**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Equal Opportunity Office | | | |
| This document is the | 🞎 PLAN or 🗹 REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | 9/22/2012 |
| Submitted by (Unit Representative) | | |  | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes \_X\_ No** |
| The Equal Opportunity administers the university’s non-discrimination and sexual harassment policies, advises on civil rights issues, monitors the employee recruitment and selection process to ensure compliance with federal affirmative action (AA) requirements, provides training opportunities and handles complaints of discrimination and harassment. |

**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 continuously improve the NMU Affirmative Action (AA) Plan to assist the University’s decision makers, (department head/directors, deans, provost, vice-presidents, and president) with compliance and goal attainment. |  | 1. Use the AA Plan software to ensure accurate reports and a timely availability date. 2. Deliver a complete annual AA Plan by May 1, 2012. The data is pulled in mid-October and includes information covering the following dates: October 15, 2010 to October 16, 2011. The data is then included in the 2012 AA Plan. 3. Disseminate the 2011 AA Plan information, which includes data from October 15, 2009 – October 16, to decision makers to assist in reaching 2011 AA Plan Goals by October 15, 2011. |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| See attached NMU Affirmative Action Plan (AAP) trend report for Plan years 2008-2012 (Attachment A). Data is provided for each EEO job group and indicates the total number of employees in each group, and the number and percentage of minorities and females within the groups. |  | An analysis of the AAP trend report led to revised Initiatives for Accomplishing the Goals in the Affirmative Action Plan (see attachment B). |
| **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*: Assess the effectiveness of the Staffing Best Practices Guide that was developed in 2010-2011 to determine satisfaction and usefulness by users.  *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*: CA 2 & CA 3 |  | *Describe timetable plans to achieve objective*.   1. Survey users who have used the Staffing Best Practice Guide to determine satisfaction, usefulness, and for suggested improvements by the end of the January 2012. 2. Survey results will be compiled by the third week in February. 3. Results will be used to update and improve the guide. The improved guide will be a valuable tool to assist users involved with the hiring process.   Success of the objective will be determined by the results indicating a positive level of user satisfaction.  The data obtained from the survey will be used to compare satisfaction levels of the users with the following year. |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| Feedback from the Search Process Guides and Search Chairs and/or committee members during the 2011-2012 faculty search cycle identified 4 issues as the highest priority for process improvement:   1. Lack of shared understanding regarding the revised process as a result of contemporary practice, technology implementation, and turnover amongst the participants. 2. Lack of documentation at various stages of the process. 3. Extraneous decision points which introduce additional risk and legal exposure. 4. Inadequate line-of-sight from the position’s purpose, position description, selection criteria, and candidate selection. |  | * The identified issues were collated and compiled in summer, 2012. They will be presented to the Provost’s Cabinet in Fall 2012. It is mandatory that key decision makers participate in identifying resolutions to the identified issues. * Process Guide materials are being standardized and shared for consistency through the 2012-2013 selection cycle on the basis of feedback during last year’s cycle. In particular, position descriptions, interview items, advertising protocols, and screening techniques have been elaborated upon. * In alignment with the Affirmative Plan initiatives, the President has approved a fall kick-off meeting for all search chairs, department heads, and Deans to discuss affirmative action plan goals and other best practices with regard to the faculty search process. |
| **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*: Complete a review of the [Sexual Harassment Awareness](http://webb.nmu.edu/EqualOpportunity/SexualHarassment/SHIntro.shtml) on-line training site. The training will be reviewed for periodic maintenance and possible updates.  *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*: CA-2 and CE-3 |  | Describe timetable plans to achieve objective.   1. Identify a focus group by the end of the October, 2011. 2. The focus group will review the on-line training by  January 15, 2012. 3. The focus group will present comments/suggestions to the EEO/AA Specialist/Human Resources Generalist on how to improve the on-line training by the end of February, 2012. 4. The EEO/AA Specialist/Human Resources Generalist will make the appropriate changes by March 15, 2012.   The objective will be judged successful based on an increase in the overall training satisfaction survey.  Sexual Harassment Awareness Training Survey data is collected electronically from employees. The new results will be compared with the previous year to see whether there is an increase in overall training satisfaction and an increased awareness of what sexual harassment is and its effects. |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| Rather than a focus group, a survey was developed and distributed to those individuals who completed the on-line training in the 2011-2012 school year. Of the 30 individuals who received the survey, we had a 33% response rate (10 responses). The respondents indicated the 100% of them knew where to go on campus regarding concerns about Sexual Harassment, rated the content as good to excellent, and indicated their awareness of what Sexual Harassment is and its effects. 90% thought they were better equipped to prevent/stop Sexual Harassment. The respondents liked that the material was available on-line, that it was easy to understand and had a good format, that links to other information were included, that it was straightforward and provided good examples, and that they had the flexibilitiy to complete the training during “down time” on their job. The suggestions for improvement were confined to “maybe more examples”. |  | Based on the feedback, additional examples are being identified and developed. Training program content will be regularly reviewed and revised for currency and regulatory updates. Title IX, for example, has dramatically expanded to include sexual assault and sexual harassment, and this material will be integrated into the training program once NMU policies and practices are finalized. NMU has an obligation to monitor and adjust its practices and the information provided to faculty, staff, and students in order to abide by guidance from the Office of Civil Rights (Department of Education), and stay compliant with evolving regulations and interpretations of state and federal law. |

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.