**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | Beaumier Upper Peninsula Heritage Center |
| This document is the | 🞎 PLAN or 🗹 REPORT for July 1, 2011 to June 30, 2012 | Date Submitted: | 7/1/2012 |
| Submitted by (Unit Representative) | Daniel Truckey |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The Beaumier Upper Peninsula Heritage Center celebrates the history and culture of the Upper Peninsula of Michigan. It does this through an active schedule of exhibition, public programs and research activities on the campus of Northern Michigan University. It serves the educational mission of the University by providing a museum laboratory, where students can gain experience working in the fields of museum studies, public history, graphic design, historical research and writing. The Center also provides the University community with museum-quality exhibitions about the history of the Upper Peninsula that supplement the learning experience for students on campus. |

**Functions within the University:**

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| In addition to being part of NMU’s continuous improvement process, outcomes assessment plays a direct role with the AQIP Systems Portfolio (100-page document submitted every four years). To increase awareness and help gather Portfolio information, **please type “X” for all AQIP categories directly related to your unit’s core mission**. Some functions appear in more than one category. This is a first round collection of this information so do the best you can with the selection; if you want help, ask S. Poindexter. (Note: this section of the form is short-term; it will be deleted once functions have been mapped between units and the Systems Portfolio.) **🞎** AQIP Category 1: Helping Students Learn documents the curricular and co-curricular processes and student learning support.🗹 AQIP 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.**🞎** AQIP 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.**🞎** AQIP Category 4: Valuing People documents NMU personnel recruitment, training, satisfaction, services and programs. **🞎** AQIP Category 5: Leading and Communicating documents processes that guide NMU in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions. **🞎** AQIP Category 6: Supporting Institutional Operations documents student and administrative support services, safety, and facilities.**🞎** AQIP 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.**🞎** AQIP Category 8: Planning Continuous Improvement documents NMU’s strategic and administrative planning processes.**🞎** AQIP 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 tab.) |

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|  **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.)* |  | **Means/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*?) |
| To expand the Beaumier Center’s programming throughout the academic year, including the Upper Peninsula Folklife Festival, International Performing Arts Series and collaborations with other organizations on campus. |  | 1. A minimum of four events per month presented by the Beaumier Center, either alone or in conjunction with other organizations.
2. Collaborate with other organizations including the NMU International Dancers, First Aid Productions, academic departments and off-campus entities to create shared programming.
3. Gather attendance figures at each event.
4. Collect visitor data for the Beaumier U.P. Heritage Center’s events on and off-campus. This data would include visitor demographics, quality assessment of Heritage Center’s events and suggestions of future Center activities.
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| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| Between September 2011 and May 2012, the Beaumier Center presented (or co-sponsored) events, including the Beaumier Coffee House Series, Heritage Speaker Series, International Performing Arts Series, exhibition openings and other UP Folklife Festival events such as workshops and dances. The Center collaborated with several organizations on these events. Attendance at all events was over 2,500 individuals. |  | 1. The Beaumier Center averaged just under 4 events per month between September 2011 and May 2012. This was a very active calendar and difficult to promote. In the next year the Center will revisit the wisdom in having this many events each month. Instead it will have one month with a more intense schedule (5-6 events) and others with 2-3 events.
2. The Center was very successful in collaborations with other on and off campus organizations. These include the NMU International Dancers, First Aid Productions, Center for Native American Studies, Departments of History, Anthropology and Music. It also worked with organizations off-campus including the Peter White Public Library, U.S. Ski and Snowboard Hall of Fame and the Dance Zone. The Center will continue to work with these and other groups due to the great success of the collaborations in quality of programming and attendance at events.
3. Attendance was kept at each event by staff, students and volunteers. A spreadsheet with numbers is attached to this report. In total, over 2,500 people attended events promoted by the Beaumier Center in the 2011-2012 academic year.
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| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective**  |

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| *Objective* :To expand the Beaumier Center’s promotional operations. The goal is to have more updated information on the Center’s websites and social media sites, more timely press releases and more effective distribution of print materials.*Rationale (Why you are setting this objective; mark with “X”)*:🗹 Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain): *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: CE-1 |  | *Describe timetable plans to achieve objective*.1. Hire a part-time student marketing assistant, Fall of 2011.
2. Create a production schedule for promotion for both the fall (August) and winter (December) semesters.

*Beyond completing the above steps, how will you judge whether the objective was a success?[[1]](#endnote-1) 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 the promotional schedule and the staff’s ability to complete tasks, design, print and distribute materials by the assigned deadlines.  |
|  |  | **Use of Results to Improve Unit Services** |
| In the 2011-212 year, the Beaumier Center greatly expanded its promotional activities, though there is great area for improvement. In addition to regular press releases regarding its monthly events, the Beaumier printed posters, bought advertisements, created Power Point slides for campus cinema and Audio/Visual services, maintained a Facebook site for both the Center and International Performing Arts Series and maintained NMU websites for both entities. In August 2011, the Beaumier Center hired a part-time marketing assistant to create press releases, manage the Center’s marketing campaign with regards to printed materials, advertising and management of the Center’s websites and social media sites.  |  | 1. Having a Marketing Assistant in place would prove to assist with the marketing effectiveness but in the end, there were certain tasks that had to still be handled by the Director. These include the creation of press releases and e-mails which consistently had incorrect information or were not sent out promptly enough. The Director ended up having to send these in order to make sure that all recipients received them and that the information was correct. It has been determined that in the future, all Beaumier or concert series e-mails should originate from the Director of the Center.
2. A production schedule for events was created in August and September of 2011 by the marketing assistant and was updated throughout the year with events for upcoming months. This gave us deadlines for the creation of posters, ads, press releases and distribution. With that said, it was hard to keep the Beaumier staff on task in getting these materials completed on time but considering that the great increase in activity on a monthly basis, it was not surprising that the staff could not keep up with demand. There was a constant backlog of posters and promotional materials that needed to be written, designed and printed. It is obvious that there needs to be better coordination of all promotional activities. The Marketing Assistant did not have enough time or the right organizational experience to juggle all of these activities.
3. For the 2012-2013 academic year, the Director will hire or keep staff in more focused positions rather than having one try to coordinate other student activities. The Director will oversee a web manager who job will be to continually and consistently update the Center’s websites, social media sites and on-line calendars. In addition, the student graphic design student will be supervised directly by the Director on all promotional campaign materials. Communications and Marketing has student interns who will assist with the creation of materials for the new Northern Nights seris.
4. Ultimately, the Center’s promotional efforts were greatly expanded, in part due to the great amount of events that it had to promote. There were many excellent new initiatives but the follow through on the part of the entire staff was not enough to keep up with the workload. This was unfortunate but we may have had unrealistic expectations of what could be accomplished in the time allotted.
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| **Administrative Objective #3** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |
| *Objective*:To increase attendance at Beaumier Center events and the International Performing Arts Series by NMU students.*Rationale (Why you are setting this objective? Mark with “X”)*:🗹 Effectiveness/quality action Efficiency/cost action  Compliance issue Satisfaction measure Create baseline  Other (explain): *Does this objective relate to a Road Map goal? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: CE-3 |  | Describe timetable plans to achieve objective.A.Monitor student attendance at events during the 2011-2012 academic year. This would include IPAS, BUPHC events and visitation to the gallery in Cohodas.B. Staff will conduct focus groups with students on campus in the Winter of 2012. The Beaumier will work with the Student Enrichment, Dean of Students and Residence Life to assist with creating these focus groups.C. Center will use information gathered from focus groups and surveys in planning its promotion of events for the 2012-13 academic year.*Beyond completing the above steps, how will you judge whether the objective was a success*?1 Success will be determined by attendance figures of students at Beaumier Center and IPAS events. At the end of the 2012-2013 year, the attendance data will be reviewed and a determination will be made regarding the success of the data. |
|  |  | **Use of Results to Improve Unit Services** |
| The Beaumier Center saw an increase in student participation in its events during the 2011-2012 academic year. This was in part due to the increase in programming activities. Over 290 students attended Beaumier Center events. As for museum attendance, the Center saw an increase of 190 students (522 total). This was in part due to the UP3Dexhibit and also the Immigration exhibition which was used by faculty for classroom purposes. As for the International Performing Arts Series, there was a drop in student attendance (as there was with all groups), with just over 300 students attending. In 2010-11, 463 students attended the concerts. This was frustrating considering that one show was co-sponsored by a student organization (First Aid) and was free to students.  |  | 1. Other than museum visitation, this was the first year that the Center collected student attendance data at Beaumier events. This expanded our knowledge of general student support of Beaumier activities and will assist with planning and promotion. The IPAS has collected student attendance data for several years and has used this information to guides its programming and promotion.
2. In April 2012, a student focus group was created to discuss the International Performing Arts Series. Nine students participated in the focus group which met with Daniel Truckey, Coordinator of the Series, and Anne Stark from Communications and Marketing. A report on what was discussed is attached to this report. Findings from this focus group are being used to enhance promotion to students in the coming year and also for the IPAS re-branding as Northern Nights.
3. In May 2012, the International Performing Arts Series changed its name to Northern Nights, which will serve as the performing arts series for NMU. This name reflects feedback from a student focus group, community focus group, IPAS committee discussions and surveys at concerts. It reflects a shift away from international performers to more accessible entertainment options, though retaining the education focus of the series. Communications and Marketing is assisting with a new graphic face for the series and other promotion.
4. For Beaumier events, the Center is encouraged by the increase in student attendance at though there is still much room for improvement. As for the IPAS, the drop in student attendance (and that of all groups) has been frustrating and part of the reason for the re-branding of the series as Northern Nights. At the end of 2012-13, there should be good evidence as to whether the name change and increase publicity has paid off with greater attendance.
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 Many service units already use an evaluative measure and this approach is now more common in assessment theory– not everything we try works out the way as hoped and creating a target and/or success/bail out threshold is appropriate. In cases where this is a new approach for a unit, in the 2011-12 Plan consider how you *might* measure the added value of an objective; however, it is not yet a requirement. The OA committee will provide suggestions in its feedback for this year. During the year, dialogues, additional resources, one-on-one meetings and/or seminars will be held to evolve our OA process.

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

Some unit objectives may address specific operational issues. Other unit objectives are strategic initiatives that align with goals in the University strategic plan - Road Map to 2015. These latter unit objectives are potential AQIP Action Projects – giving a little more recognition to unit efforts. 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.  |

1. [↑](#endnote-ref-1)