**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Intercollegiate Athletics and Recreational Sports | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | | | Date Submitted: | October 31, 2012 |
| Submitted by (Unit Representative) | | | Bridget Berube Carter | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes X No** |
| Intercollegiate Athletics and Recreational Sports, by providing quality athletic and recreational sports opportunities, shares in the university academic mission by creating and maintaining an environment that promotes academic achievement, embraces diversity, fosters a collegiate spirit and tradition, interpersonal growth, social development, lifetime leisure skills and a lifelong connection with NMU. |

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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*: Provide staff members with a clear understanding of the departments goals and how their individual responsibilities help the department meet its objectives.  *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? 5,8* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here: No* |  | *Measures*:   1. A completed and shared strategic “Game Plan” for key stakeholders. 2. The “Game Plan” will be tied to the FY13 goals of the Director and the President. 3. The “Game Plan” will include historical information so that it is clear where we have been. 4. The “Game Plan” will be evaluated annually with a report and plan as to specific goals and measurable benchmarks. The data will be collected and evaluated administratively with reporting and further evaluation to and by the President. 5. The “Game Plan” includes different facets of the department that are vital to internal and external constituents. 6. The data collection is a collaboration of data that is already collected in other areas, with target goals set for the future.   \*The “game plan” and its evaluation will be submitted with the Assessment Report. | |
| **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*: Offer a quality educational experience and enhanced elite training environment for Olympic hopefuls.  *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? 1, 3, 9* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: No |  | *Describe timetable plans to achieve objective*.  Brian Gaudreau, Associate Director of Intercollegiate Athletics and Recreational Sports, will lead the project working with the Director, Forrest Karr, President Haynes, legal counsel, and human resources.  a. Work with the National Governing Bodies for Greco-Roman Wrestling and Weightlifting to build a sustainable budget for training their athletes at NMU.  b. Obtain a three-year contract (2013-16) with the United States Olympic Committee and the National Governing Bodies for Greco-Roman Wrestling and Weightlifting by July 1, 2013.  c. Recruit 50 wrestling Olympic hopefuls and 30 weightlifting Olympic hopefuls to participate in the program on an annual basis by April 1, 2013.  d. Host a national and an international competition on campus by July 1, 2013. The size of the events will depend on hosting bid opportunities provided by the NGB’s and will dictate the involvement of the greater area in hosting the event.  *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*?  The objective will be considered a success if a contract for a sustainable program for 2013-2016 is signed with the University, NGB’s and USOC all contributing | |
| **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*: Improve game day services and enhance the game day experience for fans through private sector funding.  *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? 2, 3* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: I-4, ML-3, CE-3, CE-4 |  | *Describe timetable plans to achieve objective*.  Forrest Karr, Director of Intercollegiate Athletics and Recreational Sports, will lead the project working with the Foundation and President Haynes.  a. Identify and cultivate relationships with private sector sources with the giving potential for the FY 13 identified projects.  b. Obtain private sector funding of $60,000 and construct women’s soccer media and team shelters in FY 13.  c. Obtain private sector funding of $280,000 for a new scoreboard in the west end of the Superior Dome in FY 13.  d. Obtain private sector funding of $45,000 for a new scoreboard in the Aquatic Center in FY 13.  *Beyond completing the above steps, how will you judge whether the objective was a success*? The projects will have the funding and be constructed. | |
| **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. |