**Northern Michigan University**

**Improvement Plan / Assessment Report Form**

**Administrative or Educational Support Unit**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Department or Unit | | Public Safety and Police Services | | | |
| This document is the | 🗹 PLAN or 🞎 REPORT for July 1, 2012 to June 30, 2013 | | | Date Submitted: | 09/25/2012 |
| Submitted by (Unit Representative) | | | Michael Bath | | |

|  |
| --- |
| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes X No** |
| To assist in providing a safe and secure living and learning environment for the university community that is consistent with the values and mission of the university. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 University must identify and train all individuals that are classified as a Campus Security Authority in compliance with the Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act). This is conducted annually, due to changes in personnel.  The objective is to ensure 100% compliance with the identification and training of these individuals.  *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 |  | *Measures*:  1a. Identify campus security authorities annually by 9/1/12.  1b. University staff will participate in mandated training on the Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act) by 10/31/2013.  1c. Ensure 100% compliance through a training tracking system which has been developed between Public Safety and Police Services and ADIT.  1d.Publish the Annual Security Report - Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act) to the university community prior to 10/1/2013.  1e. Crime and Fire Statistics submitted to the Department of Education by 10/1/2013. | |
| **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*: The NMU Public Safety Institute offers in-service training programs throughout the Upper Peninsula for Law Enforcement officers. The objective will be to determine if these programs meet the needs of the law enforcement agencies throughout the Upper Peninsula.  *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? Categories 2, 3, 9* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*: CE-1 and CE-4 |  | *Describe timetable plans to achieve objective*.  A survey of the departments needs is sent out annually and a list of training is developed to meet as many of the needs as possible. The funding for the majority of this effort is attained through a competitive grant process through the Michigan Commission on Law Enforcement Standards. The grant cycle for these programs is January through December. We have filled a position in that area that had been previously not filled due to a resignation.  a. Send survey to departments for the 2013 grant cycle.  b. Author grant and submit to MCOLES by 08/31/2012.  c. Identify other training through non-grant funded opportunities to meet the training needs of the region.  d. Conduct training from the courses requested through the departments. 01/01/13 – 12/31/13  e. Survey participants of the training to determine satisfaction of the training programs.  f. Survey departments to determine if their needs have been met.  *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 determination of whether the objective has been met will be determined by the participant survey results. A compilation of each class will be provided and the results will show whether or not the course met the objectives and if the officer’s felt it met their expectations. With the filling of the PSI Training Coordinator’s position, we would expect to see an increase in course offerings and participation.  The results of this objective will be provided to the Systems Portfolio under Public Safety and Police Services. | |
| **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.) | |

**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

|  |  |
| --- | --- |
| ***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).

|  |  |
| --- | --- |
| ***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. |