**Northern Michigan University**

**OUTCOMES ASSESSMENT PLAN**

**Administrative or Educational Support Unit**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Department or Unit | | Public Safety and Police Services | | | |
| This document is the | 🞎 PLAN or 🗹 REPORT for July 1, 2011 to June 30, 2012 | | | Date Submitted: | 9/26/2012 |
| Submitted by (Unit Representative) | | | Michael Bath, Director, Public Safety and Police Services | | |

|  |
| --- |
| **Department or Unit Mission Statement: Was this mission statement revised this year? Yes X No** |
| To assist in providing a safe and secure living and learning environment for the university community that is consistent with the values and mission of the university. |

**Functions within the University:**

|  |
| --- |
| 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.  **X**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.  **X**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.) |

|  |  |  |
| --- | --- | --- |
| **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*?) |
| 1. The university will continue identifying campus security authorities in an effort to ensure proper reporting and maintaining continuous compliance with the Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act). This is a continuation of an ongoing objective from previous Outcomes Assessment Cycles. By remaining in compliance, the university will continue to receive federal funding. |  | 1a. Identify campus security authorities annually by 9/1/11.  1b. University staff will participate in mandated training on the Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act) by 10/31/2011.  1c.Publish the Annual Security Report - Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act) to the university community prior to 10/1/2011.  1d. Crime and Fire Statistics submitted to the Department of Education by 10/1/2011. |
|  |  | **Describe how results were used to improve services** |
| This objective was met in the timeline outlined above and ensured Northern Michigan University’s compliance for the Higher Education Opportunity Act (Fire Safety Annual Compliance Report and the Clery Act)  a. Campus Security Authorities were identified by September 1, 2011. b. Face to face training was conducted with the Housing and Residence Life department and Athletics. All others were sent information for logging into the NMU Pipeline to complete the online training program for the Clery Act. This meets the requirements for the Higher Education Opportunity Act.  c. The annual report which includes the crime and fire statistics was submitted to the Department of Education on September 19, 2012.  <http://www.nmu.edu/publicsafety/node/68>  Note: This site is updated the last week of September with the previous year’s statistics. |  | There are two components to this objective: one is for the training compliance and the other for reporting compliance. In reference to the former, a review of all the positions on campus was conducted to ensure the list of Campus Security Authorities is complete and accurate. This is an ongoing task, due to the changes in staff that occur throughout the year. |
| **Administrative Objective #2** *(State a 1-2 year objective intended to improve a unit process, service, or output.)* |  | **Means/Evidence of Assessment for Objective** |

|  |  |  |
| --- | --- | --- |
| *Objective* :  In order to comply with state and federal regulations, train applicable university community members on the proper use of fire extinguishers to meet Michigan Occupational Safety and Health Administration (MIOSHA) standards on Hot Work and other identified applicable programs.  This objective relates to the roadmap goals of ML-3 and the CA-4 as we are using environmental friendly technology.  *Rationale (Why you are setting this objective; mark with “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? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: |  | *Describe timetable plans to achieve objective*.  a. Identify funding and purchase a fire extinguisher training simulator by 8/1/2011.  b. Train department staff who will be conducting fire extinguisher simulator training by 9/1/2011.  c. Identify members of the university community required to receive fire extinguisher training according to MIOSHA standards by 10/1/2011 who will receive the training throughout the year.  *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*? |
| **Summary of Data Collected** (*Summarize the evidence)* |  | **Use of Results to Improve Unit Services** |
| a. A fire extinguisher training simulator was purchased utilizing Loss Control Funds through the Risk Management fund.  b. A train the trainer was conducted with select staff within Public Safety and Police Services to learn to operate and train with the simulator.  c. Staff were identified and selected by a review of job descriptions of those positions that would more than likely have to utilize a fire extinguisher in the course of their duties. Training was conducted throughout the year and 155 employees were trained utilizing the simulator. |  | Northern Michigan University must comply with both Federal and State regulations with regards to Occupational Health and Safety. NMU follows NFPA (National Fire Protection Association) MIOSHA (Michigan Occupational Health and Safety Administration) standards of which there are requirements for training of fire extinguishers in order to perform certain tasks involving welding, cutting, soldering, etc… in order to meet the standard a training program for fire extinguisher was developed.  It should be noted; this simulator is environmentally friendly and has no negative impact on the environment. It is also a portable unit, which allows us to bring the training to the departments. This simulator has allowed the university to continue to do the work while being in compliance with applicable standards. |
| **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*: Replace department handguns that have reached the recommended life cycle. This is based on manufacturer’s recommendations for law enforcement handguns, their current condition, staying current with technology and the safety of department staff and the university community.  *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? (Refer to last page for the Road Map goals). If yes, type the related Road Map codes here*: |  | Describe timetable plans to achieve objective.  a. Identify funding to purchase department handguns by 7/1/2011.  b. Identify and evaluate replacement handguns by 7/1/2011.  c. Purchase new handguns by 7/15/2011.  d. Transition from current handguns and train and qualify on new weapons by 8/1/2011. Qualify means to meet the [MCOLES Active Duty Firearm Standard](http://www.michigan.gov/mcoles/0,4607,7-229-41624-222683--,00.html).  e. Completely transitioned over by 10/1/2011.  *Beyond completing the above steps, how will you judge whether the objective was a success*?1 |
| **Summary of Data Collected (**Summarize the evidence) |  | **Use of Results to Improve Unit Services** |
| The objective was fully completed.  a. Funding for the replacement of the department handguns was identified, utilizing forfeiture monies that can be used for this purpose by Michigan Statute.  b. An analysis of the current Glock and Sig Sauer weapons was conducted by the firearms instructor and defensive tactics instructor. The analysis consisted of quality, durability, maintenance, safety and functionality. This was conducted at the range with live fire testing by numerous members of the department.  c. Along with the requirements above, gun retention was also considered and double retention holsters were purchased. The decision was made to purchase the Glock 23/22 Generation 4 .40 caliber handguns.  d. The final step in the process was to transfer from the Sig Sauer to the Glock handgun. This was done in two stages: lecture on the familiarization of the weapons and then live fire exercises. We incorporated gun retention and the use of the new double retention holsters.  e. All officers were able to qualify to the MCOLES Active Duty Firearm Standard with the new weapon. This was completed by October 1, 2011. |  | Our objective to replace our current handguns was developed due to the age of our weapons. The last time our handguns were replaced was in the fall of 2000. It is recommended after five years the handguns have the springs and roll pins replaced. This was completed. After ten years it is recommended the guns have a major overhaul with a number of parts replaced. It was decided at this time to look into the replacement of the handguns as opposed to conducting the required maintenance to determine if it would be more cost effective to replace the guns. Upon our initial evaluation, it was apparent we could replace the weapons with a newer version more cost effectively than conducting the maintenance.  In follow up conversations with the officer’s they indicated they liked the new weapons and some found the weapons to function better than the previous models. As far as maintenance of the weapons, we have not encountered any issues to this point.  We were pleased with the transition to the new weapons and have had numerous agencies throughout Marquette County inquire about our decision to transition to the new weapons. |

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).

|  |  |
| --- | --- |
| ***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)