Accreditation Update

Paul Lang, Provost & Vice President
Academic Affairs
May 1, 2014
Kim Barron, Director
Institutional Accreditation & Assessment
AQIP Systems Portfolio

Final drafting and editing taking place in all nine categories

- 137 questions plus overview to each category

- Effort to include the most up-to-date information as well as trend data results since 2010
AQIP Systems Portfolio

2014 Systems Portfolio development has been a highly collaborative process.

‣ Many staff and faculty members have participated in preparation of the document

‣ Categories are being written by individuals closest to the subject matter

‣ Categories are being reviewed by additional staff and faculty
Categories one, three and five are in final drafting and editing stages; these three categories hold a majority of HLC’s 21 Core Components.
Category 1 – Helping Students Learn

- 18 Process Questions
- 6 Results Questions
- 2 Improvements

- 21 HLC core components
- 10 of the core components are addressed through Category 1
Category 1 – Helping Students Learn

- Setting Learning Outcomes
- Designing and Communicating Programs
- Support of Learning
- Teaching Expectations
- Assuring Currency
- Assessing Learning
Purpose of General Education

University Learning Outcomes

- Think independently and critically
- Develop lifelong learning habits
- Acquire career skills
- Embrace diversity
- Become productive citizens and leaders in regional and global community
Why change the current Liberal Studies program to General Education?

- Current Liberal Studies Program is not easily assessed
- Current Liberal Studies does not meet the demands of a content rich world
- Current program is intentionally separate from the rest of the student’s experience at NMU
- A compelling need for clear learning outcomes...
  - Give a common experience to all the students
  - Add relevancy
  - Allow appropriate assessment to see if the program is doing its job
New GE Learning Outcomes

- Critical thinking
- Communication skills that express ideas clearly and effectively
- Interpretation of quantitative data leading to conclusions
- Engagement with cultural and ethnic diversity
- Integrative thinking through synthesis of disciplinary knowledge and applying this synthesis to new contexts
- Analysis and evaluation of artistic, literary or rhetorical expression
- Synthesis and analysis of major social structures and processes or events
- Use of scientific processes to investigate and report knowledge about natural or social phenomena
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<thead>
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<th>GENERAL EDUCATION COMPONENTS</th>
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<td>Effective Communication (2 courses)</td>
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<td>Quantitative Reasoning and Analysis (1 course)</td>
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<td>Social Responsibility in a Diverse World (1 course)</td>
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<td>Integrative thinking (1 course)</td>
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<td>Human Expression (1 course)</td>
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<td>Perspectives on society (2 courses)</td>
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<td>Scientific Inquiry (2 courses)</td>
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* Courses in all components would also address Critical Thinking Learning Outcome*
General Education Program Structure

- 10 courses (at least 3 credits each)
- “C” or higher in all courses
- No double counting *within* the General Education program
- Courses *can* be double counted with major and/or University Graduation Requirement
- Courses may be at any level
- Transferability particularly with MTA
Courses will be assessed on a 3 year rotation using common rubrics (2–3 Components per year)

Components (and rubrics) will be reviewed on a 3 year cycle

Entire program will be reviewed every 6 years (after two cycles through courses and components)

“Keep up to date rather than get up to date”
Written English Competency Requirement

- Student can demonstrate competency through testing or by successful completion of course work.
Math Competency Requirement

- Student can demonstrate competency through testing or successful completion of course work.
### Category 1 – Helping Students Learn

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Dr. Dale Kapla, Assistant Provost
Undergraduate Programming &
Faculty Affairs
Category 5: Leading and Communicating

How do our leadership and communication processes guide NMU in making decisions and communicating those decisions to stakeholders?

- Ten process questions (including 5 Core component questions)
- Three results questions
- Two improvement questions
Category 5 Process Example

- How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?
  - Presidential Search Leadership Profile
  - Roadmap/Strategic Plan
How do we encourage and develop leadership and communicate what we’ve learned?

Leading and communicating processes are instituted through a strong shared governance model.

AQIP Action Project on Leadership Training & Succession Planning
What performance measures of Leading and Communicating do you collect and analyze regularly?

- Annual evaluations of leadership performance throughout all levels
- Comprehensive committee structure that reviews leadership performance
Category 5 Improvement Example

- How do your culture and infrastructure guide you to improve your performance and plan for improvement?
  - Shared governance *contributes* to continuous improvement
  - Leadership Training & Succession Planning
Jill Compton, Director
Internal Audit & Risk Management
“Does NMU’s resource base support its current educational programs and its plans for maintaining and strengthening our quality in the future?”
15 questions, including:
- Does NMU articulate its process for planning?
- How does NMU align short term strategies with long term strategies?
- Is there a published method to align diverse divisions at the university?
- Does NMU’s resource allocation process appropriately weigh the educational purpose of NMU before other goals and strategies?
Progress made since 2010

- Added a full-time Director of Institutional Accreditation
- Communicated to all major committees and departments the coordination process
- The President and the Board have emphasized measures and metrics
- Each “Service Unit” submits Outcome Assessment Plans and Outcome Assessment Reports
- Each Vice President now documents plans by division and submits these plans to the Board
Going Forward

How do we incorporate external changes into our plans?

What is our process for linking cross-division strategies?

What are NMU’s metrics for our planning processes?
Current AQIP Action Projects

1. Revision of General Education Learning Outcomes
   Launch date: December 1, 2012
   Completion date: June 30, 2014

2. Developing Leadership Training and Succession Planning
   Launch date: January 15, 2014
   Completion date: April 15, 2015

3. Improving Student Success and Retention
   Launch date: January 30, 2014
   Completion date: January 30, 2015
Project Goal: To promote a climate that will attract, hire and retain employees with diverse leadership skills, as well as train and mentor a pool of teachers who could be promoted from within. Through training of faculty, staff and administrators, NMU can develop leadership skills used at all levels and better assist itself in facilitating effective succession planning.

- Committee has met four times since project launched in January 2014
- Two subcommittees have been developed:
  - Training for new administrators
  - Communication and information gathering
Project Goal: To review and evaluate institutional services related to student retention currently in place across the institution in the context of ‘best practices.’ Following that review, develop recommendations and implement systemic changes that will improve student retention, success and degree completion.

- Committee is in place
- Includes members from a broad range of areas across campus
Service Unit Assessment Review

- Service Unit Assessment Committee continues the annual process of reviewing service unit reports and plans.

- 31 of 33 Service Units have submitted reports and plans.

- Annual objectives identified by Service Units have been incorporated into Systems Portfolio.