**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN/REPORT FORM**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Dean of Students | | | |
| This document is the | PLAN or 🞎x REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | June 19, 2012 |
| Submitted by (Unit Representative) | | | Christine Greer | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_ X No** |
| The Dean of Students Office supports the mission of the University by maintaining a campus environment which is conducive to the recruitment, retention, personal development, and success of students.  Specifically, we advocate for student rights; promote student involvement in the University’s decision-making process; provide a program for new students to help them adjust to college living and learning; and offer services and programs which respond to the needs of diverse constituencies.  The office also ensures the University community functions as freely as possible from disruptive and inappropriate behavior. |

**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.  **X** 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.  **X** 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.  **X** 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.  **X** 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.  **X** 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*?) |
| Within 21 calendar days of a conduct incident each student charged with a Student Code violation will be notified of the charges against him/her, be given a date, time and location of an administrative hearing, and given the opportunity to affirm or deny responsibility for the Student Code charges against him/her. |  | 1. 80% of students charged with a Student Code violation will be notified of the charges against him/her, be given a date, time and location of an administrative hearing, and given the opportunity to affirm or deny responsibility for the Student Code charges against him/her within 21 calendar days. 2. CS Housing judicial module will be used to collect the data and a report will be generated by May 15, 2012. |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| 1. Data were collected for every NMU student with a Student Code incident. A total of 475 conduct incidents were processed during fall 2001; 144 of those incidents (or 70%) met the 21 calendar day expectation. A total of 356 conduct incident were processed during winter 2012; 101 of those incidents (or 72%) met the 21 day calendar day expectation. 2. While the CS Housing judicial module did generate a report, sections of the report were missing. The principal secretary for conduct created an Access spreadsheet that was used simultaneously with the CS Housing module to input conduct data. The Access report was accurate and contained all the required fields. |  | 1. The data will be used in resident director (RD) training to help RDs understand the importance of timely student conduct. Feedback will be collected during RD training on ways to improve turnaround time to reach the goal of 80% of conduct incidents being processed within 21 days. 2. A report will be run at the end of fall 2012 and information shared with RDs and their supervisors so we can look at issues or trends and provide challenge/support to RDs who need to improve their individual processing time. 3. The Dean of Students Office will continue to input data in the Access database since this report was accurate and will use this report in the future. |
| **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* : The Disability Services office will develop and implement a two-part Student Success Seminar for enrolled students with disabilities. The Disability Coordinator currently meets with students individually to discuss accommodation procedures and resources available that contribute to student success. Disseminating this information to groups of students will be more efficient as well as allow students to share insight with each other.  *Rationale (Why you are setting this objective; mark with “X”)*:  Effectiveness/quality action X 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*: |  | a. The Student Success Seminar will be developed and approved for implementation by December 10, 2011.  b. Part one of the Student Success Seminar will be implemented during the first and second week of the Winter 2012 semester.  c. Part two of the Student Success Seminar will be implemented the week following freshman course registration for the Fall 2012 semester.  d. Evaluations collected immediately after the sessions will show 90% of the participants were satisfied with the sessions.  e. Recommendations will be made for program changes, if necessary, by May 30, 2012.  The seminars will be considered efficient if more than 5 students attend each session. |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| 1. The Student Success Seminar was developed and approved for implementation during the summer 2011. The Coordinator decided it would be more effective for students to attend part one during the fall semester and part two during the winter semester. 2. Part one of the Student Success Seminar took place at the beginning of the fall 2011 semester on August 31, 2011. The seminar was on communication with professors regarding accommodations. 3. Part two of the Student Success Seminar was implemented during the winter 2012 semester on January 26, 2012. The process of receiving accommodations was discussed and students completed testing accommodation forms for the semester. 4. Evaluations were collected immediately following sessions and showed that 100% of the students were satisfied. 5. Based on number of students who attended, the unique needs of each student, and the confidential nature of the subject matter, the recommendation was made to not hold these seminars again. |  | It is not recommended to continue this seminar series based on individual needs of students and efficiency. The Coordinator had met previously with every student who attended the sessions on an individual basis to make arrangements for the semester. Therefore, based on the time it took to plan and hold the sessions, it would have been a more efficient use of time spent in the office meeting with individual students and arranging accommodations.  Students with disabilities have very different and very specific needs. These needs should be discussed in a confidential manner. It was difficult to advise and help these students without other students overhearing information regarding approved accommodations, or possibly getting a sense of another student’s diagnosed disability. |
| **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*: The Dean of Students Office will review and make appropriate revisions to Part II of the Student Handbook.  *Rationale (Why you are setting this objective? Mark with “X”)*:  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*: |  | a. A committee made up of students, faculty and staff will begin meeting in July 2010 to review Part II. This review will take more than one year.  b. Recommended changes will be sent to the Associate Provost by January 16, 2012.  c. Approved changes will be made in the on-line Student Handbook by June 30, 2012. |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| 1. A review committee of faculty, staff and students met on 6/3, 6/17, 7/1, 7/15, 7/29, 8/12, 10/8, 10/22, 11/5, 11/10, 12/3 (2010) and 6/9, 6/16, 6/23, 6/30, and 7/7 (2011). 2. The proposed changes were sent to the Associate Provost on August 9, 2011. The proposed changes were approved by the Associate Provost and University General Counsel on January 24, 2012. The proposed changes were sent to the President’s Council on March 7, 2012. The proposed changes were approved by the Board of Trustees on May 4, 2012. 3. Updates were sent on May 30, 2012 to be uploaded to the on-line Student Handbook. |  | 1. It had been over a decade since Part 2 of the Student Handbook had been thoroughly reviewed and revised. Best practices and The Model Student Code were used to ensure the legality and appropriateness of NMU’s Student Code. 2. Changes in Title IX were reviewed to ensure NMU’s Student Code follows federal mandates in regard to sexual harassment and assault. 3. Changes made to NMU’s Student Code will be used to acquire a “green light” from FIRE (Foundation for Individual Rights in Education). FIRE is an organization that monitors and rates universities based on their commitment to protect student rights. NMU currently has a “yellow light.” A “green light” would mean that policies and procedures in the Student Handbook are in compliance with students’ constitutional rights. |

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. |