**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Continuing Education and Workforce Development | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012\_ to June 30, 2013\_ | | | Date Submitted: | Oct 4, 2012 |
| Submitted by (Unit Representative) | | | Robert Eslinger, Director Continuing Education and Workforce Development | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| Continuing Education Mission Statement: Adult Students require programs that deliver results specific to their professional needs with course schedules and delivery methods that allow participation outside the traditional semester format. Continuing Education’s goal is to provide these vitally important lifelong learning opportunities to individuals and groups in the Upper Peninsula and beyond. |

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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*:  Increase revenue by increasing the number of individuals trained and companies participating in training.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure X Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address? Cat 2, 3 & 9* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: I-3; ML-3; CE-1; CE-4 |  | *Measures*:  Measure: Number of individuals served by course; number of companies participating in training; number of course offerings by subject; and testing opportunities by same measure. Explore manner in which company visits/input in process can be measured effectively. Quarterly review and annual tally/analysis.  Targets: Increase participation of individuals and companies by 10%; establish a baseline for company contact (visits, etc).  Primary method for data collection will be Concur reports for participation of individuals and companies. Explore method for measuring company contacts. | |
| **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*:  Review industry training topics for relevancy, knowledge gained and satisfaction. This is a course effectiveness measure.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue X Satisfaction measure X Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address? Cat 2* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: I-1; I-3; ML-3; CA-2; CE-1; CE-4 |  | *Describe timetable plans to achieve objective*.  Review every training session’s evaluations and discuss with client, if necessary. Beyond this:  a. Using this year as a pilot year we will use existing course evaluations to analyze three measures: applicability to current position, knowledge gained from course and satisfaction in course.  b. Quarterly take one course topic from FY 2012 and review above measure for two companies. Discuss results with both company clients.  c. Annually tabulate above evaluation data for all courses to review overall trends or identify problems.  Update existing or remove from course offerings as determined by above process.  *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*? | |
| **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*:  Establish a bi-annual review process for both Continuing Education and Workforce Development that assesses currency and new opportunities for course offerings. This is a program effectiveness measure.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action X Efficiency/cost action  Compliance issue Satisfaction measure X Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address? Cat 2* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: I-1; I-3; ML-3; CA-2; CE-1; CE-4 |  | *Describe timetable plans to achieve objective*.  a. Within the first six months will establish criteria for an environmental scan (ie. Regional economic conditions; new businesses established in region; new industries established or large increase in regional industry, etc).  b. By the end of six months establish thresholds for decision making based on the above criteria for the scan.  c. Review the data obtained at the end of the FY based on both a. and b. above. The director will review and decide what program changes are necessary or whether a group should be convened to review the data and recommend a decision.  d. Develop new programs, update existing or remove from course offerings as determined by above process.  *Beyond completing the above steps, how will you judge whether the objective was a success*? | |
| **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. |