

2022 Draft (1-12-2022)



The Northwest Performance System (NPS)

Organizational Performance at Northwest Missouri State University

- **Performance Measurement**
- **Performance Analysis and Review**
- **Performance Improvement**

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Section 1: Philosophy/Background of the Northwest Performance System (NPS)

The Northwest Performance System (NPS) is a written guide that illustrates the structure and use of measures and indicators (i.e., assessment processes) by Northwest's teams, departments and schools. It illustrates an aligned system focused on the use of data for the purpose of continuous improvement.

The NPS assists faculty, staff, accreditors and other stakeholders to grasp the scale and concepts behind the assessment of curricular/co-curricular and support efforts by all of us at Northwest. Northwest's data and performance system dates back more than 20 years and has undergone continuous adaptation. Measures, methods of collection and storage, and usage have changed. But, guiding elements have not. **Fig. 1** represents our overarching approach to performance, data and metrics – the **Northwest Performance System (NPS)** guiding elements.

- ✓ **Performance Measurement** – *what we measure, why and when*
- ✓ **Performance Analysis and Review** – *who reviews the performance, when it is reviewed and how it is communicated*
- ✓ **Performance Improvement** – *how we use the performance data for improvement*

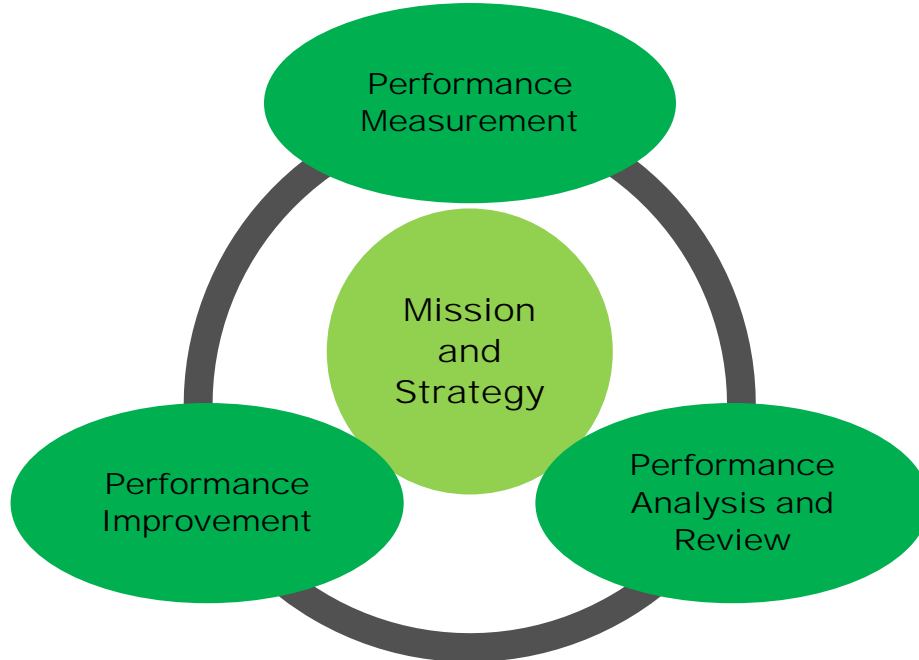


Figure 1: NPS Guiding Elements

Northwest's four Strategic Themes (STs), are aligned with Northwest's Strategic Plan, titled "**Adventure 2030**" (**Fig. 2**). Our Strategic Plan is tied to **University Goals** (**Fig. 3**). Our mission, "Northwest focuses on student success – every student, every day," and "Adventure 2030" are the centering mechanisms for our performance system.

| Adventure 2030 Strategic Themes (ST) and Strategic Initiatives (SI) | |
|--|--|
| Strategic Theme 1: Learners - Addressing changing learner and marketplace program and service needs. | |
| <i>Create and execute flexible learning offerings, options and delivery methods in addressing changing market demand. Address Generation Z demands through the refinement of existing and leveraging/launching new, innovative profession-based degree and non-degree programs. Connect with partners to build flexible and inclusive pathway to graduation options for traditional and non-traditional learners. Provide diverse experiences to deepen learning and enhance student curricular and co-curricular experiences within a context of inclusive excellence.</i> | |
| 1.1 | Leverage and launch innovative, rigorous academic programs, delivery methods, and experiences to deepen learning and enhance student curricular and co-curricular experiences. |
| 1.2 | Implement holistic programs to address student success. |
| 1.3 | Achieve solutions to strengthen employers, communities and educational partners, while driving sustainable alternative revenue streams for Northwest. |
| Strategic Theme 2: Enrollment and completion - Enhancing recruitment, retention and completion strategies for all learners. | |
| <i>Elevate recruitment, retention and completion for traditional and non-traditional learners including within credit and non-credit degree and non-degree programs. Enhance focus on diverse student markets. Strive to understand changing demands, i.e. trauma-informed teaching, advising, tutoring and mentoring for student persistence. Ensure continued emphasis on student success engagement strategies to increase completion. Articulate a strategy for need-based and merit-based aid and overall recruitment within a broader context of individual social mobility, institutional viability and overall societal good. Develop partnerships that foster a diverse and inclusive campus. Enhance pathways to that generate revenue to supplant and/or grow academic and/or support operations. Continuously assess and provide appropriate and adequate support services (academic, emotional and physical accommodations, counseling, financial literacy coaching, and medical care).</i> | |
| 2.1 | Establish sustained educational pathways to college completion and career readiness. |
| 2.2 | Foster inclusive campus and community environments. |
| Strategic Theme 3: People - Delivering on the best place to work. | |
| <i>Develop and execute recruitment and retention strategies for employees across all job classifications and with an emphasis in enhancing strategies for underrepresented populations and overall employee engagement. Enhance professional development opportunities for all employees to foster a lifelong learning environment in helping employees continually adapt to a changing work environment across responsibilities, tools, technologies, etc. Ensure overall employee well-being is addressed through programs, services and offerings and continually shape and balance employee total compensation and benefits package to address segmented needs of faculty and staff and overall institutional viability needs.</i> | |
| 3.1 | Create and foster an inclusive environment where faculty and staff are engaged, empowered and valued. |
| 3.2 | Increase the time, opportunities and resources for faculty and staff to develop their talents, skills and knowledge. |
| 3.3 | Improve faculty and staff well-being. |
| 3.4 | Increase faculty and staff job fulfillment by recognizing and utilizing their strengths and contributions. |
| Strategic Theme 4: Operations - Disrupting and innovating our business model. | |
| <i>Clarify and refine business model components to address Adventure 2030 goals – including program offerings and pricing strategies, partnership development and the increasing of alternative revenues, and service and operational methods by using teams of diverse employees. Enhance organizational development to streamline processes, leverage technologies, maximize our resources and simplify our work through enhanced collaborative methods.</i> | |
| 4.1 | Create infrastructure and resource plans to enable net revenue generation both in the academic portfolio and other alternative sources (programs, services, etc.). |
| 4.2 | Develop an affordable and financially sustainable pricing and discounting structure. |
| 4.3 | Systemize a continuous improvement model to streamline processes, leverage technologies and simplify our work. |
| 4.4 | Establish sustainable, flexible staffing models that address changing learner needs and financial viability. |

Figure 2: Adventure 2030

Adventure 2030: Northwest's Strategic Plan

Past Performance and University Goals

| Strategic Theme 1: Learners - Addressing changing learner and marketplace program and service needs | | | | | | | Prior Goal | Current Goal |
|--|-------------|-------------------|--------------|-------------|-----------|-------------------|---|---|
| Undergraduate Enrollment ¹ | Fall 2019 | Fall 2020 | Fall 2021 | | | | Fall 2021 | Fall 2022 |
| | 5,710 | 5,482 | 5,306 | | | | 5,600 | 5,500 |
| Graduate Enrollment | | | | | | | 2,250 | 2,425 |
| | 1,394 | 1,785 | 2,564 | | | | | |
| Overall Enrollment | | | | | | | 7,850 | 7,925 |
| | 7,104 | 7,267 | 7,870 | | | | | |
| Undergraduate Persistence ² | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2020 | Spring 2021 |
| | 93.2% | 89.1% | 92.3% | 90.6% | 92.0% | 88.9% | 91% | 87% |
| | | | | | | | 91% | 86% |
| Strategic Theme 2: Enrollment and completion - Enhancing recruitment, retention and completion strategies for all learners | | | | | | | Prior Goal | Current Goal |
| Undergraduate Placement Rate | 2017-2018 | 2018-2019 | 2019-2020 | | | | 2019-2020 | 2020-2021 |
| | 95.6% | 96.2% | 97.6% | | | | 95.0% | 95.0% |
| Graduate Placement Rate | | | | | | | 95.0% | 95.0% |
| | 96.4% | 99.0% | 99.8% | | | | | |
| Alternative Revenue ³ | FY19 | FY20 | FY21 | | | | FY21 | FY22 |
| | \$6,009,250 | \$7,570,523 | \$10,530,000 | | | | \$9,218,981 | \$10,000,000 |
| Private Support | | | | | | | \$5,000,000 | \$5,000,000 |
| | \$5,332,754 | \$5,092,504 | \$8,021,384 | | | | | |
| Strategic Theme 3: People - Delivering on the best place to work | | | | | | | Prior Goal | Current Goal |
| Employee Engagement | 2018-2019 | 2019-2020 | Fall 2021 | | | | Fall 2021 | Fall 2023 |
| | 64% | No administration | TBD | | | | 66% (Global benchmark: 68%) | 66% (Global benchmark: 68%) |
| Regrettable Turnover ⁴ | 2018-2019 | 2019-2020 | 2020-2021 | | | | 2020-2021 | 2021-2022 |
| | 8.5% | 6.0% | 8.8% | | | | < 8% | < 10% |
| Domestic Underrepresented Employees ⁵ | Fall 2018 | Fall 2019 | Fall 2020 | | | | Fall 2020 | Fall 2021 |
| | 7.6% | 7.0% | 6.9% | | | | 8.0% | 8.0% |
| Strategic Theme 4: Operations - Disrupting and innovating our business model | | | | | | | Prior Goal | Current Goal |
| Composite Financial Index | FY18 | FY19 | FY20 | | | | FY20 | FY21 |
| | 4.0 | 4.5 | 4.3 | | | | >= 3.0 | >= 3.0 |
| Net Price | 2017-2018 | 2018-2019 | 2019-2020 | | | | 2019-2020 | 2020-2021 |
| | Northwest | Peer | Northwest | Peer | Northwest | Peer | Lowest 1/3 net price in national peer group | Lowest 1/3 net price in national peer group |
| | \$12,524 | \$12,121 | \$12,765 | \$12,169 | \$13,375 | Pending peer data | | |

Italics: reflects the time frame of the data

Footnotes

1) Maryville undergraduate campus enrollment for fall 2020 at census was 4,918, compared to 5,065 in fall 2019, 5,033 in fall 2018 and 4,869 in fall 2017.

2) Persistence is defined as retained to the next term or graduated.

3) Alternative Revenue is defined as revenues not derived from state appropriations, traditional degree program tuition and existing fees. Exceeded FY20 goal by nearly \$1.0M due primarily to Summer in China Program, Online Professional Programs and grants. Further, we have numerous explorations in play – ranging from early start to mid-pipeline. These are academic-focused (e.g., nontraditional programs/starts; certificate and similar possibilities; competency-based education; partnerships with national providers, grant possibilities and programming support from various foundations; and operations-focused (e.g., health care exploration, P3 for energy, etc.).

4) Regrettable turnover includes all turnover not caused by reduction in force or retirements.

5) Domestic underrepresented includes the following race/ethnicity categories: Asian, Native American or American Indian, Alaskan Native or Pacific Islander, Black or African-American, Hispanic, Two or more Races.

Figure 3: University Goals

The NPS uses measures and indicators.

- **Measures** include numerical information that quantifies the input, output and performance dimensions of processes, programs, projects, services and Northwest as an organization – our outcomes.
- **Indicators** relate to performance but do not measure it directly. Indicators can be predictive (leading in nature) of some more significant performance. For example, one measure of student success is fall-to-spring retention. A leading indicator of fall-to-spring retention would be D/F/W/I rates and dropout proneness, measured by the Noel-Levitz College Student Inventory and incoming class statistics.

Measures and Indicators are vital to the overall health of our organization and to the success of our daily operations and allow us to make the best decisions for students and other stakeholders. They serve Northwest best when triangulation occurs; the use of multiple qualitative and quantitative data sources ensures information clarity and enables enhanced decision-making for improvement purposes. Validity and integrity of measures and indicators are established through meaningful communication, interpretation of data results and industry guidelines. Our analysis and review processes are critical to turn mountains of data into information. Use of information by focusing on performance improvement is key to a closed-loop system. The NPS covers a vast time-range of measures and indicators: daily, weekly, monthly, trimester, bi-annually, annually and biennially. We use Banner as a key platform to assure a single source of truth. In order to maintain data validity, some data also is stored in an operational data store and an institutional data warehouse that focus on official compliance-related numbers. In addition, data is collected using third-party software and, where needed, stored in the operational data store and/or data warehouse. The Office of **Institutional Research and Effectiveness** (IRE) serves as a key conduit for our NPS. However, all organizational areas have a role in selecting, collecting, aligning and integrating data and information. We discuss this in Section 2, Structure and Description of the NPS. For more about Northwest and the measures and indicators used to describe our organization, please consult the Organizational Profile.

Section 2: Structure and Description of the NPS Performance Measurement

At its core, the NPS addresses performance measures and indicators through four institutional levels as depicted in **Fig. 4**.

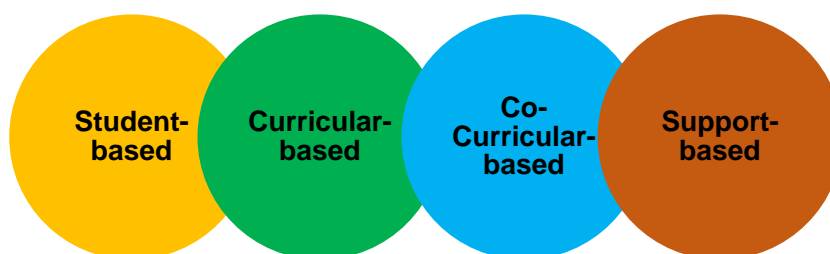


Figure 4: 4 Levels of Performance Measurement Leading to Performance Review and Analysis

Student-based measures and indicators within the NPS – at the institutional level – are yielded from the IRE-led and Assessment Office tests and surveys as depicted in **Fig. 5**.

| What | What is it? | When | How will I know? |
|---|---|---|----------------------------|
| Freshmen Year | | | |
| Writing Challenge | <ul style="list-style-type: none"> Placement exam administered by Writing Center in B.D. Owens Library | <ul style="list-style-type: none"> SOAR | Student request |
| NL-CSI | <ul style="list-style-type: none"> National inventory | <ul style="list-style-type: none"> University Seminar | Done in class |
| NL-SSI | <ul style="list-style-type: none"> National survey | <ul style="list-style-type: none"> University Seminar alternating years | Done in class |
| NSSE | <ul style="list-style-type: none"> National survey | <ul style="list-style-type: none"> Spring term | Email |
| EdSights | <ul style="list-style-type: none"> Check-ins to remind students of deadlines and services | <ul style="list-style-type: none"> Each term | Text |
| Sophomore Year | | | |
| MoGEA | <ul style="list-style-type: none"> Standardized test General education content | <ul style="list-style-type: none"> Earned 45 hrs School of Education only | School will notify |
| Junior Year | | | |
| Assessment of Core Proficiencies ** | <ul style="list-style-type: none"> Standardized test Northwest Core content | <ul style="list-style-type: none"> Nearly 60 credit hrs | Email |
| NL-SSI ** | <ul style="list-style-type: none"> National survey | <ul style="list-style-type: none"> Alternating years | Email |
| Senior Year | | | |
| NSSE ** | <ul style="list-style-type: none"> National survey | <ul style="list-style-type: none"> Alternating years | Email |
| Missouri Content Assessment | <ul style="list-style-type: none"> Teacher ed certification Exams-major specific | <ul style="list-style-type: none"> Required for teaching certification | School 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 |
| **These are required by the University and administered by the Assessment Office. | | | |

Figure 5: Student-based Tests and Surveys Yielding Measures and Indicators

The Assessment Office administers four global assessments for undergraduate students on a regular timeline. The National Survey of Student Engagement (NSSE) is used to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices that are consistent with good practices in undergraduate education. Survey results point to areas where Northwest is performing well and aspects of the undergraduate experience that could be improved. The Noel-Levitz Student Satisfaction Inventory (NL-SSI) is used to assess the quality of student life, student learning and satisfaction. Further, the Noel-Levitz College Student Inventory (NL-CSI) is administered through the University Seminar course. In addition, the EdSights chatbot program contacts students with updates and reminders via text. Administered by the Student Success Center, this system uses artificial intelligence to identify students with particular needs and directs them to services that could be helpful.

For every undergraduate student not in the School of Education, the Assessment of Core Proficiencies tests general college-level reading, writing, critical thinking and mathematics that are covered in the Northwest Core (general education). Currently, the ETS Proficiency Profile is the instrument used for this test. School of Education students must complete a similar assessment linked to their discipline, the Missouri General Education Assessment (MoGEA).

The Assessment Office coordinates the scheduling and administration of University-required assessments and surveys and distributes results to federal, state and local decision-makers. College students across the nation take proficiency assessments, major field exams, and satisfaction and engagement surveys so institutions of higher education can demonstrate program effectiveness, identify areas for curriculum improvement and build programming that engages students in the greater world community as well as their chosen academic discipline. Northwest reports the results of these assessments and surveys to the Missouri Department of Higher Education and Workforce Development (MDHEWD), the Department of Secondary and Elementary Education (DESE) and to accrediting agencies, including the Higher Learning Commission (HLC) and the Association for the Advancement of Education Preparation (AAQEP). Northwest faculty and staff use results to evaluate and improve the quality of core proficiencies, major field and co-curricular programs.

Curricular-based measures and indicators within the NPS derive from seven Institutional Learning Outcomes, Program Outcomes and Course Outcomes (**Fig. 6**).

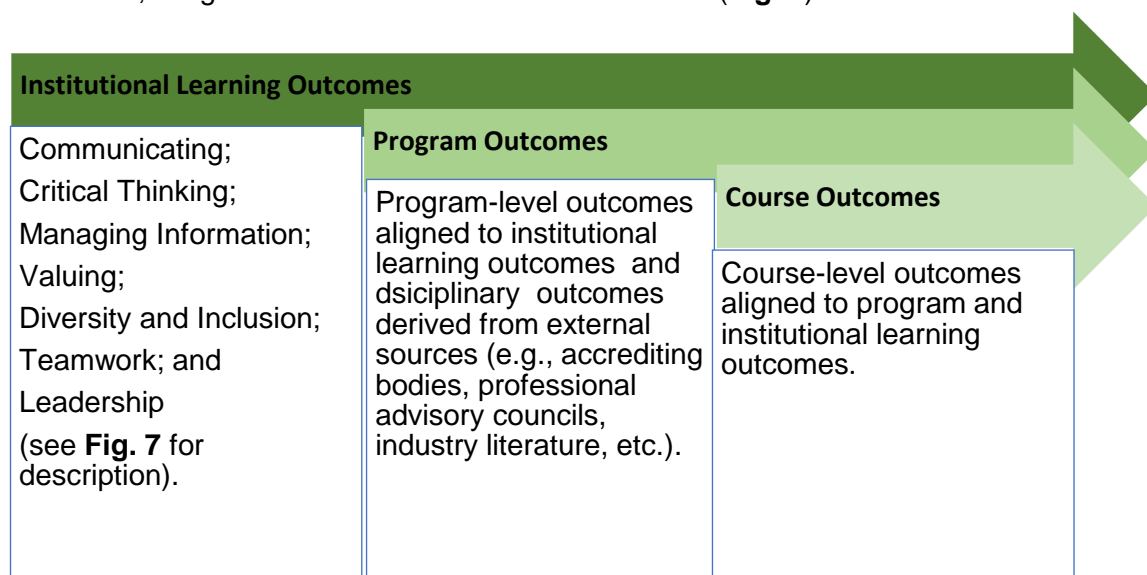


Figure 6: Curricular-Based Measures and Indicators

Institutional Learning Outcomes (ILOs) and Descriptors, as seen in Fig. 7, are assessed at the course level so student progress can be tracked in each course, program and the Northwest Core (general education program). Instructors can specify learning outcomes for their courses and track student progress based on measured standards rather than letter grades.

| Competency | Description | Outcomes |
|----------------------------------|--|--|
| Communicating | Northwest students will demonstrate the role of writing and speaking in living and learning. | They will: <ul style="list-style-type: none"> Use speaking and writing to respond effectively to a variety of purposes and audiences Express the relationship between form and content in speaking and writing Speak and write in a variety of genres and media Use visuals, non-alphabetic text, and non-verbal components successfully within spoken and written texts Speak and write individually and as part of a team to accomplish individual and team goals Use research effectively in spoken and written texts Analyze and evaluate their own and others' speaking and writing |
| Critical Thinking | Northwest students will engage in disciplined thought to generate and communicate ideas. | They will: <ul style="list-style-type: none"> Assimilate, retain, and interpret information Utilize information to generate reasonable hypotheses and draw educated conclusions Elucidate solutions based on these conclusions with the ability to self-evaluate their effectiveness Apply this self-reflective and continuous process Produce original expression of ideas |
| Managing Information | Northwest students will locate, retrieve, organize, store, synthesize, and annotate various forms of information. | They will: <ul style="list-style-type: none"> Access and generate information using contemporary technologies Evaluate information for currency, usefulness, and accuracy Reorganize information for purpose Present information clearly |
| Valuing | Northwest students will demonstrate the formation and context of values. | They will: <ul style="list-style-type: none"> Evaluate the difference between true and false beliefs, right and wrong actions, as well as those values that underlie artistic expression and make appropriate decisions based on these values. Compare historical and cultural value perspectives recognizing similarities and conflicts Clarify and articulate a personal value system in relationship to these cultural perspectives Identify the ramifications of value decisions of self and others particularly in team environments Consider multiple perspectives, recognize biases, deal with ambiguity, and form and defend reasoned positions |
| Diversity, Equity, and Inclusion | Northwest students will be culturally competent citizens who engage comfortably with differences. | They will: <ul style="list-style-type: none"> Use critical thinking tools to identify their own assumptions about marginalized individuals Demonstrate knowledge of the history of forms of oppression and their current manifestations Identify social and institutional changes that will foster equity and inclusion Identify implicit and explicit bias in organizational policies, procedures, and practices. Develop solutions through collaboration with others in diverse settings Evaluate positions in critical conversations about social issues, respecting the different opinions of others even while defending their own |
| Teamwork | Northwest students will engage in team-based activities, and identify the logistics, value and challenges of effective teamwork. | They will: <ul style="list-style-type: none"> Recognize and practice the stages of team formation and performance Recognize and effectively utilize task and/or maintenance-dimension roles Develop effective and ethical collaborative relationships Develop and use strategies to negotiate and manage conflict in team settings Evaluate team performances, both for individual contributions and general outcomes |
| Leadership | Northwest students will demonstrate effective and ethical leadership, and practice the skills required for such leadership. | They will: <ul style="list-style-type: none"> Develop leadership traits including accountability, integrity and commitment Value and practice organization, timeliness of work, prioritization, and delegation Identify opportunities for leadership and the strategies for leading in a variety of contexts |

Figure 7: Institutional Learning Outcomes and Descriptors

Each undergraduate and graduate program has specific student learning outcomes to measure, track and analyze student performance. These are aligned to the Institutional Learning Outcomes and implemented at the course level. To ensure authentic assessment practices, they are developed by program faculty especially to assess each specific program.

All institutional, program and course outcomes are mapped directly to course activities and collected each term using the Canvas learning management system overseen by the Learning and Teaching Center. The IRE office posts aggregate results on the Academic Program Review Dashboard, which shows results by each individual outcome. The Academic Dashboard shows an aggregate proficiency for an academic unit. Both are reviewed by program area and at the aggregate institutional level.

The **Northwest Core** is comprised of 44-47 credit hours and aligns with state standards. Northwest prides itself on providing students with meaningful learning opportunities through academic and other educational, co-curricular experiences. The Northwest Core is designed to give students the knowledge and skills to:

- lead productive and meaningful lives,
- practice life-long learning,
- engage intelligently and humanely with diverse and global populations,
- excel in their chosen careers, and
- act as leaders in their communities.

The Northwest Core focuses on the Institutional Learning Outcomes and emphasizes not only academic, but co-curricular understanding and experiences. Through academic coursework, the Northwest Core enables students' development of the intellectual and creative capabilities to study the world as it has been, understand it as it is, and imagine it as it might be. Co-Curricular learning is addressed in the following section.

Co-curricular-based measures and indicators within the NPS address learning extended beyond the classroom to the student's involvement in an inclusive campus community experience; this includes engagement in committed action, personal development through continuous learning and leadership in a comprehensive learning environment.

The curricular-based Institutional Learning Outcomes are extended to co-curricular programming at the undergraduate level. Whereas curricular learning outcomes are assessed at the course level, co-curricular outcomes typically come from student experiences and development data. The National Survey of Student Engagement (NSSE) is also used to measure engagement in co-curricular programming.

Support-based measures and indicators include those derived from the 4-UP process – an analytical tool used by all areas of the institution. These include input, output and performance dimensions of processes, programs, projects and services across all supporting operations. These are area-specific 4-UPs tied to Northwest Leadership Team (NLT) reporting areas.

Performance Analysis and Review

The NPS includes **three primary performance analysis and review levels** as depicted in **Fig. 8**.

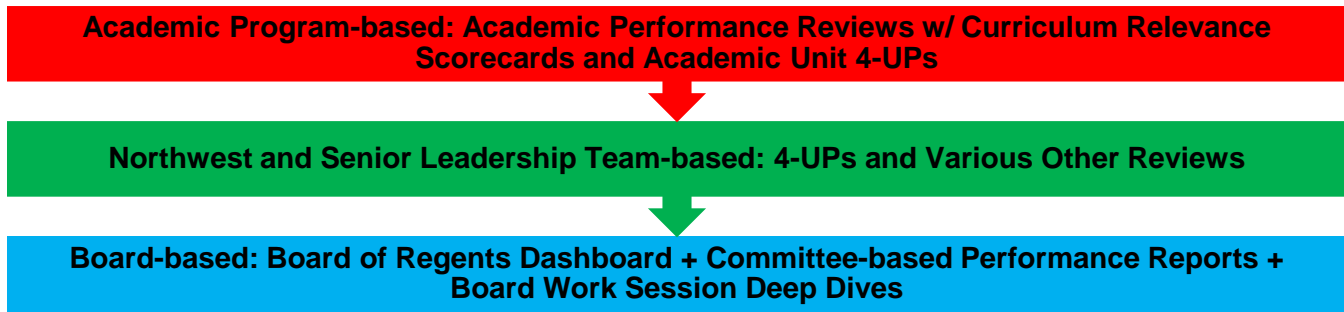


Figure 8: Performance Analysis and Reviews

Academic Program-based reviews include **Academic Program Reviews**, **Curriculum Relevance Scorecards** and **Academic Unit 4-UPs**. Institutional Learning Outcomes are shared with faculty and administrators through the “Outcomes” tab of the Program Review Dashboard by the IRE office. For every academic program, faculty are able to reflect on the aggregate achievement of these outcomes on a 5-year review cycle using the **Academic Program Review Dashboard (Fig. 9)** in order to complete the **Curriculum Relevance Scorecard (Fig. 10)**.

The screenshot shows the Northwest Missouri State University Program Review Dashboard. The header includes the university logo and navigation links. The main title is "Program Review Dashboard - Program Outcomes". Below the title, there is a dropdown menu for "School/Department" set to "School of Communication and Mass Media" and a "Run" button. The table below displays the outcomes for this department.

| Academic Unit | Outcome ID | Outcome Description | Proficiency Rate | Number of Assessments |
|--|------------|---|------------------|-----------------------|
| School of Communication and Mass Media | 1-CM-01-D | Use visuals, non-alphabetic text, and non-verbal components successfully within spoken and written texts | 100.00% | 28 |
| | 1-CM-01-E | Speak and write individually and as part of a team to accomplish individual and team goals | 100.00% | 28 |
| | 1-CM-01-F | Use research effectively in spoken and written texts | 100.00% | 55 |
| | 1-CM-04-A | Effectively communicate a story or message utilizing skills with production equipment, computer software and writing. | 100.00% | 1 |
| | 1-CM-06-A | Recognize major theoretical traditions in communication | 24.14% | 29 |
| | 1-CM-06-C | Apply communication theories to practical living. | 98.28% | 58 |

Figure 9: Academic Program Review Dashboard

| # | CRITERION | Evaluation Question/Answer and Evidence Used to Answer Question |
|----|---------------------------------|---|
| 1 | CONTINUOUS IMPROVEMENT | If the program was reviewed in the previous review cycle, please share what significant changes were made since the previous review. Have these changes produced the desired outcome? If this is the first review of this program, please proceed to question 2. |
| 2 | PROGRAM DEFINITION | Is the CIP code current? Does the program under review match the federal definition? Please use this link to find posted CIP code: https://web.dhewd.mo.gov/collegedegree/research/collegesearch.faces Please use this link to compare the code definition to the program: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56 |
| 3 | POLICY REVIEW | What department, school, and/or program specific policies influence the student admission, progression, retention, and completion of this program (i.e. advanced standing, GPA requirements, residency, etc.)? When were these last updated? Are they still relevant? |
| 4 | COMPETITION | Does the degree program's quality (curriculum, rigor, faculty credentials, facility, equipment, space) compare with other universities who are competing for the same students? |
| 5 | STUDENT DEMAND | Do current student enrollment patterns in this degree program show sustainability or growth? Are prospective students interested in the degree program? What is the current number of majors (duplicated count is acceptable)? What is the retention and completion rates (3-year average and trend)? https://webfocus.nwmissouri.edu/ibi_apps/bip/portal/ProgramReview |
| 6 | PROGRAM LEARNING OUTCOMES | 1. Are program learning outcomes clearly stated? Do assessment processes show achievement of those goals through time? How have assessment data been used to enhance learning outcomes (Closing the Loops)? 2. What is the internship participation rate (3-year average and trend)? What is the 6-year completion rate (last three years trend)? |
| 7 | INSTITUTIONAL LEARNING OUTCOMES | Assess how the program addresses each of the seven Northwest ILOs. Briefly provide evidence for each as appropriate. https://www.nwmissouri.edu/aboutus/PDF/InstitutionalLearningOutcomes.pdf |
| 8 | INSTRUCTIONAL FACILITIES | Are the instructional facilities (classroom space, equipment, laboratory, material, etc.) appropriate to achieving the student learning goals of the program? Include benchmarking programs as necessary. |
| 9 | FACULTY | 1. Are discipline faculty sufficient in number to provide adequate coverage of instructional needs within the program? What is the ratio of full-time vs. part-time instructors (use FTE to calculate)? 2. Do discipline faculty reflect diversity as appropriate within its mission and for the constituencies it serves? 3. Are discipline faculty involved in professional development (e.g. scholarship, professional organizations, etc)? 4. Are all faculty, including adjunct instruction, meeting the standards for Faculty Qualifications as outlined by the Higher Learning Commission and the Northwest policy on Faculty Credentialing? Are discipline faculty involved in the selection and/or retention of adjunct faculty (if any)? http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf https://www.nwmissouri.edu/policies/faculty/Faculty-Credentialing.pdf |
| 10 | GRADUATE PLACEMENT | Does this degree program allow new graduates to find employment with commensurate salaries? What is your placement rate (3-year average and trend)? What is the median salary (3-year average and trend)? Are job titles aligned with the program? Do the data reveal graduates who are underemployed or engaged in part-time work? If appropriate, are graduates placed in advanced degree programs at an acceptable rate? https://www.nwmissouri.edu/career/PDF/PlacementReport.pdf |
| 11 | ALUMNI AND EMPLOYER FEEDBACK | According to alumni and employers, do degree program graduates enter organizations with appropriate knowledge and skills needed to immediately add value to organizations and/or communities? Are graduates able to continuously learn and adapt to new environments? |
| 12 | ADVISORY | Does the program under review have an advisory board either directly or indirectly related to the program? Has there been programmatic change inspired by advisory board feedback and review? Does the advisory board adhere to membership standards that embrace diversity and inclusion? |
| 13 | ACCREDITATION | Is external accreditation available for this program? Is this program accredited? If so, by whom? Does this degree program meet all accreditation requirements? |
| 14 | RELEVANCE | Is the degree program appropriately marketed and relevant in terms of curriculum, course numbers, titles, descriptions, prerequisites, degree program documentation, catalog, website, and promotional materials? |
| 15 | FACULTY PROGRAM ASSESSMENT | Using the scale below, what ranking do faculty give the degree program using the 14 criteria in the Academic Program Review? Please gather feedback from the faculty utilizing the form "Academic Program Review: Faculty Program Assessment" in this packet. Faculty Ranking: (Exemplary, Meets expectations, Meets expectations with concerns, or Fails to meet expectations) |

Figure 10: Curriculum Relevance Scorecard Template

Academic areas use the Academic Program Review and the companion Curriculum Relevance Scorecard for their assessment practice. This also leads to an academic unit 4-UP; 4-UPs are described under NLT-based reviews.

The IRE office reports program review assessment data on an annual basis for a continuous improvement cycle. Similarly, the Placement Report from Career Services is on a one-year cycle. While each academic program is reviewed on a five-year cycle, the operating procedure ensures that each academic unit evaluates 20 percent of their programs every year, thus ensuring program faculty have opportunities to assist in program evaluation on a regular basis.

The IRE office aggregates and provides information to all faculty and staff by publishing results on the Program Review Dashboard. Six tabs cover the areas of enrollment, retention, degree production, graduation rate, student learning outcomes and high school retention. For each of these tabs, faculty members can drill down to the program level to gather information useful for their reporting or assessment needs.

- 1) The **Enrollment tab** shows major headcounts for five years (both unduplicated and duplicated to include students with double majors) as well as some general demographic data about the students in the program.
- 2) The **Retention tab** shares student retention data over the previous five years. Undergraduate retention is the number of first-time full-time freshmen that are retained from their first fall to the next fall term. Graduate retention is first-time graduate students that are retained from fall term to the next spring term.
- 3) The **Degree Production tab** shows the number of degree completers for five academic years.
- 4) The **Graduation Rate tab** shows the last five cohorts in the program that graduated within 150 percent time (six years for undergraduate, three years for graduate) that were retained within the starting major as well as retained at the University (completing in another program).
- 5) The **Outcomes tab** shows proficiency rates for each outcome and the number of student level assessments measured. A faculty or staff member using the system can analyze the program review information for any undergraduate or graduate program.
- 6) The **High School Recruitment Info tab** provides counts of students from individual high schools who applied, accepted and enrolled at Northwest, along with the matriculation rate of students from each school.

The Academic Program Review process is central to our assurance that programs are current and appropriately rigorous relative to the degree. As mentioned, our 11 academic departments and schools engage in a thorough internal review of 20 percent of their programs each year so that in a five-year period 100 percent of academic programs have been reviewed. Programs of all kinds are reviewed, including undergraduate and graduate, traditional on-ground and online, and those offered on and off our main Maryville campus. The review process includes **self-assessment** in which departments evaluate learning outcomes, assessment of instructional environment, placement rates and quality of placements, alumni and employer feedback, external accreditations, program relevance, and enrollment success measured by retention, persistence and completion rates. This self-study produces a “**scorecard**” that contains narrative self-evaluation along with a quantitative evaluation agreed upon by faculty in the program discipline and a set of recommendations. The process can result in a recommendation by the unit to cease offering a program, but the emphasis is on continuous program improvement. The process is supervised by the associate provost of academic operations and development. An annual cycle occurs during which faculty are trained to conduct self-evaluations, IRE staff gather program and student performance data in a dashboard, and the unit conducts the evaluation. The evaluation results in five recommendations for improvement, and it is accompanied by an academic unit 4-UP to track actions resulting from the recommendations. Additionally, the performance dashboard data is updated every year so results of actions can be monitored in the following year, or on any other timeframe that is needed.

The Associate Provost’s Council, academic leadership and Faculty Senate leaders review self-study scorecard recommendations, 4-UP planners and quantitative analysis of all reviews.

SLT-based reviews include **4-UPs (UP = University Performance)**. 4-UPs are periodic reviews of performance and actions for an area. The **4-UP Template** is depicted in **Fig. 11** and 4-UPs include:

- Actions completed since the last review (including individual and team recognition);
- A review of metrics (including analysis, discussion and actions for celebration and for improvement);
- Challenges and opportunities.
- Actions to be completed before the next review; and

These are reviewed by SLT on a quarterly basis.

Actions completed since the last review are activities and actions outlined from previous reviews that have been completed since the last review. Not all activities are included. Only activities that are continuous improvement-related, take up large amounts of area time or ultimately support the status of the metrics are included. This is an opportunity to recognize the area (teams and individuals) for its accomplishments.

Area-specific metrics are indicators of performance and can be leading or lagging in nature. Ideally, these include leading indicators of performance tied to the University goals. Any performance metric items in red or yellow are reviewed more deeply with additional information or action.

Challenges and opportunities is a list of items or topics the area is having difficulty completing because of unforeseen circumstances – or key opportunities to address performance. These require resources or help from other SLT members/areas to achieve actions or goals.

Actions to be completed before the next review are actions planned to achieve the established metric goals. These actions are most likely continuous improvement actions or take a significant amount of time from the area. This includes addressing resources needed from other SLT areas or awareness of activities that will impact others.

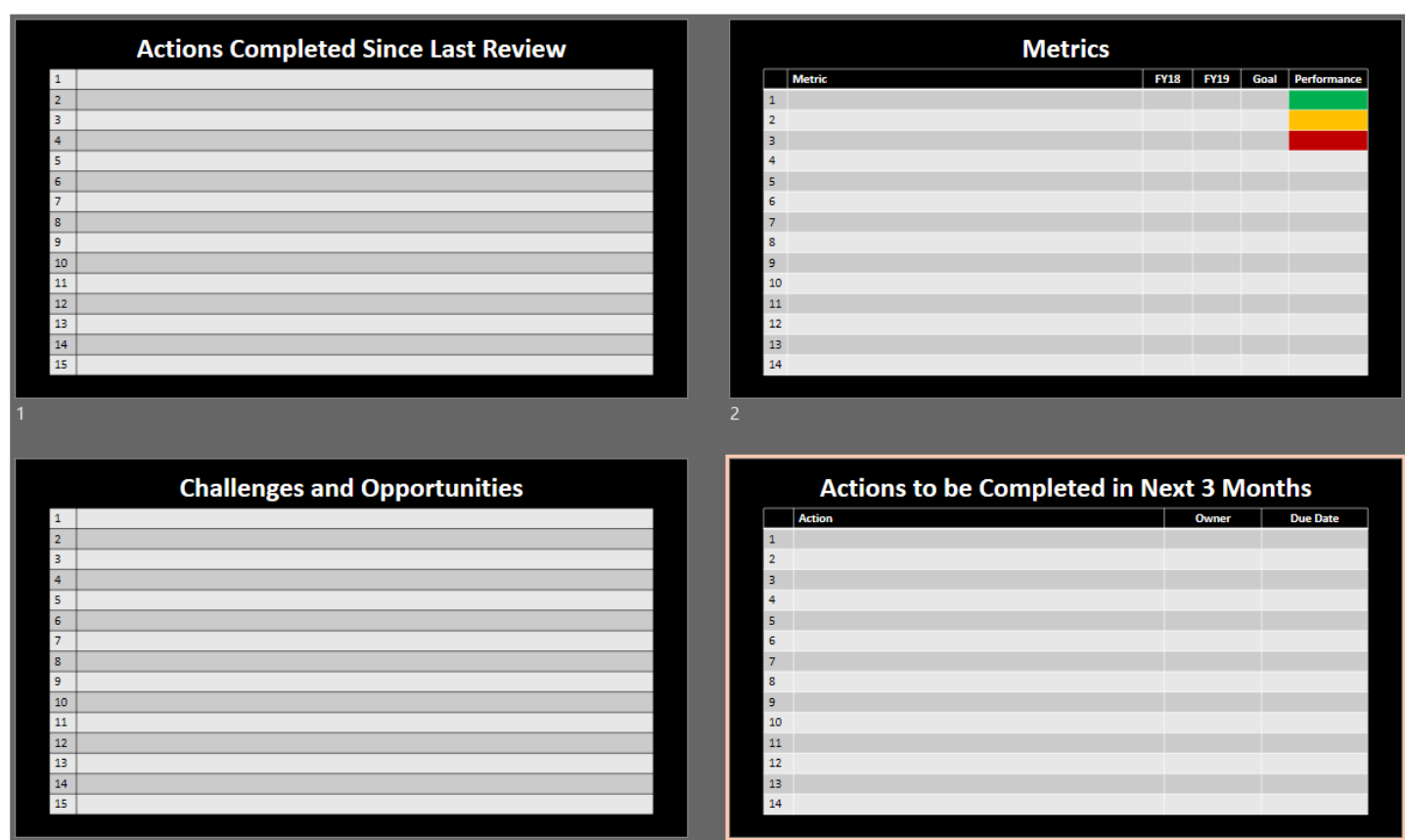


Figure 11: 4-UP Template

Other NLT-based reviews include reviews of systematic **annual compliance reports** (e.g., IPEDS Annual

Report, Combined Annual Security and Fire Safety Report, etc.) and **episodic reports** (e.g., satisfaction surveys, climate surveys, etc.). These typically are reviewed at NLT meetings throughout the year.

In addition, the NLT analyzes external data and trends. These can include **Environmental Scans**, which include gathering data from and about peer institutions, which includes a **Political, Economic, Societal, Technological, and Organizational (PESTO)** analyses. University leaders will split into teams to scan the current higher education landscape and identify emerging trends to address. These results are then prioritized and organized according to PESTO category. PESTO analyses involve the categorization of these emerging trends into the subheading of Political, Economic, Societal, Technological or Organizational. These results may impact future strategic planning. The top 10 results of a spring 2021 environmental scan and PESTO can be found in **Fig. 12**.

| Environmental Scan/PESTO Analysis Results Spring 2021 | | |
|---|----------------------------------|--|
| # | PESTO Category | Top 10 Trends ordered by PESTO |
| 1 | Organizational | Flexible excellence: Expectations will continue to increase, re: the need for remaining proactive to allow for a variety of programming beyond traditional undergraduate and graduate degrees and diversifying the academic portfolio; designing flexibility and inclusive excellence within programs; providing for flexible learning spaces, support service options and administrative processes; and aligning personnel capabilities and capacity. Overall, this is enterprise-wide, represents the need and willingness to change and includes factoring in ongoing compliance changes, regulations and the cost of compliance and maintaining adherence to rigor and standards. |
| 2 | Organizational and Societal | Changing demographics: Northwest's student learner demographics and other characteristics will continue to morph beyond traditional demographics and areas of origin; tying into flexible excellence, degree preferences/pathways, personalized learning, communication options and engagement styles will continue to be diverse; this includes racial, ethnic, gender and socio-economic factors, for example. Student and employee demands for diverse representation at all levels of the organization will continue to morph. |
| 3 | Organizational | Inclusive excellence: The need for continuing to create a welcoming community that engages all of its diversity in the service of organizational learning and belongingness across the enterprise will exacerbate; this includes moving Northwest from valuing diversity with access and cultural competence as its primary goals to ensuring – through intentional interventions and the voice of diverse employees – that all units are refining policies and processes, achieving diversity and inclusion goals and closing equity gaps. |
| 4 | Organizational and Technological | Operational excellence: Operationally, the need exists to focus on deferred maintenance and other deferment areas as well continuing capital upgrades. Technologically, digital excellence centers on continuous process improvement and efficiency across the university, leveraging technology to enable better performance while maintaining a priority focus on cybersecurity to prevent, detect and respond through a systematic approach. Overall, the need exists to upgrade outdated processes and creating systems that enhance work modalities and flexibility to ensure sustainability. |
| 5 | Economic and Political | Costs: Affordability, cost pressures and overall accountability will increase. |
| 6 | Organizational and Societal | Well-being: A focus on wellness for students and employees will remain; system-wide well-being measures will need to be augmented with individual well-being practices; includes work-life balance practices, marketplace competitiveness responses and balancing pace of change. |
| 7 | Organizational | People excellence: The changing employee will continue to drive a focus on total compensation, recognition and development. Employee engagement approaches must be continually morphed; this includes, for example, inclusive excellence components, well-being, hiring and retention in a new era, salary and benefits approaches, faculty evaluation system and staff evaluation refinement to be aligned with Northwest's strategic plan, innovation expectations, leadership model expectations and organizational strengths; talent and knowledge management approaches and the adjunct model. |
| 8 | Economic | Alternative revenue: As traditional revenue streams tighten, alternative revenue streams, pricing structures and scholarships will elevate in importance while the infrastructure – aging to new – will need to be augmented in scope and operations. Partnerships with industry and learning organizations will be elevated. |
| 9 | Economic and Organizational | Impacts of COVID-19: While mostly evident in the here and now, unforeseen impacts will continue to unfold and must be attended to in a unified manner both from proactive and sometimes from reactive states. COVID variants, safety guidance and legal action will continue to evolve. |
| 10 | Societal and Political | Perception of value of higher education: Issues of return on investment (ROI) and the value of higher education will escalate as talking points. |

Figure 12: Environmental Scan/PESTO Analysis Spring 2021

Other unit-level reviews are conducted throughout the institution (e.g., Comment Cards at the president’s level; HLC and accrediting reports at the academic, people and finance levels; Department of Education and MDHEWD reports at academic, people and finance and facility levels; financial statements and reports at the NLT and finance levels; NCAA reports at the athletics and academics levels; Federal Title reports (II, IV, VI, IX, etc.) at multiple levels.

Board-based reviews include review of **Board of Regents (BOR) Dashboard** measures/indicators, committee-based performance reports and deeper dives into BOR-requested areas of performance.

BOR dashboard measures/indicators are depicted in **Fig. 13**. Lagging in nature, the BOR receives the updated BOR dashboard three times a year – in July, September and February. BOR dashboard elements include MDHEWD Performance Funding Metrics.

| Board of Regents Dashboard | | |
|---|-----------------------------|---|
| State of Missouri Performance Funding Measures | Northwest Board Measures | Components |
| Completions per FTE | Enrollment | <ul style="list-style-type: none"> • Legend • Stoplight performance color-coding • Trends • Comparisons • Performance descriptor |
| General Education (General Education Assessment performance) | Student Achievement Measure | |
| Percent on Core Mission (Financial) | Net Price | |
| Salary to Household Income (change in salary expenditures and median Missouri household income) | Private Support | |
| Net Tuition to Household Income (change in net tuition and fee revenue from Missouri undergraduates and Missouri Household Income change) | Composite Financial Index | |
| Career Outcomes | | |

Figure 13: Board of Regents Dashboard Elements

BOR committees (Academic and Student Engagement; People, Finance and Operations) receive **information reports** by email and for discussion at committee meetings (e.g., enrollment reports, trial balance reports, audits, curricular changes, etc.). Deeper dives into BOR-requested areas of performance occur through **BOR Work Sessions** – 3-5 strategic sessions per year focusing on key areas of importance.

Performance Improvement

We use performance analyses and reviews to refine processes and approaches and improve performance. Also, various performance analyses feed into the Strategic Planning Process (SPP). To illustrate, we provide four examples as follows:

- **Fig. 14:** Example 1: Academic Program Review Excerpt from Sample Program
- **Fig. 15:** Example 2: Sample Program 4-UP (Portion)
- **Fig. 16:** Example 3: Facility Services 4-UP Metrics
- **Fig. 17:** Example 4: Curriculum Workflow Map
- **Fig. 18:** Example 5: Academic Dashboard: Diversity

As mentioned above, our Academic Program Reviews (APR) process is a five-year review cycle. A sample from one review is given in **Fig. 14: Example 1: Academic Program Review Excerpt from Sample Program**. Information identifying the program has been redacted.

Academic Program Review Self-Study Score Card

| Program Question | Answer |
|--|---|
| Degree Program(s)? | Sample Program |
| Date of Review: | 1/14/2020 |
| Last Time Evaluated? | First time evaluation |
| Undergraduate/Graduate? | Undergraduate |
| List location(s) the program is taught (Maryville, Kansas City, etc.) and mode(s) of delivery (face-to-face, online, hybrid, etc.) | Maryville face to face and online classes |
| Lead Author(s)? | Faculty Member1 |
| Committee Members? | Faculty Member2, Faculty Member2, Faculty Member3, Faculty Member4, Faculty Member5 |
| Degree Program ave score [For items 1-9, convert each grade into appropriate number and divide by 9.] | 2.22 |
| Faculty Assessment Average score? [Item 10] [Include score from other discipline faculty reviewing] | 2.22 |

Figure 14: Example 1: Academic Program Review Excerpt from Sample Program

In the program review process, faculty conducted a comparison with similar programs at 15 peer institutions. They found that at least 67% of peers had three classes their program did not have. This led to the decision to develop three new classes for the Northwest program. Those changes are reflected in the “Actions to be completed in the next 6-12 months” section of the 4-UP from the program’s latest APR. This is shown in **Fig. 15: Example 2: Sample Program 4-UP (Portion)**. To further exemplify 4-UPs, a portion of the **Facility Services 4-UP** is provided in **Fig. 16: Example 3**.

| Actions to Be completed in Next 6-12 months | Responsible | Due Date |
|--|-------------------------------------|--------------|
| Develop syllabi for three new courses. | Faculty Member1 and Faculty Member2 | January 2020 |
| Submit curriculum proposals for new classes. Restructure the curriculum. | Faculty Member1 | March 2020 |
| Create program outcomes aligned with recommendations. | Faculty Member1 | March 2020 |
| Analyze the possibility of creating a student org chapter in the school | Faculty Member2 | Spring 2021 |
| Develop a system to gather feedback from alumni and employers. | Faculty Member3 | Fall 2020 |

Figure 15: Example 2: Sample Program 4-UP (Portion)

Facility Services tracks measures at the general level and across productivity, direct labor costs, optimization, sustainability, energy management and financials (see **Fig. 16: Example 3: Facility Services 4-UP Metrics**).

| | Facility Services Metric | Description | FY21 | FY22 YTD | Goal | Performance |
|----|---|--|------------|-----------|-----------------------|-------------|
| 1 | Financial Performance | | | | | |
| 2 | Custodial Costs per Gross Sq Foot | Total Custodial Spend/Gross Square foot | \$ 1.23 | \$ 1.116 | \$ 1.54 | |
| 3 | Maintenance Costs per Gross Sq Foot | Total Maintenance Spend/Gross Square feet | \$ 1.27 | \$ 1.24 | \$ 1.84 | |
| 4 | Landscape Cost per Acre | Total Grounds Spend/maintainable Acres | \$ 2,705 | \$ 2,536 | \$ 6,082 | |
| 5 | Energy Costs per GSF | Total Utility Spend/Gross Square feet | \$ 1.05 | \$ 1.40 | \$ 2.16 | |
| 6 | Grants (SWMD, TRIM) | Dollar Amount of Grants Awarded/Received | \$ 29,311 | \$ 40,095 | \$ 30,000 | |
| 7 | Recycling Revenue | Total Revenue | \$ 145,563 | \$ 27,411 | \$ 50,000 | |
| 8 | Utility Revenue | Rebates/Refunds/Demand Response | \$ 60,077 | \$ 32,206 | \$ 40,000 | |
| 9 | Capital Projects Within Budget | Percentage of total projects completed within budget | 93% | TBD | 90% | |
| | Functional Performance | | | | | |
| 10 | GSF per Custodian | Gross square footage/FTE's | 41,608 | 41,405 | 36629 ft2 | |
| 11 | GSF per Maintenance | Gross square footage/FTE's | 90,646 | 88,520 | 79523 ft ² | |
| 12 | Acres per Landscape | Maintainable acres/FTE's | 31.20 | 31.68 | 18 acres | |
| | Corrective Maintenance Work Order Average Completion Days | TMA Report | 4.94 | 7.63 | 14 | |
| 14 | Capital Projects Completed On-Time | Percentage of projects in portfolio completed within initial target date | 87% | TBD | 90% | |
| | Physical Performance | | | | | |
| 15 | Facilities Condition Index | Deferred maintenance/Current Replacement Value | 36% | 36% | 12.34% | |
| | Customer Focused Performance | | | | | |
| 16 | Skyfactor Survey | Annual Survey Results - Strategic Theme 1a Factor 4 | 78% | N/A | 75% | |
| 17 | Work Order Survey | Satisfaction with work order completion | 95% | 92% | 80% | |
| 18 | Noel Levitz SSI Survey | #23 Living conditions in Residence Halls are comfortable | 51% | N/A | 43% | |
| 19 | Noel Levitz SSI Survey | #72 On the whole, the campus is well-maintained | 81% | N/A | 71% | |
| 20 | Cleanliness Inspections | Quality Success | 91% | 92% | APPA3: 75% - 83.99% | |

IFMA - International Facility Management Association, BOMA - Building Owners and Management Association, PGMS - Professional Grounds Management Society, APPA - Association of Physical Administrators
 *Change in Official Gross Square Footage FY19-FY20
 *Full Time Employee realignments FY19-FY20

Figure 16: Example 3: Facility Services 4-UP Metrics

When faculty recognize that changes are required within an academic program, or that a new program is required, these changes are made following the process outlined in the **Curriculum Workflow Map**, seen in **Fig.17: Example 4**.

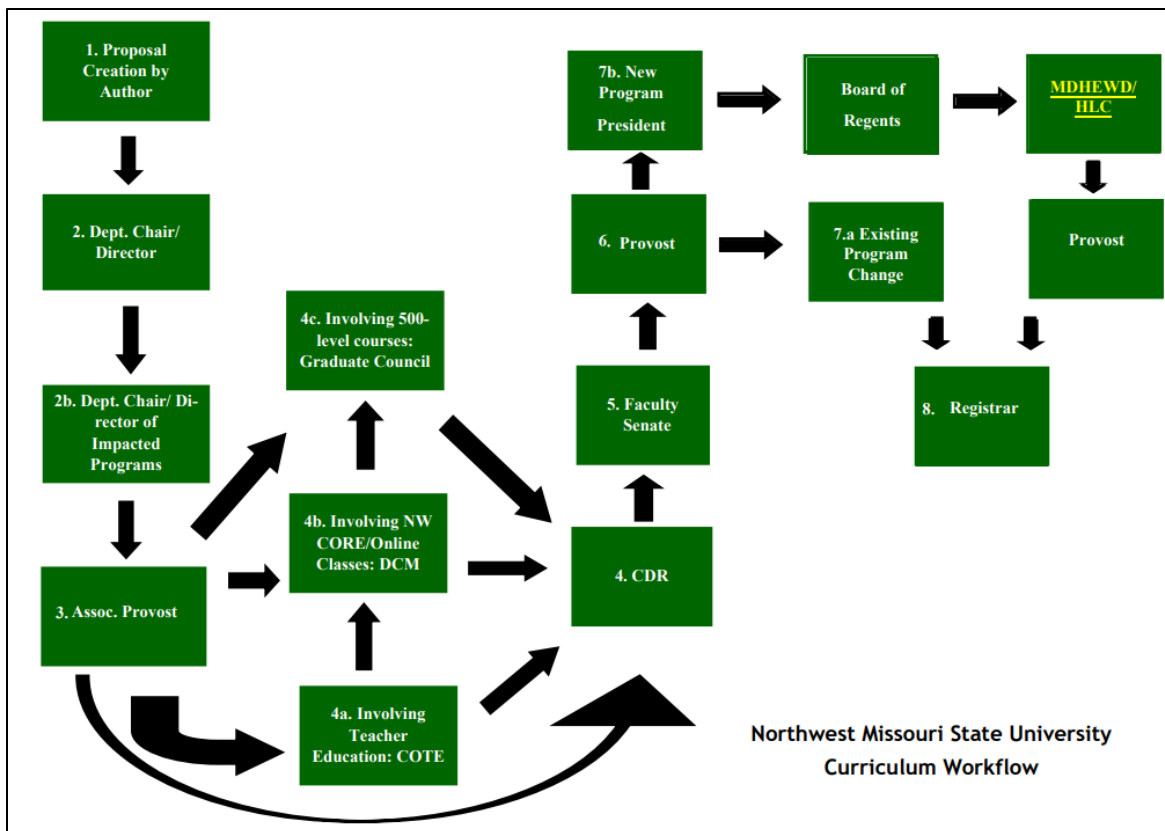


Figure 17: Example 4: Curriculum Workflow Map

The **Academic Dashboard**, while lagging in nature, provides insight to leading indicators that evolve over time. This allows us to track data across a number of variables including race. A recent example is seen below (**Fig. 18 – from October 2021**).

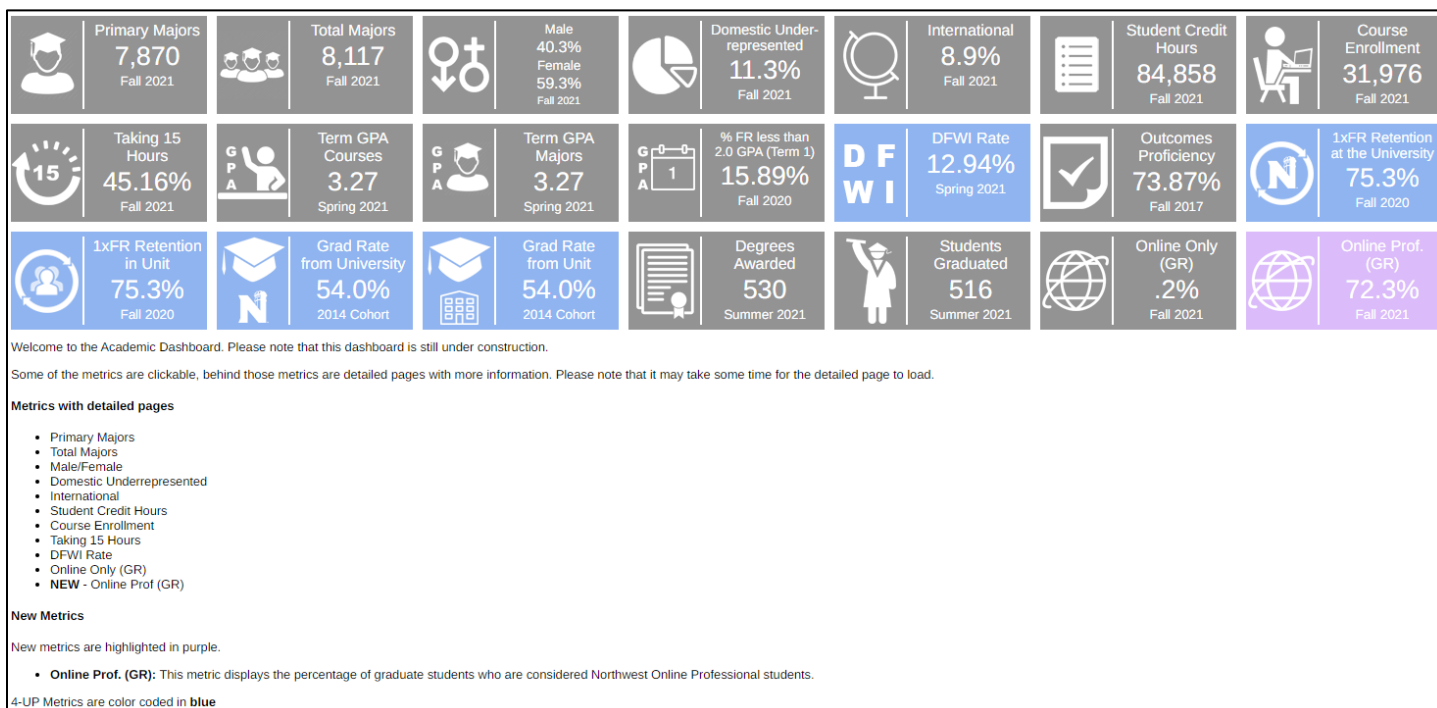


Figure 18: Example 5: Academic Dashboard: Diversity

Finally, we use other tools to assist in the performance improvement spectrum. One is the **After Action Reviews (AARs)** (see **Fig. 19**) for post-assessment of programming, events and activities, generating quantitative and qualitative data.

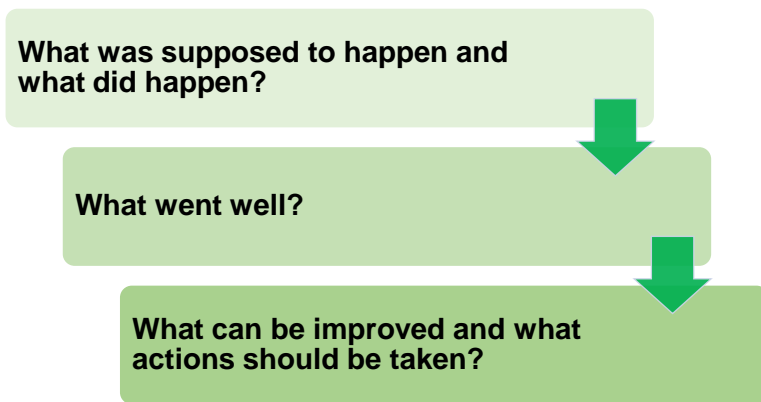


Figure 19: After Action Review Process

Depending on the results of performance analyses, a problem may be identified and addressed using the following methods. For instance, **Responsible, Accountable, Consulted and Informed (RACI)** is a project management tool used to organize individuals into four different roles (**Fig 20**).

| | |
|-----------------------------------|---|
| RACI is defined as the following: | |
| R: | Responsible: This team member or members does the work to complete the task. Every task needs at least one Responsible person, but it is alright to assign more than one. |
| A: | Accountable: This person delegates work and is the last one to review the task or deliverable before it's deemed a completed task. On some tasks, the Responsible person/people may also serve as the Accountable agent. Just be sure you only have one Account person assigned to each task. |
| C: | Consulted: Every deliverable is strengthened by review and consultation from more than one team member. Consulted parties are the people who provide input based on either how it will impact their future work or their domain of expertise on the deliverable task itself. |
| I: | Informed: These team members simply need to be kept in the loop on project progress, rather than roped into all of the details of every deliverable action. |

Figure 20: Responsible Accountable Consulted Informed

RACI is often used in tandem with **CATS 2.0**, a problem solving and strategic planning initiative (see **Fig. 21**). CATS 2.0 uses seven steps to take a problem statement, analyze and discuss it fully, and end with a plan on how to solve it.

CATS 2.0: Problem Solving Required Steps



1. CREATE

- Create the Initial Problem Statement
- Restate Task Statement

2. ANALYZE

- Analyze the Problem

3. TACKLE

- Develop Possible Solutions
- Write Decision Brief
- Implement

4. SHARE

- Share Results

Figure 21: CATS 2.0 Problem-Solving Methodology

Using the CATS 2.0 process, when an Accountable Agent becomes aware of an issue, they generate a problem statement. Then the Accountable Agent identifies a Responsible Agent to investigate and analyze the problem. The Responsible Agent works with Consulted Agents to analyze the problem and develop possible solutions. The Responsible Agent and Team consider all solutions and choose the best. Finally, an action plan is developed and shared with the informed. The Accountable Agent is apprised of the progress through all steps. The **Decision Brief** is a tool to organize and collect the main points of the CATS 2.0 process and identify each of the RACI Agents involved. Instructions of the Decision Brief template can be seen in **Fig. 22**.

The following form template is to be used in the follow way.

1. Record the Specific Strategic Objective this group is working on.
2. Identify and record the RACI agents appropriately.
3. Identify and record the opportunity statement (problem-statement) in which this group is tasked.
4. Record the current state as the group sees the opportunity (problem-statement).
5. Record the future state as the group hopes to see the opportunity (problem-statement).
6. List each idea in the Benefits and Risks chart and identify factors for each for that idea. Repeat this table for all or identified valuable ideas.
7. Discuss and list any considerations needed and the person who may have the info needed on the "considerations outside of this committee chart."
8. List all the ideas and criteria for consideration on the Idea chart. This is where you will score the criteria for success of each of your ideas on an agreed upon scale for scoring. Keep in mind that some criteria may have more significance in which you can use a multiplier for that criterion category. For example, Cost may be more important for a project than location so cost could have a multiplier of x2 for each score and location would not.
9. Look at the scores and report out what seems feasible as a recommendation and what may not. The first idea for all charts should be "Do nothing." This suggests that what we are doing is the best course of action.
10. Share Results and Next Steps, list the idea, give a summary, address next steps needed, resources, and give key talking points.

Figure 22: Decision Brief Instructions

A tool that can assist with the final step of CATS 2.0, “Share Results”, is the **Information Brief Template (Fig. 23)**. This form is a template for sharing information across a variety of constituents around campus.

| |
|---|
| <p>[Insert Title of Information Brief (e.g. Wellness Services Information Brief)]</p> <p>[Presenter(s) name and date]</p> |
| <p><u>S U M M A R Y</u></p> |
| <p>[Summary statement]</p> |
| <p><u>P U R P O S E</u></p> |
| <p>[Purpose: Including linkage to Strategic Objectives and/or Strategic Themes, as appropriate]</p> |
| <p><u>A N A L Y S I S</u></p> |
| <p>[Analysis: As appropriate – Current state summary, strengths, opportunities, other]</p> |
| <p><u>N E X T S T E P S</u></p> |
| <p>[Next steps]</p> |

Figure 23: Information Brief Template

Section 3: Accountability and Communication

Accountability for measurement, analysis, review, improvement and communication thereof is broadly defined in **Fig. 24**. While accountability is systematically defined across all levels, communication of performance, analysis and improvement has elements that are systematic and elements that are more organic and informal.

| Institutional Level | Measurement | Analysis/Review | Improvement/Communication |
|--|---|--|--|
| Student-level and course-level performance | Students, individual faculty: Assignments, exams, course outcomes, etc. | Daily, weekly, semester | Utilization of Canvas resulted in more timely feedback from instructors to students |
| Academic program-level and school/departmental-level performance | Academic Program Review Process, Curriculum Relevance Scorecard | Annual Cycle and 5-Year Rotation | Faculty, Program Coordinators, Designated Curriculum Matters (DCM) Committee, Provost's Council; Academic Program Review Dashboard |
| Support area-level performance | Area leaders | 4-UPs 4x/year | Reporting area, SLT member, NLT and SLT are present; performance evaluations/area goals |
| Institutional-level performance | "Adventure 2030" progress, 4-UP measures and indicators | Univ. Goals and Adventure 2030 = Annually; 4-UPs = 4x/year | SLT; SLT "advances," ELT environmental scan sessions, Leadership Forum, LAT, Faculty Senate and Staff Council Executive Councils, Northwest Foundation, "All That Jazz," All-Employee Meetings |
| Board-level oversight | Board Dashboard University Goals | July, October, February | Board Work Session deep dives; presidential/institutional goals |

Figure 24: Accountability and Communication

Section 4: Glossary of Terms and Abbreviations

4-UP: Periodic review of University performance and actions for an area.

Academic Program Review Dashboard: A centralized data collection available to all employees; includes enrollment, retention, degree production, graduation rates and outcomes data.

Academic Program Review Process: An annual process in which 20 percent of all programs within an academic unit are reviewed by faculty and others.

Adventure 2030: Northwest's strategic plan that consists of four strategic themes.

After Actions Reviews: Post-assessment of programming, events, and activities.

Assessment: The ongoing, dynamic, self-reflective process of examining what we do in order to maximize our ability to provide students with the best educational opportunities; assessment involves all members of the Northwest community in order to serve the needs of our students, community and state.

Board of Regents Dashboard: Lagging in nature, dashboard elements include MDHEWD Performance Funding Metrics and link to MDHEWD's "Blueprint for Higher Education" and "Adventure 2030," Northwest's strategic plan; updated and reviewed three times a year: July, September and February.

CATS 2.0 Methodology: Northwest's problem-solving methodology.

Co-curricular: The area of the University that provides activities and experiences for students outside of the curricular area, which also assists students in achieving the University's learning outcomes.

Curricular: The area that includes formal coursework and the functions necessary within it, also known as academics, which educates students and assists them in achieving the University's learning outcomes; curricular may also be used to describe the specific activities and assignments within the curricular area.

Curriculum Relevance Scorecard: A rubric used in the Academic Program Review Process; includes learning outcomes, assessment of instructional environment, placement rates and quality of placements, alumni and employer feedback, external accreditations, program relevance and enrollment success.

Curriculum Workflow Map: Graphic displaying sequence of steps required for change to existing academic programs or creation of new academic programs.

Decision Brief: In the RACI model, a template used to identify all agents, and guide the CATS 2.0 process from problem statement to sharing results.

EdSights: A chatbot service sending targeted reminders, updates and resource suggestions to students.

Environmental Scan: Collection of data about peer institution performance and trends.

Experiences: Participation in any event or group of any duration that may enrich's a student's experience at Northwest and their achievement of the university's learning outcomes.

Information Brief: In the RACI model, a template used for communication of new or proposed policies, processes and procedures.

Institutional Learning Outcomes, Program Outcomes and Course Outcomes: Assessment results that allow faculty to measure, track, and analyze student performance at the specific level.

Institutional Research and Effectiveness: The unit dedicated to collecting and analyzing institutional data.

Measures and Indicators: Measures include numerical information that quantifies the input, output and performance dimensions of processes, programs, projects, services and Northwest as an organization – our outcomes. Indicators relate to performance, but do not measure it directly.

Northwest Core: The University's general education curriculum, which may include co-curricular experiences.

Northwest Performance System (NPS): Consists of performance measurement, performance analysis and review, and performance improvement.

Organizational Profile: A document designed to provide a snapshot/level set of Northwest and its strategic environment.

Political, Economic, Societal, Technological, and Organizational (PESTO): Strategic analysis technique that categorizes emerging trends and issues.

Responsible, Accountable, Consulted and Informed (RACI): Initiative adopted by Northwest to assign roles in the process of strategic decision making, information sharing and other purposes.

Triangulation: Using multiple data sources and types to measure a concept, ensuring reliability of results.

Unit: Any division within the University of any size, including a school, department or office.

University Goals: Annual University-wide goals established via the strategic planning process.

Abbreviations

AAR: After Action Reviews

AAQEP: Association for Advancing Quality in Educator Preparation

BOR: Board of Regents

CATS 2.0 Methodology: Create the problem statement, Analyze the problem, Tackle solutions, Share results

DCM: Designated Curriculum Matters

DESE: (Missouri) Department of Secondary and Elementary Education

ELT: Extended Leadership Team

FTE: Full-Time Equivalency

HLC: Higher Learning Commission

IPEDS: Integrated Postsecondary Education Data System

IRE: Institutional Research and Effectiveness Office

LAT: Leadership Advisement Team

MDHEWD: Missouri Department of Higher Education and Workforce Development

MFT: Major Field Test

NCAA: National Collegiate Athletic Association

NL-CSI: Noel-Levitz College Student Inventory

NL-SSI: Noel-Levitz Student Satisfaction Inventory

NLT: Northwest Leadership Team

NPS: Northwest Performance System

NSSE: National Survey of Student Engagement

PESTO: Political Economic Societal Technological and Organizational

RACI: Responsible Accountable Consulted and Informed

SLT: Senior Leadership Team

SOAR: Student Orientation Advisement and Registration

SPP: Strategic Planning Process