**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 x REPORT for July 1, 201\_ to June 30, 201\_ | | | Date Submitted: | Sept 20, 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 from an increase in the number of trainees and participating companies. |  | *Measures*:  The number of individuals and employers who are served are counted and can be tallied in a variety of ways: individual participation, company participation, course offerings by subject, and testing. Satisfaction surveys are collected for every training event and will be used to evaluate course offerings and content.  Using computerized tracking mechanisms we will conduct an annual review of collected data as well as the satisfaction levels. We will also review their opinions of the course subject and content annually and make improvements where appropriate. A 10-20% increase in training offerings for companies is expected in contracted training. Satisfaction surveys will be examined after each training session and at the end of the year for each training topic. Revenue review will be conducted on a quarterly basis. | |
| **Assessment Report** |  |  | |
| **Summary of Data Collected** *(Provide trend data and summary)*  In FY2010-11, 19 companies participated in 21 classes offered (either customized or general industry training), with 277 employees attending. An EDJT Grant from the State of Michigan assisted another 7 companies obtain training for another 250 employees. While EDJT Grant funding ended and was not available in FY2011-12, 20 companies participated in 48 classes (either customized or general industry training) with 350 employees attending training. The number of companies who paid for training increased in 2012 by 5% and the number of attendees increased by 21%, while the number of classes held more than doubled (from 21 to 48). Additionally, while the cost of labor increased due to an increase of faculty taught courses and change in staffing, we were able to improve our overall net profit by 9.2% by better managing other costs and improved accounting procedures.  Revenue, minus the amount that was previously available from the EDJT Grant, was on track to equal or surpass the previous year during the first three quarters but ended lower than expected (down almost 15% on the year) due to a layoff and subsequent stoppage of training and testing by our largest client. |  | **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)*  The increase in course offerings was a direct result of both listening to the needs of our customers and an increased marketing effort when classes were offered. Course evaluations were reviewed following every class and companies were consulted on the results. We started a baseline for evaluations for three courses this year which will give us a measure for customer satisfaction when we compare next year’s results against them. Additionally, we sat down with our largest client and laid out a quarterly training plan based on their knowledge of their training gaps, our information from skill testing as well as a review of the last year’s training topics and added courses and topics as necessary. We saw a general increase in soft skills training requests and we were able to accommodate those requests also adding to the course offerings. | |
| (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*:  Formulate a three year plan to establish realistic, obtainable and measurable short and long term goals tied to customer satisfaction and the larger university goals/objectives are important measures for this objective.  *Rationale (Why you are setting this objective; mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  Compliance issue X Satisfaction measure Create baseline  Other (explain):  *Alignment (Refer to last pages)*   1. *Which AQIP category does this address?* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*:   I-1; I-3; CA-2; CE-1; CE-4 |  | *Describe timetable plans to achieve objective*.  Conduct a strategic planning session for the newly recombined office/functions and a review of all programs and processes by:  a. Select an outside convener by the end of August 2011.  b. Select participants external to the office to include in the planning process and hold the first meeting in September 2011.  c. Develop new mission statement and short/long term goals as result of the process by the end of November 2011.  *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*?  As a result of the inclusion of external participants to the strategic planning, it is expected that new programs and/or reviving some continuing education programs will occur. A 10-20% increase in training offerings for companies is expected in contracted training. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #2** (*Summarize the evidence)*  For a variety of reasons beyond the control of this department, a strategic planning session (while scheduled twice) did not occur. However, internally the mission statement and all current programs were examined; short term goals as well as longer term goals were established and team planning/review continues on a weekly basis. Additionally we examined how the Center for Rural Community and Economic Development would align with the department as per direction from the Provost. |  | **Description of how results were used to improve services**  Contracted training offerings increased by almost double over the previous year from 21 classes to 48. Additionally, looking at longer term industry needs NMU became certified this year to conduct Mine Safety and Health Administration (MSHA) training for surface mining. This gives the university a new capacity to conduct a variety of training for future mining and excavation operations in the Upper Peninsula. | |
| (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 effectiveness and increase usability (user-friendly and accessibility) of organization’s website.  *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?* 2. *Does this objective relate to a Road Map goal? If yes, type the related Road Map codes here*:   ML-3; CA-2; CE-1; CE-4 |  | *Describe timetable plans to achieve objective*.  Review organizational website, combine information from Continuing Education and Workforce Development and improve and simplify registration process for on-line  classes and webinars by:  a. Select a review team by end of September 2011. Review team will include at least one member from IS-IT.  b. Review Team to conduct a full review of site and registration processes by the end of the year.  c. Review Team to develop recommendations to Director for improvements by the end of January 2012.  d. Review Team to assist in making approved changes by the end of April 2012.  *Beyond completing the above steps, how will you judge whether the objective was a success*?  The goal is to increase web usage by 10% and decrease displeasure with ease of course and webinar registration (not currently measured but reported by office staff) through the use of small focus groups who will be asked to rate the website for ease of use and accessibility. Web usage will be measured via university web analytics. | |
| **Assessment Report** |  |  |
| **Summary of Data Collected #3** (*Summarize the evidence)*  A review of the organizational website was conducted and changes were made to combine the two websites (CE and WF) from different locations into one site. As well, the website for the Center for Rural Community and Economic Development was updated, improved and linked to the CEWFD site. Additionally, on line registration (shopping cart) for webinar classes was improved with the help of IS-IT after a review of last year’s comments from customers, staff and instructors. A new, more user friendly on line registration process was determined to be needed. Regonline was reviewed as a possibility to solving the complexity of making changes to shopping cart and for the addition of workforce classes. Workforce course registration has traditionally been done manually via fax and phone call without the ability for companies/students to utilize credit cards. Currently changes or additions or deletions, etc. to shopping cart must be made by IS-IT personnel, although reports are available to department staff. EMMA email contact/advertising data indicated that about 22% of the emails were opened and over 3300 email recipients clicked a link to visit the Continuing Education and Workforce Development website after reading the email. |  | **Description of how results were used to improve services**  We increased the number of webinar offerings this year by almost 10% from 53 to 57 and at least anecdotally (based on staff reports) the changes to the shopping cart were positive. Obtaining Regonline however has proved to be more difficult. Because of university policy, we were not able to obtain our own subaccount for Regonline and have had to use Conference and Catering staff to set up events (and pay on a per head basis for their services). This method has proved to be a little problematic as several times their staff was unavailable at times when we felt the need to send course information out short notice. We are jointly working on ways to fix this issue. We did not convene small focus groups to rate the website for ease of use and accessibility as while it has been improved, not all of the suggested changes have been made to the site layout and content. Web analytics improved as of April 2012 and after we obtain sufficient data, the information will be used as a baseline for improvement. Lastly, we were able to compare analytics on our email messaging/advertising in six months increments of the fiscal year and have some good baseline information to help track improvements going forward. | |
| (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. |