**Improvement Plan Feedback 2012**

**For Admissions Department**

This Improvement Plan is reviewed and requires some revisions before it can be approved. **Please submit a revised Plan by Aug. 15** via the SHARE website using a separate dropbox labeled, “Resubmission of revised departmental files.”

The Committee decided to *not* use the “SS,” “S,” “O,” “OO” scoring approach this year. The checklist and comments below are intended to make the evaluation process a little more transparent. The checklist was derived from the Template Instructions document posted in both [www.nmu.edu/aqip](http://www.nmu.edu/aqip) and the SHARE website. Comments on this page are a brief analysis of strengths and opportunities; detailed comments are embedded within your Plan that follows. Please take them into account as you undertake revisions. If you have questions, a member of the committee will be happy to meet with you.

*Service Assessment Committee*

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| General Comments:  |
| Objective #1, since it is ongoing –please consider further refinement.Some clarification is needed on Obj#2 means of assessment.On Obj #3, the committee just got confused so we’d like additional wording to clarify.  |

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| **Effective Objectives meet the following criteria**  | Obj #1Met? | Obj #2Met? | Obj #3 Met? |
| Identifies a measured goal (target statistic) or process development (impact and purpose) or study (scope and purpose)  | N | Y | N |
| Objective wording is one simple and straightforward goal. Avoids “and.” Uses an active verb (create, present, review, collect, analyze, interpret, recommend, solve, design, explain, etc. in defining the objective)  | Y | Y | N |
| States a rationale aligned with objective | Y | Y | Y |
| Identifies AQIP Portfolio category this objective will improve or Road Map for an initiative | Y | Y | Y |

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| **Effective Means of Assessment meet the following criteria** (Do not rely solely on indirect methods, e.g. satisfaction surveys, for all objectives) | Obj #1Met? | Obj #2Met? | Obj #3 Met? |
| For a measured goal, the data collection and analysis processes are described  | Y | N/Y | N  |
| For a process or product development or a study, a timeline is given with interim milestones, assigned unit responsibilities and dates to ensure that the objective will stay on track and get completed. |
| For a survey, indicates the implementation steps and survey methods and expected participants |
| Measures (2 are preferred) are given that will be used by the unit (in next year’s report) to evaluate whether the goal was actually achieved, i.e. did the intervention work. | N (not clearly) | N | ? |
| Ties or aligns with objective, i.e. the plan appears to be a rational approach for achieving the objective. | Y | Y | ? |

(Your Plan and detailed comments begin on the next page)

**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | Admissions |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | Date Submitted: | July 12, 2012 |
| Submitted by (Unit Representative) | Gerri Daniels, Director of Admissions |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The Admissions Office is responsible for undergraduate student recruitment, including disseminating information, processing applications for admission to undergraduate programs and hosting potential students.  |

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| **Improvement Plan** |  |  |
| **Administrative Objective #1** *(State an ongoing goal by which the unit gauges its overall performance in a key role year after year, i.e. your “bottom line” measure.)* |  | **Action Plan/Evidence of Assessment for Objective** *(Describe the statistic or criteria that measures success in achieving this goal. What is the desired and/or minimum target you expect*? *What method is used to collect the data for the statistic*?) |
| *Objective*: The Admissions Office utilizes a territory management model for new student recruitment, so it is important that our regional configurations (targeted schools/fairs, geographic boundaries, staffing) are effective. We have a process in place to monitor and analyze the effectiveness of our regional model annually and change regional boundaries, personnel assignments or related processes as indicated by the analysis*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 8--* Planning Continuous Improvement documents NMU’s strategic and administrative planning processes.1. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: This could relate to CA-2.

Comments: This is a good objective; how can it be more easily used as a reported measure for this report? Trend data, targets.Response: As noted, this analysis is based on many pieces of information, not just targets and trend data, but I can certainly include a chart that shows historically 10th day enrollment counts by region as compared to targets. I’ll upload a separate document. |  | *Measures*: Success of the region configuration is gauged by several indicators: productivity of high school and community college visits (number of students seen, receptivity of guidance staff); productivity of college fairs and other programs in the region; numbers of students inquiring, applying, completing the application process, and enrolling from the regions. Our databases (Banner, Prospect) for high schools, colleges, agencies and prospective students/applicants are all programmed to trigger regional codes based on zip code and other triggers; staff members are assigned by region. Our process is to review field reports, program/event reports, and ReportNet reports about student activity for trends, regional comparisons to one another and against market conditions, and expected activity. If the activity is meeting expectations, we continue with the same regional configuration for the next recruitment cycle (defined as Sept-August). If activity is not meeting expectations, we adjust the model in a way the data supports. Analysis takes place at several points in the cycle: after 10th day enrollment data is available in late September; in January, looking at application counts and mid-year reports; in May-June, as we evaluate orientation registrations against regional enrollment targets set during the previous November-December.Note: We have overall enrollment targets and targets for each recruitment region, and they change for each year, and are not determined until November-December for the following fall. Comments: Can you provide some targets or parameters used in your analysis, i.e. what triggers a re-alignment? Can you chart all of this information to be included with your data collection? Realignment is based on a number of factors including numbers, market conditions, staffing constraints, resources, agreed-upon market testing, etc. Factors do not remain constant and part of our challenge is to try and be as responsive as possible to demands within resource constraints. |
| **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*:Create a “smart” online undergraduate application for admission. This is a 2-year project designed to improve a unit process and gain efficiency. Currently, submission of an online admissions application results in a document that is downloaded, printed, imaged, and data-entered into Banner by hand by processor specialists. At the end of this project, the majority of the data will automatically load into Banner (with an error-checking, quality assurance processes in place) and automatically imaged into the university’s imaging system. This will allow our staff to focus on tasks that need human decision-making as opposed to routine data entry, resulting in a faster turn-around time for admissions decisions being communicated to students. Since our application volume has increased by 25% over the past 5 years and staffing has remained constant, this solution must be implemented in order to remain competitive in response time. During the past three cycles, even with 30 hours per week of processing overtime from mid-October to mid-January, our turn-around time (from receipt of application to entering on Banner) has grown from 2-3 days to 3-4 weeks.We will also use technology to present application questions based on initial applicant responses—tailoring it to the applicant’s educational history and goals—and therefore have the ability to make more fields “required”, resulting in more accurate application information. *Rationale (Why you are setting this objective; mark with “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*1. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*:
 |  | *Describe timetable plans to achieve objective*.a. By September 1, 2012, document initial discussions regarding desired features of smart app from user point of view.b. By October 1, 2012, meet with AdIT staff to map development process and create detailed timeline, including determination of any additional technology needs and testing process.c. During November 2012, track movement of application through process, recording time at each step, to create baseline measure.d. During November 2012, record information about application forms lacking complete information, to create baseline measure.e. By December 1, 2012, document each piece of data required for each applicant type and map to input fields in Banner.f. October 2012-February 2014—follow development and testing timeline.g. By March 1, 2014, implement “smart” app.*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*?Success will be determined by tracking these metrics:--Time from submission of online application to data load into Banner and “applicant acknowledgement letter” generation (especially during the time period of mid-October to mid-December). Our goal is to reduce the turn-around time to 3 days. --Number of applications with complete information provided by applicant. Our goal will be to reduce the number of applications received where data fields are left blank. A reduction of 25% over baseline is an initial goal. |
| **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*:Review the Admissions Office “Records Retention and Disposition Schedules” specifically in regards to application records (applications for admission, high school transcripts and related documents) and update it to ensure we are meeting accepted practices for paper and electronic records and meeting the needs of the Registrar.When the university adopted document imaging in 1999, initial discussions were held in regards to retention of electronic records and the paper records after imaging, but our current schedules don’t necessarily reflect best practice.(“Records Retention and Disposition Schedules identify records/records series that are maintained by University offices, programs, and departments. Schedules define how long records need to be retained to satisfy administrative, fiscal, legal and historical requirements, and they specify if/when records should be destroyed.” <http://www.nmu.edu/archives/node/111>)*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 81. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*:
 |  | *Describe timetable plans to achieve objective*.a. By January 1, 2013, the application records retention schedule will be reviewed, noting documents missing from the schedule and documents no longer associated with the functions of this department. b. By March 1, 2013, am updated application records retention schedule draft will be reviewed with the Registrar and compared to recommendations of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) as found in this resource: ***AACRAO's Retention of Records: Guide for Retention and Disposal of Student Records 2010 Update.***c. By May 1, 2013, the updated document will be shared with the Admissions staff.d. By June 1, 2013, an updated retention schedule will be filed with the University Archivist. *Beyond completing the above steps, how will you judge whether the objective was a success*? This project will be considered a success when our practices match accepted national benchmarks and meet the needs of the Admissions Department and Registrar.  |
| **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.  |