

Northern Michigan University

AQIP Systems Portfolio Overview

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Michigan
University

Kim M. Barron
Director of Institutional Accreditation and Assessment
Northern Michigan University
1401 Presque Isle Ave. Marquette, MI 49855

kibarron@nmu.edu
(906) 227-2671

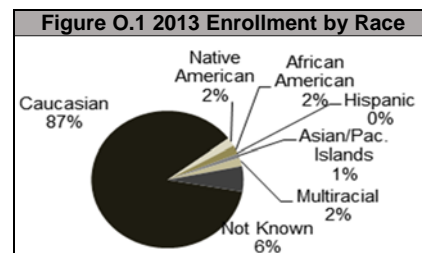
2014 Systems Portfolio Overview

Mission	Vision	Strategic Plan
Northern Michigan University (NMU) challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity and become productive citizens in the regional and global community (www.nmu.edu/mission).	Northern Michigan University will become the university of choice in the Midwest for students seeking a quality academic program with individualized attention in a high-tech learning environment (www.nmu.edu/mission).	In 2008, NMU adopted the <i>Road Map to 2015</i> with four broad elements: Innovation, Meaningful Lives, Campus Attributes, and Community Engagement (www.nmu.edu/roadmap2015). Each element has specific goals and priorities.

Founded in 1899, Northern Michigan University is one of the oldest of 15 state-supported, autonomous universities in Michigan located in the city of Marquette (pop. 20,000) in Michigan's Upper Peninsula (U.P.). As a mid-sized regional public comprehensive master's institution with approximately 9,200 students, NMU serves the Upper Midwest, including Michigan, Wisconsin, Illinois, and Minnesota. NMU offers 155 programs spanning Vocational, Certificate and Diploma, Associate and Baccalaureate to the Education Specialist and Masters degrees and, in a Fall 2014 milestone, the **first Doctoral level program**. Table O.1 lists the top ten undergraduate programs. NMU is one of three Michigan public universities to serve a community college role as part of their university charter.

Program	# Majors
Art and Design	619
Nursing	554
Criminal Justice	369
Elementary Education	228
Biology	167
Social Work	164
Biology/Physiology	143
Environmental Studies	141
Marketing	131
Accounting	127

Figure O.1 and Table O.2 highlight our student profile data. Three-quarters of our students are baccalaureate-seeking; 17% of our undergraduates are non-traditional students (age 25 and over); 90% of undergraduate students are full-time, perhaps due in part to NMU's flat-rate tuition model. On average, each fall semester 550 students transfer to NMU with an average of 50 credits. More extensive demographic data appear in the Institutional Research, Planning & Assessment website (www.nmu.edu/ir).



Total graduate	646	Total undergraduate	8,233	Total NMU	8,879
Graduate Level		Undergraduate Level		Residence	
Non-degree Graduate	193	Non-degree high school	34	Residence Halls	2,620
Graduate certificate	1	Non-degree Undergraduate	206	Univ. Apartments	586
Masters	451	Vocational	4	Commuter	5,673
Education Specialist	1	Certificate/Diploma	224	Region	
		Associate	1,038	Upper Peninsula	48%
		Baccalaureate	6,693	Lower Peninsula	33%
Gender		Gender		Other States	18%
Male	241	Male	3,780	Other Nations	<1%
Female	405	Female	4,453		
1 st time, Full-time Freshmen					
Avg Age	18	Avg Composite ACT	22.9	% regular admit status	76%
Avg Fall NMU Hours	14.8	Avg High School GPA	3.17	% FYE participants	62%

NMU is primarily a one-campus, face-to-face institution with small class sizes—over 80% of class sections are under 30 students and 58% of faculty report an active learning preference. A new primary classroom facility, opening in summer 2014, is designed with movable furnishings for active learning and small classes. Over the past 15 years, online courses replaced off-site face-to-face and ITV courses. Some courses continue to be offered in several U.P. locations to serve population needs. In 2013, NMU added Macomb Community College in the Lower Peninsula as a new additional location and submitted an HLC application to offer additional distance-delivered programs. Through the Teaching, Learning & Communication (TLC) Program, the NMU campus is a connected learning community with over 9,500 notebook computers distributed to faculty, staff and students (as part of tuition) on a three-year replacement cycle. With WiMAX, the NMU wireless network gives access directly to over 6,000 students living off campus in the Marquette area and surrounding cities. “Evaluating TLC Effectiveness,” a 2009-10 Action Project, found that the majority of goals for this 14-year program are being met.

Faculty (FT/PT)	332/151
Grad Assistants	99
Staff (FT/PT)	492/15
Administrators	128
Total	1,217

The university has four divisions: Presidents, Academic Affairs, Finance and Administration, Foundation and Enrollment Management and Student Services; four vice presidents report to the president, who is the chief executive officer. The chief academic officer is provost and vice president of Academic Affairs. NMU has five unionized employee groups. The 2013 employee distribution is shown in Table O.3; 78% of our 1,217 employees are full-time. See Appendix A for our administrative structure. In our FY 2014 budget, approximately 39% of our \$107 million general fund budget was financed by the state government, 60% by tuition and fees and 1% from research grants and private giving. NMU tuition is second lowest of Michigan public universities.

Community Engagement is NMU’s other distinctive objective, affirming values in the mission statement and strategic plan. NMU has the Carnegie Community Engagement Classification. Consistent with these values, the Superior Edge Program is a flagship co-curricular opportunity open to all students who may work towards one or more of four Edges: Leadership, Diversity, Citizenship and Real-world. Other co-curricular activities funnel into the Superior Edge.

State of Continuous Improvement. For the first eight years of AQIP participation, NMU lacked a critical mass that understood continuous improvement methodology. Since 2008, an ongoing campus-wide campaign to inform, train, work one-on-one with departments and involve campus constituents at all levels is showing fruition; we are near or at a critical mass. Results of a 2011 quality culture survey highly rated awareness, collaboration, and initiative alignment with planning. That same survey identified a problem with roles and structure, i.e. who is in charge of continuous improvement and what resources do they have. From 2011 to 2014, as a confirmation of administration’s support, the provost funded team attendance at conferences and workshops to increase dialog and created two new full-time administrative positions to aid continuous improvement.

Ten Action Projects tackled shortcomings identified internally or by AQIP: five projects in Helping Students Learn (assessment and review infrastructure); three projects in Measuring Effectiveness and Planning Continuous improvement (benchmarking); two in Leading & Communicating. NMU improved operational procedures for Action Project management. At the 2011 Strategy Forum, NMU noted a lack of procedure to ensure action projects take the final step—decisions on team recommendations and implementation plan. Project outcomes must now include implementation and evaluation, rather than studies and recommendations. Also, a new project selection process was created taking one project from a service unit’s annual improvement plan (with built-in commitment and recognition), a second project from Systems Appraisal criticisms and a third at large (to encourage participation in improvement). After these changes, five out of seven projects had significant impact and the perceived value of Action Projects shifted upwards as the term “Action Project” became associated with change.

Challenges and Opportunities. The majority of NMU students come from the Upper Peninsula. While that percentage declined to 48% in the last decade, it is offset by targeted increases from the Lower Peninsula and, increasingly, other states. The international student base continues to be low despite a variety of approaches. In 2012-13 NMU employed Noel-Levits to help address both domestic and

international recruitments and in 2013 a new position, vice president of Enrollment Management & Student Services, was created.

In an effort to address all HLC Core Components and respond to previous Systems Appraisal recommendations, Category 1 exceeds the suggested page length.