

## Institutional Response to AQIP Feedback Purdue University Calumet

### I. Organizational Quality Commitment: *the structure to ensure institutional effectiveness*

Through a comprehensive review of the Systems Appraisal both on campus and at the 2006 Strategy Forum, the university declared three new AQIP action projects in March, 2006. The university is using these action projects to improve critical student learning assessment processes and to develop campus leadership.

<p><b>General Education</b> Purdue University Calumet will develop a process to measure and document evidence of general education course effectiveness. Those involved in this project will recommend a process for periodic review of general education objectives, the courses connected to objectives, and assessment of whether these objectives have been met.</p>	<p><b>Program Review</b> Purdue University Calumet will redesign the program review process with a focus on assessment of student learning outcomes at each academic program level. Those involved in this project will redesign a process for periodic review of academic programs. This redesign involves an expansion of the current process to include oversight and review of assessment processes of student learning.</p>	<p><b>Supervise for Success</b> Purdue University Calumet will develop systematic training and assessment through which all new and existing supervisors will understand their leadership role and the implementation of University policies and procedures.</p>
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### Implementation

Since January, 2006, sixty-five members of faculty and staff (and some students) have met biweekly to analyze the issues brought forward in the Systems Appraisal and to recommend, create, and implement new processes to improve the institution. The cross-functional committees included representation from governance groups, all levels of administrative and clerical staff, and the faculty. The organizational chart of this group is shown to the right and the responsibilities are as follows:

#### Steering Committee - Categories 7 & 8

- Project oversight
- Integrating implementation outcomes
- Measuring overall effectiveness
- Planning continuous improvement
- Ensuring alignment with strategic goals

#### Institutional Research - Resource support

#### Office of Assessment - Resource support

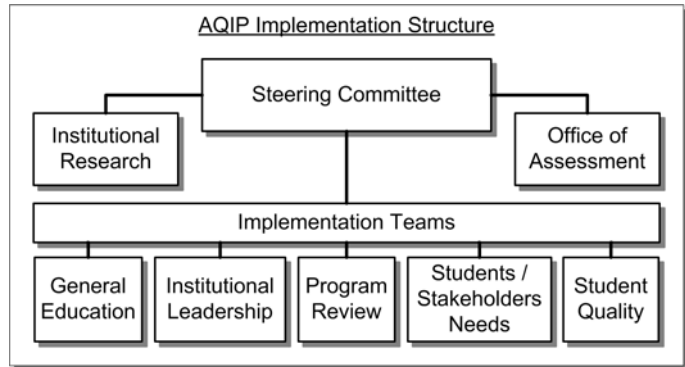


Figure 1

<i>Implementation Team</i>	<i>Category</i>	<i>Implementation Activities</i>
<b>General Education</b>	1	Measuring and documenting evidence for general education outcomes
<b>Institutional Leadership</b>	4, 5	Assessing leadership effectiveness, evidence of communication systems, measuring and enhancing employees satisfaction
<b>Program Review</b>	1	Documenting effective teaching and learning including student learning outcomes
<b>Students/Stakeholders Needs</b>	2, 3, 6, 9	Assessing and understanding changing needs, documenting institutional services in response to needs, building and strengthening collaborative relations
<b>Student Quality</b>	1	Documenting evidence for improved student selectivity, retention rates and graduation rates

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### II. Accreditation Issues Follow Up: *responding to accreditation issues in Systems Appraisal 2005*

#### Accreditation Issue #1

*Although assessment efforts occur in a few places within the institution, the institution's overall evaluation and assessment processes do not provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

#### **Response**

Overall evaluation and assessment processes now include:

1. Careful review of evaluation and assessment processes by the comprehensive AQIP organization. See the AQIP organizational chart (Figure 1) and Category Seven (pages 15-16) on the roles of Office of Institutional Research, Office of Assessment and the Committee on Assessment.
2. Systematic process for assessing the common student learning objectives. AQIP Action Project --General Education.
3. An academic program review process with yearly reports on student learning outcomes. AQIP Action Project--Program Review.
4. A "plan, do, check, act" approach to evaluation and assessment with special focus on all student quality and retention initiatives. See student retention assessment matrix (Figure 2).

A clarification to the 2005 Systems Portfolio:

- The 2001-2007 Strategic Planning process and results show how results from 2001-2007 strategic initiatives have been used to improve institutional effectiveness.
- See Institutional Measures for Tracking Effectiveness (Category Seven)

#### Accreditation Issue #2

*The institution mentions previous quality improvement initiatives such as TQM and dashboards, but does not provide evidence on how these initiatives have resulted in quality improvements.*

#### **Response**

A clarification to the 2005 Systems Portfolio:

- The 2001-2007 Strategic Planning process and results show how results from 2001-2007 strategic initiatives have been used to improve institutional effectiveness.
- See Institutional Measures for Tracking Effectiveness below. (Category Seven)

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### Accreditation Issue #3

*Moreover, as an AQIP institution, there is lack of evidence of how the institution uses the Strategy Forum, Action Projects, or measures of effectiveness to improve processes, particularly for the AQIP Category 1, Helping Students Learn.*

#### **Response**

The initial Strategy Forum in April 2002 produced three AQIP Action Projects:

1. Initiatives related to student success (Category One),
2. Professional development for faculty and staff (Category Four)
3. Development of advisory boards for curriculum innovation and internship development (Category One).

The second Strategy Forum in February 2006 produced three action projects:

1. Creation of assessment of general education (Category One),
2. Revision of academic program review (Category One),
3. Creation of the comprehensive supervisory training program (Category Four).

Results from the 2002 strategy forum and action projects resulted in

1. Improving student learning support processes such as
  - Expansion of Supplemental Instruction
  - Implementation of Freshmen Seminars in all departments,
2. Several faculty development initiatives - notably, creation of the Center for Instructional Excellence.
3. Expansion of advisory boards and evaluation of members' role

### Accreditation Issue #4

*Two Principles of High Performance Organizations are lacking in the systems portfolio: (a) learning or "Seeing itself as a set of systems that can continuously improve through measurement, assessment of results, and feedback, the institution designs practical means for gauging its students' and its own progress toward clearly identified objectives" and (b) information or "The quality-driven institution and its personnel seek and use data and information to assess current capacities and measure performance realistically."*

#### **Response**

An improved system for collectively and comprehensively Understanding Students' Needs is being created, with an Office of Assessment and Committee on Assessment periodically determining changing students' needs through a series of measures (See new processes in Categories Three, Six, and Seven).

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**III. Strategic Issues Follow Up:** *responding to strategic issues in Systems Appraisal 2005*

Strategic Issue #1

*The institution does not provide evidence of identifying student needs though a systematic process. Specifically the team's responses to 3P1, 3I1, 6P1, 6P2, 6P3, 6R1, 7P1, and 7I1 give opportunities for the institution to develop and deploy systematic processes that identify changing student needs and provide evidence its processes are resulting in quality improvement.*

**Response**

A clarification to the 2005 Systems Portfolio:

Identifying Student Needs has occurred through Strategic Planning (2001- present)

- Comprehensive environmental scanning framed student success initiatives (2001)
- Surveys of students have influenced new initiatives (2003 - present)
- Benchmark of best practices supported development of freshmen seminars and supplemental instruction (2001-present)

Analysis of Student Needs through the above processes:

- profiling changing student enrollment  
(increase in number of full-time students and part-time students)
- systematic study of national data on retention of students working on campus and how to create support for on-campus employment
- comprehensive survey of Purdue University Calumet students on their work behavior, financial needs, and support needs
- profile of enrollment patterns of persisting students
- survey of persisting students on perception on "how to be successful"
- analysis of peer institution data on retention programs—what programs best met students' needs
- National Survey of Student Engagement focus on areas of support to improve conditions for student learning

Quality Improvements based on Identifying Student Needs:

- funded more student life programming
- built residence hall and residential life programs
- created student employment office
- increased student wages for on campus employment
- funded five new academic advising positions
- changed admissions standards and set up more structured remedial programs
- created comprehensive Supplemental Instruction program
- offered New Student Orientation (mandatory for new students)
- made freshmen seminars in the discipline requirement in all departments
- expanded undergraduate research program
- created extensive Title III grant program to support experiential education for all students
- funded internships in start-up, technical companies

A permanent Committee on Assessment will be charged with coordinating various assessment/data needs and results and implementing communication to the campus for continuous improvement. (See Category 3 for detailed information.)

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### Strategic Issue #2

*The institution has established several new processes (PUC 101 and Student Success Network) and units (Center for Student Achievement, Entrepreneurship Center, Academic Learning Center, and Technology Center) in recent years. However, there is no evidence provided as to the review processes used to determine if these processes and units are resulting in quality improvement. Quality improvement processes such as plan-do-check-act and benchmarking may be useful to the institution as it collects data to determine if these new processes and units are contributing to quality improvements. (Figure 2 below)*

### **Response**

The following is a list of review and assessment of processes that support retention.

#### 1. Increase retention of students who scored in the lower half of the students admitted

<b>Strategy</b>	Create Academic Achievement Academy
<b>Expected Level of Achievement</b>	Increase by 10% the persistence of students who scored in the lower half of all admitted students
<b>Frequency of Assessment</b>	Each semester
<b>Data Source Methods</b>	Internal data analysis
<b>Responsible Participants</b>	Center for Student Achievement and Institutional Research
<b>Results of Data Collections &amp; Analysis</b>	No data available at this time. Program was implemented in Fall of 2006.
<b>Actions</b>	Achievement Academy & Transitions Program (n=80) formed; comparison group under development. Monitor outcomes as data is collected.

#### 2. Increase the number of students moved from "conditional" admittance to "full" acceptance

<b>Strategy</b>	Transitions Program
<b>Expected Level of Achievement</b>	Increase by 10% the persistence of students who scored in the lower half of all admitted students
<b>Frequency of Assessment</b>	Each Semester
<b>Data Source Methods</b>	Internal data analysis
<b>Responsible Participants</b>	Center for Student Achievement and Institutional Research
<b>Results of Data Collections &amp; Analysis</b>	No data available at this time. Program was implemented in Fall of 2006.
<b>Actions</b>	Achievement Academy & Transitions Program (n=80) formed; comparison group under development. Monitor outcomes as data is collected.

#### 3. Increase connectivity of students to the university

<b>Strategy</b>	PUC 101, Student Activities, and Learning Communities
<b>Expected Level of Achievement</b>	An increase in the use of library counseling activities, career development, and student activities
<b>Frequency of Assessment</b>	Annually
<b>Data Source Methods</b>	Entering student survey (such as CIRP) and NSSE
<b>Responsible Participants</b>	Institutional Research
<b>Results of Data Collections &amp; Analysis</b>	NSSE data will be examined to determine student participation in these activities.
<b>Actions</b>	Recommendation to use CIRP to evaluate student values and expectations of entering freshman. Learning Communities are being pilot tested as an additional intervention for conditional admits

#### 4. Increase parental involvement with and understanding of the college experience

<b>Strategy</b>	Creation of a Parent Advisory Board
<b>Expected Level of Achievement</b>	A higher percentage of parents will participate in orientation and other parent programs.
<b>Frequency of Assessment</b>	Annually
<b>Data Source Methods</b>	Internal data analysis
<b>Responsible Participants</b>	Center for Career Leadership & Development and Institutional Research
<b>Results of Data Collections &amp; Analysis</b>	Parent focus groups were conducted in Fall 2005 to provide input on how to make Financial Aid information more understandable.
<b>Actions</b>	Parent Advisory Group being established in Office of Financial Aid.

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**5. Increase first year student engagement (IPEDS cohort)**

<b>Strategy</b>	Freshman Year Experience Student support services programs
<b>Expected Level of Achievement</b>	Increase knowledge of utilization of campus resources Increase knowledge of goal setting. Expose students to values exploration Develop and discuss a completed academic planning & life goals portfolio Familiarize discipline specific career options Fall to fall retention rate
<b>Frequency of Assessment</b>	Pretest and Posttest
<b>Data Source Methods</b>	Participate in National Survey Internal data analysis
<b>Responsible Participants</b>	Center for Student Achievement PUC Instructor PI of Student Services Grants
<b>Results of Data Collections &amp; Analysis</b>	Increase 1-year retention rate from 59.8% FY07 to 62.8% FY08 Student perceptions of Freshman Experience courses were assessed for the first time at the close of the Fall semester of 2005. Students gave the highest ratings to items addressing transitional needs, awareness of support services, and navigating the PUC system. They gave lower ratings to the items related to engaging pedagogy and utility of course readings. Results indicate Student Support Services programs are effective in increasing persistence and graduation among program participants.
<b>Actions</b>	Continue to monitor retention rates for IPEDS cohort. The Student Affairs Committee of the Academic Leadership Team has been charged with evaluating the Freshman Experience Courses and will make recommendations for improvement. Student Support Services will continue to monitor outcomes of programs.

**6. Increase persistence of all students in SI courses**

<b>Strategy</b>	Supplemental Instruction
<b>Expected Level of Achievement</b>	Improvement of student performance in supplemental instruction sections vs. courses without supplemental instruction
<b>Frequency of Assessment</b>	Each semester
<b>Data Source Methods</b>	Skills Assessment & Development Center Survey & Data Analysis
<b>Responsible Participants</b>	Skills Assessment & Development Center
<b>Results of Data Collections &amp; Analysis</b>	F05-Sp06 86% persistence for students who participated in supplemental instruction compared to 59% persistence for those who did not.
<b>Actions</b>	Continue supplemental instruction program and continue to monitor impact on course completion and course grades.

**7. Increase retention of students who fall into academic probation**

<b>Strategy</b>	Academic Recovery Program
<b>Expected Level of Achievement</b>	Return 70% of the academic probation students into good academic standing
<b>Frequency of Assessment</b>	Each semester
<b>Data Source Methods</b>	Internal surveys and data analysis
<b>Responsible Participants</b>	Center for Student Achievement
<b>Results of Data Collections &amp; Analysis</b>	Spring 06 = 63% eligible to return
<b>Actions</b>	Evaluate reasons why students on academic probation failed to remediate successfully.

**8. Increase retention rate of Best & Brightest Scholarship recipients**

<b>Strategy</b>	Create program of deliberate contacts with faculty and learning communities objectives
<b>Expected Level of Achievement</b>	Increase Best & Brightest Scholarship recipient retention rate so as to exceed general retention rate by 3%
<b>Frequency of Assessment</b>	Annually
<b>Data Source Methods</b>	Internal surveys and data analysis
<b>Responsible Participants</b>	Center for Student Achievement
<b>Results of Data Collections &amp; Analysis</b>	Preliminary results indicate improved retention rates among Best & Brightest recipients as compared to overall retention in comparable cohort.
<b>Actions</b>	Continue to monitor.

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### IV. Response to Feedback from the Systems Appraisal: *Responding to feedback in nine categories*

#### Category 1: Helping Students Learn

The Systems Appraisal Feedback Report identified several areas in which Purdue University Calumet had opportunities for significant improvement. The feedback was largely concerned with Purdue Calumet's lack of formal assessment processes which drive the university's actions in the creation, development, supervision and improvement of its academic programs and other activities which help students learn. Specific areas of concern included the items to the right.

In response to this feedback, Purdue University Calumet has clarified and formalized some of its existing processes, and has developed new ones where appropriate. As suggested in the feedback contained in the Systems Appraisal, we addressed some of these issues through AQIP Action Projects.

#### **Opportunities for Improvement**

- The lack of evidence that actual learning is taking place. There is a need to develop assessment processes which collect measures of learning which enable the university to determine its effectiveness and make improvements based on information.
- The lack of an assessment plan that addresses the determination of common student learning objectives and general education outcomes.
- The lack of a formal evaluation method of insuring that the curriculum accommodates our students' learning styles and prepares them for employment or further education in a diverse world.
- The lack of clarity regarding processes used to determine effective teaching and learning, and the methods of communicating expectations across the institution.

#### General Education Review

The General Education Review Process was designed to provide a permanent oversight structure capable of managing and assessing the university-wide general education program. To achieve these ends, we reviewed the learning objectives included in our general education core, then met individually with department heads, advisors and faculty from each academic department to discuss how each program meets the general education requirements. Using the information from these meetings, we compiled a list of all courses that programs currently use to fulfill these requirements, and we chose a sample of 24 of the most frequently used courses to analyze. Working with a group of faculty who were teaching these general education courses, we created an assessment instrument based on the ABET model and we pilot tested the general education assessment process in the fall, 2006, semester.

We are now working with the Faculty Senate to develop a process for the establishment of a permanent committee structure to oversee the ongoing review and assessment of general education at Purdue Calumet. This committee will report to the Curriculum and Education Policy Committee of the Faculty Senate and will be responsible for the items listed below.

- Setting operational guidelines for implementing the General Education Program
- Providing a mechanism to validate whether courses meet one or more of the objectives of the General Education Program
- Reviewing every course validated as a General Education course on a periodic basis
- Providing oversight whereby the General Education Program may be adjusted (addition or deletion of courses) after committee review
- Providing an updated "General Education Course List" periodically

General Education is an AQIP Action Project (2006 – present)

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### **Academic Program Review**

A revised Academic Program Review (APR) process now requires all academic departments to show evidence of student learning outcomes. The APR is intended to be a collaborative process involving the department, school, qualified external consultants, the Academic Affairs Academic Program Review Committee (AA-APRC) and the Vice Chancellor for Academic Affairs. It is intended to be formative and lead to program improvement.

The entire APR process takes place over a two-year period, requires a mid-cycle report on progress, and is normally repeated every seven years. APR seeks ways of further enhancing the quality of our academic programs. This is accomplished by:

- Reviewing the program's mission and goals as they relate to the mission of the institution
- Reviewing the curriculum through which the program's mission and goals are pursued
- Assessing the extent to which the program is achieving its objectives for student learning

These elements are to be explored in each program's self-study report, which will include:

- A statement of intended student learning outcomes at the program level
- Methods for assessing them, including the use of direct methods
- Assessment results to date
- Documentation of the use of assessment results in efforts to achieve program improvement

Self-study reports will also include the results of a focused inquiry addressing issues of particular interest/concern to the program itself. Items of interest may include:

- The existence of an up-to-date strategic plan that defines the program's mission and provides the context for program development
- Attention to factors affecting retention of students and their timely progress to graduation (e.g., quality of teaching, advising, mentoring, course availability)
- Preparation of students to be successful professionals, civic leaders, and informed citizens in a diverse local, national and global society
- Appropriate engagement of faculty in scholarship, professional development, and service to the university, profession, and community

Academic Program Review is an AQIP Action Project (2006-present).

The feedback and assessment data which will result from these two institution-wide processes will allow Purdue University Calumet to implement an effective assessment plan that addresses learning outcomes across the curriculum. As these processes mature, the ongoing review of general education courses will overlap with the Academic Program Review cycle, ensuring that each program's general education courses are valid and appropriate.

Academic Program Review will also provide information that will help the institution document effective teaching and learning by gathering data regarding program objectives, student learning outcomes, evidence of effective teaching and faculty engagement. The requirements of APR complement the regular review of faculty performance in annual reviews and in the promotion and tenure process. Methods of evaluation of teaching, as endorsed by the University Faculty Senate, include student evaluations, peer review, teaching portfolios and supervisor evaluation.

### **Helping Students Learn**

The University offers a number of delivery options that accommodates the various learning styles of our students, including traditional classroom, asynchronous online courses, synchronous video-based distance education, experiential learning experiences, and independent studies. The University also offers off-calendar options, which allow the students to take courses in accelerated formats, on weekends, and during several summer modules. In order to better inform the design of our introductory courses, the Purdue Calumet has piloted the Educational Testing Service's ICT Literacy Assessment Core. "ICT" is "Information and Communication Technology" and tests students' level of information literacy. The test reveals in which areas the students are lacking and any areas of deficiency can be addressed in our introductory courses.

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Purdue University Calumet has also actively developed structures to support student learning including the Center for Student Achievement which created an extensive Supplemental Instruction (SI) program. Assessment processes for SI includes a comparison of course grades for those sections with SI versus matched sections without SI. Supplemental Instruction participation rates and the number of SI leaders are tracked fall-to-spring and fall-to-fall. Tracking of the SI initiative occurred through an AQIP Action Project, 2001-2006.

### **Category 2: Accomplishing Other Distinctive Objectives**

The Systems Appraisal report identified the areas to the right as important opportunities for improvement in Accomplishing Other Distinctive Objectives.

In response to this feedback, Purdue University Calumet has taken the following steps toward improvement.

#### ***Opportunities for Improvement***

- The need to collect and analyze participation data in order to establish benchmark comparisons with peer institutions
- The need to assess the effectiveness of our methods of accomplishing other distinctive objectives, and then using that evaluative data for improvement

#### **Benchmark Data**

Purdue Calumet's distinctive role in economic development is at the heart of its mission as a publicly funded regional university in an area that is going through significant transition. Key to this economic development are the Purdue Technology Center Northwest, the Entrepreneurship Center, and the Hammond Incubator. In spring, 2006, faculty and staff members conducted benchmark visits to best practices incubators in San Jose, California, to develop target measures for the success of new business development. This trip was sponsored by the Lilly Endowment and the comprehensive information from this visit will be shared with advisory boards for Technology Center and a future advisory board for the Hammond Incubator.

Purdue Calumet is currently continuing to collect data to show trends and to measure performance.

#### **Advisory Boards**

In the spring of 2006, Purdue Calumet conducted a survey of our advisory boards to gather information about the level and nature of board participation in university endeavors, board activity, and board members' involvement in our programs, employment of our graduates and their opinions of Purdue Calumet's impact on regional development. Survey results were shared with all department heads to help them make best use of their boards. A second advisory board survey in the spring of 2007 will focus solely on graduates' readiness for and contribution to the work world. These two types of surveys will alternate years and will give the university feedback on its economic impact on our region.

#### **Data Collection**

All federal grant applications (for centers and institutes supporting economic development) contain impact statements and require detail on how impact is being measured. While we have collected some data for these purposes, we are aware that we have not historically and systematically collected data that measure performance. Our current efforts to collect data and establish benchmarks will enable the institution to begin a systematic cycle of improvement.

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### Category 3: Understanding Students' and Other Stakeholders' Needs

The feedback in the Systems Appraisal report noted that Purdue Calumet has clearly defined key student and stakeholder groups, but has opportunities for improvement in the areas listed to the right.

Student success is the foundation of Purdue University Calumet's Strategic Plan (2001-2007). During the strategic planning process and its subsequent implementation, the university conducted environmental scans and student surveys which provided the framework for understanding students' needs. Although strategic planning and ongoing monthly meetings of administrative and academic leaders have focused attention on changing student needs, the university seeks to improve this process. To make best use of the data previously collected and in response to the opportunities for improvement above, Purdue University Calumet has initiated the following processes and systems through which the institution gathers and analyzes data to inform institutional decision-making. New processes for collectively gathering and analyzing data related to students and stakeholder needs will include setting targets for improvement. The Office of Planning and Institutional Research (OPIR) actively participates in the data analysis used to develop priorities and targets.

#### ***Opportunities for Improvement***

- The development of formal processes through which we systematically collect and analyze data to identify students' and stakeholders' needs in a timely fashion. Such data will provide evidence of stakeholder satisfaction which will guide the institution's development of educational offerings and services
- Greater utilization of the services of the Office of Institutional Research in data generation and analysis
- The development of processes and create a system to set targets and priorities

#### **Current Student and Stakeholder Surveys**

Besides the surveys listed below, many academic units such as the Graduate School and academic departments also survey their students and alumni. (Survey instruments and results are available in Resource Room.)

#### Working Student Project

Three hundred undergraduate students in fall 2005 supplied work behavior information such as number of hours worked, why they were working, and their perception of work's impact on schooling. They provided specific suggestions on how the university can support their balancing of school and work. Results of the survey were used in a successful Title III grant in experiential education and are being used in planning retention interventions.

#### Academic Learning Center (ALC) Scheduling and Student Services Needs

Students enrolled at ALC determined specific scheduling needs as well as student service needs (which may not be available there or on the main campus). Surveys were conducted spring 2006, fall 2006 and will be conducted again in spring 2007. Results are being shared with department heads as they plan courses at the ALC.

#### Alumni Survey

Survey of PUC alumni (2006-2007) showed the need for more short-term certificate or training programs for alumni. Preliminary results were shared with all campus administrators.

#### Advisory Boards Survey

A spring, 2006 survey of 220 advisory board members garnered a 50 percent response rate and focused on demographics of board members, level and engagement, and perception of receptiveness to program graduates. A spring, 2007 survey is planned with more focused questions on the work readiness of graduates from affiliated department. The 2006 survey results were shared with academic department heads for further board development.

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## P-12 Schools

Teachers and principals within the schools provide the School of Education with immediate and frequent feedback on teacher preparation. In addition, the Richard Day survey of high school counselors (2003) provided feedback to the Office of Admissions and to academic departments on the information needs of school counselors. This initial survey has been supplemented by the Office of Admissions hosting yearly luncheons and scheduling frequent meetings with counselors.

## **Institutional Analysis**

### Office of Planning and Institutional Research (OPIR)

Develops measures, gathers and analyzes data. Assists in interpreting data and developing reports. Maintains institutional data warehouse.

### Committee on Assessment

During the calendar year of 2006, a cross-functional committee analyzed how student and stakeholder needs assessment is currently being conducted. A permanent committee with representation from faculty, staff and the Office of Planning and Institutional Research will be charged with:

- The identification of assessment/data needs
- Development of evaluation instruments and determining frequency of evaluations/surveys
- Development of a process where assessment will align with educational offerings and services offered at Purdue Calumet (incorporating continuous improvements)
- Establishment of methods for compiling data (including cross analysis of surveys used to determine how data relate and the overall impact continuous improvement)
- Implementing a communication plan to share findings with the Senior Leadership Team and the campus community for continuous improvements

### Office of Assessment (in process)

Will work collaboratively with OPIR on data analysis and with the chair of the Committee on Assessment to shape student learning assessments. Will communicate results with the Senior Leadership Team and will work with them to set targets and priorities.

## **Category 4: Valuing People**

The Systems Appraisal report noted that Purdue Calumet has had success in determining workforce needs and deploying cross-functional teams to communicate strategic initiatives and major projects. However, the feedback also noted several opportunities for improvement, including the areas listed to the right.

### ***Opportunities for Improvement***

- Improved measurement of employee satisfaction through ongoing data collection
- Establishment of processes to retain faculty and staff, including assessment of employee orientation and performance evaluation systems
- Using benchmark data to evaluate our processes and systems for valuing people

In response to the feedback, Purdue University Calumet has initiated the following activities to improve our processes used in Valuing People.

## **Employee Satisfaction Survey**

Following the initial employee satisfaction survey administered in 2003, we again conducted a faculty and staff employee satisfaction survey in 2006. The Office of Institutional Planning and Research analyzed the data, and results were communicated across all campus units through a town hall meeting and email communications. Recommendations garnered from survey data have so far been fed into a formal training program to improve supervision (Supervise for Success) and have spurred an analysis of the performance evaluation system. Plans are in place to repeat the employee satisfaction survey annually. (Survey instrument and results are in the Resource Room).

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Supervise for Success focuses on developing and implementing leadership training for all supervisors at Purdue University Calumet. Program development involved the areas listed below.

- Benchmarking with best practice organizations
- Conducting focus groups and one-on-one interviews to determine what characteristics were required to make successful supervisors at PUC
- Establishing a pilot group of supervisors to participate in the Supervise for Success Program
- Developing an approach for assessing learning for each module

Supervise for Success is an AQIP Action Project (2006-present).

### **Employee Retention**

Employee retention is closely coupled with employee satisfaction. Salary levels comprise a large part of employee satisfaction. It is clear through benchmarking with peer institutions that faculty salaries lag behind those at comparative institutions. The Senior Leadership Team has devised a plan for faculty salary upgrade, and these efforts on salaries have been communicated to the University Faculty Senate and to faculty at a Town Hall meeting focusing on the topic.

#### Employee Retention Initiatives

- Special merit pay policy
- Compensation and benefits package
- Professional development
- Employee recognition luncheon/picnic
- Outstanding Employee Awards
- Flexible schedule arrangements
- Fee remission for employee/dependents
- Voluntary benefit elections
- Job movement opportunities

#### New Employee Orientation Initiatives

- Benefits Orientation
- Buddy program – Clerical Staff
- AP Ambassador Program
- Admin Services Quality Orientation
- GRAD 590 – Orientation for graduate teaching assistants

### **Category 5: Leading and Communicating**

The feedback contained in the Systems Appraisal discussed the opportunities for improvement listed below.

Purdue University Calumet acknowledges these challenges and opportunities, and we are currently in the process of addressing these issues. We have already taken the following steps to improve the institution's Leading and Communicating.

#### **Communication Plan**

Purdue University Calumet has developed a university-wide communication plan which places the office of University Relations at the center of messages from content owners to target audiences. The Communication Plan was developed through analysis of past communication processes, input from various campus constituencies and feedback from faculty, staff and students. (Graphic presentation of the Communication Plan in the Resource Room.)

#### ***Opportunities for Improvement***

- Purdue Calumet has an opportunity to establish systematic processes to evaluate leadership and communication through regular data collection and analysis and through benchmark comparisons with peer institutions
- Purdue Calumet has an opportunity to make better use of the information already gathered by assessment programs in the institution
- The leadership has an opportunity to develop mechanisms to involve various campus constituencies in the university's decision-making process
- Purdue Calumet has an opportunity to use data collected in evaluation of senior leadership to measure results and make improvements for leadership

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## University Forum

The University Forum membership consists of representatives from all governance groups (faculty, clerical, A/P, and students) and the members of the Senior Leadership Team. Discussions regarding institutional initiatives and concerns are held monthly, and the members take the information back to their constituent groups. Through this feedback, Senior Leadership is able to make informed decisions. A recent concern about staff fee remission brought to the Forum by the A/P representatives resulted in a change in the remission process and structure. Concerns about the cost of textbooks from the student membership resulted in a Textbook Task Force and changes in the process of textbook management resulted. Student confusion over how their tuition dollars were spent resulted in a detailed tuition invoice which explains budget distributions.

Purdue University Calumet recognizes the opportunities for strengthening administrative support and additional assessment processes for internal communication.

## Senior Leadership Evaluation

Deans and department heads in Academic Affairs are evaluated annually by faculty and staff within their schools and departments. In addition to annual evaluations within their reporting structure, members of the Senior Leadership Team (the Chancellor and Vice Chancellors and Executive Assistant to the Chancellor) are evaluated by a cross section of the campus periodically. The results of these evaluations are communicated to the individual senior leader for continuous improvement and professional development.

## Benchmark Data

The 2001- 2007 Strategic Plan called for supporting the excellence of faculty and staff, and an AQIP Action Project (2001-2006) also focused on this initiative. Purdue University Calumet determined several measures which would indicate progress toward this goal, and compared results with data from peer institutions. Key benchmark indicators include:

- the percent of full-time faculty
- the diversity of faculty and staff (peer institutions & overall population of Northwest Indiana)
- the ratio of faculty to students
- faculty and staff salaries

In developing the proposal for what has evolved into the current Center for Instructional Excellence, extensive benchmarking activities took place. Benchmark work focused on a faculty development center's organizational structure and personnel, services and activities, and assessment techniques.

Five-year trend and benchmark data will be available in the Resource Room.

## Category 6: Supporting Institutional Operations

The feedback offered in the Systems Appraisal identified several areas in which Purdue Calumet has the opportunity to improve identification of student and stakeholder needs and thus to improve our support services. These areas are listed to the right.

### ***Opportunities for Improvement***

- There is the opportunity to implement a systematic process of obtaining information about student and stakeholder needs through active investigation, then using that information to align support services with needs
- There is the opportunity to gather quantifiable results for student services offered and use those results to take action for improvement. Systematic assessment supported by data will enable us to make improvements in processes that support our vision and mission
- There is the opportunity to establish targets for improvement through identification of best practices that would lead to increased support of residential life and other student needs

## Institutional Response to AQIP Feedback Purdue University Calumet

Purdue University Calumet has been active in these areas and has developed the following structures and processes to work to improve our support of students' and stakeholders' needs.

### Assessment Teams

Since 2005, several assessment teams have analyzed and improved processes which impact students as well as faculty and staff. Teams include registration-payment, enrollment management (in place since 2000), technical services, human resources and business-financial services. In these monthly meetings, a representative sample of stakeholders in these processes share service issues and solutions. Some examples of improvements:

Financial Aid/Scholarships: held focus groups with parents of students receiving financial aid (2005). Input resulted in clarification of financial aid award notice and inclusion of a detailed description on the student invoice.

Textbook Task Force: Cross-functional committee of faculty, staff, and students recommended changes in bookstore procedures and faculty selection of textbooks (2006). (Task Force report in Resource Room.)

Facilities Assessment Advisory Team: meets on a monthly basis to discuss areas of concern and opportunities for improvements in facilities services.

Academic Computing Council: cross-functional committee of faculty and staff meets on a monthly basis to discuss the technology needs of faculty, staff and students. Informed with data from Computer, Technology and Information Services (CTIS), makes recommendations on adoption of instructional technologies (such as pod casting, WebCT), pilot projects (such as laptop purchase/lending programs), infrastructure (wireless installation, technology classrooms), and other related issues.

### Data Gathering

To inform the activities of initiatives such as those listed above, the university gathers data from a variety of sources and uses the analysis of data to plan activities. Examples of data gathered:

- WebCT (Online course management system): use and type of use data (numbers of faculty, numbers of students, numbers of courses)
- Computer, Technology, and Information Services (CTIS) user support: numbers of calls, resolution of complaints, log of "open calls" (unresolved issues)
- CTIS services usage: Main lab use, numbers of concurrent users on the system, levels of wireless logins
- Registration/Payment: numbers of students cancelled for non-payment
- Registration/Payment: understanding of parents in analyzing financial aid award letter
- Assessment of core CTIS services: user survey of Web hosting, network infrastructure, desktop computing, operations and telecommunications
- User surveys: CTIS support satisfaction, Library, Calumet Conference Center (survey instruments attached available in Resource Room.)
- Best & Brightest scholarships: numbers of applicants, numbers of recipients, retention data of recipients

# Institutional Response to AQIP Feedback Purdue University Calumet

## Category Seven: Measuring Institutional Effectiveness

The feedback from the Systems Appraisal identified several opportunities for improvement in Measuring Institutional Effectiveness listed to the right.

In response to this feedback, Purdue University Calumet has examined its existing processes and has worked to clarify its systems and procedures.

### Office of Planning and Institutional Research

The OPIR and the Office of Assessment (in process of being formed) play an integral part in the data collection and analysis at Purdue Calumet. After the OPIR meets with requestor(s) to discuss their information needs in detail, it develops measures and gathers the data. The OPIR then analyzes the data and again meets with the requestor(s) to discuss the results and assist in interpreting the data and developing reports. The resulting information is then used by the requestor(s) for planning and improvement. The process map below shows the flow of information at the institutional and departmental levels from initial request to the OPIR through the data gathering and analysis and then communicated back to the department or university as a whole.

### Key Institutional Measures

The first goal of the 2001-2007 Strategic Plan called for an expansion of access to student learning and improved student success. We used the following measures to assess that goal:

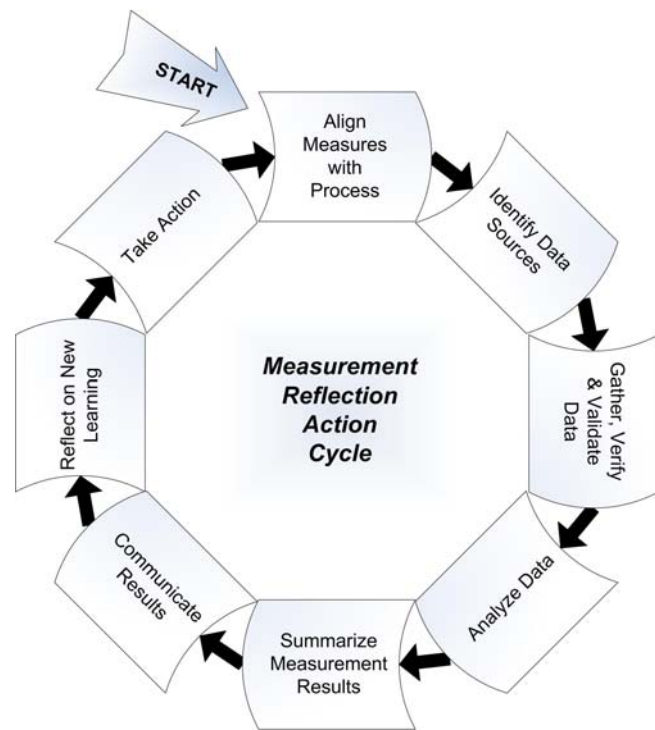
- Freshman retention rate
- Six-year graduation rate
- Scholarship funding
- Undergraduate research/student employment
- Full-time students
- Fall enrollments
- Campus life events
- Residential life program
- Minority enrollments
- Enrollment: Academic Learning Center
- Students in internships
- SAT scores, high school rank, and GPA of incoming freshmen

The second goal of the 2001-2007 Strategic Plan was to promote and support the excellence of faculty and staff. Measures of that goal included:

- Percent of full-time faculty
- Diversity of faculty and staff (compared both to peer institutions as well as to the overall composition of the population in Northwest Indiana)
- Student-faculty ratio
- Faculty and staff salaries

### Opportunities for Improvement

- Clarification of who is responsible for data analysis, and the role that the Office of Planning and Institutional Research (OPIR) plays in supporting the university's improvement efforts. Institutional support of the OPIR would help ensure that systematic analysis and communication are taking place.
- Clarification of our key institutional measures to ensure that a systematic process exists for improvement. This is an opportunity to systematically examine those measures and determine if they are meeting our needs.
- Clarification of how operational data are used for improvements and setting targets for improvements. This is an opportunity to compare results with our peer institutions.



## Institutional Response to AQIP Feedback Purdue University Calumet

Purdue University Calumet and the Purdue University system will be starting a new cycle of strategic planning in the near future, and during that process we will examine both the institutional goals and measures.

### **IPEDS**

- Fall-to-fall retention rates
- Six-year graduation rate
- State appropriation/FTE student
- Percent of full-time students
- Minority student enrollment
- Number of full-time faculty
- Student/faculty ratio
- Development of faculty & staff

### **CUPA/Academe**

- Faculty and staff salary levels

### **US News and World Report**

- Classes with 20 students or fewer
- Classes with 50 students or more
- Student SAT/ACT score
- Majors in top 25% of high school
- Applicant acceptance rate
- Student/faculty ratio
- Proportion of full-time faculty
- Faculty with top terminal degrees
- Expenditures per student
- Alumni giving rate

### **Benchmark Data**

For five years, Purdue Calumet has compared results of key performance indicators of our goals with our ten aspirational peer institutions. We have used these measures to set targets for improvement. Key benchmark indicators include the areas listed to the left.

### **Category Eight: Planning Continuous Improvement**

The feedback from the Systems Appraisal report identified the opportunities for improvement in Planning Continuous Improvement listed below. Purdue University Calumet has addressed these opportunities for improvement and taken the following steps to improve Planning Continuous Improvement.

### **Alignment of Planning Processes**

Strategic planning is Purdue University Calumet's chief planning and implementation process. Results of the Strategic Plan are reported yearly to the Purdue Board of Trustees (see planning process map in Resource Room.).

AQIP projects and reporting have been integrated into the strategic planning process. Three AQIP projects reported progress on the main goals of our Strategic Plan – Student

Success (Goal 1), Faculty and Staff Development (Goal 2), and Advisory Board Expansion (Goal 4).

As the Purdue system completes the planning cycle (2001-2007), an evaluation of the plan on each campus has been conducted and results of that evaluation was reported the Purdue Board of Trustees. Further review will be conducted as the new strategic planning cycle is started. Additionally, all departmental budget requests must be based on achieving strategic goals. All performance appraisals include a discussion of the employee's connect to department and university-level strategic plans (this process is currently being assessed) Revisions in the academic program review process include steps to align recommendations for academic programs improvements with budget requests linked to strategic planning goals.

### **Selection of Measures**

Purdue University Calumet has selected measures appropriate to our goals established during the strategic planning process, specifically those that address student success, development of faculty and staff excellence, and our role as a partner for economic success in northwest Indiana. We chose measures that could be benchmarked against our peer institutions. The measures come from readily available sources: IPEDS data, salary information from CUPA and Academe, and college ranking categories from *US News and World Report*. These measures are listed in detail in Category 7.

### **Opportunities for Improvement**

- The opportunity to align and coordinate our various planning processes and institutional strategies
- The opportunity to select measures which provide non-anecdotal data needed to make informed decisions
- The opportunity to develop a system for planning for continuous improvement using data that demonstrate effectiveness for improvement. Institutional data should be available through a centralized, easily accessible source
- The opportunity to implement a plan-do-check-act process with a shortened cycle to set targets for improvement

# Institutional Response to AQIP Feedback

## Purdue University Calumet

### Category Nine: Building Collaborative Relationships

The Systems Appraisal report noted that Purdue University Calumet has built a number of collaborative relationships with industry, government, and other institutions. However, the feedback identified the following areas of opportunity for improvement in these endeavors.

Purdue University Calumet recognizes the challenges associated with assessing collaborative relationships and is working on several initiatives to address these challenges. We acknowledge that we have further opportunity for improvement in this area.

#### Measures of Success

##### Northwest Indiana Writing Project

Collaboration with area schools for the past 15 years. Success is measured by the numbers of participants and the levels of funding. (Assessment details available in Resource Room).

##### High School Counselors

The Office of Admissions maintains relationships with area high school counselors. The Richard Day survey of high school counselors (2003) has been supplemented by yearly luncheons and discussions with area-wide counselors. Additional meetings with counselors in targeted geographic areas are planned. Success is measured by participation levels in events and by enrollment of students from specific high schools.

##### Area Employers

After attending job fairs sponsored by Purdue Calumet, each employer completes a survey on satisfaction with event and with the students being recruited. Success is measured by survey results and trends in survey results.

##### Advisory Boards

In 2006 (and planned for spring, 2007), we surveyed advisory board members to determine the nature of their involvement with the university, their level of engagement, and impact of program's graduates in regional area. The 2007 will survey focus more on impact of the program on graduates' work performance. Academic department heads and deans are now using results of the 2006 survey in working with their boards.

##### United Parcel Service

UPS and Purdue University Calumet share a common goal of student retention. UPS sponsors a "Learn and Earn" program; 1,117 students have participated in this program, earning \$136,533.33 since its inception in 1999. Purdue University Calumet is also a source of employees, with UPS hiring 252 students since 1999.

#### ***Opportunities for Improvement***

- Purdue University Calumet has the opportunity to develop a comprehensive process for collecting and analyzing measures of success regarding whether the needs of institutional partners are being met. Tracking results for three or more years would provide trend information.
- Purdue University Calumet has the opportunity to set targets for improving collaborative relationships; we would benefit from systematic comparison of results with those from our peer institutions.
- Purdue University Calumet has the opportunity to communicate improvement priorities to our collaborative partners.

**Institutional Response to AQIP Feedback  
Purdue University Calumet**

**V. Institutional Profile Review:** *general information on university from Higher Learning Commission*

Purdue University Calumet - 2200 169<sup>th</sup> Street - Hammond, IN - 46323-2094

**Enrollment Demographics by Headcount** (HLC Posted: 05/16/2006)

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Post-baccalaureate</u>	<u>First Professional</u>
Full-time	5,029	138		0
Part-time	3,330	805		0

Non-Credit Headcount: 59

**Educational Programs** (HLC Posted: 05/16/2006)

	Leading to Undergraduate Degrees			
	<u>Associate</u>		<u>Bachelors</u>	
Program Distribution	18		80	
Degrees Awarded	308		773	

	Leading to Graduate Degrees			
	<u>Masters</u>	<u>Specialist</u>	<u>First Professional</u>	<u>Doctorate</u>
Program Distribution	19	0	0	0
Degrees Awarded	250	0	0	0

	Certificate Programs		
	<u>Pre-Associate</u>	<u>Other Undergraduate</u>	<u>Post-baccalaureate</u>
Program Distribution	26	0	6
Degrees Awarded	56	0	3

**Dual Enrollment** (HLC Posted: 05/16/2006)

Headcount in all dual enrollment (high school): 109

**Off-Campus Activities** (HLC Posted: 05/16/2006)

	<u>In-State</u>	<u>Out-of-State</u>	<u>Out-of-U.S.</u>
Campuses	None	None	None
Sites	None	None	None
Course Locations	1	None	None

**Distance Education Certificate and Degree** (HLC Posted: 05/16/2006)

**VI. Stakeholder Comment and Complaint Policy Review**

In addition to the student complaint account (see I.F. above), the AQIP committee responding to the Systems Appraisal on Category 3 (Understanding Students and Stakeholders Needs) improved its process on reviewing students' and stakeholders' complaints.

**Students' Complaint Policy**

Procedures for Maintaining the Complaint Log

1. *Definition of Complaint:* Any student's problem or situation that has gone through the proper channels, including chain-of-command, grievance procedures, or other policies and procedures, and has been communicated in any written form to an Assistant Vice Chancellor, Associate Vice Chancellor, or Vice Chancellor.

## Institutional Response to AQIP Feedback Purdue University Calumet

2. These students' complaints will be kept in a Complaint Tracking Log in the Office of the Dean of Students and will include complaints of harassment, discrimination, appeals of the grade appeals, student dishonesty, civility, or other.

### Processes for Addressing Students Issues/Concerns/Problems in General

1. For all issues, concerns and problems, students are welcome to contact the Office of the Dean of Students for instructions on how to address issues, concerns and problems.
2. Purdue University Calumet's policies on discrimination, harassment, grade appeals, and the honor code are explained on the Purdue University Calumet web page in the Student Services Handbook. The Office of the Dean of Students can direct students on issues, concerns, and problems related to discrimination, harassment, grade appeals and the honor code.
3. Purdue University Calumet seeks to address students' issues, concerns and problems at the most appropriate level in the University. Students should proceed through the appropriate department in which the students had the issues, concerns or problems as outlined below. The Office of the Dean of Students is always available to aid students in explaining this process.

### Classroom Issues

A. Students should discuss classroom issues with their instructors. If unresolved, students should be encouraged to follow the academic chain-of-command.

### Non-classroom Issues

B. Students should discuss university issues with the appropriate staff member. If unresolved, students should be encouraged to follow the non-academic chain-of-command.

C. Issues surrounding harassment and discrimination should be reported to the Office of the Dean of Students for appropriate referral and action.

### Procedures for Continuous Improvement

(Evaluating both written complaints and informal students' issues/concerns/problems)

1. Once a year, a cross-functional group will convene to analyze both the written complaints and the informal data from the issues, concerns, problems.
2. The data will be analyzed to discover if there are systemic problems that require improvement.
3. If improvement is needed, it will be communicated to the proper parties.
4. When data is collected again the following year, the analysis will include reviewing the previous year's improvement processes to assess improvement's effectiveness.

## **Stakeholders' Complaint Policy**

### Procedures for Communicating and Handling Issues, Concerns and Problems

1. Stakeholders are welcome and should be encouraged to communicate their issues, concerns or problems with their primary Purdue University Calumet (PUC) contact.
2. The issues, concerns, or problems are handled in a timely manner once they come to the attention of the PUC contact. The issues, concerns, or problems that have gone through the proper channels and are not resolved to the satisfaction of the stakeholder, and are further communicated in written form to members of the Senior Leadership Team (SLT). The SLT which will handle the concern.
3. A record will be kept in the appropriate SLT office.

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### Procedures for Continuous Improvement

1. Once a year, the Office of Assessment will request from the SLT a report, with the list of issues, concerns and problems to deliver to the Assessment Committee.
2. The Assessment Committee will analyze the data for appropriate action.
3. The data will be analyzed to discover if there are systemic or other problems that require improvement and which departments, groups of departments, or committees might be involved.
4. If improvement is needed, it will be communicated to the proper parties by the Assessment Committee.
5. When data is collected again the following year, the analysis will include reviewing the previous year's improvement processes to assess improvement's effectiveness.

**VII. Federal Compliance Review:** (All federal compliance information will be available in the Resource Room during the visit).

- A. **The organization's default rate, if any, and its plans for reducing default.** The current loan default rate is 2.8%. The organization is not required to reduce this default rate. (The Resource Room has the default rate for the last three years).
- B. **Title IV compliance.** Program Participation Agreement, Eligibility and Certification Renewal, program reviews, information about compliance with financial responsibility standards, and audits, by the Inspector General of the USDE, and the default rate for the most recent three years as established by the USDE, evidence of compliance with campus crime-reporting and release of completion/graduation rates.
- C. **Commission policy 1.C.7, Credits, Program Length, and Tuition:** Programs follow practices common to institutions of higher education, with graduation requirements falling within the boundaries of similar programs found in accredited institutions of higher education. Program-specific tuition includes the Masters of Business Administration Executive (MBAE) program. Another program charging program specific tuition is a special program for international students. Complete consumer information on these programs is available through the Resource Room.
- D. **Commission policy IV.B.2, Advertising and Recruitment Materials:** Higher Learning Commission contact information is available through the most current Purdue University Calumet Catalog. Accurate consumer information is demonstrated by sample recruitment materials available in the Resource Room.
- E. **Commission policy III.A.1, Professional Accreditation,** No adverse actions have been taken by any professional accreditation agencies. **or IIIA.3, Requirements of Organizations Holding Dual Institutional Accreditation.** N/A
- F. **Commission policy IV.B.4, Organizational Records of Student Complaints.** Organizational account (log) of student complaints for the last two years is available in the Resource Room.
- G. **Commission goals and expectations in soliciting third-party comments:** Press releases to the public and to the student newspaper were mailed on February 9, 2007 and to all faculty and staff on that same date. The due date for comments is by March 9, 2007. All releases, etc., indicate that comments should be sent to the Higher Learning Commission. A week prior to the visit, the visiting team will receive copies of press releases and e-mails sent.