**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN**

**Administrative or Educational Support Unit**

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| Name of Department or Unit | | Intercollegiate Athletics and Recreational Sports | | | |
| This document is the | 🞎 PLAN or 🗹REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | June 23, 2011 |
| Submitted by (Unit Representative) | | | Bridget Berube | | |

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| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes X No** |
| Intercollegiate Athletics and Recreational Sports, by providing quality athletic and recreational sports opportunities, shares in the university academic mission by creating and maintaining an environment that promotes academic achievement, embraces diversity, fosters a collegiate spirit and tradition, interpersonal growth, social development, lifetime leisure skills and a lifelong connection with NMU. |

**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.)  **X** 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.  **🞎** 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.  **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*?) |
| *Objective*: Stay current with National Intramural-Recreational Sports Association determined national trends in campus recreation (program offerings, services, facilities) to create a wellness model that best serves our students, aiding the University in remaining competitive in recruitment and retention.  *According to NIRSA, wellness and campus recreation opportunities and programs play a significant role in recruitment and retention. Participation and satisfaction by our current students is where we must start before we expand to perspective students.*  *Wellness for students is the concept of a balanced lifestyle that involves continual growth and balance and offers students a comprehensive program of Sports, Recreation, Leisure Activities, Educational Opportunities and services that promote growth, leadership development, social interaction, fitness and wellness.* |  | *Describe timetable plans to achieve objective*.  a. Survey members to measure satisfaction and level of interest in other trends during Winter 2012 semester.  b. Survey student non-members to seek input on reasons for non-participation during Winter 2012 semester.  c. Implement survey outcomes for the Fall 2012 semester.  d. Conduct surveys listed in a and b during the Fall 2012 semester.  *In 2010-11, 6,100 NMU students purchased a recreation membership, which constituted 70% of the student body. Student surveys will be done with the goal of serving our students better by both gauging satisfaction of members and gauging reasons for non-participation by non-members.* |
| **Summary of Data Collected** *(Provide trend data and summarize)* |  | **Describe how results were used to improve services** |
| Beginning January 9, 2012 electronic surveys were sent out every four weeks to 20 members who were coded as either renewals or new members. Through September 3, 2012 there were 357 of 700 completed surveys through 35 weeks.  The survey results were categorized as Facilities, Programming, Services and Equipment as they were received and consideration for implementation began immediately with the implementation timeline depending on the complexity/cost. |  | Information gathered in the surveys allows for us to identify and prioritize maintenance, upgrades, and offerings. For the Fall 2012 we further expanded our customer satisfaction to include a secret shopper program and an online comment box with a forum that supports our on-site comment box. We plan to begin posting the feedback and responses on our website. |
| **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*: Consolidate Intercollegiate Athletics, Recreational Sports, and the USOEC while continuing to provide cohesive unit services to all user groups.  *Rationale (Why you are setting this objective; mark with “X”)*:  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? NO (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: |  | a. Evaluate positions in all areas by July 1, 2011.  b. Consolidate office locations and clerical staff by Aug. 15, 2011.  c. Evaluate and consolidate staff responsibilities by Oct. 1, 2011.  d. Operate personnel at a cost savings in FY12 in comparison to FY11 while maintaining quality of service.  *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*?  Objective will be considered a success if we obtain staffing savings exceeding $100,000. |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| Positions were evaluated by July 1, 2012 with the decision to eliminate three full-time positions. Space was evaluated and the office locations for Intercollegiate Athletics and Recreational Sports were consolidated into the Superior Dome by August 15, 2012.  Position elimination exceeded $200,000. |  | The consolidation will continue into future years as the USOEC and its model on our campus continues to evolve. The specifics of this consolidation improved our operating by allowing the USOEC to remain for the 2011-12 and 2012-13 academic years, giving us time to evaluate future possibilities Olympic Athlete opportunities on our campus and in our community. |
| **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*: Increase intercollegiate student-athlete’s knowledge of NCAA rules by creating an online rules education program.  *Rationale (Why you are setting this objective? Mark with “X”)*:  X Effectiveness/quality action Efficiency/cost action  X Compliance issue Satisfaction measure Create baseline  Other (explain):  *Does this objective relate to a Road Map goal? NO (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: ML-2 |  | Describe timetable plans to achieve objective.  a. Survey students-athletes to gauge baseline knowledge by October 1, 2011.  b. Administer monthly mandatory electronic rules education sessions in months October through April to all student-athletes.  c. Survey student-athlete to gauge their knowledge by May 1, 2012.  *Beyond completing the above steps, how will you judge whether the objective was a success*?1 Success in the objective will be measured through participation, increase in survey performance from beginning to end, and performance on quizzes in each rules education session. |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| This project was not implemented in 2011-12 due to the return of the director and followed absence of the director. |  | This project was not implemented in 2011-12 due to the return of the director and followed absence of the director. |

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)