**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Instructional Design and Technology | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | | | Date Submitted: | 10/5/2012 (revised) 8/9/2012 (original) |
| Submitted by (Unit Representative) | | | Matt Smock | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_x\_ No** |
| AIS’s Instructional Design and Technology unit supports teaching and learning in online and classroom-based environments by providing resources, tools, and services that enable faculty to innovatively use technology to deliver and enhance pedagogically sound courses and programs. |

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| **Improvement Plan** |  |  | |
| **Administrative Objective #1** |  | **Action Plan/Evidence of Assessment for Objective** | |
| Provide and support key educational technology tools in the classroom and online. Key tools include the university’s course management system, multimedia delivery systems, and classroom audio-visual systems. Support will be provided in a timely and effective manner.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action X Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address?*  **Category 6 (most directly) and Category 1** 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: **ML-3, CA-2** |  | *Measures*:  On an annual basis, assessment criteria for this objective include the following:   1. IDT staff will fulfill 100% of EduCat course requests prior to the first day of classes provided the request is made by 5:00 p.m. of the Wednesday before each semester starts. IDT will take a tally of requests at that point in time. Late requests (those received after 5:00 p.m. on Wednesday) will be fulfilled within two business days. A second count will be taken on the first day of classes, and a third count on Friday of the first week. 2. IDT staff will identify, prioritize and (in cooperation with our information technology partners) implement at least three enhancements to online tools during the assessment period.   **Special Notes for 2011-2012:**   * During this assessment period we will be completing the upgrade of the EduCat LMS to Moodle 2, which will include several individual enhancements. * During this assessment period we will evaluate classroom response systems and make a recommendation for campus-wide adoption. IDT plans to pilot tools with at least five courses during the winter 2012 semester. We will work with ETRPC and AISAC to review options and identify pilot participants.  1. IDT will offer an average of at least two educational technology-related professional development opportunities (e.g., workshops, webinar viewings) for instructors each month (i.e. 24 total). Session topics will be selected based on the most frequently used online tools and questions asked in the CITE. This year we will gather and review additional attendance data and feedback from participants to help us determine if the number of sessions and topics are on target for our users, as well as whether we are offering them at an appropriate frequency and if we should consider additional or alternative delivery methods. | |
| **Assessment Report** |  |  | |
| **Summary of Data Collected** *(Provide trend data and summary)* |  | **Description of how results were used to improve services** *(Offers conclusions or interpretation and explains how data was used to make changes for improvement as related to the objective)* | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |
| **Improvement Plan** |  |  | |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** | |
| *Objective*: Enhance resources available to support students’ use of instructional technology in online, blended, and face-to-face courses.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address?* **Category 1** 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: **ML-3** |  | *Describe timetable plans to achieve objective*.  a. For the Fall 2012 semester, IDT will create “train the trainer” materials on using EduCat. These materials will be delivered to undergraduate teaching assistants in the FYE program. TAs in several FYE sections, in turn, will teach FYE students the basics of using EduCat. Note: Our goal is to train all FYE TAs. Each FYE instructor controls his/her course content. This initiative has the support of the FYE program director, but he is not able to mandate that instructors include EduCat materials in courses. In courses where it is included, it will likely only be part of one class session. This limits IDT to keeping the plan general rather than targeting a specific number of students or sections. A post-course survey of instructors may help set a target for future years.A post-training survey of TAs will measure: perceived gain in their knowledge, perceived relevance to FYE needs, satisfaction with the training.  b. For the Fall 2012 semester, IDT will update EduCat’s student documentation and video tutorials. Videos address tasks and features most commonly used by students, with the most common (e.g., login, overview, assignments, quizzes, forums) completed by mid-semester followed by still common but less frequently used features (e.g., mail, wikis, journals). Additional videos needed will be identified by monitoring questions and requests to the CITE and Help Desk. A marketing plan will be created to notify faculty and students of these videos.    c. By the end of the Fall 2012 semester, IDT in cooperation with our collaborators in the Course Technology Alliance and Communications and Marketing will update NMU’s “Online Learning” website**.**  d. During the assessment period, IDT will explore options for providing in-person student support for EduCat and other instructional technologies. The Help Desk, Information Technology, and Olson Library are likely to be involved in this effort as well. IDT will make recommendations for implementation to the Dean of AIS.  *Beyond completing the above steps, how will you judge whether the objective was a success? Examples: If the rationale was Efficiency/cost, what is the desired and/or minimum target criteria for savings in time or cost? If the rationale was Satisfaction, what is the measure and what increase is desired*?  This objective addresses a need for additional student support identified by faculty. During this first phase of the project, most additional evidence related to successes will be anecdotal. We will also solicit feedback from participating TAs and FYE instructors regarding “a,” including asking them to share any comments about the EduCat materials that they receive in their course evaluations. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #2** (*Summarize the evidence)* |  | **Description of how results were used to improve services** | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |
| **Improvement Plan** |  |  |
| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Action Plan/Evidence of Assessment for Objective** | |
| *Objective*:  Identify and document standard configurations for audio-visual equipment and furniture in NMU classrooms.  *Rationale (Why you are setting this objective; mark with “X”)*:  Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address?* **Category 6** 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: **CA-2** |  | *Describe timetable plans to achieve objective*.  a. Prior to the beginning of the Fall 2012 semester:   * Discuss project with involved and impacted units, which, in addition to IDT, will include the Learning Resources Division, Facilities, and Purchasing. Faculty will be consulted through committees such as ETRPC. * Research other institutions’ standards, document NMU’s *de facto* standards, identify gaps, and create outline for document.   b. By the end of the Fall semester, draft document that includes audio-visual standards for classrooms, as well as furniture information.  c. Expand document based on discussions and decisions made by IDT, Facilities, and NMU administration as part of the new academic building project, including input from the Sextant AV consultants. This will continue through this assessment period and likely into the following year.  *Beyond completing the above steps, how will you judge whether the objective was a success*?  Documenting standards should lead to more efficient planning for annual upgrade projects to GU/DP classrooms, in consulting with departments who want to upgrade their spaces, and for special projects such as the new academic building. Though we may not be able to identify specific metrics for this efficiency, we will be to note whether it significantly aids these processes. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #3** (*Summarize the evidence)* |  | **Description of how results were used to improve services** | |
| (Fill this cell only for the REPORT at the end of the year.) |  | (Fill this cell only for the REPORT at the end of the year.) | |

**AQIP Functions within the University:**

Some unit objectives address specific operational issues directly related to AQIP reporting. Listed below are AQIP categories. Use these category numbers to describe the context of each objective, i.e. which category does that objective address?  
 (A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document

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| ***AQIP Categories*** | |
| Category 1 | Helping Students Learn documents the curricular and co-curricular processes and student learning support. |
| Category 2 | Accomplishing Other Distinctive Objectives documents the key non-curricular functions by which NMU serves the region, e.g. community engagement initiatives of students and employees, and department outreach. |
| Category 3 | Understanding Students’ and Other Stakeholders’ Needs documents how NMU builds relationships with students, alumni and employers and identifies, targets and meets their needs. |
| Category 4 | Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs. |
| Category 5 | Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions. |
| Category 6 | Supporting Institutional Operations documents student and administrative support services, safety, and facilities. |
| Category 7 | Measuring Effectiveness documents IT systems and institutional research NMU employs to collect, analyze, and distribute, and how departments use them to manage improvement, e.g. use of charts, “cubes,” dashboards. |
| Category 8 | Planning Continuous Improvement documents NMU’s strategic and administrative planning processes. |
| Category 9 | Building Collaborative Relationships documents how NMU works with external organizations from which we receive students (school systems) or goods and services (vendors and utilities), send our graduates (schools and employers), and support or regulate our programs (agencies). |

(A full description of the Portfolio’s categories and its detailed topics are available at [www.nmu.edu/aqip](http://www.nmu.edu/aqip) under the Current Document

**Road Map Codes to Tie to Unit Objectives**

Some unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. Listed below are Road Map categories and goals, preceded with a code. Use these codes when describing Objectives #2 and #3. (Note: Even if your objective is not an exactly itemized as a Road Map priority, still use the code if it applies to that goal.) The full Road Map is at [www.nmu.edu/roadmap2015](http://www.nmu.edu/roadmap2015).

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| ***Road Map to 2015 Goals*** | |
| ***Code*** | ***Innovation Goals*** |
| **I-1** | Balance successful programs with new offerings |
| **I-2** | Professional development program that rewards innovation and collaboration |
| **I-3** | A growing portfolio of corporate collaborations that exploit NMU’s technical expertise, enhance academic programs and facilitate global engagement for students and faculty both on campus and abroad |
| **I-4** | Develop the financial resources to support innovation and student success |
|  | ***Meaningful Lives Goals*** |
| **ML-1** | A Liberal Studies Program that provides students with the abilities and knowledge necessary for lifelong learning and effective citizenship in a challenging and rapidly changing world |
| **ML-2** | Develop a new academic advising system that integrates the advising assets of academic departments and student services to contribute to a new, effective retention management network—similar to our enrollment management network |
| **ML-3** | Integrate the highest possible level of information technology skills and competencies throughout the university |
|  | ***Campus Attributes Goals*** |
| **CA-1** | Utilize the Campus Master Plan and related initiatives to continue to build and develop a greener and more learner-centered campus |
| **CA-2** | Enhance processes throughout campus operations to guide the use of resources and inform resource allocation |
| **CA-3** | Enhance the portfolio of academic programs, research and other activities that leverage the university’s location |
| **CA-4** | Be a model community for sustainable education and practices |
|  | ***Community Engagement Goals*** |
| **CE-1** | Include all units of the campus in the process of community engagement for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. |
| **CE-2** | Increase faculty, staff and student involvement in the Superior Edge program, academic service learning and other community engagement and leadership development initiatives. |
| **CE-3** | Put into action a commitment to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience |
| **CE-4** | Increase collaboration with local communities, schools, governments, development groups and other partners to enhance community and economic development in the Upper Peninsula. |