Report

OFFENSE	On Campus			*Residential Facilities			Non-Campus			Public Property		
	09	10	11	09	10	11	09	10	11	09	10	11
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense, Forcible	4	0	2	3	0	1	1	0	1	0	0	0
Sex Offenses, Non-Forcible	0	0	0	0	0	0	0	0	0	0	0	0
Anonymous Sex Offenses	0	4	0	0	0	0	2	4	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	1	0	0	1	0	0	0	0	0	0
Burglary	44	10	4	13	7	3	1	0	0	0	0	0
Motor Vehicle Theft	2	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	1	0	0	0
Liquor Law Arrests	10	17	6	1	6	2	0	0	0	0	0	0
Liquor Law Violations Referred for Disciplinary Action	77	94	124	65	89	117	8	0	1	0	0	0
Drug Law Arrests	13	8	8	12	4	4	0	0	0	0	2	0
Drug Law Violations Referred for Disciplinary Action	19	8	12	16	5	12	0	0	0	0	0	0
Illegal Weapons Possession Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Illegal Weapons Possession Violations Referred for Disciplinary Action	3	1	0	0	1	0	0	0	0	0	0	0
* There were no reported Hate Crimes on the main campus of Northwest in 2009-2011												
* There were no reported offenses or hate crimes for the Liberty Center for 2009-2010. There was one reported drug arrest for 2010.												
* There were no reported offenses or hate crimes at the St. Joseph Center for 2009-2011.												

Fig. 6-23: Uniform Crime Report for 2009. These data are used to benchmark crime rates based on populations at comparative institutions in Missouri. Trend data are garnered based on crime rate, year, crime and location (rural/metropolitan) to build a profile that can be used to create crime prevention strategies.

Fig. 6-23: Uniform Crime Report for 2009

University/College	Campus	Student enrollment ¹	Violent crime	Murder and Non-negligent manslaughter	Forcible rape	Robbery	Aggravated assault	Property crime	Burglary	Larceny-theft	Motor vehicle theft	Arson ²
Lincoln University		3,314	21	0	0	7	14	59	33	26	0	0
Mineral Area College		3,671	0	0	0	0	0	14	10	4	0	0
Missouri Southern State University		5,701	0	0	0	0	0	48	10	37	1	0
Missouri University of Science and Technology		6,814	1	0	0	0	1	59	7	52	0	2
Missouri Western State University		5,703	5	0	1	1	3	83	19	63	1	0
Northwest Missouri State University		7,076	0	0	0	0	0	47	11	36	0	0
Southeast Missouri State University		10,801	1	0	1	0	0	41	9	30	2	0
St. Louis Community College:	Florissant Valley	7,210	1	0	0	1	0	116	2	113	1	0
	Meramec	11,186	0	0	0	0	0	42	0	42	0	0
Three Rivers Community College		3,527	2	0	0	0	2	7	3	4	0	0
Truman State University		5,781	2	0	1	0	1	69	3	66	0	2
University of Central Missouri		11,191	6	0	1	1	4	145	40	103	2	0
University of Missouri:	Columbia	31,237	12	0	1	1	10	322	11	308	3	0
	Kansas City	14,799	0	0	0	0	0	107	34	72	1	1
	St. Louis	16,534	4	0	1	0	3	90	12	74	4	0
Washington University		13,575	1	0	1	0	0	126	14	110	2	0

Fig. 6-24: Racial Profiling – Traffic Stop Rate. Northwest adheres to a policy of nondiscrimination on the basis of race, color, national origin, sex, creed, disability or age. The Traffic Stop Rate report focuses an annual examination of compliance with policy.

Fig. 6-24: Racial Profiling – Traffic Stop Rate												
Northwest University Police Dept. Results												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	4	9	4	11	34	3	5	-	3	10	12	5
Black	15	20	29	67	146	16	44	37	27	79	54	62
Hispanic	-	2	3	9	14	1	2	1	1	2	5	3
Native	1	1	-	-	-	1	-	-	-	-	1	4
White	277	399	416	994	2,247	267	420	249	298	589	343	354
Other	1	8	3	1	23	3	6	5	4	17	7	4
Totals	298	439	455	1,082	2,464	291	477	292	333	697	422	432
Nodaway County Results												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Asian	10	24	26	26	48	29	16	10	15	21	31	31
Black	45	95	118	174	218	128	206	213	163	249	237	228
Hispanic	5	15	22	32	29	20	31	27	19	16	35	29
Native	1	1	-	7	3	3	8	6	4	6	1	7
White	1,204	3,293	2,892	4,189	4,050	3,100	3,200	3,556	3,230	3,053	3,566	2,450
Other	4	25	24	21	34	18	25	29	23	29	40	23
Totals	1,269	3,453	3,082	4,449	4,382	3,298	3,486	3,841	3,454	3,374	3,910	2,768

Fig. 6-25: 2012 Security and Safety Amenities in Residence Halls. The security and safety amenities in residence halls report confirms that all residence halls are outfitted with, and inspected for, fire safety equipment and evacuation procedures. Only the oldest facilities lack full sprinkler systems. Fire/evacuation drills are routinely conducted. Residence halls have experienced no fires since 2009.

Fig. 6-25: 2012 Security and Safety Amenities in Residence Halls							
Location	Fire Alarm Monitoring	Partial Sprinkler System	Full Sprinkler System	Smoke Detection	Fire Extinguisher Devices	Evacuation Plans/Placards	Number of Evacuation/Fire Drills Per Calendar Year
South Complex	Yes		Yes	Yes	Yes	Yes	2
Dieterich Hall	Yes		None	Yes	Yes	Yes	2
Douglas Hall	Yes		None	Yes	Yes	Yes	0
Tower Suites East	Yes		Yes	Yes	Yes	Yes	2
Roberta Hall	Yes		Yes	Yes	Yes	Yes	2
Perrin Hall	Yes		Yes	Yes	Yes	Yes	2
Millikan Hall	Yes		None	Yes	Yes	Yes	2
Hudson Hall	Yes		Yes	Yes	Yes	Yes	2
Franken Hall	Yes		None	Yes	Yes	Yes	2
Phillips Hall	Yes		None	Yes	Yes	Yes	2
Tower Suites West	Yes		Yes	Yes	Yes	Yes	2
Willow Apartments	Yes		Yes	Yes	Yes	Yes	2
Hawthorn Apartments	Yes		Yes	Yes	Yes	Yes	2
Sycamore Apartments	Yes		Yes	Yes	Yes	Yes	2
No Fires in any Residence Halls 2009-2011							

6R4. How do your key student, administrative and institutional support areas use information and results to improve their services?


Support areas evaluate trends, collect comparative/benchmark data when available and tie this information back to user requirements. Historically, Northwest has collected voluminous amounts of data illustrating the efficacy of student, administrative and institutional support activities through many surveys and analytical tools. This was addressed in our last Systems Portfolio and in our recent AQIP Quality Checkup visit. The system made sense and grew without being pruned strategically. Because of constrained resources, being guided, in part, by our AQIP Quality Checkup Review Team and nudged forward through the recent Performance Funding initiative in the state of Missouri, we are becoming more strategic and aligned with the measures we use.

6R5. How do your results for the performance of your processes for *Supporting Institutional Operations* compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

While we do have comparative data across many of these support areas (e.g., Residential Life, University Advancement) and the results are addressed within these divisions, the key comparative results that we look at institutionally are within the key financial measures across performance funding as well as the loan default rate and average student indebtedness.

Performance funding is described more specifically in Categories 5, 7 and 8 and what follows are the performance funding measures and comparatives (Fig. 6-26) we have committed to via the state initiative across our comparative groups (note: Peer 40 is described in Fig 1-11 and 7P5) followed by loan default rate (Fig. 6-27) and average student indebtedness (Fig. 6-28).

Fig 6-26: Performance Funding

 Performance Funding <small>last updated 10/25/2012</small>						
Metric				Improved	Sustained	Description
First-year Retention	Falls 2006-2008 3-year rate	Falls 2007-2009 3-year rate	Peer 66th percentile - 3 year rate	No	Yes	Student Success and Progress Measure 1A Fall to Fall retention (IPEDS)
	71.82%	70.89%	70.19%			
Graduation Rate	2001 - 2003 Cohort, 3 year rate	2002 - 2004 Cohort, 3 year rate	Peer 66th percentile - 3 year rate	No	Yes	Increased Degree Attainment Measure 2B Six year cohort graduation rates (IPEDS)
	52.01%	51.81%	42.55%			
General Education - pass / 50ptile	FY 2009 - FY 2011, 3 year rate	FY 2010 - FY 2012, 3 year rate	Peer 66th percentile - 3 year rate	No	#N/A	Quality of Student Learning Measure 3A Improvements in general education assessments
	65.34%	63.06%	#N/A			
% of total ed. and Gen. expended on core mission	FY 2007 - FY 2009, 3 year rate	FY 2008 - FY 2010, 3 year rate	Peer 66th percentile - 3 year rate	Yes	No	Financial Responsibility and efficiency Measure 4A Percent of total E&G expended on core mission
	60.93%	62.23%	63.61%			
Percent of FT-1XFR DS students receiving Institutional grant aid	FY 2007 - FY 2009, 3 year rate	FY 2008 - FY 2010, 3 year rate	Peer 66th percentile - 3 year rate	Yes	Yes	Institutional Specific Measure Measure 5A Percent of FT-1XFR DS students receiving institutional grant aid
	87.22%	88.71%	54.16%			

Northwest's Student Loan Default Rate (Fig. 6-27) has traditionally compared very favorably to the national rate and continues to do so although the influence of economic factors is noted in the recent upswing in the rate.

	2005	2006	2007	2008	2009	2010
Northwest	3.20%	2.90%	3.50%	4.40%	4.30%	5.60%
National	4.60%	5.20%	6.70%	7.00%	8.80%	9.10%

Also mirroring the economy, average student indebtedness (Fig. 6-28) has increased at approximately the same amount as national and state averages.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Northwest	\$18,723	\$19,862	\$21,615	\$22,555	\$23,400
Missouri	\$18,928	\$21,342	\$21,360	\$22,601	\$23,229
National	\$21,900	\$23,200	\$24,000	\$25,250	\$26,600

Improvement (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

What follows is a sampling of key improvements made across supporting institutional operations. We discussed the systematic and comprehensive nature of these throughout Category 6.

- Academics: We have moved to a Student Success Task Force and cross-functional Enrollment Committee that will address recruitment and financial assistance issues.
- Student Affairs: Residential Life has moved from a "Wellness Wheel" construct to an infusion/connectedness model; Wellness Services has been moving from a visit-driven model to a prevention/resilience model.
- Finance: Has undertaken a focus on a strengthened Composite Financial Index; has helped lead competitively bid key vendor contracts; has incorporated and transitioned its vendor scorecards from being input driven to output driven (and these are incorporating industry-wide comparisons as well).
- University Advancement: Has transitioned from a decentralized to centralized fund-raising model; enhanced and ignited our annual giving program; and has undertaken a systematic approach to address our upcoming comprehensive capital campaign.
- University Police Department/Emergency Management: Has solidified and refined all procedures, undertaken a series of outside live-action scenarios and led the requirement of leadership training for crises management.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?

Our engrained culture of improvement has been in place for more than 25 years. The collaborative culture relies on the use of metrics tied to student success, division/department-based discussions to focus on areas to improve; cross-functional groups focused on aligned activities supporting operational areas of improvement (e.g., retention and the Student Success Task Force) as well as the likes of after action reviews.

Category 7 – Measuring Effectiveness

This category examines how your institution collects, analyzes, distributes and uses data, information and knowledge to manage itself and to drive performance improvement.

Category Introduction

Processes for Category 7, Measuring Effectiveness, are generally systematic and those processes dealing with internal improvement are generally well aligned and integrated throughout the institution through the use of linked performance indicator tables and charts, which are reviewed at regular intervals at appropriate levels of the organization.

Data related to academic initiatives and outcomes have a 20-year history of data collection and are stored in aggregate form in a system of linked tables and Microsoft Excel workbooks known as the dashboard. Academic data such as Headcount (HCT), Student Credit Hours (SCH), Full-time Equivalent (FTE) Count and Instructional Full-time Equivalent (IFTE) Count are displayed over time through charts and compared to internal targets. Color-coded bars indicate evaluation of progress toward internal targets.

Most service units rely upon manually maintained spreadsheets and perform cyclic manual updates to the dashboard while processes are developed for storage and retrieval through Banner or other database tools as appropriate. While these units' processes are regularly reviewed at the unit level, only low-performing outcomes have received higher attention since the institution underwent a change in leadership in 2009. This was a necessary choice made in tandem with decisions to reevaluate and articulate the institutional mission, vision, values and strategic plan, and to realign processes and initiatives accordingly.

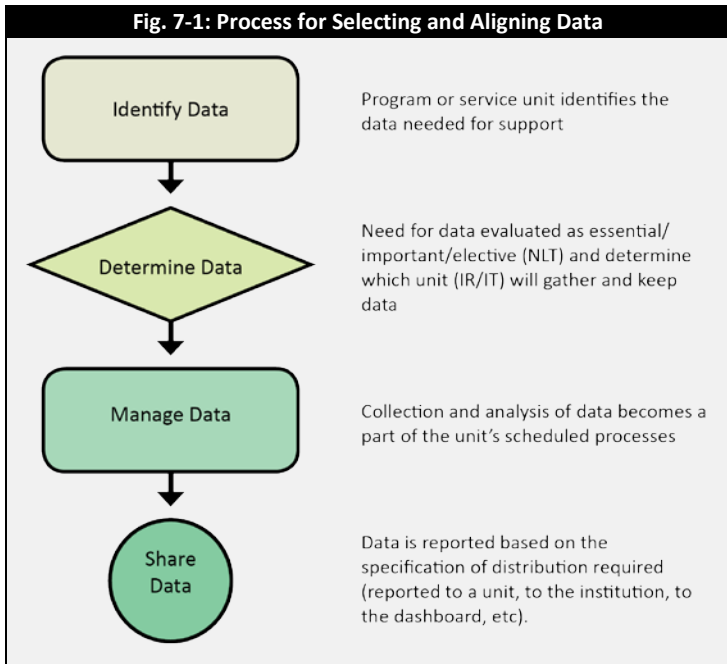
As part of the recent evaluation and articulation of institutional mission, vision and values, all units, including the Board of Regents, identified and prioritized measures that contribute to the outcomes and effectiveness of the unit. Measures were then aligned from the Board of Regents level down through the Northwest Leadership Team (NLT) to each of their reporting areas. The president, provost, NLT, Deans Council and other leaders (distributed) audited the measures for information gaps, consulted with their reporting units to establish reasonable metrics and set appropriate update cycles and assigned measures to a tiered system of reporting and review. Each NLT member presents a review of their reporting line of measures to the NLT at least once per year, and more frequently if appropriate. Currently the system is articulated via a set of Excel spreadsheets storing measure descriptions, time-period identifiers and metric data, designed to include benchmark/peer comparison data and target/goal values to allow for visual performance evaluation every time metric data are entered or viewed. Currently, Tier 1 has been developed for the Board of Regents. While this Tier 1 data take full advantage of the benchmark and evaluative aspects of the system, other areas are now beginning to include comparison data at Tier 2 levels; NLT members monitor Tier 2 metrics together. This new tiered structure of storing, reporting and reviewing Northwest data as well as comparative and target data facilitates a robust and effective dashboard system that employs regular review to use data to drive performance improvement. In addition, with the appropriate technology tools, the tiered structure will allow data custodians direct maintenance of data most significant to their support of strategic and operational initiatives as well as allow the Office of Institutional Research (IR) staff the flexibility to add or remove measures as initiatives are added and completed.

Processes (P)

7P1. How do you select, manage and distribute data and performance information to support your instructional and non-instructional programs and services?

Northwest's mission and vision, along with other foundational statements, provide the context in which leaders select, manage, create and maintain a system through which data are shared to support strategic and informed decision making relative to its programs and services. Federal and state initiatives and compliance/reporting requirements as well as data required for accreditation reports are integrated into a tiered performance indicator system that organizes data according to how, and by whom, the data are used throughout the various levels of the organization. The process for selecting and aligning data is represented in Fig. 7-1.

The tiered performance indicator system (Fig. 7-2) is used to manage and distribute the data. The tiered design provides alignment for the strategic performance indicators, ensuring support for strategic initiatives and the University’s mission.



This system serves as a framework for determining requirements, selecting performance metrics, identifying better practices and setting performance goals.

The NLT has the ultimate responsibility for determining how the performance information is managed and distributed. Both the departments of IR and Information Systems (IS) are tasked by the NLT with providing the necessary processes and infrastructure needed to manage and distribute performance information to support the NLT as well as the entire institution. Data collection, storage, evaluation and distribution occur via large institution-wide platforms such as the Oracle-based Banner Information System. Data that are used on a more local level are organized with smaller, sometimes office-specific, databases and special software solutions.

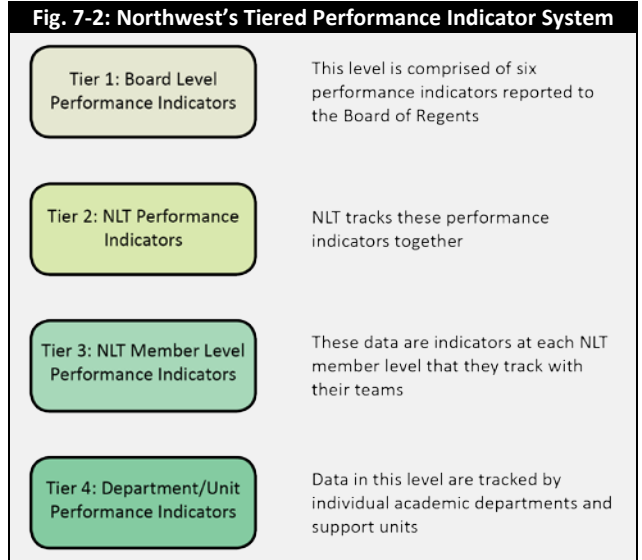
IR assists units with identifying appropriate metrics, articulating processes, locating comparative data and analyzing outcomes. Those outcomes that support successively higher organizational initiatives are included

in the tiered performance indicator system, guaranteeing regular review. Currently the solution for evaluating and disseminating performance data includes an integrated design of Excel and Oracle data files, Microsoft Access and SQL processes, Excel charts and WebFocus reports. Future improvements must include technology that will allow predefined and easy access to unit-level data, the ability to assimilate data from multiple sources, predefined and automated aggregation for non-programmer users, scheduled auto-reporting, automatic notification of users and secure on- and off-campus viewing.

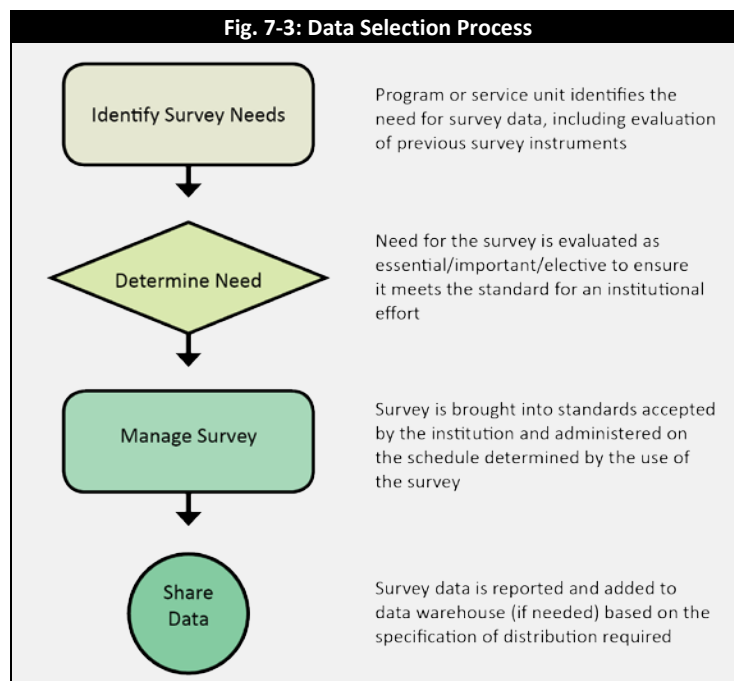
7P2. How do you select, manage and distribute data and performance information to support your planning and improvement efforts?

Data selection is driven by examination of those elements needed to track progress toward the institutional goals or elements that are necessary for compliance reporting or required federal/state/accreditation data collections (Fig. 7-3). Additionally, IR and IS staff note elements requested in national surveys and recurring research requests, regularly adding new elements to stored data. IR creates “snapshot” reports three times per trimester and provides a linked index to seven academic years of statistical reports through an internal report index.

Planning and improvement efforts are supported by reviewing data from the dashboard system and from the tiered performance indicator system at regular meetings, including the NLT, Deans Council, the enrollment management team, department reviews and the Faculty Senate Assessment and Curriculum committees. IR archives and trends state and federal compliance reports (see Fig. 5-8 for a sampling of these reports) and distributes links and analyses to appropriate stakeholders. NLT members integrate compliance measures, federal/state initiatives and AQIP core criteria into unit performance expectations and evaluations.



In 2009, IR officially assumed the responsibility for designing, administering and analyzing surveys, and, particularly, satisfaction surveys determined to be mission critical for Northwest's organizational units. This one-shop approach to satisfaction surveys allows a common template to be applied to surveys officially commissioned and sanctioned by the University and allows parallel inquiry and analysis on similar surveys (i.e., faculty, staff and student satisfaction surveys). Although the data are "owned" by the commissioning unit, IR maintains the raw data and resulting analytics, incorporating prior outcomes with current survey results for trending. This arrangement allows separation between respondents and the commissioning office, ensuring anonymity of responses. Best-practice design and statistical examination allow IR to identify significant correlations between overall satisfaction and those survey questions having the highest impact on overall satisfaction, pointing toward actions that may spur the greatest improvement.



7P3. How do you determine the needs of your departments and units related to the collection, storage and accessibility of data and performance information?

The model for accommodating the needs of departments and units is to allow for distributed leadership, but to manage data and software or hardware through the central authorities of IR or IS, wherever appropriate. Information needs are determined from one of three primary situations: 1) the data are regularly required in order to complete data collections from regulatory bodies such as HLC, IPEDS and the Missouri Department of Higher Education or 2) the data are collected by faculty, students or other entities performing comparative research for the purpose of developing educational or financial policy (e.g., Complete College America), or 3) the requesting entity is engaged in entrepreneurial/scholarly research activities.

Requests for data and for 3rd party software solutions may be initiated by external clients, by individual faculty/staff or may arise through discussions within groups such as the Deans' Council, professional advisory/accreditation committees, the Data and Applications Team-Administrative (DAT-A), Student Academic Support (SAS), enrollment management, department heads, Faculty Senate, etc.

Individual departments and units at Northwest consult with IS and IR to determine the collection process, storage and accessibility of data and performance information based on strategic goals, program and institutional accreditation needs, data related to grants and advisory board requests. Depending on a variety of factors, requests may require specially scripted views of data and reporting from within the institution's tiered performance indicator system or may result in the development of databases and reports for the specific unit's needs. When local resources cannot accommodate a request (usually due to special accreditation needs or discipline-specific data needs), IS and IR may assist the unit in investigating, selecting and implementing a third-party software solution.

IS reviews all software and hardware requests and authorizes access levels in accordance with FERPA guidelines and industry-best practice standards. In addition, the Oracle-based (SCT Banner) database administrator examines requests for access to unit-level data and sets user permissions as appropriate.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Northwest uses Oracle-based software (SCT Banner) to maintain student academic records and financial aid, and, as of January 2009, human resources and finance information. For more than 10 years, the primary mechanism used by

Northwest to summarize and distribute information has been a collection of Microsoft Excel spreadsheets that are “stacked” (i.e., integrated) to create a “snapshot” dashboard system. The system, a type of balanced scorecard, is a tracking tool that has been used from the departmental- to the institutional-level to monitor performance indicators and support fact-based decision-making, primarily in the academic affairs units.

With the last submission of our Systems Portfolio, attendance at an AQIP Strategy Forum, action projects, user input and the subsequent examination and re-articulation of Northwest’s mission, vision and values, it became obvious there was a need to “right-size” the amount and type of data that actually drive decision making. In addition, the more recent reorganization of the academic departments, which moved some departments to a different college, requires an extensive reorganization of the existing system.

While assessing Northwest’s current needs, identifying data still being used and adding other data to support future growth and initiatives, a collaboration of the NLT and IR groups devised the new tiered performance indicator system (Fig. 7-2). Data that support operational decisions from the unit level up through successively higher organizational levels are included in the tiered performance indicator system. In developing this system, every NLT member brought key unit personnel to the IR-sponsored “data fair” for the purpose of generating an all-inclusive list of measures important to the operation and evaluation of the unit. This was a highly collaborative event during which all leaders and data custodians were able to examine their data needs, identify from where/whom they get those data and to whom the data are delivered for further review. Knowing that key unit personnel best understand their data needs, we are developing processes for data that originate at unit levels to be entered into dashboard tables (Oracle or Excel) at the unit level, either by key unit personnel or, in some cases, by automated processes that acquire data from the Banner system or other local databases.

Further, knowing where the data need to be reviewed led to the “leveling” or “tiered” concept in which performance indicators are assigned to tiers based on the organizational level at which the data should be reviewed – unit level review is Tier 3 and 4, NLT/division-level review level is Tier 2 and Board of Regents/NLT review level is Tier 1. Measures can be easily moved to different tiers as priorities change with time.

While the tiered performance indicator system organizes and indicates the review level for performance measures, dashboards provide a visual context for reviewers at those levels to consider trend data, to compare Northwest data to benchmark data when they are available and to make decisions. Academic, administrative and service units collectively address performance concerns identified in dashboards. Responses to performance gaps are communicated in annual reports and annual departmental visits.

NLT members bring Tier 1 and Tier 2 data for NLT review at least once per year (e.g., faculty and staff satisfaction surveys), or more often if appropriate (e.g., enrollment data by trimester), which assures regular examination and allows for the follow-up of contributing measures that are typically reviewed at lower tier levels. Information is shared throughout the institution by availability of an internal report index and a (developing) revised dashboard system. Additionally, key elements of data are shared through reports and updates to internal and external stakeholders (e.g., reports at Faculty Senate, Leadership Roundtables; written updates through All That Jazz, etc. Tier 1 performance indicators are provided to the Board of Regents three times per year.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Northwest selects comparative data using one or more of these three criteria: 1) The source is a member of a comparative group; 2) The source is “best-in-class”; and/or 3) The source has comparable measures/indicators. Targets are set by reviewing data from organizations in an appropriate comparative group (i.e., Missouri, national or Peer 40) or from an organization that is best-in-class using benchmarking. Data are analyzed by looking at those pertaining to individual institutions (if available) and in the aggregate. Other nationally normed instruments are used for comparative data whenever appropriate.

We have used a comparative group of similar institutions (i.e., Peer 40) for several years. In 2000, an independent consulting firm, John Minter Associates Inc., created a list of institutions with several similar characteristics (e.g., Carnegie Classification, freshman ACT midpoint score, similar financial support and salary expense characteristics, similar degree program mix). The list was then winnowed to institutions with a faculty salary within +/- 10% of Northwest to a list of 36 institutions. Finally, for regional comparison, four Missouri state institutions with similar statutory missions, admissions selectivity or geographic similarity were added to create a comparison of 40 schools. The schools, herein called Peer 40, have been the group used for external comparison data.

Comparative data are used to create a context to analyze trends, identify opportunities for benchmarking and set performance targets. Because Northwest has been collecting performance data for almost 20 years, all measures are made relative to appropriate comparisons. When available, performance is tracked relative to competitor performance, which is available through the use of nationally-normed tests. In instances where competitive comparisons are not available, trends are used to support decision making. If available and appropriate, Northwest compares itself to the institutions in the Peer 40. This group is used for state performance funding, as well. Other instances provide the opportunity to compare Northwest to other similar Missouri institutions (i.e., moderately selective) or national averages.

7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

This process is described in 7P2, and it is the first stage – gather and analyze – of our planning and improvement model (see Fig. 3-2). NLT members are responsible for ensuring that strategic initiative and accreditation measures are integrated into their reporting units' processes. Reporting units may consist of academic colleges and departments as well as academic and nonacademic service and support units. In the academic affairs division, most performance outcomes are stored in Banner, aggregated by IR processes and analyzed and displayed/shared through the tiered performance indicator system. In nonacademic areas, data may be stored in Banner or in local files and databases. As mentioned in 7P4, data are reviewed at least annually by the NLT, with selected measures moving on to a three-times-per-year review by the Board of Regents.

Category 7P4 gives an in-depth description of the existing system and the analysis that is built into the display of actual outcomes compared to targets. The existing data system of linked Excel workbooks displays multiple years of data and trend charts and is available to any Northwest employee through the Northwest intranet. As mentioned previously, we have indexed an extensive list of performance indicators and other data that contribute to a unit's processes, performance and evaluation of effectiveness into a tiered system of performance indicators, which will support a (future) revised Northwest dashboard system. Northwest is revising how its data are organized and presented in order to have a more fully integrated data system that aligns data from departmental and unit analyses with those at the institutional level. The data managed in the tiered performance indicator system currently contains information from both the existing indexed intranet system as well as in-process dashboards. Both systems allow the collection and distribution of data at the institutional level based on unit-level local sources. Regarding the latter, each data custodian, in consultation with a dean, director and/or NLT member, is responsible for review and accuracy of his or her data, with system update reminders and overall analysis supported by IR. Current analysis continues to be trended in charts in Excel workbooks, but future plans include the investigation of commercial software that allows dynamic access of multiple data sources and drill-down access to unit-level data.

7P7. How do you ensure the timeliness, accuracy, reliability and security of your information system(s) and related processes?

Northwest uses group reviews to ensure that hardware and software remain reliable, secure and user-friendly. Multiple groups perform active monitoring and have monthly meetings to discuss data issues (e.g., DAT-A, SAS, IS, IR). DAT-A is comprised of members of the professional and administrative staff from offices that rely heavily on the computing system for daily operations. SAS is comprised of professional and administrative staff from offices that provide administrative services to students (e.g., cashiering, payroll, student employment, assessment). DAT-A reviews software needs and evaluates standard solutions through monthly meetings, while SAS reviews processes that impact services to students. Current technology suppliers are given first review to help keep systems and databases integrated with similar

user screen layouts and functions. Northwest avoids initial releases of commercial software, preferring to wait until the initial bugs have been corrected. Programmers do not have access to live production software and hardware. Users do not have access to developmental software and hardware.

IS manages the computing hardware and software on campus and receives input from DAT-A and SAS regarding reliability, security and user-friendliness. IS ensures that hardware and software meet the performance requirements from a management perspective and provides a helpdesk to assist faculty, staff and students with computing problems. The Banner and Banner-related software are behind a firewall for protection from unwanted access. Hardware maintenance is conducted on a regular schedule, and IS has conducted several cycles of improvement in securing the Northwest network, which includes subnets in each building. Banner, Banner-related software and other critical data are backed up on a weekly basis, with mirror copies stored both on- and off-site to ensure the University’s ability to recover from an unexpected crisis. The vice president of information systems is a member of the NLT and provides direct input for setting hardware and software priorities.

Web-based instructional and courseware support systems are outsourced to eCollege and eCompanion. Library automation systems and database retrieval systems are outsourced to Mobis. These off-site third-party providers have emergency backup systems and ensure the continued availability of data and information in the event of an emergency. High-speed internet, voice and video fiber circuits are in a ring configuration so an alternate path can be activated in an emergency. Servers for the Banner ERP system have backup hardware and data in two highly secure University computing centers. Student, personnel and financial records, alumni records, email, network storage and the University website systems use a highly redundant Storage Area Network (SAN) data-storage system.

Central computing systems – including major servers, central data storage, network switches and firewalls – are powered through an uninterruptible power supply (UPS). All systems are backed up on a regular schedule. Protection levels are set to regulate improper or accidental updates to the data and to control access from the individual level up through total campus access. Critical network subsystems have backup or fail-over computers (such as firewalls and network domain controllers). PC backup storage space is provided for faculty and administrative users on a centralized data storage system that is also backed up to tape on a regular basis and stored at a remote site. A remote SAN mirrors data in the computing center SAN. Several remote servers connected to the mirrored SAN allow services to be restored rapidly. In addition, IS maintains the data infrastructure across the campus and tracks their response to all computer hardware, software and network issues (Fig. 7-4).

Fig. 7-4: Information Systems Performance Process	
Timeliness	IS logs all information technology incidents and reports on the response time for repairs and replacements
Accuracy	The aging (timeliness response) of each call is recorded with a unique incident number and tracked to ensure consistency and accuracy in data systems and other information technology areas
Reliability	As data and information systems are maintained or repaired, reliability is ensured for all data users and data contributors (accounting, purchasing, student records, etc.)
Security	All critical data systems are backed up on a weekly basis and stored offsite in a secure location

Historic data are collected, cleansed, verified and stored by IR processes on regular term cycles: at census (the 20th day of class), at the end of the term (after final grades have been processed) and at degree completion (generally 20 days after the end of the term). Data are checked for accuracy, reliability and integrity in several scenarios, so if a data point is precipitously lower or higher than expected, the IR staff engages in a process to validate the data point and any calculation leading to it. As the custodian of much of the historic snapshot data, IR is tasked with ensuring the timeliness and accuracy of most of the compliance reporting and data collections submitted to state and federal bodies. If IR does not actively prepare the compliance report, as is the case with IPEDS-HR and -Finance reports, for example, IR is still the primary contact point for the collection notices and monitors the progress and submissions of those files.

Data entered into Northwest’s performance indicator system at the departmental level are validated in much the same way as the historic data are validated by IR. When available, performance data relative to competitive comparison provide a context by which accuracy, validity and integrity can be verified. The tiered performance indicator system is included in the weekly backup of critical data and is also archived annually.

The tiered performance indicator system is the primary mechanism by which data are provided across the institution as soon as they become available. To ensure that data on the system remain secure, individuals are given editing privileges only in their areas of responsibility. Because Northwest is a publicly funded institution, the information housed on the dashboard is available to anyone upon request. Individual-level data (e.g., Social Security Numbers, individual student test scores) are not available on the system.

Results (R)

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The IR office tracks the on-time response for all compliance reports and internal requests for reports to track effectiveness.

The IS office tracks the aging of call reports to make sure that clients on campus are supported for their information technology needs. A majority (2/3) of the calls are dealt with within seven days.

Missouri public colleges and universities provide data to the MDHE and to IPEDS. Northwest uses the comparative feedback reports from MDHE, IPEDS College Navigator tools and IPEDS Feedback reports for public accountability, student recruitment and for comparison with geographic competitors and with moderately selective admissions competitors. Northwest is tracking the following measures, which are part of a new performance funding evaluative process recently implemented by the MDHE: first-year retention; undergraduate graduation rate; percent of students taking an assessment of general education that score at the 50th percentile or higher; percent of total education and general expenditures expended on core mission; and percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving institutional grant aid.

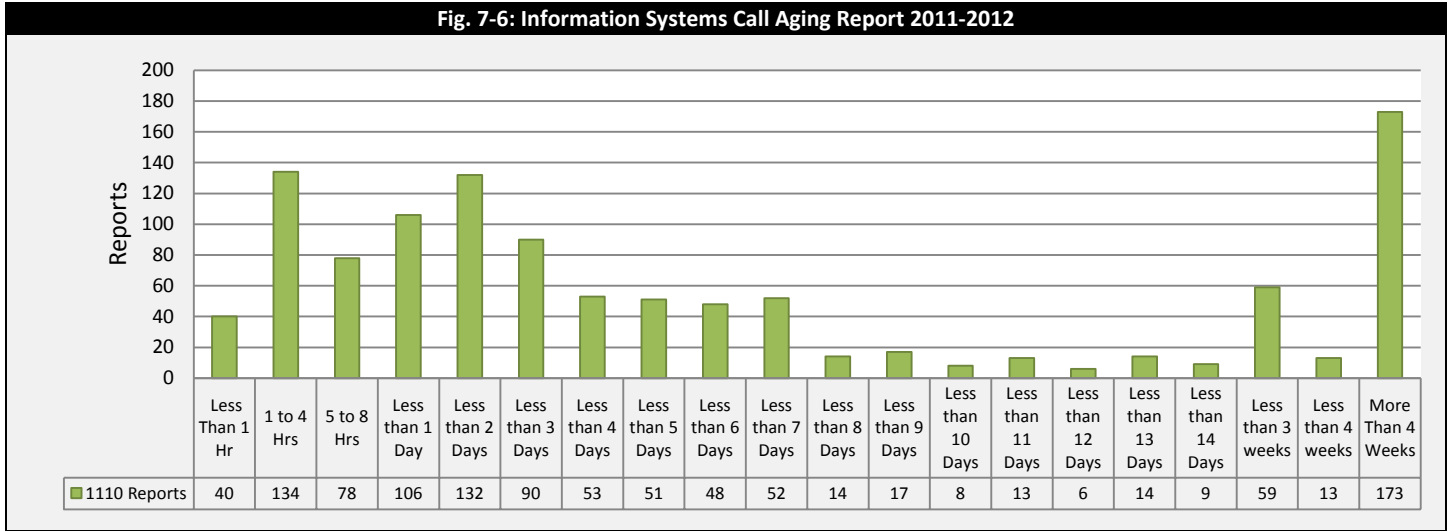
7R2. What is the evidence that your system for *Measuring Effectiveness* meets your institution’s needs in accomplishing its mission and goals?

Tracking the on-time response for all compliance reports and internal requests for reports allows the IR office to ensure that compliance reports will be on time (100% in 2011-2012) and that internal requests are also dealt with in a timely manner (89.5% in 2011-2012). Fig. 7-5 is a simplified (and shortened) view showing how this information is tracked, including staff names responsible, user names referenced and the dates the report is due and when completed. This allows the IR office to manage the workflow throughout the year and anticipate when compliance reports need to take precedence over other requests. The full table of 53 reports, completed by the IR office for external organizations, identifies 25 of the 53 total reports as compliance reports, and shows the number and percent of both compliance (25 of 25 on-time, 100%) and other (34 of 38, 89.5%) reports completed on-time.

Fig. 7-5: On-time Response Rates for Reports Managed by the Office of Institutional Research 2011-12

Survey	Who Completes	Have Form?	Due	Date Site Opens	Completed	On Time	Compliance
Fee schedule to report externally	staff/user names	Yes	1-Jul-11		30-Jun-11	Yes	Y
Budget request reported externally	staff/user names	user sends	13-Jul-11		11-Jul-11	Yes	Y
Registration to external data report	staff/user names	No	24-Aug-11	3-Aug-11	12-Aug-11	Yes	Y
Program registration for institutional survey	staff/user names	--	20-Sep-11		19-Sep-11	Yes	N
Report for accrediting body	staff/user names	Yes	13-Apr-12	5-Mar-12	13-Apr-12	Yes	Y
Total number of reports completed						38	25
Total number of reports on time						34	25
Percent of reports on time						89.5%	100%

The IS office tracks the aging of call reports (Fig. 7-6) to make sure that clients on campus are supported for their information technology needs. A majority (2/3) of the calls are dealt with within seven days. Delayed resolution of the remaining minority of calls is generally due to delivery time for repair parts.



As mentioned elsewhere in this portfolio, Northwest must track the measures mentioned in 7R1 as part of a new performance funding evaluative process recently implemented by the MDHE. In order to receive new state appropriations in the governor’s budget proposed to the state Legislature, Northwest must improve or demonstrate “sustained excellence” in each of the five 7R1 measures. Sustained excellence is defined as performing in the top third of a national peer group; Northwest uses our Peer 40 comparison group. If neither improvement nor sustained excellence occurs, then available funding would drop by 20% for each measure. For example, if \$100 in new state appropriations were available and if Northwest showed improvement or sustained excellence in only three measures, then we would receive \$60 of new funding. The most recent data are presented in Fig. 5-1.

7R3. How do your results for the performance of your processes for *Measuring Effectiveness* compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

The two primary measures used to measure the effectiveness of our data management system are locally developed. Therefore, comparative data are not available.

Improvement (I)

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?

Northwest has made two significant operational changes in the past three years that have made, and will continue to make, improvements in how we collect, manage and distribute data and information that drives performance improvement. The first decision was to rename the Office of Assessment, Information and Analysis to the Office of Institutional Research, align the department under the provost, and re-task that group with traditional IR functions of turning data into information to support the strategic planning of the University. The IR director also sits on the Deans Council, a position that allows IR to gain preliminary knowledge about proposals under consideration, allows IR to advise regarding the availability of data to support those proposals and, importantly, allows IR to consider timely development of processes to monitor the results of approved proposals. This integration of IR, Deans Council and NLT was a major driver in the development of the tiered performance indicator system, a system through which administrative and service units have been given the means to store, track, trend and, coming soon, to view their operational decision-supportive data. The expansion and alignment of the IR group has effectively broken down many silos of information, eliminated some duplicative efforts and fostered collaboration on projects across departments and units.

The second significant operational change was driven by reassessment within IS. With the support of the president and NLT, IS has been undergoing an extensive self-study regarding mission, vision, resources, alignment of responsibilities, review of personnel and hardware capacity as well as conducting an ongoing review of the cycle of bidding/awarding contracts for purchasing and upgrading technologies. A third-party review is also being conducted for IS. Processes have been put in place to facilitate the examination of computer-related capital requests across campus (rather than department-level or office-specific) to ensure reasonable justification for purchases, to ensure the integration capabilities of computer-related equipment and to ensure replacement of critical equipment. Campus stakeholders are realizing improved technical support, momentum for projects and opportunities for stronger collaboration as well as consideration of new technologies.

The Professional Education Unit's (PEU) recent adoption of the [Tk20 assessment system](#) is an example of improvement realized from the upgraded IR and IS groups. Identifying an assessment system was a longtime PEU goal made necessary by certification requirements for Missouri teachers and by the extensive requirements for accreditation by the Council for the Accreditation of Educator Preparation (CAEP). In order to track state and national requirements, PEU developed and used a variety of data-gathering instruments to provide snapshot data that are compared over time to determine student growth toward development levels required for state certification. Those tools were not an integrated package, and pulling together a composite picture of a student's progress or achievement was not possible. Extensive research attended to by representatives from PEU, IR and IS identified the Tk20 assessment system, which effectively provides all the collection tools for a composite student portfolio and is now being used by all education majors throughout their academic career at Northwest. The system provides portfolio results to illustrate student development over time as well as provides analysis tools to determine how well programs and the PEU as a whole are functioning to create educators who meet standard requirements. The search for Tk20 required close collaboration with IS regarding servers, data-storage requirements and student/course data sharing with the Banner system. IR stepped in for discussions regarding compliance reporting and the need for additional data not provided from the Banner system uploads and also assisted the PEU coordinator with translating questions into the technical "speak" of the Tk20 customer- and technical-representatives.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?

The academic and administrative infrastructure of Northwest lends itself to selecting processes for improvement and targets to evaluate progress. The academic units and the commitment to annual reporting through the Deans Council ensure that all areas receive regular review. IR is able to better assist if concerns warrant in-depth examination. The NLT connection to all service units affords the same reporting and review process on the administrative/service side. The infrastructure of the University as a whole has been reinforced by recent re-tooling of both the IR and the IS groups. Integrating IR into Deans Council and IS into NLT has empowered all those groups to access the people, tools, processes and financial support for moving projects off "wish" lists and onto "in-progress" or "completed" lists.

Additionally, with a heightened attention toward gaining efficiencies in an environment of decreasing resources, the institution has focused on committing IR and IS resources into areas that are recognized and intentional reports and projects. The practice is to make sure that all requests of IR or IS resources are aligned with unit goals, approved by the unit leadership and then forwarded directly to the leadership of either IR or IS.

Category 8 – Planning Continuous Improvement

This category examines your institution’s planning processes and how your strategies and action plans help you achieve your mission and vision.

Category Introduction

Processes for Category 8, Planning Continuous Improvement, range from being systematic to fully integrated. Our planning process has been systematic and yielded an improvement in our processes.

8P1 through 8P3 represent convergence with a wide variety of inputs and thus are aligned and becoming integrated – but we still have work to do. Improvements are noticeable in our environmental scanning process (an area of discussion with our AQIP Quality Checkup Team in January 2012) and inputs from the likes of enrollment management, financial assistance and our support areas such as information technology. 8P4 and 8P5 have room for improvement as we are mapping out objectives across the organization – these are on the verge of being systematic. 8P6 through 8P8 represent maturing systems, and we see these as being in the range from at the front end of being systematic to being aligned. Continued maturity is sought on how to gather and incorporate Board of Regents and external inputs more systematically, how we might enhance strategic dollars as investment, address departmental annual reports to include a more strategic focus and nurture our professional development model to ensure it continues to be integrated. These last two elements have been subjects of AQIP Action Projects.

Our comprehensive capital campaign process will help us to continue to align our strategies as we continue to challenge ourselves around the notion of morphing our strategy map – remaining nimble and agile in a rapidly changing marketplace. Finally, another opportunity for enhancement and continued maturity is to build upon the work of the Strategic Planning Leadership Team (SPLT), Organizational Success Task Force (OSTF), Student Success Task Force (SSTF) and our Leadership Roundtable, and to define our next phase of a strategic planning team. The Foundations of Excellence and Freshman Seminar Course Redesign represent past and current AQIP Action Projects, respectively, and are key building blocks for many current and future actions.

Processes (P)

8P1. What are your key planning processes?

Although Northwest has a long and proud history of systematic strategic planning, we continue to mature as an organization and have incorporated increased flexibility in how we strategically plan. Focusing on the results of varied inputs over the past three years, our campuswide discussions have converged to the development of a strategy that includes three strategic themes. Thus, responses in Category 8 will reflect this convergence and widespread input as we have developed strategic foundations and strategic themes that are helping shape an adaptable strategy map and comprehensive capital campaign components.

Fig. 8-1 illustrates a broader context from planning processes and strategies and shows what Northwest has addressed since 2009 via organizational cycles. Five significant convergence areas have brought us to where we are in the fall of 2012. First, in 2009 and 2010, we engaged the campus community in a discussion about Northwest’s mission, vision and values, with the goal of developing a strategic platform that would guide strategic and budgetary decisions. A taskforce of faculty, staff and students became the SPLT and was charged with



developing a strategy for updating our mission, vision and values that would allow us to develop a short-term roadmap to guide the institution.

The SPLT focused on strategic thinking and adopted four sub-teams, the work of which spanned from the fall of 2009 through the summer of 2010. Sub-team One created the University's general planning model, found in Fig. 3-2. Sub-team Two was charged with revising our environmental scanning process and ensuring that important environmental factors become informational cornerstones helping to drive institutional strategic planning, thinking and ongoing adaptation. To accomplish this, the team articulated a process and addressed scanning elements. That process is still being refined. Sub-team Three was tasked with reassessing our student/stakeholder segments and articulating methods used for understanding key expectations. The group's work articulated the various student/stakeholder segments and the tools we use to identify their expectations. Sub-team Four investigated cross-cutting issues of organizational importance by identifying emerging academic, information technology, human resource and facility needs. The team addressed freshman year activities; course offerings and scheduling opportunities; international and intercultural issues; emerging technologies across academic and administrative operations; human resource staffing needs related to projected retirements, professional development and compensation/benefit plans; and facility strengths and opportunities.

Fig. 8-2: Strategic Bedrock: Mission, Vision and Values

Northwest Missouri State University

Mission
Northwest Missouri State University focuses on student success – every student, every day.

Vision
We will be THE university of choice for a comprehensive, exceptional student experience.

Values

- Student success
- Scholarship and life-long learning
- Intercultural competence
- Collaboration
- Respect and integrity
- Strategic thinking
- Excellence

NORTHWEST
MISSOURI STATE UNIVERSITY

During most of 2009-2010, the institution was focused on transitioning to new leadership, listening and learning, analyzing systems and processes already in place and assessing overall performance. Faculty, staff, students, alumni, community members and other stakeholders participated via several “listening posts” (e.g., surveys, web inputs, message boards and town hall meetings). Resulting data were compiled and analyzed and gave rise to drafts of revised mission, vision and values statements which were presented to the Northwest Leadership Team (NLT) for approval and recommendation to the Board of Regents. These were approved by the Board in the summer of 2010 and can be found in Fig. 8-2.

The entire campus also engaged in discussions about how we might improve our students' success. Also during that year, institutional representatives attended an AQIP Strategy Forum, out of which grew plans for enhancing our measurement systems, reinvigorating professional development activities and addressing a systematic study of the freshman year experience (all becoming AQIP Action Projects). Repositioning and preparing activities in 2009-2010 also included a proactive response to statewide budget constraints that spanned beyond the short term. In advance of the state of Missouri's announcement that Northwest would undergo an appropriations decrease of 5% for the 2010-2011 fiscal year with no tuition increase, the University implemented a voluntary operating budget contribution program and significant cost-

saving and cost-containment measures, hiring delays and a variety of other mechanisms to help address our appropriations decrease and strengthen our financial position.

During the 2010-2011 academic year, Northwest responded to information gathered during the previous year's listening and learning focus. In the summer of 2010, Missouri's governor held a higher education summit at which he articulated four key goals for higher education: student attainment, academic program review, collaborative efforts and multiyear funding. A comprehensive academic program review was the main issue that emerged from the summit, and upon concluding that process Northwest elected to discontinue four baccalaureate degrees as well as one Master of Science program. University efforts to transform key systems included a campuswide workshop about ways to enhance strategic finance measures, which was provided by the Association of Governing Boards (AGB). As was true during the prior year, the entire institution planned for further reductions to our state appropriations.

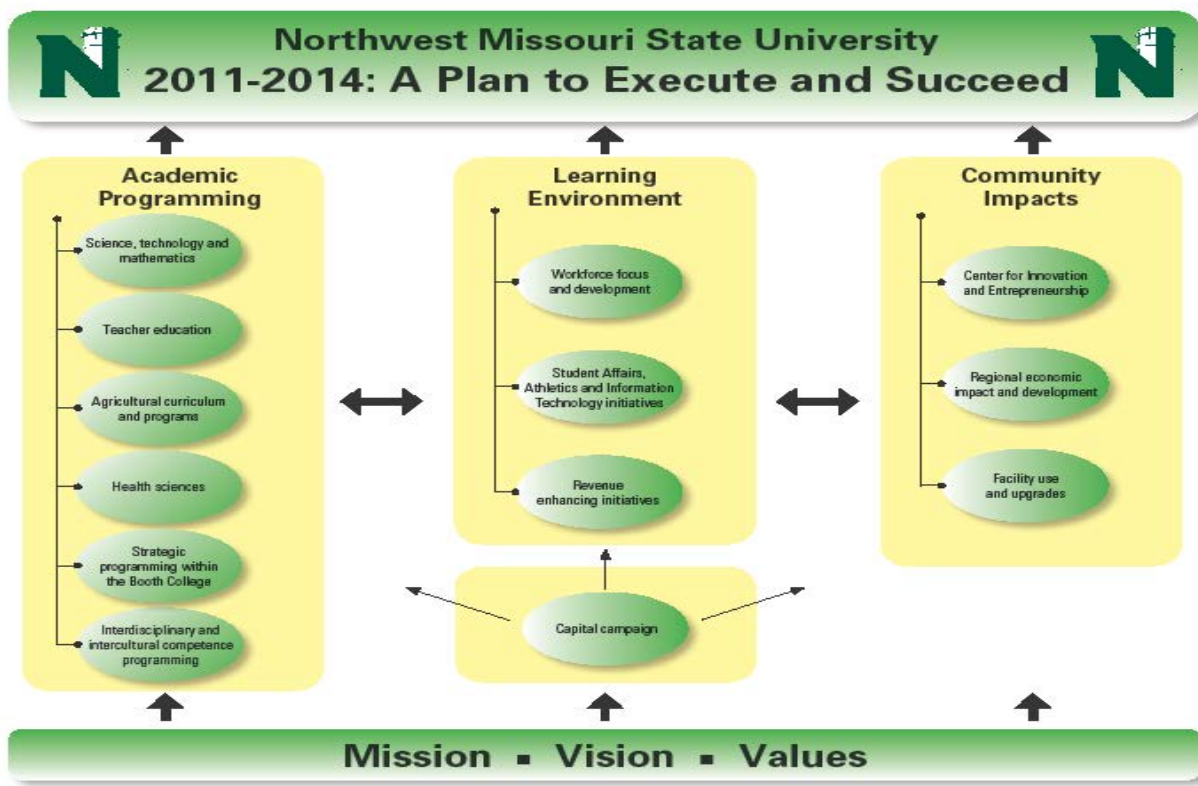
With the completion of the mission, vision and values and the continuing appropriations decrease, the second issue of convergence occurred in November 2010. The president charged a subgroup of the SPLT, the Organizational Success Taskforce (OSTF), which included leaders across the institutional spectrum, with “driving us toward multiyear success strategies for the institution.”

The OSTF was asked specifically to identify strategies that would allow the University to capitalize on institutional strengths, identify areas for growth and refine our approach to non-mission-critical areas – focusing the University on programmatic plans rather than being hampered by budgetary concerns. One of the most notable ways members of the OSTF helped the University was by helping Northwest move toward multiyear budgetary planning to achieve strategic, cross-cutting and transformational goals.

Necessarily, there were two phases in the process leading to such multiyear success strategies – the first of which involved ways to meet *short-term challenges* like the need to develop and set a 2012 fiscal year budget. To address this immediate need, the OSTF requested all institutional units conduct assessments to determine what was essential, what was important and what was elective. Although the process was arduous, it was successful, and recommendations were made to the NLT allowing the institution to set the FY12 budget based on strategic priorities within the constraints applied by state funding reductions and with a limited increase in tuition and fees.

The second phase required the organization to address *longer-term challenges* through a multiyear lens. Long-term and multiyear strategies have been, or are being, addressed to ensure strategic initiative funding and a process for allocating such is in place, a plan is developed for multiyear compensation mechanisms, and a plan is in place to address capital improvement needs. Ultimately, the product of both of these efforts resulted in a third area of convergence – the introduction of our strategic map: “2011-2014: A Plan to Execute and Succeed” found in Fig. 8-3.

Fig. 8-3: Northwest’s Strategy Map, 2011-2014: A Plan to Execute and Succeed



We also received a state audit report in September 2011. Eleven findings were presented, and the University provided responses to all. Further, as discussed in Category 7, we identified six key performance indicators to report to our Board of Regents (enrollment; freshman success rate; graduation rate; placement rate; private support; and the Higher Learning Commission's Composite Financial Index). As with many organizations, we continue to identify opportunities where we can improve upon our ability to turn data into information and are currently assessing how we might optimize our resources connected to institutional research and related areas. The 2011-2012 academic year also saw continued ongoing responses to institutional financial sustainability. These included, for example, a restructuring of academic departments and facility services, a mandate for various programs to move toward enhanced self-sufficiency and a reduction in force. Finally, in 2012, we received a Quality Checkup with no follow-ups, and we have been reaccredited until 2018-19 with no follow-ups. This followed the September 2011 Institutional Actions Council (IAC) approval of the Financial Panel's recommendation with no follow-ups that Northwest's financial indicators were acceptable.

A fourth area of convergence has resulted from an effort that began in 2010. The entire campus community has been engaged in the [Foundations of Excellence \(FoE\) self-study](#). This study has helped us deeply understand the experience of our incoming students so that we can identify obstacles to their success and ways to help them overcome those obstacles. We examined our first-year experience from different perspectives, which the FoE calls "dimensions." Hundreds of faculty, staff and students participated in this study. Each of the nine dimensions was studied by a committee of faculty and staff. Nineteen faculty and staff members served as co-chairs for [dimension committees](#). The individuals were selected to ensure representation from a range of departments, offices and divisions. An additional 56 individuals contributed to one or more dimension committees. These committees studied their dimension by examining data that came, in part, from a faculty/staff survey, a student survey, data provided by institutional research and qualitative input from the campus community:

- 236 faculty members, 48 administrators, 113 professional staff and 92 technical, clerical and service personnel completed the faculty/staff survey (489 responses in total, a 64.9% response rate)
- 411 freshmen, 284 sophomores, 242 juniors and 324 seniors completed the student survey (1,263 responses in total, a 25.5% response rate)

The final report, presented to the Deans Council and NLT in August 2011, is rich with information and contains 33 recommendations that fall under eight themes. Since its presentation to the Deans Council, various groups have been discussing the recommendations and seek to define the most appropriate way to define "student success." (It should be noted that we have begun acting on recommendations in the final FoE report.)

This fourth area of convergence has resulted in a University-wide focus on retention throughout 2012-2013. It is characterized by a student success model as seen in Fig. 1-1. Conversations in various groups over the past several months seem to be converging on an agreeable definition of "student success" to which everyone at Northwest can contribute: retention, graduation and placement of our students. These discussions have been based on our planning model (see Fig. 3-2). It is important to note these discussions will be ongoing and will involve other stakeholders at the University. While student success may be defined differently at different levels of the institution – e.g., a faculty member will have specific definitions of student success that are individually based and an academic department may define success as employment or graduate program placement rates – ultimately, our collective goal is to make sure that students who begin at Northwest earn a degree that is based on rigor and high standards. In other words, any definition of student success should converge to include the retention, graduation and placement of students.

We are also asking, "How might we make improvements from our current levels of student success?" Since Northwest became a moderately selective institution, our fall-to-fall retention rates have hovered around 70% ($\pm 3\%$) and graduation rates have varied between 52% and 58%. Clearly there is room to improve, and we must do so for some important reasons. First, it is the right thing to do. The success of our students and, therefore, Northwest is based on our collective efforts to provide a challenging, relevant education in a supportive environment. Second, the number of high school students in our region will continue to decline through 2014. Therefore, to maintain or grow student enrollments we must find ways to retain those students who matriculate. Finally, any new state appropriations will be based on an institution's *improvements* in key areas. This means that we must, in part, demonstrate increases in graduation rates, fall-to-fall retention rates and performance on standardized tests of general education to receive additional funding from the state.

Our students' success is dependent on our collective efforts to provide a challenging, relevant education in a supportive environment; we each play important and unique roles. So, where do we begin? Clearly, any approach must start with the student – each of whom must assume responsibility for his or her learning. Many of our students, however, come unprepared for the rigor of a postsecondary education. This may be due to the lack of basic skills (e.g., writing, math, critical thinking) or the false impression that college will be similar to high school. Regarding the latter, faculty and staff play a significant role in helping students make the transition to a University setting and helping them understand their role in their own learning (i.e., facilitating the development of students' metacognitive skills). But what should we do about students' preparedness, or lack thereof? There is ample evidence that describes the relationship between student performance in college and the knowledge and skills developed in the general education curriculum. Faculty and staff engaged in strategic planning discussions have agreed that one way to increase retention and graduation rates is to refocus our efforts on the basic skills and knowledge that we address in the general education curriculum: critical thinking, writing and math skills, to name three. These transferrable skills and knowledge can be addressed in the general education curriculum and in the first-year experience.

On the whole, we have converged the FoE experience into a Student Success Task Force – a cross-functional group of faculty, staff and students seeking wide input and taking the FoE findings and implementing them. The group will help us think through the strategic themes (Fig. 8-3) and focus on how everyone's work may help us address student success.

A fifth and final area of convergence is our comprehensive capital campaign readiness assessment process. There are three pillars to our campaign: 1) Academic Excellence, 2) Scholarship and Student Success and 3) Learning Environment. These align with our strategic themes, have been developed as a result of our various stages of strategic planning, and elements within will be tested in the spring of 2013 as we complete our comprehensive capital campaign readiness assessment.

In summary, our planning process (Fig. 3-2) is a basic guide for institutional interactions. Our mission, vision and values (Fig. 8-2) serve as our strategic bedrock, and our strategy map elements (Fig. 8-3) represent strategic themes and objectives. Our model for student success (Fig. 1-1) aligns with our Tier 1 performance indicators that allow us to track strategic output (found in 8R1 and 8R2), is augmenting our strategy map and is helping to inform our comprehensive capital campaign planning. Converged elements with a wide variety of inputs place us in position to embrace the challenges and opportunities of 2013 and beyond.

8P2. How do you select short- and long-term strategies?

The convergence and widespread input described above helped us identify our strategic themes. These are based upon aligning our work within national and state organizations as we strive to be stewards of students, stewards of culture and stewards of place. Fig. 8-1 shows our organizational cycles and the sum of listening, learning, analyzing and synthesizing a vast array of internal and external inputs including the work of the Strategic Planning Leadership Team, Organizational Success Task Force, Northwest Leadership Team and a Board of Regents strategic planning retreat that coalesced into the strategy map (Fig. 8-3), its three strategic themes and related objectives/growth areas and possible capital campaign and grant funding/legislative linkages. Additionally, we have identified short-term operational components with strategic impacts, and these are essentially built within NLT members' goals at the beginning of each year. Ongoing environmental scanning, inputs from the Deans Council and other leadership groups, using external assessments as guides and analyzing our data for strengths and areas for improvement are key aspects to ongoing strategy articulation as we address key challenges of a declining regional population, increased demand for public accountability and declining state funding.

To adapt to our rapidly changing environment and a constrained budget, our strategic planning process must be fluid and non-linear. We are constantly refining our plan development and implementation. Implementation of strategic objectives (the 13 "seeds" in Fig. 8-3 representing planting, growth and change) and operational components includes a phased approach that will depend on our ability to fund these objectives and execute.

8P3. How do you develop key action plans to support your organizational strategies?

We develop key action plans from our AQIP Action Projects. Recently, these have come from our converged areas of analysis previously described. After considering input from various sources, the NLT comes to consensus on the action projects and selects representative leaders to oversee the projects and select representative stakeholders to help guide strategy implementation. Fig. 8-4 addresses our current and completed Action Projects.

Fig. 8-4: Northwest's AQIP Action Projects

AQIP Action Project	Strategic Theme Linkage	Status
Course Redesign	Academic Programming	Current
Northwest Capital Campaign	Learning Environment	Current
Retention via Freshman Seminar Course Redesign	Academic Programming	Current
American Dream Grant Expansion: Increasing Access and Affordability to Higher Education	Learning Environment	Completed
Analyze and Refine the First-Year Experience at Northwest	Academic Programming	Completed
Comprehensive Professional Development System for Faculty and Staff	Learning Environment	Completed
Development of the Knowledge Management Process	Learning Environment	Completed
eTextbook and Sony eReader Pilot Program	Academic Programming	Completed
Improvement of Annual and Five-Year Processes	Academic Programming, Learning Environment	Completed
Increasing Support for Economic Development – Building the Center for Excellence in Plant Biologics (now CIE)	Academic Programming, Learning Environment, Community Impacts	Completed
Voluntary System of Accountability	Community Impacts	Completed

8P4. How do you coordinate and align your planning processes, organizational strategies and action plans across your institution's various levels?

Convergence has been the key for us over the last three years. Using relevant data, cross-functional teams and feedback from our students and stakeholders, the NLT, Deans Council and the three representative governance groups have collaborated to align our focal points across the institution's various levels. For example, in addition to recommendations that resulted from the FoE self-study, we also have received several initiatives from the state (e.g., performance funding, state academic program review). We have made every attempt to align both internally and externally driven initiatives in a way that converges with our own strategic map. For example, our 2012-2013 focus on retention addresses a state performance funding measure, one of our Tier 1 performance indicators and a data performance element that has been strong, but flat over a number of years.

8P5. How do you define objectives, select measures and set performance targets for your organizational strategies and action plans?

The NLT sets the stage through a process of defining the strategic themes, mapping key processes, key programming, key programming outcomes, key programming initiatives, operational activities and targets. Owners of objectives (with NLT champions) carry out processes as appropriate. We have undertaken some of the 13 objectives initially identified in the strategic map, and work typically comes via NLT and Deans Council "advances/retreats."

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Our resource base is focused on delivery of our mission of "focusing on student success – every student, every day." Because of various appropriations decreases over the last three years, we have systematically addressed fiscal allocations to ensure adequate support of processes and operations. The allocation/reallocation process started in 2009-2010 when we opted not to adopt across-the-board budget decreases, but rather focused on voluntary contributions. In 2010-2011, we used the aforementioned work on essential, important and elective analyses on programs, processes and operations.

In 2011-2012, we included a three-year review of budgeted/actual expenses and articulation of human resources, technology and space needs. This process, along with analyses examining the essential, important and elective activities we undertake and resources we require, will be ongoing and is conducted in the fall and spring. The monitoring of

expenses is performed in real time through both our Office of Finance and through budget custodians. Any concerns are discussed and addressed through the Office of Finance.

We have been careful to not over-define and over-commit on strategic objectives and action plans due to limited strategic funding. As such, strategic funding has been allocated through an Improvement of Teaching and Learning Fund as well as a strategy implementation fund tied to the institution's strategic themes and objectives. The NLT and Deans Council are empowered to allocate funds based on initiatives tied to goals. Other funding sources also come through an Academic Equipment fund within the Provost's Office, funding within our Center for Information Technology in Education (CITE) and a Professional Development fund within the Office of Human Resources.

8P7. How do you assess and address risk in your planning processes?

When objectives and actions are addressed, we ask the following: what is the projected strategic investment, including return on investment; what are potential risks and how might we mitigate such; and what are the overall potential benefits (intent/impact statement)? This is typically conducted through the Office of Finance and with the NLT/program champion.

8P8. How do you ensure that you will develop and nurture faculty, staff and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Development and nurturing comes via professional development planning both through the Office of Human Resources and individual departments. This has been improved in the recent years through our AQIP Action Project based on professional development. In addition, our Office of Human Resources has recently developed an overall model of professional development that covers mentoring, professional development and employee engagement and appreciation. This was a topic of consultation with our AQIP Quality Checkup review team in January 2012, and the discussion aided in our approach to this topic.

Results (R)

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

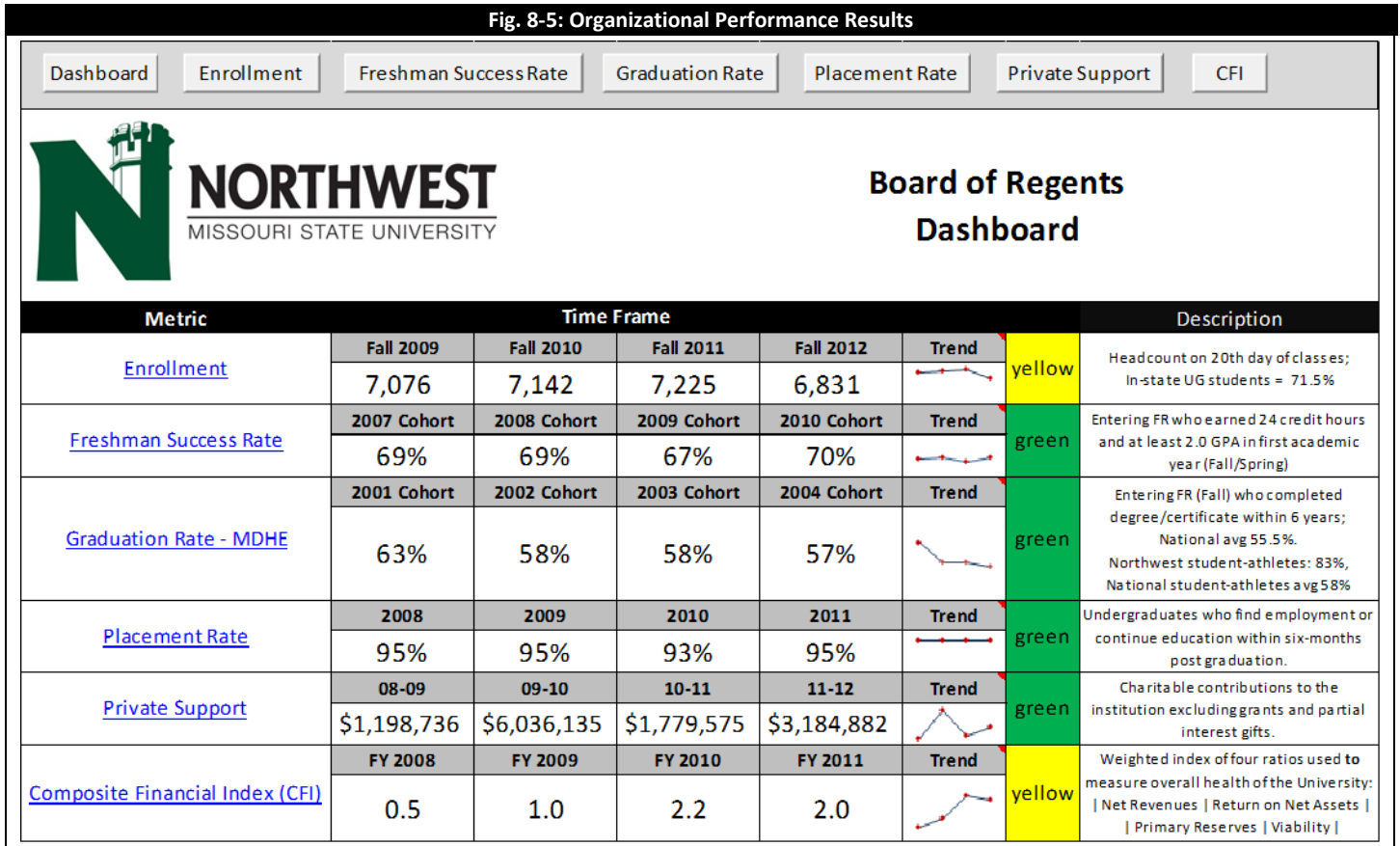
The way we measure and report strategic output is through our six Tier 1 performance indicators (i.e., Board of Regents Dashboard):

- Enrollment
- Freshman Success Rate
- Graduation Rate
- Placement Rate
- Private Support
- HLC's Composite Financial Index

As discussed in Category 7, these six performance indicators are part of an evolving four-tier metrics architecture and are reported to the Board of Regents three times a year – July, October and February. Please note, we are working to align the varying metrics (federal, state and local initiatives; Missouri Department of Higher Education performance funding measures, etc.) within our own metrics system and also are working to use these to align our strategic mapping elements. Additionally, institutional-level accrediting and audit reports serve as overall markers of performance.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

Fig. 8-5 addresses our key organizational performance across the six performance indicators.



Beyond the six performance indicators listed above, institutional-level accrediting and audit reports have been received within the last 15 to 24 months. These include our HLC Reaffirmation of Accreditation, AQIP Quality Checkup Report, state audit and the HLC decision that our financial ratios and other issues were addressed at a satisfactory level and do not require monitoring.

8R3. What are your projections or targets for performance of your strategies and action plans over the next one to three years?

For enrollment, over the next nine to 12 months we will engage a consulting firm to develop an academic/enrollment plan. Our overall target remains somewhere at or above the last three enrollment levels preceding the fall 2012 enrollment figures. The freshman success rate is one area we shall continue to emphasize, and we hope to improve this at least 1% over the next three years. Our graduation rate is a lagging indicator, thus we project performance to be +/-1% of current performance. Our placement rate is projected to be 93% or higher over the next three years. Private support has a goal of \$3.5 million this year with at least 10% increases in each of the succeeding two years. Northwest’s HLC CFI is projected to go down this year due primarily to declining capital asset values (limited funds to invest in existing or new capital assets) as well as declining investment market earnings on endowment funds. With continuing pressures on the investment market and the need for reinvestment of assets, we project the CFI to remain below 2.0, but well above 1.0 over the next three years.

8R4. How do your results for the performance of your processes for *Planning Continuous Improvement* compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

As demonstrated throughout the systems portfolio, Northwest uses a variety of comparison groups and benchmarks to evaluate our performance. Different comparison groups are used for appropriate measures. This is demonstrated in the Board of Regents interactive dashboard and the MDHE performance measures sustained excellence section.

8R5. What is the evidence that your system for *Planning Continuous Improvement* is effective? How do you measure and evaluate your planning processes and activities?

The evidence and measures lie within performance across our six performance indicators and our reports from the HLC Reaffirmation of Accreditation, AQIP Quality Checkup, state audit and HLC Debt Recovery. Our enrollment has seen record levels in three of the last four years; our retention, graduation and placement rates are all at strong levels and yield strong comparative performance; our private support has improved significantly and is on pace this year to do so again; and our CFI has seen continued strong performance.

Both our AQIP HLC Reaffirmation of Accreditation and AQIP Quality Checkup Report yielded no follow-up actions. Our state audit findings have been addressed per guidelines, and our financial ratios were reviewed by the HLC in December 2011 and require no further follow-up reports.

Improvement (I)

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?

Recent improvements include the creation of the Student Success Task Force and our comprehensive approach to our student success model – both yielded from the convergence of integrated workgroups and widespread input. We continue to enhance our Tier 1 Performance Indicator analysis and have aligned AQIP Action Projects, performance indicators and a variety of compliance activities with our overall strategies and actions.

Our performance is comprehensive as it addresses Tier 1 performance reported to the Board of Regents. Our processes are designed to be fluid, yet we have room to continue to provide a more robust approach to environmental scanning.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

Our culture uses data, and one of the most satisfying cultural/infrastructure improvements since we submitted our last AQIP Systems Portfolio is the improvement of our data system. This was identified as a need from the last portfolio and the resulting appraisal; we carried it to our next AQIP Strategy Forum for discussion and have addressed it since. This is indicative of our approach – measured, with input and persistence to ensure improvement. We are structured in ways that allow our culture to help address improvements/targets from and across various leadership groups – the Board of Regents, NLT, Faculty Senate, Administrative/Professional Staff Council, Support Staff Council and our recently implemented Leadership Roundtable.

Category 9 – Building Collaborative Relationships

This category examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission.

Category Introduction

Northwest has been involved in many collaborative partnerships within its regional service area and beyond for many years. The University’s work toward enrollment, retention, persistence to graduation and workforce development has been an intentional outcome of the many partnerships forged and long maintained. Processes described herein range from systematic to aligned and specific processes within the Professional Education Unit are aligned and approaching integration. Cultivating relationships is always key in determining our students’, the University’s and the region’s success.

Processes (P)

9PI. How do you create, prioritize and build relationships with the educational institutions and other organizations from which you receive your students?

This question is best addressed by describing how we develop relationships with P-12 school districts and how we develop partnerships with community colleges. First, Northwest fosters and maintains close relationships with P-12 school districts primarily in Missouri, Iowa, Nebraska and Kansas. We do this, in part, for two purposes: recruitment and employment. Regarding recruitment, Northwest’s Office of Admissions assigns recruiters to regions within these states to develop relationships with prospective students and school district personnel and to coordinate frequent visits to schools in this region. Recruiters identify “feeder” high schools where prospective students are located by evaluating database information, reviewing ACT data and strategically selecting schools to be visited in the fall and spring based upon the data analysis. The schools from which most Northwest students graduate are found in Fig. 9-1.

Fig. 9-1: Northwest’s Feeder High Schools

Maryville R-II	Smithville R-II	Millard West	Marshall	Savannah R-III
Liberty	Blue Springs	Truman	Lee’s Summit North	Winnetonka
Central (St. Joseph)	Lee’s Summit West	Blue Springs South	Raytown	Lee’s Summit
Park Hill	Platte County R-III	Kirksville	East Buchanan C-I	Worth County R-III
Park Hill South	Staley	Oak Park	North Kansas City	West Nodaway R-I
Kearney R-I	Raymore-Peculiar R-II	Lafayette		

The key communication methods we use to reach out to these organizations (and others) include virtual tours, targeted mailings, online chats, high school visits, college fairs, personal phone calls, emails, telecounselors, blogs, a letter from the president, parent brochure and our website (www.nwmissouri.edu). The key relationship-building methods we use are personal visits, Saturday visits, Green and White Days, Transfer Student Visit Days, personal interaction with Northwest Ambassadors (student employees), summer camps, ACT Prep Shops, Upward Bound programs, high school/transfer fairs, community college visits, campus tours, camps (e.g., athletic, academic, music).

Building collaborative relationships with community colleges is conducted in a similar fashion to that described above, with a focus on assessing and improving course equivalency information and other needs unique to transfer students. We have created processes to facilitate the transfer of students from community colleges, in part, because of the Missouri A+ program that provides free tuition for two years at a community college if a student who is graduating from a qualifying high school meets certain criteria. This, combined with the changing demographics in our immediate region (i.e., a decreasing number of high school graduates), helped ignite “seamless” transfer opportunities for potential students.

Over the past 12 years, Northwest has embarked on a concerted effort to create articulation agreements with community colleges to ease the transfer of students from one institution to another. The University currently has articulation agreements with 57 community colleges, and we have multiple and diverse articulation agreements with two community colleges that are the biggest providers of transfer students to Northwest: Metropolitan Community College (MCC) System of Greater Kansas City and North Central Missouri College (NCMC) in Trenton, Missouri. We selected MCC because of

its location in an urban area. MCC’s large numbers of students and diverse populations enhance the mission of our regional institution. Additionally, we chose to cultivate a mutually agreeable partnership with NCMC to enhance regional opportunities within the rural Midwest.

Northwest was one of the first universities in Missouri to establish a joint admission relationship with community colleges including MCC, NCMC and Southwest Iowa Community College. The joint admission program is designed to enhance the educational experience of students by permitting them to gain admittance and attend both Northwest and the community college. Joint admissions and enrollment agreements allow students to enjoy the benefits of a Northwest education as they first pursue associate’s degrees at a two-year college. Students:

- receive a Northwest picture identification/bank card that allows them to gain access to the Northwest library and other computing resources, dining facilities and the bookstore;
- have student access to Northwest sporting events, concerts, speakers and other cultural events;
- receive periodic advising from Northwest as they work toward their associate’s degree prior to enrollment at Northwest; and
- may enroll in classes at both schools simultaneously, providing they meet Northwest’s admissions criteria.

Finally, in response to the national challenge to increase the number of citizens with postsecondary credentials, Northwest developed a reverse transfer agreement with NCMC to allow students who began their postsecondary education at NCMC and who transferred to Northwest, to transfer qualifying Northwest academic credit hours back to NCMC to earn their Associate of Arts (A.A.) degrees. NCMC was identified as a partner for this pilot initiative due to an existing relationship that allows students joint admission between the two institutions. Current data showed that 369 students were in the pipeline between NCMC and Northwest. Collaboration activities to develop this program included meetings with enrollment management and registrar service areas to identify the requirements needed to earn the A.A. and to develop the processes needed to identify students who might qualify. Once the details of the process were in place, a timeline was developed so that the initiative began in January 2012, and was implemented for the first time at the end of May 2012.

9P2. How do you create, prioritize and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

How Northwest builds relationships with potential employers can be illustrated in two ways: strategies developed through our Office of Career Services and through relationships established with our P-12 school districts. The mission of Career Services is to provide career information to students and to alumni exploring career opportunities; strengthen a person’s job-search skills while continuing to establish and maintain relationships with employers in public and private schools, colleges, university, business, industry and government; provide active and effective settings for students to interact with employers in an effort to gain insight to the changing needs of the workforce; and offer support to the University community through feedback from follow-up surveys of graduates. Career Services offers a variety of events that provide students, alumni, guests and employers with opportunities to connect with one another at Northwest, several of which are listed in Fig. 9-2. For a description of each event and a detailed list of attending organizations, click on any of the events listed in Fig. 9-2.

Fig. 9-2: Career Services’ Events for the 2012-2013 Academic Year

Fall 2012	Spring 2013
On-Campus Interviews	On-Campus Interviews
How to Find an Internship	Exploring Majors and Minors
"Put Your Abilities to Work" Webinar	"Mock" Interview Day
Exploring Majors and Minors	Career Day
"Mock" Interview Day	Next Day Interviews
Career Day	Education Expo
Next Day Interviews	Information Sessions
Workforce Recruitment Program for College Students with Disabilities	Off-Campus Events
Information Sessions	
Off-Campus Events	

Northwest has provided quality P-12 educators in this region and beyond since 1905 when it was first the Northwest Normal School for the preparation of teachers. Our success is partly dependent on relationships with the P-12 school

districts in our four-state region as they provide our students with the clinical experiences they need and oftentimes serve as future employers. In fact, many area school administrators hold at least one degree from Northwest. We have built these relationships in a number of ways, but one example is through our Building Bridges program.

Building Bridges began in 2008 based on a recognized need for a collaborative relationship that would address student transitions from high school to college, and discussions commenced between Northwest and the regional superintendents' consortium. Three issues were initially identified as the most challenging: the number of students who needed to take remedial coursework to prepare them for college-level coursework; the "throw-away" senior year; and students not taking appropriate and challenging coursework in high school to prepare for college. Further conversations between the school districts and Northwest's dean of enrollment management identified a need to share information back to the school districts so they could make improvements to their curriculum. For example, the local superintendents' consortium requested more information about the success (or lack thereof) of their students at Northwest (e.g., they requested information about the relationship between students' ACT data and their success in college-level coursework and how many of their students were taking remedial coursework and in what areas). As a result, Northwest developed a data-sharing process by which we provide biannual feedback reports to high schools of their currently enrolled graduates. These reports, in part, aggregate information about their graduates' performance compared to average Northwest student progress; more specific data also is available.

Another outcome of the Building Bridges program was to work with students earlier in the schools to let them know about the coursework and programs in their school that would best prepare them for college or the workforce. An Early Outreach Program was established to form relationships with seventh- and eighth-graders with representatives of Northwest providing college readiness programming at select feeder schools.

Finally, the Northwest Building Bridges team worked with local P-12 school counselors to bring students from isolated rural locations to college for a day. The fifth- and sixth-grade students participated in mock college classes with college professors as a means to get them to think about going to college as a future academic goal and to encourage them to begin to prepare for that goal. The "college for a day" program brought approximately 175 fifth- and sixth-graders to campus. As a result of this activity, school counselors asked us to repeat this activity again next year because they think this activity was not only beneficial to their students but they believe it will be beneficial to their school culture. The focus of going to college fifth- and sixth-grade students will bring about the realization of a need for high academic achievement in preparing for college as a goal.

9P3. How do you create, prioritize and build relationships with the organizations that provide services to your students?

Campus and Community Safety. Campus, municipal, county, state and federal law enforcement agencies operate cooperatively to provide safe surroundings to our students and community alike. This is evident in the use of regional and state data sharing, which allows for incident mapping. Although the crime rate is moderate on campus and in the community, officers are proactive in engaging students in educational aspects of the living and learning environment. The close working relationship of all law enforcement agencies provides the efficient use of resources when needed for any safety concern within the campus community or the greater community where some of our students reside.

University Police are accountable and responsible for institutional emergency management. Northwest works in collaboration with local, regional and state emergency management organizations with the goal of mitigation and preparation. Relationships are developed through a shared vision of ensuring that the campus, community and region are equipped and trained to sustain operations independent of state and federal assistance for a 72-hour period. Emergency management plans are exercised annually with all first-responder stakeholders along with involvement from the entire campus community that aid students living on campus and the community with preparation. The emergency management element relates directly to the University's strategic plan and its commitment to maintaining a safe campus community.

Course Management System-eCollege. Northwest has built a 14-year relationship with Pearson-eCollege, its course management system (CMS) provider, into a working partnership that has enabled Northwest to grow its online course enrollments from 48 students in the fall of 1999 to almost 3,000 students in the summer of 2012. The key factor in the

relationship to providing this service to our students is the safety, integrity and continuous functionality of the services Pearson-eCollege provides. While other institutions may suffer downtimes of hours or even days, denying their students access to vital course materials, any downtime Northwest students may encounter can be measured strictly in minutes per year. With Pearson-eCollege also providing our CMS for our campus's face-to-face and blended courses, this service has become a critical component in Northwest's teaching and learning infrastructure.

9P4. How do you create, prioritize and build relationships with the organizations that supply materials and services to your institution?

Northwest's Purchasing Department uses multiple methods to create and build relationships with vendors:

- The Purchasing Department maintains a Central Stores on campus in which commodities are obtained using state and University contracts for repetitive purchases. These contracts allow high-volume purchasing with the same vendors at low prices to the institution.
- State and cooperative contracts with other entities are established, which are published on the purchasing website, so that stakeholders can go directly to the vendor for supplies and services that are not available via Central Stores.
- Purchasing has several service contracts with qualified vendors. This creates a rapport with vendors and users who understand the equipment or services to receive quality work/services. Annually, the Purchasing Department surveys stakeholders and vendors to evaluate performance to see if there are any unmet needs and/or gaps in supplies/services.
- Purchasing has several contracts with local vendors that serve our community and stakeholders for small repetitive purchases with discounted supplies for Facility Services. These were established as a result of stakeholders expressing a preference to support the local economy as well as for its convenience.

The B.D. Owen's Library is a service-oriented library that supports the varied learning and research needs of Northwest's students, faculty and staff. The library collection and services support scholarly research and provide current information that promotes student competencies concerning lifelong learning, critical thinking, communication and research. Beyond the local collection, Northwest's membership in the robust Missouri Consortium of Academic Libraries (MOBIUS) shared catalog and participation in the Interlibrary Loan (ILL) Service provides access to, and borrowing opportunities for, millions of additional materials. Each academic department is assigned a liaison librarian. Each year the liaisons meet with the faculty of the department to assess needs and to identify any gaps in services. Additionally the library staff regularly surveys its patrons. As a result of patron feedback, several improvements have occurred in the library with regard to the physical space as well as services offered.

In 1997, Northwest began the planning process to expand our distance learning program by installing Interactive Television (ITV) classrooms. We benchmarked various ITV classrooms throughout the region. After finding a classroom design appropriate for our purposes, we created an RFP with bid specifications to reflect these characteristics. Cytek Media Systems won the bid to build our first ITV classroom, and we have been partners with them ever since.

Since that first classroom was installed in 1998, Cytek has installed approximately 12 additional ITV classrooms as well as other multimedia-based rooms throughout our campus and at our outreach centers in St. Joseph and Kansas City and at a consortium of ITV partners, which include several P-12 schools and a community college. We have relied on their expertise in creating, engineering and maintaining our ITV classrooms, which frees up our small staff to concentrate on the operation side of things. Whenever a new ITV classroom, or update to an existing ITV classroom, is proposed, one of our first steps is to contact Cytek. The sales representative from Cytek will come to planning meetings either in person, via ITV or through a conference call and provide input. He will also make technical drawings as needed for any construction or electrical work necessary prior to the ITV equipment installation.

The partnership we have built with Cytek has allowed us to standardize our ITV classrooms, which provides many benefits. First there is a familiarity for faculty in teaching an ITV class, whether they originate from campus, one of our outreach centers or from one of our P-12 partner sites. This also allows us to keep a minimal number of replacement parts on hand which can be used if a piece of equipment breaks at a site. Additionally, since we are partners with Cytek, we are able to get "loaner" equipment if a piece of equipment needs repair, and we are able to use their technical support center

so many problems can actually be fixed by our own staff and a service technician does not need to be dispatched. Having a partner like Cytex can allow us to serve our ITV needs with a staff of one person.

9P5. How do you create, prioritize and build relationships with the education associations, external agencies, consortia partners and the general community with whom you interact?

In all cases, when we entertain any relationship the primary consideration is whether it will increase the chances of our students' success. There are many examples of how Northwest's entrance into collaborative agreements with other institutions of higher education have increased our students' success. Northwest's Department of Professional Education partnered with the Joplin School District to deliver a Master's in Teacher Leadership program. In the state of Missouri, career advancement of teachers in elementary and secondary schools requires graduate work. An environmental scan and survey of practicing teachers suggested there were experienced teachers who held a current teaching certificate, who wished to earn a master's degree, desired to become more involved in leadership activities within their school, but did not want to become principals – the primary option for teachers seeking graduate degrees. Therefore, the faculty in our Department of Professional Education created a Master of Science in Education: Teacher Leadership, which consists of 32 hours of graduate credit focusing on improvement of instruction via assessment, curriculum design and action research. Teacher leaders remain in the classroom and influence others to enhance teaching and learning, which should result in school improvement. We collaborated to teach the classes in the school district. The classes were flexible enough to incorporate in district professional development topics and materials. The students – teachers in the Joplin School District conducted action research projects that resulted in school improvement projects. This collaborative program was delivered over a six-year time period and led to student success by having access to a meaningful high-caliber graduate program. The students so appreciated the learning opportunities and their association with Northwest's graduate school that they traveled to Northwest to participate in graduation ceremonies. The program graduated the last cohort of students in 2011.

In partnership with Missouri Southern State University, we have delivered needed graduate-level programs in the areas of education and business. We share faculty, course materials and technology to deliver the coursework to this geographic location. Programs are offered in early childhood education, instructional technology and business administration (MBA). In the MBA program, it is an online-only program with corporative agreements delineating shared instruction (half of the instruction and instructors coming from each institution) and a diploma that lists both institutions as awarding the degree.

Northwest promotes community engagement by working closely with the city council, regional council of governments, economic development and various civic organizations to share time, talent and resources. Partners of this collaboration focus on strategic development within the University, the city of Maryville and the surrounding region. The University is supportive of students, faculty and staff who assume leadership roles within the community. Long-range planning includes community engagement and economic development. The University, city and surrounding region have a symbiotic relationship in that not only does the area provide employment and internship opportunities for University students, but it also recognizes the benefit of a collaborative relationship with students, faculty and staff. For example, the Maryville City Council includes a student liaison. The council is the representative body that serves the city of Maryville, and its inclusion of a Northwest student is illustrative of the way the community welcomes the participation of our students in order to serve all citizens in the city. Issues like housing authority policies, drinking age, community participation and others are of interest not only to permanent residents, but to students as well; thus, this collaborative partnership is very important. Additionally, the University president, the vice president of student affairs and the vice president of university relations meet regularly with city and county leaders.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Northwest ensures that partnership relationships are meeting the varying needs of those involved in many ways. Having open communication, seeking information through formal and informal surveys and through advisory councils are examples of how information is gathered. For example, with regard to the Missouri Southern State University partnership, the appropriate Northwest and Missouri Southern deans and faculty meet two times a year to assess mutual satisfaction, determine whether the programs are meeting the criteria for success established by the institutions, discuss needs and determine the continued viability of our strategic alignment. From those meetings, we streamline processes and

communicate information to promote student success. The Graduate Office at Northwest has taken responsibility for ensuring open communication and serves as the clearinghouse for implementing change as identified by either institution.

In the community, communication and information is shared about needs by University faculty and staff serving on diverse city and county planning committees. Through this community and regional involvement, we are able to listen and stay attuned to the varying needs of the region. For example, the Nodaway County Economic Development does an annual environmental scan to assess regional growth and development. This assessment is presented to county, city and University representatives to enhance collaborative efforts in regional development.

Mutually beneficial relationships with employers are many and varied across campus, for example:

- Professional Advisory Committees provide avenues for academic and nonacademic departments to elicit current market expectations for new hires. These collaborations frequently result in modifications to process, policy and curriculum.
- The Center for Innovation and Entrepreneurship (CIE) is a service-oriented business incubator connecting industry and academics that offers state-of-the-art research facilities, a commercial analytical lab and tailored support for business acceleration.
- Employers as industry experts are guest speakers in classrooms, participate in “mock” interviews and host and train interns/student teachers as Northwest and business together prepare our future workforce.

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

The culture at Northwest is one that depends on the collaboration of shared governance. The various committees and teams, and the processes used therein, build relationships between and among departments and units. The organizational structure of the institution is addressed in Category 5. However, Northwest has various committees and teams that assist with the strategic work of the University. Two examples, are Foundations of Excellence and the Data and Application Team-Administrative.

Foundations of Excellence (FoE) was a team of faculty and staff that examined the first-year experience of our students to critical data for recruitment, retention and persistence to graduation. In 2009, the first-year experience was identified as a topic for an AQIP action project with the objective of understanding the experience of our incoming students in order to identify obstacles to their success and ways to help them overcome those obstacles. The FoE process, facilitated by the John N. Gardner Institute for Excellence in Undergraduate Education, provided a structure for a self-study centered on first-time freshmen (excluding transfer students). More than 75 individuals participated in committees implementing the project, including faculty, staff, students and members of the local community. Committee discussions were organized around the nine areas in the FoE model (referred to as “dimensions”). Each dimension was studied by a committee, and 19 faculty and staff members served as co-chairs for dimension committees. These members were selected to ensure representation from a range of departments, offices and divisions. An additional 56 individuals contributed to one or more dimension committees. Representatives from local secondary schools were also invited to participate in a dimension committee.

Each committee prepared a report of its findings and recommendations for improvement. The reports were based on data gathered from a faculty/staff survey, a student survey, data provided by institutional research and qualitative input from the campus community. There were 236 faculty members, 48 administrators, 113 professional staff and 92 technical, clerical and service personnel who completed the faculty/staff survey (489 responses in total, 64.9% response rate). There were 411 freshmen, 284 sophomores, 242 juniors and 324 seniors who completed the student survey (1,263 responses in total, a 25.5% response rate).

The committees’ work identified a number of strengths and weaknesses in current practices as well as action items to address those weaknesses. Looking across the dimension reports, the resulting recommendations represented eight themes; the information in the final report represented a synthesis of the individual dimension reports.

The Data and Application Team-Administrative (DAT-A) is a team comprised of integral data-based custodians of the University’s integrated data base and content management system. The important work of this team is to decide who needs data, what data is released and in what form to make program and process improvements. One example of a significant project that evolved from this committee’s discussion is the Degree Works software, which is our electronic student advisory software, which is designed to provide students and advisors with a status and progress report that should provide a clear pathway to successful graduation. The goal of using this program is to improve student retention and persistence to graduation. In addition, this program promotes student responsibility in guiding them to student success.

Results (R)

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

We analyze the following data that help us monitor the success of our partnerships:

- Placement Reports
- Foundations of Excellence Comparison Statistics
- Beginning Teacher Assistance Program (BTAP) Responses

9R2. What are your performance results in building your key collaborative relationships, external and internal?

Each year placement data are obtained through an extensive six-month process. The process is initiated when a student applies for graduation. When students receive their caps and gowns, they receive a printed survey; online only graduates and those not participating in the graduation ceremony receive an email with the same survey. A follow-up email is sent four months post-graduation. An email is also sent to the faculty advisor in the event the new graduate has shared post-graduation data with him or her. If no response is received, a final effort is made to contact the graduate via two telephone attempts. At that time, any students not responding are considered “no responses” and are not included in the report. The data in Fig. 9-3 and Fig. 9-4 suggest that employers and other post-secondary institutions consider our graduates to be highly qualified for the workforce and further higher education.

Fig. 9-3: Placement Report – 2010-2011 Academic Year*

Undergraduate Degree Placement Summary																		
	Degrees Awarded	Number of Majors	Responses		Employed		Continuing Education		Total Cont./ Employed		Other**		Total Placement		Seeking Employment		Internship Participation***	
College of Arts and Sciences	232	247	176	71.3%	100	56.8%	66	37.5%	166	94.3%	2	1.1%	168	95.5%	7	4.0%	97	55.1%
Booth College of Business and Professional Studies	407	532	397	74.6%	302	76.1%	71	17.9%	373	94.0%	9	2.3%	382	96.2%	15	3.8%	115	29.0%
College of Education and Human Services	339	373	239	64.1%	159	66.5%	55	23.0%	214	89.5%	7	2.9%	221	92.5%	18	7.5%	175	73.2%
Total 2010-2011 Undergraduate	978	1152	812	70.5%	561	69.1%	192	23.6%	753	92.7%	18	2.2%	771	95.0%	40	4.9%	387	47.7%
Graduate Degree Placement Summary																		
	Degrees Awarded	Number of Majors	Responses		Employed		Continuing Education		Total Cont./ Employed		Other**		Total Placement		Seeking Employment			
College of Arts and Sciences	19	19	14	73.7%	11	78.6%	3	21.4%	14	100.0%	0	0.0%	14	100.0%	0	0.0%		
Booth College of Business and Professional Studies	147	147	90	61.2%	86	95.6%	0	0.0%	86	95.6%	1	1.1%	87	96.7%	3	3.3%		
College of Education and Human Services	144	144	100	69.4%	90	90.0%	5	5.0%	95	95.0%	2	2.0%	97	97.0%	3	3.0%		
Total 2010-2011 Graduate	310	310	204	65.8%	187	91.7%	8	3.9%	195	95.6%	3	1.5%	198	97.1%	6	2.9%		

*Data: Self-reported 6 months post-graduation

**Chosen Status: "Other" includes post-graduation internships

***Includes student teaching

Fig. 9-4: Placement Report – Annual Comparison

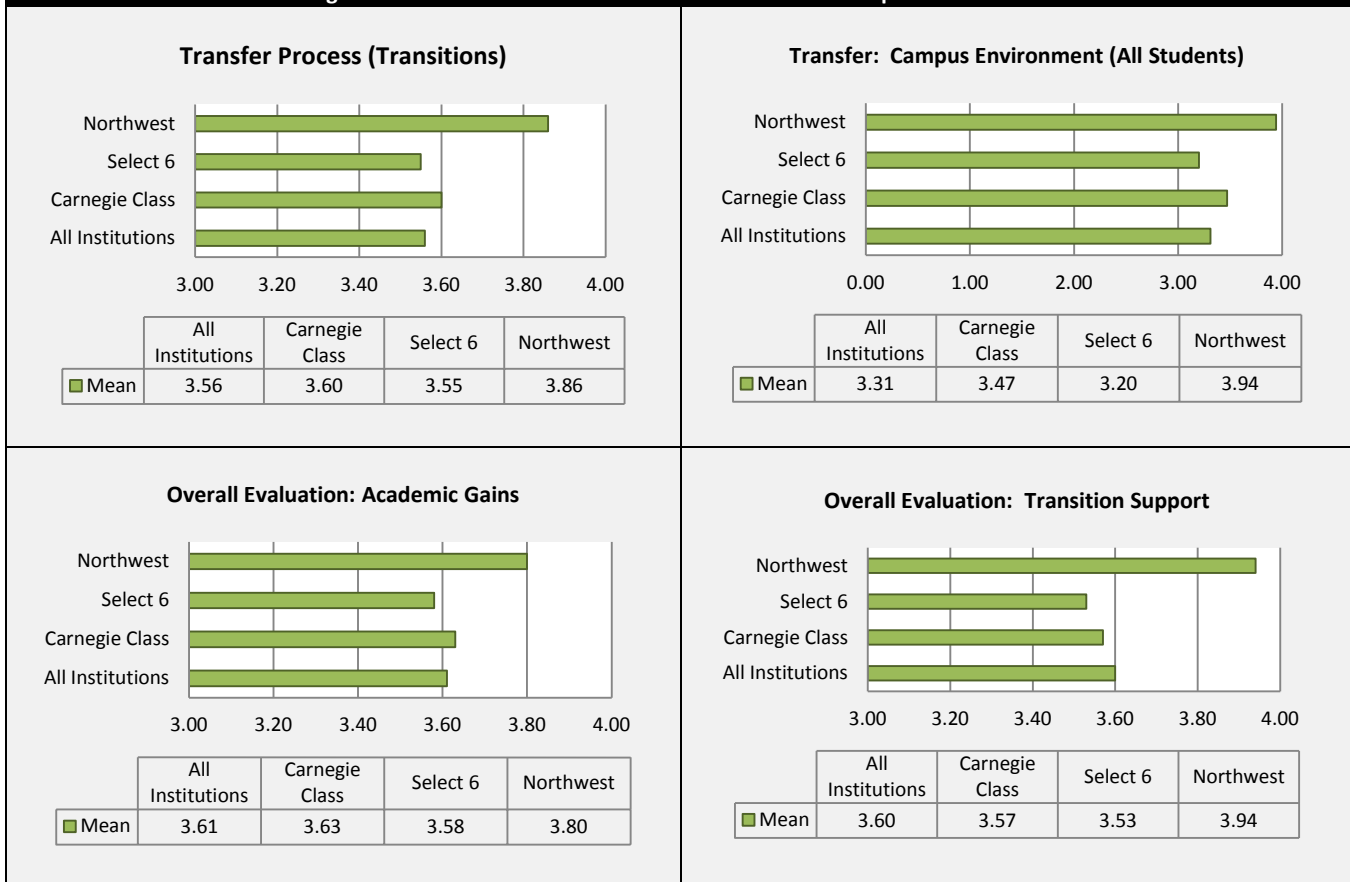
Undergraduate Comparison										
Status	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Employed	74.6%	71.8%	76.5%	73.5%	72.2%	67.3%	65.6%	62.8%	66.2%	69.1%
Continuing Education	18.3%	21.3%	17.8%	18.7%	23.2%	29.5%	26.9%	30.3%	25.4%	23.6%
Other	2.2%	2.3%	2.2%	0.9%	0.8%	1.4%	2.3%	2.3%	1.4%	2.2%
Totals	95.1%	95.4%	96.5%	93.1%	96.3%	98.2%	95.0%	95.4%	93.0%	95.0%
Graduate Comparison										
Status	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Employed	85.9%	90.4%	94.6%	90.8%	90.7%	92.3%	93.4%	89.1%	92.2%	91.7%
Continuing Education	3.1%	3.5%	0.0%	3.3%	6.4%	3.4%	2.7%	4.8%	1.1%	3.9%
Other	3.7%	2.6%	1.5%	0.7%	0.0%	0.9%	0.5%	1.2%	1.1%	1.5%
Totals	92.7%	96.5%	96.1%	94.8%	97.1%	96.6%	96.7%	95.2%	94.4%	97.1%

*Data: Self-reported 6 months post- graduation

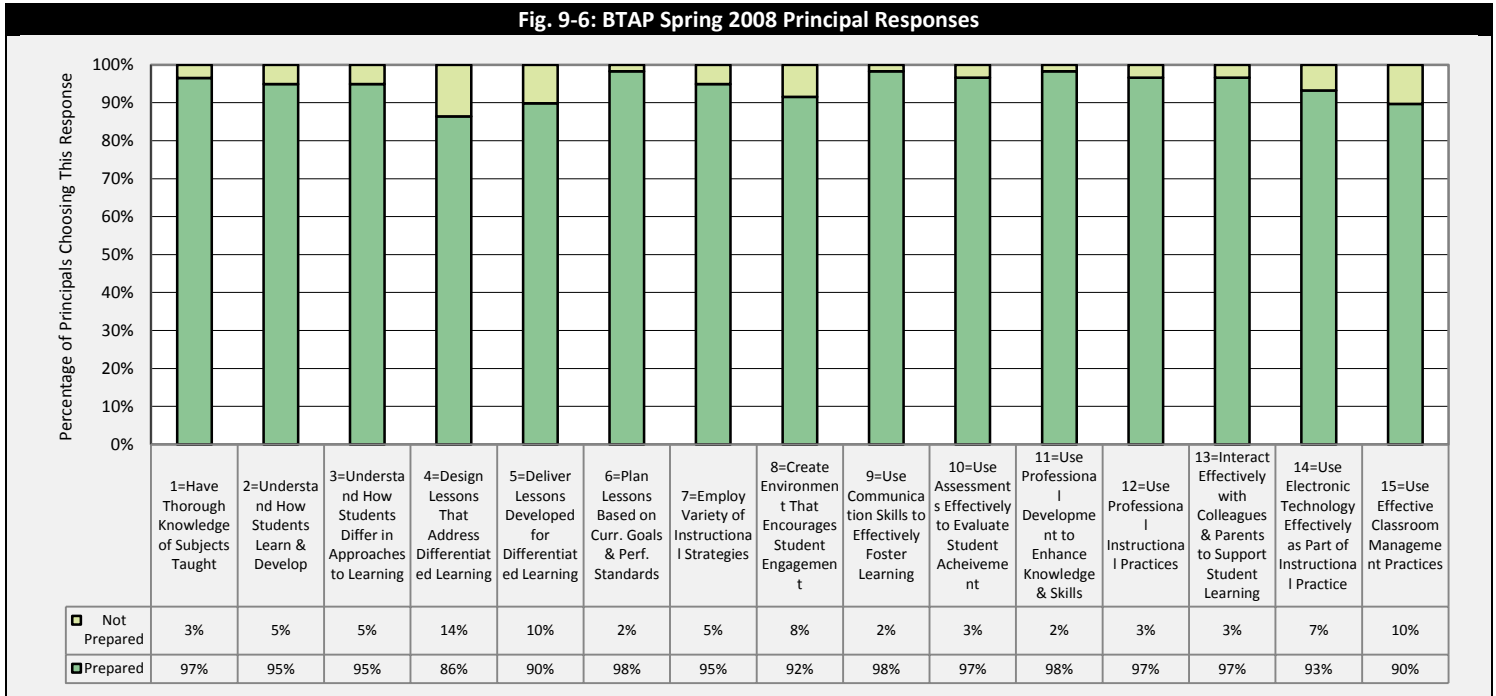
**Chosen status: "Other" includes post-graduation internships

Northwest has been working with the Gardner Institute on the FoE self-study to examine the student transition from high school to college experience as it relates to recruitment, retention and persistence to graduation. Collaborative work began in fall 2010 to gather data to analyze and understand the freshman experience phenomenon. Fig. 9-5 are results of the data that were presented compared to other Gardner Institute member results. The data suggest that Northwest provides a supportive campus environment that facilitates the transition from high school to college. These data are consistent with the NSSE data discussed in Category 3.

Fig. 9-5: Foundations of Excellence Gardner Institute Comparison Statistics



The **Beginning Teacher Assistance Program survey** is used by the Professional Education Unit (PEU) and is based upon the 11 beginning teacher standards identified by the state of Missouri. The data about teacher preparation and performance are gathered yearly from the building-level principals where teachers are in their first and second year of practice. These feedback data from area administrators (Fig. 9-6) are analyzed and shared across colleges and units so that improvements can be made at the program or course level. Generally, building-level principals were satisfied with the quality of our students. However, we did find opportunities for improvement, and these will be discussed in 9I1.

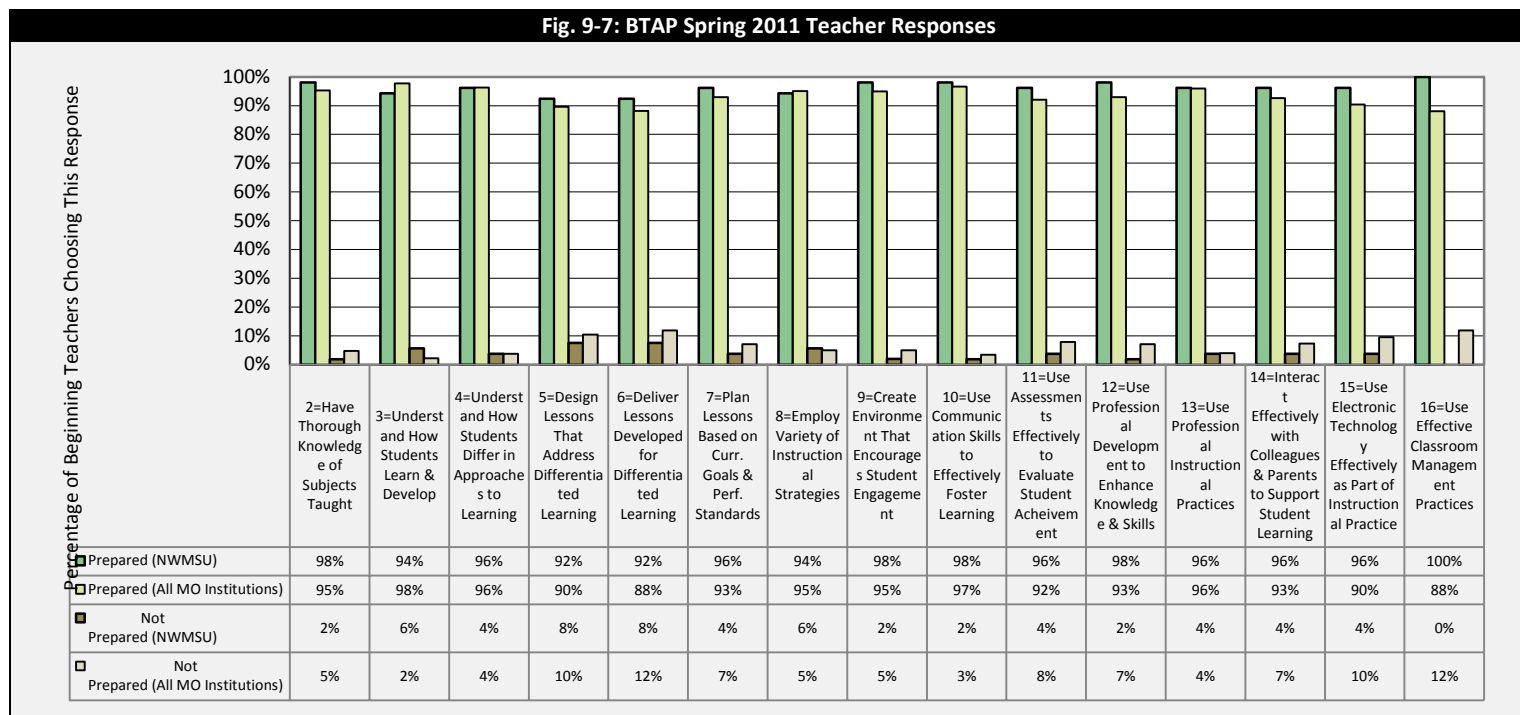


9R3. How do your results for the performance of your processes for *Building Collaborative Relationships* compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Comparative data related to the FoE data were presented in 9R2. Northwest’s data were compared to other institutions in the same Carnegie class who also completed the FoE self-study as well as all institutions in the self-study. Additionally, we have comparative data from six institutions (i.e., “Select 6”) to whom we were compared in other aspects of the study: Saint Cloud State University (MN), Northern Kentucky University, the University of Texas at Brownsville, Kean University (NJ), Purdue University Calumet (IN) and North Carolina Central University. Northwest ranked first compared to all comparative groups on all measures.

Northwest’s BTAP survey data regarding the level of preparedness of teacher educators compared to the state average of all other preparation institutions are provided in Fig. 9-7. These results are outside higher education as the Missouri Department of Elementary and Secondary Education sends out the survey and then provides comparison results to our institution in the form of raw scores. The PEU assessment office then puts the data into graph format for analyzing and sharing across the unit. Improvement is driven by this data analysis. Generally, Northwest compares favorably to all other institutions who prepare teachers. However, there were some areas where our students ranked lower or tied with other institutions; these lead to improvements, which, in part, are addressed in 9I1.

Fig. 9-7: BTAP Spring 2011 Teacher Responses



Improvement (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

Performance data from employers and feedback obtained from candidates and graduates on the BTAP survey have been pivotal in bringing about change in our teacher preparation programs. For example, one major initiative that resulted from the analysis of BTAP data was our effort to “reinvent” secondary education. Faculty in our PEU have worked to realign the curriculum and make program revisions.

- We have extended the student teaching experience for all teacher education students, which now matches the 16-week session already required for elementary majors.
- We have eliminated redundancy across courses.
- We have improved assessment within courses.
- We have improved instruction for our secondary education majors to ensure they have the knowledge and skill necessary to manage their classroom effectively.
- Faculty from the College of Arts and Sciences and PEU faculty collaborated to identify processes to improve communication and identify focused goals as data were examined and improvements were made. Under the “reinvented” secondary education program, faculty are expected to work as a team as they ensure success of the candidates in their one-week extensive field experience in the secondary practicum course.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?

Northwest’s approach to continuous improvement is centered on student success. While Fig. 9-8 focuses on how the University community focuses on student success, it also implies there are external forces/contributors as well: the community, the state (i.e., legislators, governor), alumni and friends, etc. How we interact with partners to establish collaborative relationships and make adjustments and/or improvements is dependent on our continual assessment of our processes and results and our exploration of opportunities for improvements. This has been part of Northwest’s culture for more than 25 years.

