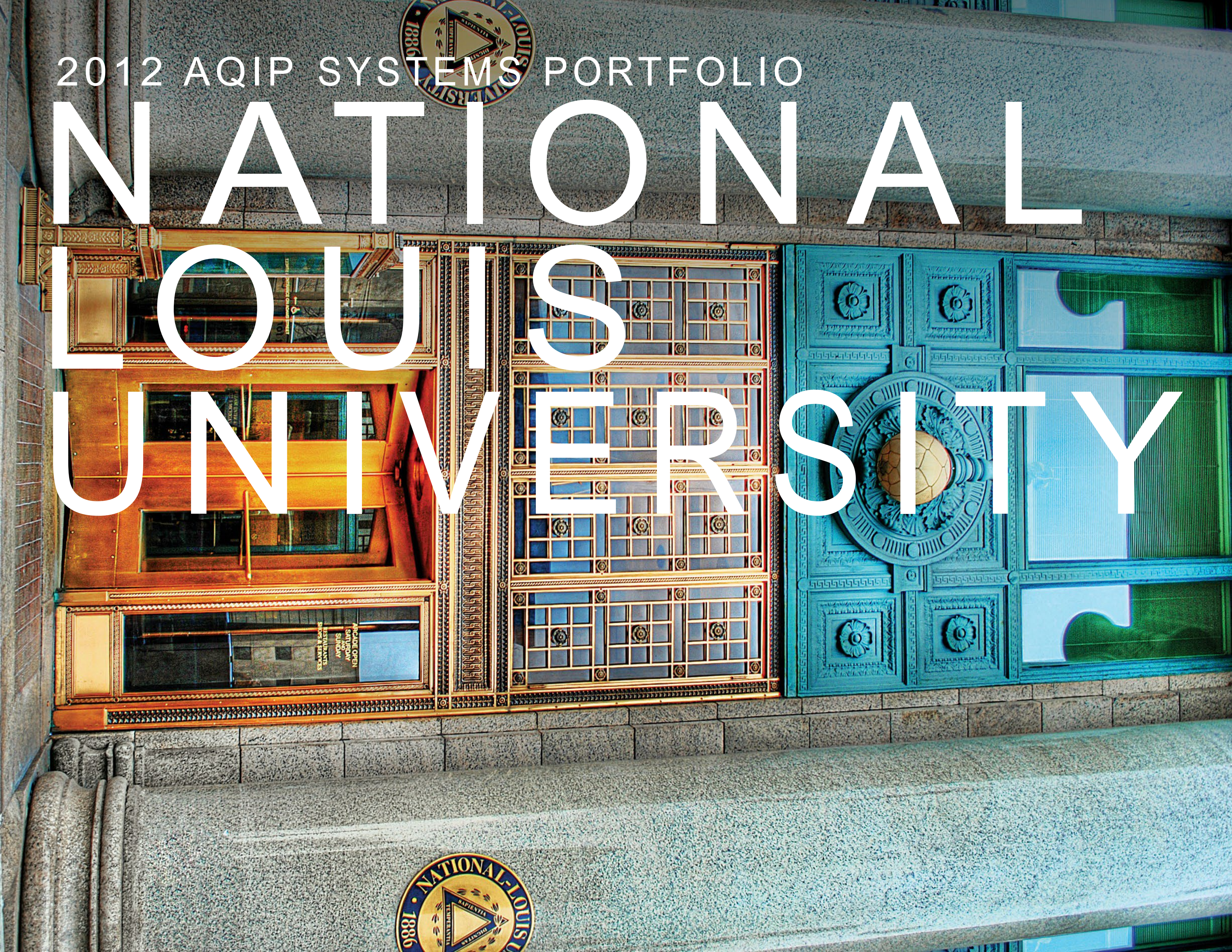


2012 AQIP SYSTEMS PORTFOLIO

NATIONAL LOUIS UNIVERSITY

CONTENTS

OVERVIEW

For more than a century, National Louis University (NLU) has served those who serve others. Elizabeth Harrison, a pioneer in elementary and early childhood education, founded the institution as Miss Harrison's Training School in 1886. The university's name was changed to the Chicago Kindergarten College (1893), the National Kindergarten College (1912), and then the National College of Education (1930). Under Harrison's leadership, National College of Education championed the concept of kindergarten teaching in America and was one of the first teacher's colleges in the country to offer a four-year program culminating in the bachelor of education degree. It was the first Illinois institution to offer the bachelor's degree for elementary teachers. As the Chicago Kindergarten College, our institution was instrumental in the founding of the Parent Teacher Association (PTA) and later as the National College of Education played a major role in launching the national Head Start program.

In 1926 the institution relocated its main campus from Chicago to Evanston. In 1999, after purchasing six floors of an historic landmark building at 122 South Michigan Avenue, the main campus was returned to downtown Chicago. Today, National Louis University serves students from five Northern Illinois campuses—Chicago, Elgin, Lisle, North Shore (Skokie), and Wheeling — and the Milwaukee and Beloit campuses in Wisconsin, and the Tampa Regional campus in Florida. The growth of traditional education programs was followed by the development of programs in allied health, applied behavioral sciences, and human services. The institution formally organized these programs in 1982 under the Michael W. Louis School of Arts and Sciences. Another rapid growth area, business programs, culminated in the formation in 1989 of the School of Management and Business.

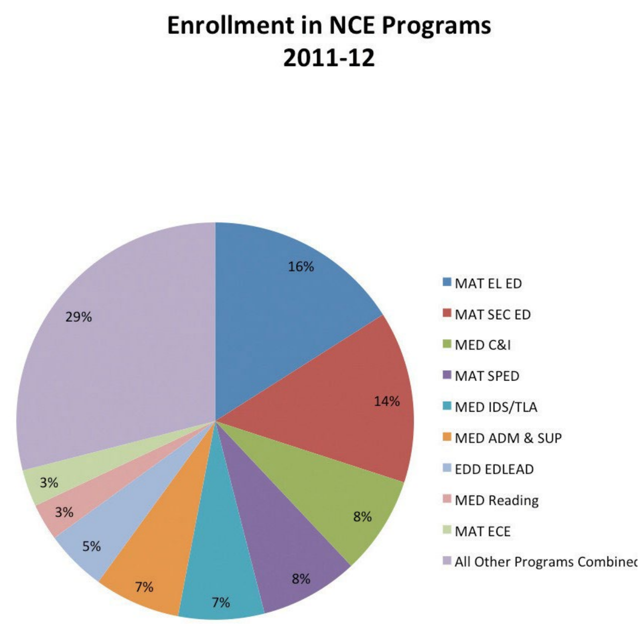
The institutional name, National Louis University, unites the great name of National College of Education with that of trustee and benefactor Michael W. Louis. The Louis gift, a major financial gift that spearheaded the transition in 1990 from college to university, is among the largest to private education in the State of Illinois. Three colleges comprise National Louis University — National College of Education, the College of Arts and Sciences, and the College of Management and Business. National Louis University for 124 years has served an adult and historically underserved population. Many of the NLU students have attended multiple institutions. The student body includes adults who are working full time or contemplating career changes, teachers and administrators who want to further their education while continuing to work in their fields, and immigrants and first generation English speakers.

OV1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

NLU is focused on programs that represent "people centered" professions. Programs across all three of the colleges focus on the development of the "whole" individual facilitating a transformative experience. Common goals for undergraduate students are imbedded in a core general education requirement that consists of seven fields of knowledge plus three integrated competencies (analytical skills, ethics, values & respect for human diversity, and information and technology literacy) which are integrated throughout the curriculum. These skills are assessed by NLU on the basis of knowledge, skills and abilities prior to admission, during coursework and as part of field experiences. Goals for graduate programs vary by program and discipline.

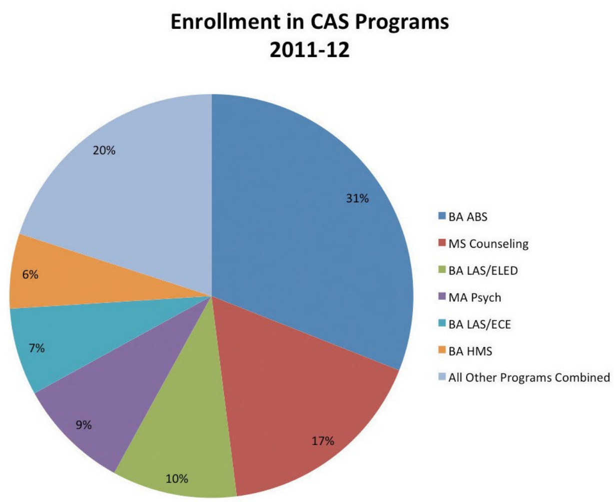
In Fall 2011, NLU had 5,813 students. Of these, 25% were undergraduates and 84% female. The National College of Education is the largest of the three colleges. In the full 2011 academic year, the college had 3,911 students in 46 programs. Nine programs enrolled 72% of the students in the college: M.A.T.: Elementary Education (16%), M.A.T.: Secondary Education (14%), M.Ed.: Interdisciplinary Studies in Curriculum and Instruction (8%), M.A.T.: Special Education (8%), M.Ed.: Curriculum & Instruction/Teaching Learning and Assessment (7%), M.Ed.: Administration and Supervision (7%), Ed.D.: Educational Leadership (5%), M.Ed.: Reading (3%), and M.A.T.: Early Childhood Education (3%).

National College of Education Programs	Percentage
Enrolled	
M.A.T. ELED	16
M.A.T. SEC ED	14
M.Ed. C and I	8
M.A.T. SPED	8
M.Ed. IDS/TLA	7
M.Ed. ADM & SUP	7
Ed.D. EDLEAD	5
M.Ed. Reading	3
M.A.T. ECE	3
All Other Programs Combined	29
Total	100



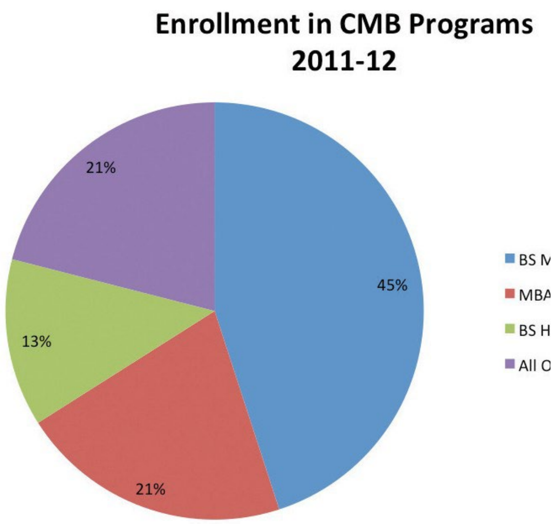
The college of Arts and Sciences is the second largest college with 1,760 students in 21 programs. Six of these programs included 80% of the students in the college: B.A.: Applied Behavioral Science (31%), M.S.: Counseling (17%), B.A.: LAS/ Pre-Elementary Ed (10%), M.A.: Psychology (9%), B.A.: LAS/Pre-Early Childhood Ed (7%), and B.A.: Human Services (6%).

College of Arts and Sciences Programs	Percentage Enrolled
B.A. ABS	31
M.S. Counseling	17
B.A. LAS/ELED	10
M.A. Psych	9
B.A. LAS/ECE	7
B.A. HMS	6
All Other Programs Combined	20
Total	100



The College of Management and Business is the smallest with 900 students in 9 programs. Three of these programs enroll 79% of all students: B.S.: Management (45%), Master of Business Administration (21%), and B.S.: Health Care Leadership (13%).

College of Management and Business Programs	Percentage Enrolled
B.S. MGMT	45
M.B.A.	21
B.S. HCL	13
All Other Programs Combined	21
Total	100



NLU operates five campuses in the Chicago area plus two campuses in Wisconsin and one campus in Florida. The most active campus is the downtown Chicago campus with 30% of enrollments. The other four Chicago campuses total an additional 33% of enrollments. Wisconsin and Florida have 3% and 2% of enrollments. The remainder of enrollments are online (18%) and at off-campus locations (14%).

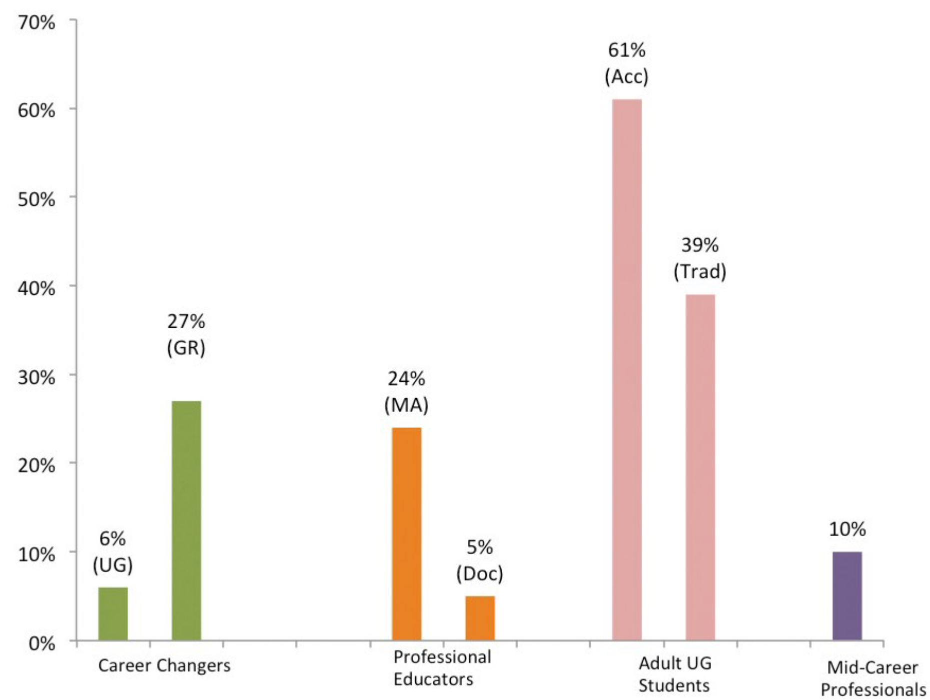
The credit bearing courses and programs are supported by the Colleges. Non-credit offerings are developed and marketed through the continuing education department. These offerings are limited in number and scope. Currently online credit and non-credit courses are supported using the Blackboard Learning Management System. SunGard is also a provider of much of the NLU technology infrastructure.

OV2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

The mission of NLU is, "National Louis University provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement, and service excellence." Beyond instructional programs, the university provides scholarship and community engagement opportunities through our Civic Engagement Center. Community partnerships support rich learning experiences along with access to underserved populations and communities. Our faculty is engaged broadly across communities in business, educational settings, and key service areas. Students from NLU and external constituents are invited to participate in many forums and presentations on current issues. Our students have access to a broad array of academic support services, career services, counseling services, and a variety of clubs and organizations in which they can choose to participate.

OV3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

Overall, NLU serves "non-traditional" students or a group that is today labeled the "new traditional student." More specifically, NLU students fall into four main segments. The largest group includes career changers who are seeking a degree and certification as a teacher at either the graduate (27% of students) or undergraduate (6%) level. The next largest group includes professional educators pursuing masters (24% of students) or doctorate degrees (5%). The third group of students is adult undergraduate students in an accelerated program (61%) or traditional program (39%). The final group is mid-career professionals pursuing graduate studies in non-education fields such as business, psychology, and counseling (10%). The goal is for students in each of these segments to fulfill requirements for the degree, obtain jobs or advancement in their chosen field, continue their studies at NLU for their terminal degree or professional development, and stay connected as satisfied alumni.



OV4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

Table OV4.1 (below) provides a census of employees by part-time versus full-time for each of the major types of positions as of November 2011. Table OV4.2. provides faculty counts by rank and tenure status. Traditionally, the university promotion and tenure policy allowed for tenure without simultaneous promotion. This has been changed in the new policy which does not permit tenure without promotion, and was developed in the current academic year.

Table OV4.1 Breakdown of Employees by Type

	Full-time	Part-time	Total
Faculty	208	364	572
Executive/administration/ managerial	67	0	67
Other professionals (support/service)	133	3	136
Technical and paraprofessionals	10	3	13
Clerical and secretarial	75	4	79
Service/Maintenance	12	1	13
Total	505	375	880

Table OV4.2 Breakdown of Faculty by Rank and Tenure Status

	Tenured	On Tenure Track	Not on Tenure Track	Total
Professors	25	0	0	25
Associate Professors	67	1	4	72
Assistant Professors	9	48	31	88
Instructors	0	1	14	15
Total	101	50	49	200

Human resources are aligned with the institutional strategic priorities. Each of the college deans in collaboration with the provost determine the optimum allocation of faculty, adjunct faculty and staff for teaching and other assignments. Staff resources are also structured around institutional needs. A most recent restructuring aligned human resources to advance quality student service and to support operational efficiencies.

OV5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

From its inception, NLU has been united around a mission of innovation, excellence and access. NLU's mission and values are woven in the DNA of the institution and are integrated into all decision making. Further, the roots of the institution are tied to community engagement and outreach to the underserved To this day, this commitment grounds the institution and guides decision making. From the early days of NLU, social responsibility has been a core value.

Our commitment to shared governance allows many stakeholders to participate in key decision making. In 2010, NLU launched its strategic planning process and this has been a key vehicle to enhance alignment with mission, values, policies and communication. Further, as NLU lives the mission of access, many sites and campuses have been developed to take learning opportunities to students. As a result, communication strategies need to be very purposeful and frequent so that faculty and staff at dispersed locations feel a part of NLU and the values it embodies.

OV6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

As NLU provides access to quality higher education, it is imperative to support student success. One of our core strategic priorities is to offer an unparalleled student experience. This experience supports students inside and outside of the class. Thus, academic support services are being expanded to support the wide array of needs of our students. Tutoring, advising, and technology literacy are being expanded to ensure this success. Electronic tools such as SmartThinking have just been purchased to provide adult learners with anytime support in the critical need areas of math, reading, writing and core content areas. Our students must experience unparalleled support and opportunities for successful achievement. Their successes will reflect our success and effectiveness as an institution.

The recent hiring of a Chief Information Officer, a position that was previously outsourced, brings expanded expertise and focus on strategic investments to expand technology infrastructure and technology supported learning opportunities.

Facility improvements support the creation of highly functional student service areas, as well as effective learning spaces. As an example, the second floor of the Chicago campus is currently being renovated to better meet students' needs.

OV7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

Data collection at NLU becomes increasingly important in this competitive environment. Data are collected to understand student, alumni and prospective students' perceptions, as well as market conditions. Data are also used to monitor enrollment data, such as leads, conversion rates, and retention rates. These data are monitored on a weekly basis.

The data and information strategy is driven by the university scorecard. The scorecard was designed based on the 2006-2011 strategic plan. In addition, as the university determines key drivers for institutional health, benchmarks are developed and assessed. For example, retention rates are assessed with respect to new retention initiatives. Marketing strategies are assessed with respect to their effectiveness in driving interest in the university's programs. Program effectiveness is assessed through program completion rates, among many others. NLU has been defining its vision and strategies for its new strategic plan. Organizational priorities and resource allocation will be determined by these priorities and are designed to support them. NLU currently uses a dashboard of information and continues to focus on ways to automate information so that it is more readily available. Between our Student Information System and our Customer Relations Management system, we are able to collect data that is critical to understanding our effectiveness as an organization.

OV8. What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

The NLU strategic plan has framed three key priorities for its next five years: an unparalleled student experience, academic excellence and fiscal strength. These priorities reflect the key commitments for our institution. Our research with students and alumni has demonstrated a need to focus efforts on updating academic programs to reflect current needs within our professional curricula, and continuing to build support services that will ensure student success. To insure a future of financial strength, NLU is focusing on building diverse revenue streams, building on its track record of grantsmanship, refocusing on philanthropic support for our mission, and building effective recruitment strategies. A very intentional effort has been made to rebuild the recruitment and enrollment processes to overcome declining student numbers. This process is very data driven and is supported by a strong collaborative effort between marketing, market research, enrollment services, and academics, and student support services. Across these core commitments is a need to streamline processes within the institution and to instill a culture of excellence based on accountability and student success. As NLU recommits to that which builds the core of the institution, it also acknowledges the rapidly changing external environments. NLU is faced with an increasingly competitive marketplace amidst very tough economic conditions. These conditions make it imperative to revisit the portfolio of programs, the degree to which it meets the needs of students and the financial viability of the academic offerings. As an example, in recent years NLU has focused on graduate education and undergraduate completion programs. It has become apparent that the lower division courses need to be built out so as to offer complete baccalaureate degrees and better meet student needs.

And with challenges comes opportunity. Some of the areas where success is building include the growth of grantsmanship, online learning, and growing undergraduate initiatives. Grant awards have steadily grown with awards coming from a variety of funders. This reflects the ability of the institution to achieve important aspects of its mission by delivering on key community needs as well as the relevance of faculty research. As overall enrollments have dropped in recent years, online enrollments have increased. Development of a focused online strategy is underway at this time.

The recent launch of a targeted undergraduate initiative that serves historically underserved students is showing great promise. Additionally, it is providing an opportunity to test and evaluate a variety of models that support student success. The expansion of this initiative, along with the development of other day-time undergraduate programming is built from what has been learned in the initial effort called the Harrison Fellows Program.

Another area of opportunity that these initiatives have created is that of becoming a Hispanic Serving Institution. Currently 20% of the undergraduate students are of Latino heritage. As partnerships with the Latino communities grow, so too will the enrollments grow. The Hispanic Serving Institution Designation is awarded to institutions that have an overall enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students.

OV9. What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

NLU relies extensively on partnerships to support engagement, research and grant activities. In addition, the National College of Education (NCE) uses over 600 elementary, middle, and high schools in 50 Illinois counties as student teaching sites. In addition to its core programs that provide certification and advanced degrees for teachers and other educational leaders, NCE provides education for participants in several innovative, high impact alternative certification programs. NCE works with the Chicago Public Schools to support its Chicago Teaching Fellows program by providing the Special Education for the LBSI part of their training. There were approximately 27 Fellows in that program in its second year. NCE also supports Chicago's Teach for America (TFA) supporting Chicago Public and Charter Schools with teachers by providing the Secondary Education and Special Education for the LBSI training for them. NCE trains approximately 85 TFA participants per year. Finally, NCE works with Chicago in partnership with the Academy for Urban School Leadership (AUSL), a major partner for school reform and turn-around schools often referred to by Mayor Emmanuel as an exemplar. NCE teaches 50 students per year in a graduate pre-service teacher education (M.A.T. Elementary Education and M.A.T. Secondary) programs designed to turn around dysfunctional public schools by putting teams of specially trained teachers and leaders to work with the students in those schools. NCE just finished the second year of a new M.Ed. Urban Teaching program for approximately 43 newly certified teachers in partnership with AUSL.

In addition to these partnerships, NLU has launched a University-wide Latino initiative called *Proyecto Comunidad* that was created to unite, strengthen, and extend the many partnerships and connections NLU has with the Latino community in greater Chicago. This initiative seeks to ensure that the culture within the University reflects and supports Latino students and the Latino communities with which NLU works. A Latino Center has been added to the University community and is providing strong programming to meet the goals and objectives of the initiative.

Category 1: Helping Students Learn

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your organization's credit and non-credit programs and courses, and on the processes required to support them.

PROCESSES (P)

1P1: How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

In response to the 2001 PEAQ comprehensive evaluation visit, significant attention was focused on the discussion of National Louis University's (NLU) mission, as well as its general education goals. Improvements in assessing student achievement were made in both undergraduate and graduate programs at the college and institution-wide levels. This was accomplished through a program review by the Senate Academic Planning Committee (SAPC), the University Assessment Council (UAC) and in local assessment committees in NLU's three colleges: The National College of Education (NCE), the College of Arts and Science (CAS), and the College of Management and Business (CMB). As a result of the 2001 HLC visit, the University committed to improving the institution's culture of assessment. This was a challenging process, partially due to the historic independence of the three colleges and the absence of distinct, university-level student learning outcomes. Overall, the process involved a profound paradigm shift. The University community had to shift its focus from inputs, such as faculty contributions, to outcomes, and in particular, student learning outcomes. Progress was ultimately made by developing a focused set of strategic goals and stressing the importance of assessment of student learning.

A number of academic programs developed program-specific student learning outcomes. Other programs adopted outcomes and standards established by accreditation organizations, such as the Illinois State Board of Education (IBHE) or the National Council for Accreditation of Teacher Education (NCATE). Beyond these externally-imposed learning outcomes, six university-wide Student Learning Outcomes (SLOs) were collaboratively articulated by the faculty, establishing a broader context for understanding learning across the institution that fit within the conceptual frameworks and missions of all three NLU colleges. The draft learning outcomes were then further distilled by the University Assessment Council (UAC), providing a much-needed consistency on expectations for student learning across the institution. The final versions of NLU's shared, university-wide SLOs are listed below:

- NLU SLO #1: Students acquire content and conceptual knowledge
- NLU SLO #2: Students integrate content and conceptual knowledge into practice
- NLU SLO #3: Students communicate effectively to others
- NLU SLO #4: Students assess logically and critically to construct new knowledge
- NLU SLO #5: Students discern and enact social awareness, self-awareness and respect for human diversity
- NLU SLO #6: Students work collaboratively

The UAC articulated some basic guidelines for operationalizing these shared outcomes whilst preserving disciplinary distinctiveness, as articulated in the documentation of the development process: "While every student must demonstrate learning through SLOs, UAC also respects and values the uniqueness of each college, program and department in defining learning for their students."

Two of the University's three colleges, NCE and CMB, look to their respective program accreditors for determination of learning outcomes, while CAS has historically faced challenges in this area, with the exception of its one CACREP-accredited program. In NCE, objectives for knowledge, skills, and dispositions are aligned with both NCATE and state standards for education professionals. These learning objectives are grounded in the college's Conceptual Framework, which establishes NCE learning and development standards for all members of the NCE community. CMB appropriately relies on the professional literature, governmental reports (e.g., the Bureau of Labor Statistics), and input from the Business Advisory Board along with accreditor standards to assess student learning. Moreover, at the undergraduate level, CAS and CMB are guided by the objectives of the general education program (I.e., campus-wide outcomes), outlined above.

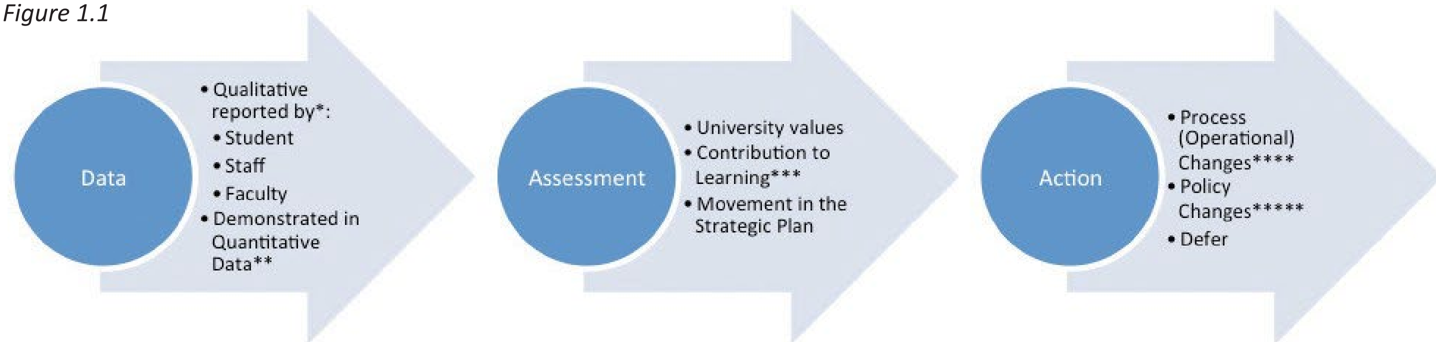
The Library and Learning Support department (LLS) is involved in defining and building out assessment of learning support outcomes, which have not previously existed across the University. This is happening through a faculty-driven, collaborative AQIP Action Project on Improving Retention through Integrated Learning Support. To date, the team has identified learning support outcomes in 4 areas:

- basic learning skills
- social/behavioral skills
- navigating complex organizations
- online learning competency (including social media)

The development of assessment rubrics and processes in each of these areas began in summer 2012, and is expected to wrap–up in fall 2012 as part of this continuing AQIP Action Project, and an aspect of the university-wide general education redesign project. The integration of learning support efforts with general education redesign is intended to ensure that learning support outcomes are closely aligned with general education learning outcomes. In this way, NLU is actively working to confirm, across the institution, consistency and rigorous standards for helping students learn. (1P15; 1I1)

The student experience at NLU is furthered by departments across the university. However, one position now has a special purview over the student experience, the Director of Student Experience. This role operates on data streaming in from numerous departments and entities. Data flows in, is assessed against NLU values (of which learning objectives are a critical component), and then executed against based on the overall strategic value to the student and university.

Figure 1.1



* Qualitative data is provided first hand (primarily in-person, telephone, email). These data streams are outlined in Table 1-Key Stakeholders.

** Quantitative data is aggregated via a new tool, Student Experience Dashboard, which has been created with input from key departments and highlights metrics that quantify the student-university relationship and its quality. Please see SED.

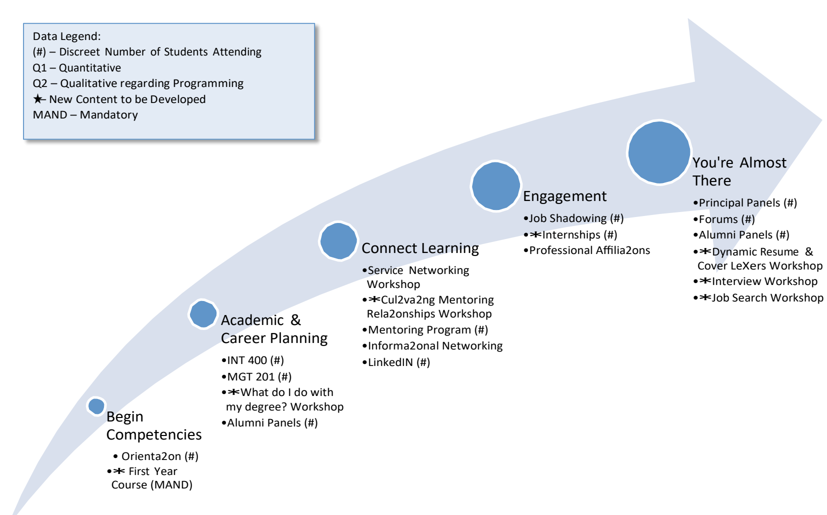
*** Contribution to learning is defined by a multi-department AQIP project team (Dean of Library, Associate Vice Provost of Retention, Faculty, Vice Provost of Institutional Effectiveness).

**** Process changes to address recommendations are implemented in two different ways: changes that impact curriculum are executed via Academic Cabinet; changes that are extra-curricular are executed via Director's Enrollment and Operations Group (DEOG) which meets weekly to integrate changes into operations. Membership in DEOG includes: All directors of enrollment, registrar and director of student finance (member of academic cabinet as well), director of academic advising (member of academic cabinet as well), executive director of student affairs, director of student experience, and director of marketing.

***** Policy changes are funneled through Academic Cabinet to insure execution throughout all areas of university.

Historically, NLU has not consistently articulated learning outcomes for extra-curricular programming. However, in the last year, several key changes have been made to facilitate a focus on learning outcomes, one of which involves the Director of Student Experience now having responsibility for the Career Services department. Subsequently, the department shifted strategy to focus on moving all programming under a supportive scaffold that offers learning opportunities for students at key milestones within their academic experience, towards the goal of sustainable employability, as illustrated in the graphic below.

Figure 1.2



Working with Enrollment, it is critical that we understand student's career expectations before they begin their program (Research in Higher Education Journal, 2008).

* Developed based on work from Grand Valley State University, 2009.

The Career Services team has been reduced by one staff member in the last year. While this seemingly has the potential to reduce the quality of student service, the team has actually made two critical changes intended to enhance the student's learning experience: increasing workshop availability to more students, and articulating learning objectives for every single program. To date, the department has made good progress on the latter goal by developing discreet learning objectives for 60% of the programming in the career scaffold.

Additionally, to ensure that the Director of Student Experience remains informed about the learning priorities of the university, she is an *ex officio* member of Academic Cabinet and sits on the integrated learning support AQIP Project Team.

1P2: How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Learning and development objectives for NCE students are established at the program level through alignment with state and national professional standards within each disciplinary/professional certification area (e.g. The National Council for the Teachers of Mathematics). Student outcomes and measures of those outcomes (benchmark assessments) are also informed by further structured feedback from professionals in the field through program advisory boards and field experience partners.

In CMB, specific program learning objectives are determined by the faculty with input from key stakeholders such as the business community (through, for example, the Business Advisory Board), the college's professional accreditor, the International Assembly for Collegiate Business Education (IACBE), and subject matter experts in the various disciplines. In CAS, the process is similar, though the role of professional accreditors is not as great as in CMB, while the role of subject matter faculty experts within the disciplines is a greater focus.

In the case of LLS, determining specific program learning outcomes is wholly a faculty-driven process. SLOs for LLS credit courses and other LLS instructional activities are determined by LLS faculty and professional tutors, and are aligned with university-wide general education outcomes, or in some cases with SLOs for specific programs for which LLS support is tailored. Moreover, LLS faculty and tutors work collaboratively with faculty in the academic colleges through a variety of structures to design this support (1I2).

1P3: How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Program development and approval is overseen at both the college and institutional levels through faculty curricular councils, which examine proposals along multiple domains, including market data and relevance to the field.

In CMB, program development is an ongoing process that begins with systematic environmental scanning of the business and academic environments and accreditor expectations. Course development responsibilities generally reside with "course content advisors" who ensure that individual courses are current and contemporary. End of course evaluations and end of program surveys help the college to determine program effectiveness and make improvements. In CAS, individual faculty members typically take the lead to ensure that curricula are current.

It is important to note that the faculty determine the specific requirements for courses and programs through the University's academic course and program approval processes, regardless of where or by whom NLU courses are delivered. For instance, since 2009, several undergraduate program curricula have been redesigned to include Library credit courses or partnered teaching involving an assigned instructor and a faculty librarian. Demand is growing and LLS is building capacity to handle the increase (1I1). LLS tutors and faculty also tailor instruction as requested by and in consultation with program/department faculty.

LLS offers a myriad of instructional activities through a variety of platforms: credit courses, partnered teaching, in-class instruction sessions, tutoring workshops, guided introductions to SmarThinking online tutoring, face-to-face tutoring and library research help sessions. These activities are designed in response to student and faculty requests and to demonstrated student needs. The design and development of all LLS instructional activities are the responsibility of Library faculty and tutors. Courses and other instructional work are informed by consortial and professional standards and best practices for librarianship and academic support. The Consortium of Academic and Research Libraries in Illinois (CARLI) is the benchmark that NLU uses for consortial standards, and both the Association of College and Research Libraries (ACRL), a division of the American Library Association, and the Council for Adult and Experiential Learning (CAEL) are used to inform professional standards. LLS also provides most of the assessment and placement testing that students are required to take prior to admission to the University or to specific programs.

As noted above, library credit courses are approved through the same university-wide processes that apply to credit courses in the academic colleges. NLU Library faculty have presented NLU models for library and learning support (including invited presentations) at local, statewide, and national conferences.

Moreover, the 2012-2013 redesign of general education will address issues and processes around required preparation, as well as remedial and developmental solutions. Additionally, the AQIP Action Project on Improving Retention through Integrated Learning Support is in progress to develop and implement an "early warning system" of identification and intervention strategies (1I1).

One unique example of how new programs and courses keep NLU competitive with other universities can be found in the Prior Learning Assessment (PLA) program. A credit by portfolio process was developed over 20 years ago for undergraduate students to earn credit towards graduation for life and professional experience. Over 90 topics have been vetted by NLU faculty members who created detailed outlines and learning objectives for student essays. These topics and outlines are reviewed and new topics are created as the need arises, through faculty guidance. Recent additions to the topic list have been Entrepreneurism and Social Networking. Essays are evaluated by faculty members who award credit based on learning objectives displayed in the essays. A faculty advisory board assists the Prior Learning Assessment staff in the review of current, and development of new essay topics.

Finally, the Career Services department works closely with the Dean of the Library and the Assistant Vice Provost for Retention when designing new programming, to ensure alignment with university learning objects and with existing academic programming and learning support. This has created a feedback loop that has improved the continuous improvement process in the department.

1P4: How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

The University is working to institutionalize a design process for responsive academic programming that is sensitive to the current context of market research, regional and national labor market data, and of course, professional standards and best practices. In NCE, additional feedback is obtained through participation in state and national professional associations (e.g. American Association of Colleges of Teacher Education, American Educational Research Association, and Eduventures Learning Collaborative for deans of education). Feedback from employers of graduates is gathered formally through an annual survey and program advisory boards, and informally from field partners. This also helps ensure appropriate learning goals and career readiness standards for educators within each specialty.

CMB uses environmental scanning of the business environment along with studies done by professional organizations (e.g., the Graduate Management Admissions Committee — GMAC) and the Bureau of Labor Statistics to ascertain trends and patterns in the employment market on the part of employers. These are supplemented by accreditor standards and expectations, input from the Business Advisory Board, and anecdotal reports from alumni. These data are gathered and disseminated for analysis and discussion at the program-level, and ultimately inform decisions to develop and redesign courses.

1P5: How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

An important strategy the institution uses for determining undergraduate preparation is to require that all new undergraduate students take a COMPASS (computer-adaptive college placement test) assessment in math and writing by the end of their first term of enrollment at NLU. The resulting data are used by academic advisors to determine the preparation of each student for college-level studies, and to decide which courses would best compliment the skills and needs of that student. The math assessment results serve as a placement benchmark for any math course the student may need to take at the university. The writing assessment results serve as a placement benchmark for students needing to take an English course at the university. The results also serve as indicators of which students need extra support in cases where they may already have completed their college-level English requirements at another institution, but place into developmental writing at NLU. In these cases, advisors work with students to help them understand what resources for assistance are available to them. In some cases, students may need to take NLU's developmental writing course, LAE100A Strategies for Effective Writing, to get the standard of their writing up to NLU's requirements.

The colleges appropriately employ discipline-specific expectations and methods for determining students' preparation for the learning they will pursue. Many of these expectations are embedded within the program's basic design in the form of explicit program and/or course prerequisites, which are generally informed by employer, accreditor, and certification or licensing expectations, such as the Basic Skills Test for education programs.

1P6: How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

All undergraduate and NCE graduate students are assigned an academic advisor upon admission to the university. The academic advisor makes an initial contact with the student within the first two days of admission, sending the student a program specific advising guide with more detailed information on their program. In order to provide more information and support to students as they enter the University, New Student Orientation (NSO) has been enhanced. Undergraduate NSO grew out of an AQIP Action Project as a program called FastForward. In the autumn of 2010 this program became fully integrated into NLU's admission process, and was renamed New Student Orientation. NSO is now attended by all undergraduate students. Almost 95% of students who attended the orientation reported in an exit survey that they found the session valuable and helpful. In summer 2012, NSO for graduate students will also be launched, and a web based source for online students as a new feature.

The university's team of enrollment specialists uses a consultative approach when engaging prospective students concerning their inquiries about selected programs. After a candidate has been guided through a series of questions and has selected her/his program of choice, the enrollment specialist explains in great detail the requirements associated with that particular program.

1P7: How do you help students select programs of study that match their needs, interests, and abilities?

The consultative approach (1P6) employed by NLU enrollment specialists, has proven to be an effective approach to assisting students in determining program choice. The University's enrollment specialists are highly qualified individuals who are trained to ask good questions in order to assist and coach prospective students towards a greater understanding of their desires and needs related to educational program options. Particular departmental improvements have been made to provide staff the tools they need in order to assist prospective students. (See table below)

Table 1.1

Improvements	Description and Details related to the Improvement
Training	• A complete training manual was developed and is for newly hired enrollment staff as well as ongoing training needs. • A new director of training was brought on board to assist with the on-boarding and continuing program training for Enrollment staff. • Weekly Enrollment meetings are structured to include a 30 minute training session from a variety of departments within NLU — ensuring consistency and up-to-date product and process knowledge.
Communication — Internal	• Weekly dean's team meeting to ensure communication between academic and administrative units. • Weekly Director's meetings with other administrative and academic departments that have direct interface with students.
Communication — External	• A task force is currently in place to expand and systematize a contact management strategy and plan to ensure that communication with student is consistent. This is an example of a cross-functional/project-driven internal decision making project that ensures consistency as it relates to external messaging.
Contact Relations Management (CRM)	• A software package that enables the University to send customized communications to prospective students and to track their progress toward becoming enrolled students.

Upon admission to NLU, all undergraduate and graduate students in the NCE are assigned an advisor in the Academic Advising Center (1P6). One function of an academic advisor is to help students find the most appropriate program based on their abilities and career goals. The University's academic advisors are trained experts on NLU programs, which means they can discuss any and all university programs with students and help them select the NLU program that best meets their needs, goals, and current abilities. Academic advisors also assist students who consider changing programs during the course of their studies, to help them understand the academic requirements of a potential new program, applicability of prior coursework, and length of time to degree completion. At times, advisors might proactively suggest how students may add additional minors, concentrations or teaching endorsements through strategic usage of elective hours, and work with non-degree seeking students taking graduate level courses for professional development to consider how those courses may apply towards degree options at the university.

1P8: How do you deal with students who are underprepared for the academic programs and courses you offer?

Learning support is a key element of NLU's current Strategic Plan, given the University's mission, vision, and values, and particularly in light of the strategic directions it has chosen to pursue over the next 5 years. Strong learning support is especially critical to the success of students in the current daytime undergraduate initiative. All aspects of learning support are being redesigned, integrated into the student experience and across planning and implementation structures, and supported to build capacity. NLU's philosophical approach is "gently intrusive" and intended to incorporate identification and successful support of students' learning needs seamlessly into their overall learning experience (1P15; 1I1).

In the CMB's MBA program, students who do not meet the minimum required score on the Criterion Writing Assessment are required to take (free of charge) MGT523: Analytical and Writing Skills for Manager, prior to admission to the program. This course helps students improve their writing skills to a the level necessary for success, so they will have the best chance for a positive learning experience once they are enrolled in the MBA program. At the undergraduate level, CMB students who place into developmental writing and math are required to take specific courses to help increase their writing and math skills, so they will be prepared to successfully complete their program at NLU.

1P9: How do you detect and address differences in students' learning styles?

No systematic, university-wide process is currently in place for assessing and addressing specific learning styles; instead, the responsibility for addressing different learning styles has been assumed to belong to the faculty members delivering instruction. The large-scale restructuring and integration of academic and other support services addresses the identification of this and other barriers to student learning, and the development and delivery of effective interventions (1I1).

However, from a Career Services perspective where staff are working with very limited resources, appropriate recognition of student learning styles is key to success in delivering the most quality service possible. Based on the learning styles below, Career Services tends to offer these services as a starting point and then assess what is required to solidify the student's skills.

Table 1.2

Kinesthetic	Auditory	Visual
• Group working sessions conducted in the computer lab • On-site counseling	• Podcasts and Webinars • Phone and Skype counseling	• Webinars • Email

1P10: How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

The majority of NLU students have for years been mid-career professionals enrolled in graduate-level programs and courses that meet evenings and/or weekends, so to the extent that processes have been put in place and data have been gathered to inform decisions, many or most University operations have been designed around their special needs.

Restructuring and capacity-building in LLS (1P15; 1I1) in particular, have incorporated in the purview of unit services to several special subgroups of students:

- Responsibility for ADA compliance for students, and overall learning support for students with disabilities, has been transferred from HR to LLS

- 3 full-time LLS Specialist positions have been created to serve as "lead tutors" for students with distinct needs. Their areas of specialization are: Language Arts and Test Preparation (especially to provide support for the Illinois Test of Academic Proficiency, or TAP test, required by the Illinois State Board of Education for acceptance into any teacher preparation program; Math, Science, and Technology; and Developmental, ESL, Veterans, and ADA support. These "lead tutors" will lead the development and delivery of all tutoring activities, including the establishment and management of a University-wide peer tutoring program.
- The SmarThinking online tutoring platform offers some expanded capabilities to support special needs, as well as 24/7/(almost) 365 accessibility and the ability for students to receive as much support as they desire, across all subjects and skills, on demand and from any computer.

As part of an effort to expand its undergraduate community, NLU launched the Harrison Fellows program in the Fall of 2010. Harrison Fellows is a daytime program for a body of students who come from traditionally underserved populations. These students generally range in age from 18-25, typically slightly younger than the profile of most NLU students. NLU is working to expand its undergraduate population, and the Harrison Fellows program has been an important step in this process.

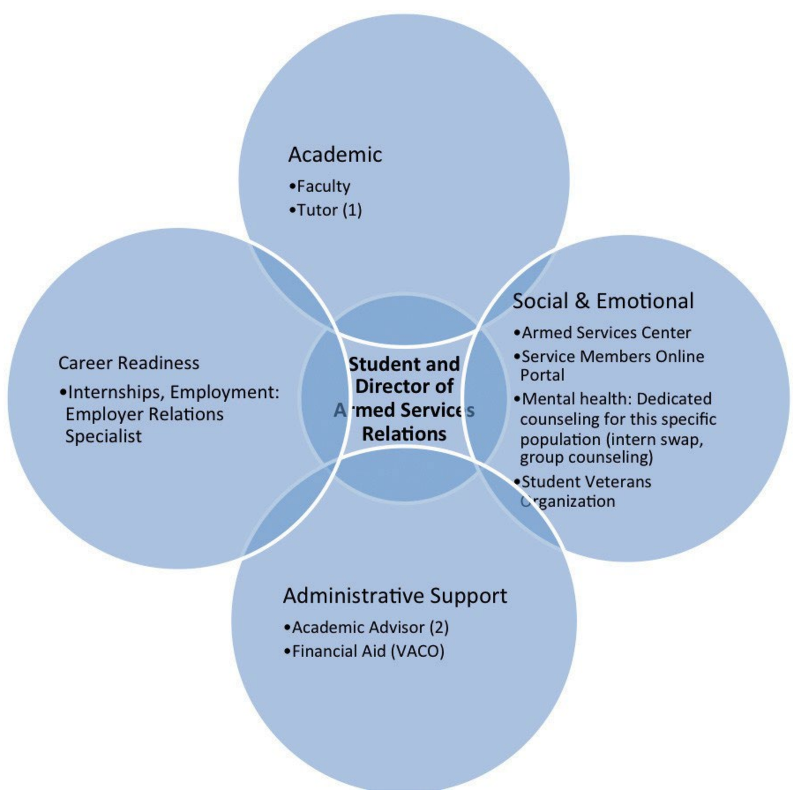
The Harrison Fellows students receive additional support from members of NLU staff. Two full time staff members are dedicated to assist these students in the academic and personal adjustment to college. Examples of extra assistance provided to these students include a two week long "Summer Experience" in August where students come to campus each day and receive early academic support in the form of study groups coordinated by NLU staff. A two quarter credit hour course called University Success Seminar is required of each of the Harrison Fellows during their first term at NLU. NLU has had two groups come through the Harrison Fellows program since its inception. Current retention rates are outlined in the table below.

Table 1.3

Harrison Fellows Group	Start	Retention Rate — Fall 2012
Group 1	Fall 2010	72%
Group 2	Fall 2011	97%

To meet identify and meet the needs of the veteran population, NLU has recently hired a Director of Armed Services Relations. This position interfaces with all student facing departments in the university to identify needs of the group as a whole as well as individual students, and facilitate meeting those needs with currently existing resources first (if possible) and then sourcing extra support from the military support community (VA, local social service agencies, etc.).

Figure 1.3



In terms of designing systems of support that are fully integrated, the University has initiated a committee of internal stakeholders that includes two deans, the Vice Provost AP&FD, and the Director of Student Experience. For services not outlined in the actual veteran's grant, the committee has secured the support of the appropriate budget head to assign resources. For example, a specific tutor will be supporting any service members seeking assistance. This level of specialization has proven successful at other universities in retaining veteran students. Additionally, the university is positioned to start offering workshops to the broader community around understanding and working with veteran students after July 1, 2012.

1P11: How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

This is an area that presents the University with a significant opportunity for improvement, as there are in place insufficient cross-institutional expectations for effective teaching and learning. Instead, these expectations are generally defined, documented, and communicated internally within the three colleges. Even though every NLU course is administered a formal end-of-course evaluation, the evaluation instruments are customized by college. The evaluation is administered electronically by IR, and the results are provided to the faculty teaching the course, their Deans, and the Office of the Provost. For full-time faculty, teaching effectiveness is a key component of promotion and tenure requirements.

As an example illustrative of how the three colleges internally address this issue, CMB sets expectations for end-of-course and end-of-program evaluations. At the undergraduate level, the CMB has adopted a nationally normed pre- and post-test assessment of student learning outcomes and also uses embedded assessment tools. At the graduate level, the College uses embedded assessment tools and also a pre-course and post-course test of written communication skills.

CMB uses indirect and direct measures to assess student learning outcomes. It uses end-of-course and end-of-program evaluations to provide an indirect measure of student learning. At the undergraduate level, the college has adopted a nationally normed pre-course and post-course test assessment of student learning outcomes and also uses embedded assessment tools (e.g., simulations) to obtain direct measures of student learning. At the graduate level, CMB uses end-of-course and end-of-program evaluations to provide an indirect measure of student learning outcomes and embedded assessment tools and also a pre-course and post-course test of written communication skills.

In CMB, the disciplinary outcomes represent a combination of accreditor determined student learning outcomes coupled with the outcomes determined by college faculty and outcomes typical of the discipline. Finally, CMB conducts regular end of course evaluations on all courses using the University tool. These are reviewed at the end of teach term by the Dean and Associate Dean; the findings are shared with the chairs of Undergraduate Programs and Graduate Programs.

1P12: How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

National Louis University was in a unique position this past year in that its current course delivery system, Blackboard CE8, was set to come to its end of life in December 2012. Rather than simply rolling over into the next version of Blackboard, NLU decided to use this change as an opportunity to revisit its course delivery system and determine the best possible system to meet the needs of both its students and faculty. To accomplish this goal, a Learning Management System (LMS) task force was established, charged with reviewing all possible options, and garnering feedback and suggestions from faculty and students alike. Usability studies were conducted across campus, and focus groups were formed in an effort to gather feedback from all key stakeholders.

Over the course of the 18 month study, the task force examined closely the LMS options and decided on Desire2Learn as the best learning platform for our students. Several factors went into the final decision in favor of D2L, including its robust student learning space, mobile platform, analytics, assessments and outcomes, and eportfolio systems (see the final report of the task force, in the Evidence).

NLU will also be sure to leverage the analytics and eportfolio systems found in D2L. "Desire2Learn Analytics provides organizations a powerful set of tools and comparative statistics for tracking, analyzing, and assessing student achievement over time and at multiple levels, including course, program, institution and system." (www.desire2learn.com/products/analytics) By using this tool, NLU hopes to help ensure the success of all its students by using the data housed in the system to find areas where students need additional help and support.

The eportfolio piece of D2L provides students the tools by which they can create and maintain an online portfolio to demonstrate their learning and showcase their successes. “Desire2Learn ePortfolio is a powerful user-centered application for storing, organizing, reflecting on and sharing items that represent the individual learner. Within ePortfolio, users may include documents, graphics, audio files, presentations and more that reflect their own personal learning journey. Users can then easily share their achievements, knowledge and reflections with advisors, employers or peers.” (www.desire2learn.com/products/eportfolio)

Over the course of the next six months, NLU will focus on rolling out this new learning environment, with all courses converted to this new learning environment by the end of 2012. Following, we will roll out the Analytics and ePortfolio pieces to further support and track our students during their time at NLU.

Faculty Development

The learning management system alone cannot ensure a successful online course — the quality of the content is as equally

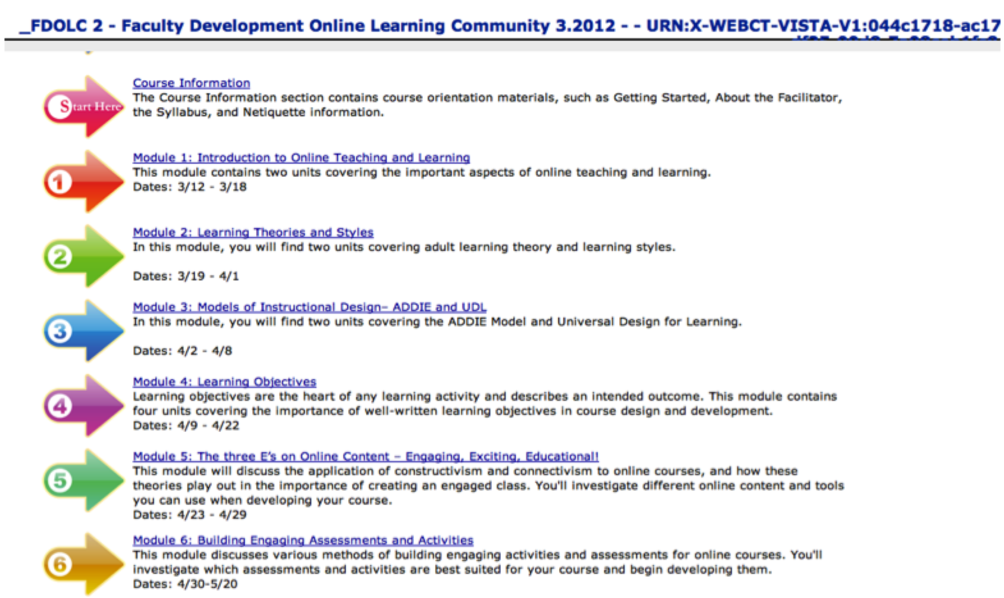
The learning management system alone cannot ensure a successful online course — the quality of the content is as equally
important. Beginning in 2012, NLU has implemented a process by which support for our faculty in their course development efforts is provided. Our Faculty Development Online Learning Community (FDOLC) not only addresses the pedagogy and best practices of online teaching and learning, but makes great strides toward creating a strong faculty community through which faculty learn from one another. Throughout this shared learning experience, faculty have learned new tools from one another, and being part of this learning community has been a positive experience for overall faculty development.

Figure 1.4

> *“Thanks for sharing a wonderful idea! I have published bookshelves I use for my courses. I am anxious to look at this idea!”*
>
> *“This is very instructive, Ginny — love your comments about your Turkish colleagues! Thanks too for the useful idea of using a concept map to connect chapter readings (pulling together/connecting the temporary fragmenting of components w/in a chapter). I’m going to try to use a UDL way for my students to express their knowledge!*

The course content is built on best practices and pedagogies in online teaching and learning, undergirded by the Quality Matters rubric. Course content includes differences between online and face-to-face learning modalities, learning theories and styles, the importance on learning objectives, aligned assessments and activities, grading criteria, and online facilitation and teaching strategies (see attached syllabus). Throughout the course, participating faculty members apply the content learned through the development of an online course that they will be teaching in a future term.

Figure 1.5



Quality Matters

In an effort to improve the quality of our online courses, NLU became a member of Quality Matters last year. We are currently working toward developing effective policies to support Quality Matters throughout the school and rolling out training based on these principles. This current training is primarily implemented through the FDOLC course, but with the upcoming LMS conversion and training, QM principles will be integrated throughout. Additionally, policy and procedures are currently being examined to support the wide spread promotion of QM throughout the institution.

An effective and efficient course delivery system that meets both student and organizational needs is an area targeted internally for refinement. Past efforts to take courses out to candidates in the field, especially at the M.Ed. Level, have been convenient for students but are increasingly complex and costly for the organization. A greater emphasis on using technology to increase both convenience to students, efficiency and cost effectiveness is guiding the development of more online and blended course delivery models. Faculty development is ongoing in this area, both in terms of skillful pedagogy and excellence of design. A careful, two year process of due diligence and study has resulted in a change in LMS for a more responsive set of tools matched to the institution's needs.

During its first decade, CMB relied primarily upon face to face delivery. However, as early as 2000, it developed online delivery capability in response to a growing interest/need on the part of its students for greater flexibility in learning opportunities. About five years later, in order to provide a more uniform and higher quality experience, the College introduced Quality Matters standards, funding several faculty to become adept in QM philosophy, pedagogy and techniques and adopting totally online as well as hybrid delivery modalities. This commitment has taken the form of a College wide system of "templates" that shape the delivery of online and web-augmented courses. Individual faculty champions who have both subject matter and online delivery expertise and maintain these templates that, in turn, help to provide a uniformly high quality teaching and learning experience. The student learning experience is tracked by a recently introduced "mid-course survey" that identifies issues when they may still be corrected, by traditional end-of-course evaluations, and by end of program evaluations. The College continues to support colleagues to develop professionally in online design, development and delivery.

1P13: How do you ensure that your programs and courses are up-to-date and effective?

Prior to the Institutional Portfolio Review process (5P5), academic programs were on a five-year review cycle. However, that review process was challenged in a number of significant ways, not the least of which was the lack of useful metrics/indicators. The Prioritization process not only accomplished an effective, data-driven review of all academic programs and administrative units, but has provided the University with a workable model going forward.

The College of Management and Business works from the direct and indirect measures of student learning that it collects on a regular basis to provide information to the Chairs of the Undergraduate and Graduate Programs which become the basis for course and program development. In addition, CMB participates in a five year program review process and, on this basis, identifies opportunities for improvement. The programs of CMB are professionally accredited by IACBE. As a part of the accreditation maintenance process, CMB annually reports the findings of its indirect and direct measures of student learning outcomes to the accreditor and posts these on a public disclosure portion of its website. In addition, CMB submits itself for reaffirmation of program accreditation every seven years. CMB also engages in regular environmental scanning. Finally, CMB maintains a Business Advisory Board and, through this group, obtains information about the needs of employers.

1P14: How do you change or discontinue programs and courses?

When an academic program is changed or eliminated, specific faculty-driven processes are required at both the college and institutional levels, as outlined below.

Institutional Level Process

Among other responsibilities, the Faculty Senate Curriculum Committee (SCC) is charged with monitoring program and course modifications. SCC membership includes full-time faculty in all three colleges, full-time University Library faculty, and adjunct faculty members; ex-officio members include the Registrar and Vice Provost of Institutional Effectiveness and Accreditation (or their designees).

The Provost may appoint appropriate resource staff and administrators to support SCC. Also, a liaison from Senate Academic Planning Committee will be a standing guest.

The Senate Curriculum Council monitors the following changes and modifications to programs and the processes are detailed below:

Level 1 Changes: This category of program change encompasses revisions to courses and "points of information" primarily for administrative purposes such as changes in delivery, course sequencing, or changes to program requirements that do not significantly change the program content or number of hours in the program, and comprise less than or equal to 20% total change. Once approved at the college level, these changes are sent by the College Dean's Office or designated council to the Provost's Office, which will review for final approval. Upon approval, the Provost's Office will issue an Academic Alert with timelines, and forward a description of the changes to the appropriate administrative offices (Marketing, Enrollment, Student Finance, Advising, and Admissions and Records) for implementation.

Level 2 Changes: Revisions of an existing program which together, constitute more than 20% total change will be defined as Substantive Change. Therefore, this level includes new courses, revisions of program, course, or curriculum that impacts a single college, but do not require an exception to university policy or procedures, such as: changes to admission requirements, addition of new courses to a program, deletion of courses from a program, and changes to the emphasis of programs. Level 2 changes are sent to SCC for initial approval, and then to the Provost's Office which will review for final approval, ensure all appropriate external approvals are obtained (i.e., state and/or program and regional accreditation substantive change processes), issue an Academic Alert, with timelines for implementation, and forward them to the appropriate administrative offices (Marketing, Enrollment, Student Finance, Advising, and Admissions and Records) for implementation.

Level 3 Changes: This category of change encompasses new program proposals, and substantive program change which rises to the level of a new program; i.e., revisions which substantially change the fundamental purpose and nature of an established program. In addition, this level includes changes that have substantial impact on more than one college. This level of change is sent directly to SAPC for review, and an "FYI" report is provided to Faculty Senate. Final review and approval is accomplished by the Provost's Office, which ensures that all appropriate external approvals are acquired, issues an Academic Alert with timelines, and forwards to the appropriate administrative offices (Marketing, Enrollment, Student Finance, Advising, and Admissions and Records) for implementation.

Program Suspension and Closure

Proposals to close programs or place them on-hold will originate from the college, SAPC or the Provost Office. SAPC will review these requests, and if approved, the recommendation will be sent to the Board for review and approval. SCC will be responsible for approving the closure of any courses and/or placing those on an inactive list related to the program closure. On-hold programs will not require SAPC approval.

Overview of the NCE Curriculum Review Process

The purpose of the NCE Curriculum Council is to engage faculty in a review process of their program/department curriculum. In this collaborative and self-reflective process, faculty are expected to articulate and revise curriculum. This is an opportunity to engage with colleagues in a discourse of curriculum that reflects a shift from a field "with an essentially institutionalized aim to maintain practice (by improving it incrementally) to one with a critical, hermeneutical goal of understanding practice and experience." *(Pinar, 1996, Understanding Curriculum)*.

The document produced through this process is reviewed as part of Stage Three of the university's Program Review Process. Following review by the NCE Curriculum Council, the Senate Academic Planning Committee will review the same document, along with the report of the NCE Curriculum Council. In addition, the NCE Curriculum Council looks for ways in which faculty are integrating practices of assessment, diversity, and technology into the program in order to affect P-12 student learning:

- What are the expectations and processes for assessment?
- How do practices of diversity manifest within the various points of view in the teaching of the courses, appeal to diverse populations, advocacy for students, recruitment of students and hiring practices?
- How is technology being integrated into the curriculum in equitable and pragmatic ways?

If the program is new, faculty must propose how they will envision integrating practices of assessment, diversity, and technology into the whole program.

1P15: How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in you student learning, development, and assessment processes?

All university undergraduate students and all NCE graduate students are served by professional advisors in the Academic Advising Center. Graduate students in CAS and CMB have a faculty advisor. Advisors are assigned by programs, and all students are assigned an academic advisor upon admission to the university. The Advising Center also works with prospective students and non-degree seeking students seeking information or registration.
Academic Advisors work with students on a wide variety of issues, but some of the most common are:

- Registering students for courses
- Providing an understanding of requirements for graduation and developing a degree plan as a guide to complete the program
- Help in understanding the options available for earning credit towards the degree
- Providing guidance to university resources and resolving student concerns
- Working with students in academic difficulty to assess barriers to success and developing a plan for improving academic performance
- Leading retention efforts through proactive contact with students who have not registered for courses or who have not been attending class, either in person or online

For many years, the Center for Academic Development (CAD), which provides tutoring and related academic support services, was housed in the College of Arts and Sciences. To open up its visibility and accessibility, CAD was relocated within the administrative structure about 2 years ago, reporting to the Provost.

In spring/summer 2011, the University undertook a restructuring of academic support to extend reach and capacity, and to build greater effectiveness. The University Library and the former Center for Academic Development (CAD) were merged to create a new Library and Learning Support department (LLS). LLS operates on a “learning commons” model, combining the functions of two closely-related areas to provide stronger, more proactive support for students. This new approach is also intended to remove any perceived stigma related to receiving academic support, repositioning it instead as a normal and expected part of the college and graduate school experience, similar to library work.

This reorganization directly addresses a set of critical needs that were identified in NLU’s 2010-11 AQIP Action Project on Retention Issues, and makes possible the further improvements in identifying and supporting student needs that are being created through the current AQIP Action Project on Improving Retention through Integrated Learning Support. (Detailed information in 1I1)

1P16: How do you align your co-curricular development goals with your curricular learning objectives?

The Daytime Student Support Group, created in March 2012, is a group of administrators and faculty from across campus that meets regularly to develop co-curricular programming. This group develops objectives designed to meet the developmental needs of students for academic and non-academic skills.

LLS faculty members are full participants in the University’s governance processes. This includes the processes involved in developing, approving, and delivering curriculum. Because of this integrated role, LLA faculty members are in continuous contact with faculty colleagues in the academic colleges. LLS faculty and tutors are continuing to leverage these historically strong relationships in designing and delivering targeted learning support. Most Library and tutoring support is tailored to at least some degree to the requirements of particular courses and programs, through collaborative relationships among faculty and professional tutors.

At the top level, the current University-wide Student Learning Outcomes (SLOs) and competencies were developed by the Faculty Senate Academic Planning and Curriculum committees, and were approved through the formal approval processes in place at the time. In addition, the current AQIP Action Project on Retention has identified four University-wide SLOs for learning support. These will be reviewed and aligned with curricular outcomes during the general education redesign process, rubrics and assessment processes will be built, and the learning support LSOs will then move through the formal curricular approval processes. LLS faculty and Dean are members of the general education redesign team.

1P17: How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Individual faculty members are responsible for evaluating student work within their courses, based on the assessment and outcome guidelines listed in the appropriate University Course Outline (UCO). This evaluation is conveyed via the grading system. In the last year of the program, each student submits a request for degree or certificate to the Office of Admissions and Records. A degree audit analyst in the Office of Admissions and Records then audits the student's record for compliance with the requirements for the degree or certificate. The degree audit analyst ensures that the academic record reflects that appropriate courses were taken and the required grades received, indicating that learning and development expectations were met.

Surveys of employers of NCE graduates and NCE alumni have been managed through NLU's Office of Institutional Research or through a contract with an outside vendor, Eduventures, a firm that offers research and consulting for higher education. Employer and alumni surveys were completed in both 2008 and 2011. We continue to select, on an annual basis, the best option for collecting data on our program completers. When NLU has conducted their own surveys, each program has had the opportunity to include questions related to the specific design and implementation of its program. In the 2011 survey of graduates, feedback from candidates was tracked by the location of their program and their program level. Outcomes of graduate follow-up surveys are reviewed by the NCE Assessment Council, department chairs, and program faculty (see 1R4 for discussion of survey results).

1P18: How do you design your processes for assessing student learning?

Processes for assessing student learning in the National College of Education (NCE) are guided by standards and practices from the State of Illinois and national accrediting bodies and professional associations. The system is framed around benchmark assessments within programs and captured in an aggregated fashion through annual assessment reports submitted to and reviewed by the NCE Assessment Council. The reports include the display of aggregated student outcome data and the use of these data for program improvement.

For more than a decade, CMB has followed an Outcomes Assessment Program that is based on best practices, faculty judgment and accreditor expectations. This plan is vetted by the faculty and revised as appropriate. Currently, it mandates use of:

- end-of-course and end-of-program evaluations of students in undergraduate and graduate programs to provide an indirect measure of student learning
- pre/post-test measures of student knowledge to provide direct measures of value added in the College's undergraduate programs
- simulations and other embedded assessment to provide direct measures of value added in CMB's undergraduate programs
- simulations and other embedded assessments as well as a pre/post-test of written communication skills to provide direct measures of value added in CMB's graduates

RESULTS (R)

1R1: What measures of your students' learning and development do you collect and analyze regularly?

In fall 2011, the UAC began methodically laying the foundation for a performance-based, curriculum-embedded assessment system, beginning with collection of learning outcomes, and curriculum and artifact maps for every academic program. Once these basic elements were in place (Phase 1), the UAC was able to begin practicing the conventional performance-based norming process using the AAC&U VALUE Rubrics, a prerequisite to artifact evaluation. These activities comprise Phase 2 of the campus-wider assessment implementation plan, which is focused on developing expertise in the UAC with conventional performance-based validity and reliability processes, so that this core group of faculty and staff can in turn develop expertise within their own colleges/units.

The first norming session with UAC was conducted in spring 2012 using a standard face-to-face (f2f) process. Yet as assessment professionals have acknowledged for decades, f2f performance-based assessment is a resource-intensive, laborious process, so once the group had gained some familiarity with the basic norming process (a compressed model for a valid, reliable, blind-review performance-based assessment process), the next step was to move the norming process into an online environment. While the group would have preferred to move the process directly into the Learning Management

System (LMS), timing did not allow this option, as the University is at this moment in the middle of migrating from its outdated and user-unfriendly version of Blackboard to Desire to Learn (D2L), the new LMS chosen by faculty in a two year-long investigative process. Therefore, the choice was made to test the online version of the standard process in LiveText, a portfolio software system used by a large number of NCE faculty and students. Unfortunately, while LiveText has met NCE's needs for tracking individual student performance against program-specific standards, it has been a challenging choice as a tool for accomplishing double-blind, aggregate assessment of learning outcomes across disciplines and across time.

Nevertheless, the UAC has persevered undaunted in this effort while it awaits the completion of the LMS migration. The group has now conducted two different online sessions (one each in May and June 2012) with LiveText facilitators using actual NLU student artifacts drawn from the three colleges; both sessions focused on assessing elements of the university-wide (and general education), shared outcomes (1P1) — specifically, Written Communication and Critical Thinking — against the VALUE rubrics for these areas. Evaluators consisting of faculty and staff UAC members used the well-tested, established procedure for performance-based, holistic norming adjusted for an online environment:

1. All evaluators received the same (three) artifacts to score against the appropriate VALUE rubric
2. Evaluators holistically scored the assigned artifacts against the rubric and provided brief comments justifying their scores in terms of the rubric criteria.
3. The facilitator aggregated the scores and reported the results back to the entire group, and a discussion informed by the feedback ensued (unfortunately, LiveText does not have the capability to support asynchronous discussion via a discussion board, so this part of the process had to be accomplished through a synchronous webinar teleconference, substantially limiting the scalability of the process).
4. Evaluators were asked by the facilitator to reflect upon the comments and discussion points of their colleagues and adjust their initial scores as necessary, with the purpose of achieving consensus (i.e., "norming).
5. The facilitator aggregated the second set of scores and reported the results back to the entire group. When consensus is achieved, the group is normed (this usually involves at least three artifacts).

As noted in (3) above, the version of LiveText currently in use at NLU, while it has a great deal of merit for tracking individual student progress towards achievement of articulated outcomes at the course level, it has proven to be limited as a tool for accomplishing scalable and labor-efficient campus-wide assessment of shared outcomes. Given some of the challenges of this tool along with a lack of familiarity with conventional, performance-based, criterion-referenced, holistic norming and scoring processes, the UAC evaluators were not able to achieve consensus in either of the two norming sessions. However, significant progress in development of the necessary knowledge and familiarity with the process has been made — the challenges involved facilitated that necessary learning within the group. The UAC is confident that the work accomplished so far has laid a firm foundation for moving forward rapidly (regardless of the online tool in use) with Phase 3 of the implementation process: baseline assessment of Written Communication and Critical thinking, across disciplines and across time.

Although learning outcomes have been defined for both library instruction and for learning support services in general, there are few processes or measures in place to analyze the effectiveness of library and learning support. The former CAD (see 1P15) collected "turnstile" measures of activity (total number of appointments and workshops with students, etc.) but no metrics that could demonstrate whether or not CAD interventions actually resulted in improved learning. Similarly, although in 2008-09, the Library used a performance scorecard, the metrics included in that scorecard tracked volume of activity, but was not able to assess learning effectiveness. When these units were restructured and combined in spring/summer 2011, the CAD and Library scorecard measures were suspended, awaiting the opportunity to define learning support outcomes and to develop appropriate rubrics to evaluate them. Learning support outcomes have been now been identified and are being incorporated in the 2012-13 revision of general education University-wide. Next steps include identification of specific metrics, and development and implementation of assessment rubrics; this phase of the project is also embedded within the general education initiative.

Measures of student learning and development in NCE are systematically collected and displayed through annual program assessment reports available through the NCE Assessment Council and the Associate Dean. Examples of unit wide assessment and review are available through the recently submitted NCE Institutional Report for NCATE reaccreditation. College level objectives are based upon the College's Conceptual Framework, which was developed by faculty in consultation with students, practitioners, and other stakeholders. The Conceptual Framework is regularly reviewed for relevance and appropriateness of fit to the College and its mission.

In CMB, assessment of student learning and development is tailored to individual programs. For example, for the MBA Program, the College uses direct and indirect measures to assess the following outcomes:

- Skills in problem recognition
- Ability to apply quantitative methods to real-world business situations
- Critical thinking skills
- Ability to manage strategically
- Effective communication skills
- Ability to participate effectively in teams
- Ability to analyze ethical component of organization decisions

1R2: What are your performance results for your common student learning and development objectives?

In the Career Services unit, as in most other University student support units, there has been an over-reliance on survey data that measure satisfaction with programming. Until April 2012, all data collection with Career Services programming was conducted via a paper-based survey sent to students and alumni without any specific strategic plan. Going forward, two types of data are being collected: quantitative (number of attendees in workshops, exit surveys measuring satisfaction with workshop content and quality) and qualitative (participant workshop notes as collected in duplicate and assessed against stated learning objectives.

- Our student dashboard has been in development from March through June. We have not realized results yet in regards to monitoring these key performance metrics

In CMB, performance results are uneven, suggesting a need for further curriculum development.

1R3: what are your performance results for specific program learning objectives?

CMB has developed integrated assessments in courses, but the data is not currently being integrated and reported. The College of Arts and Sciences is not currently collecting assessment results. NCE has implemented program assessment as part of all programs. Tables 1.2, 1.3, 1.4, 1.5 and Figures 1.3 and 1.4 provide sample data from the special education program. Tables 1.2 and 1.3 are results from state licensure exams. Tables 1.4 and 1.5 and Figure 1.3 provide results from standardized projects. Figure 1.4 provides the results from a student portfolio review.

Table 1.4 Learning Behavior Specialist I (LBS1) Pass Rates

Year	Total	Total passed	Total failed	% passed	% failed
07-08	245	87	6	93	7
08-09	168	73	4	95	5

Table 1.5 Secondary Education General Curriculum (SEGC) Test Scores in Subtest

	Total		Subtest 1		Subtest 2		Subtest 3		Subtest 4	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
07-08 Pass N=81	258.28	12.31	262.93	19.81	248.51	23.28	266.46	19.32	244.36	31.96
08-09 Pass N=87	259.22	12.03	260.79	19.68	260.11	23.71	256.98	23.97	248.11	28.55
07-08 Fail N=1	218.83	10.5	230	30.24	192.33	28.21	230.67	39.37	200	42.54
08-09 Fail N=6	216.67	14.33	226.33	20.96	213	36.86	218	29.86	216.67	14.33

Table 1.6. Student Results on Lesson Plan Assignment (Mean on 3-point scale)

	Standards	Instructional Goals and Objectives	Assessment	Materials Needed, including Technology	Learning Activities	Organization and Presentation
2008-2009	3	2.88	2.81	2.97	2.96	2.88
2009-2010	2.96	2.96	2.89	2.85	2.93	2.85

Figure 1.5 Competency Appraisal Results

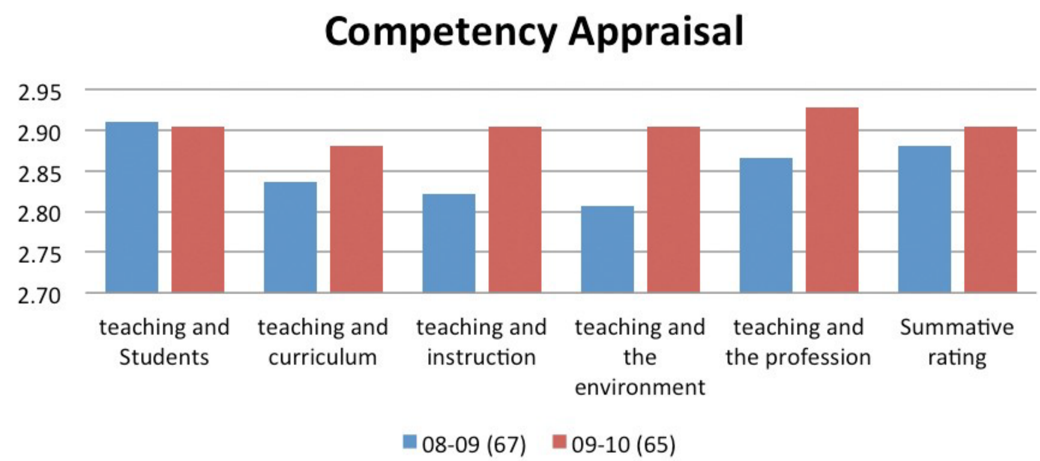
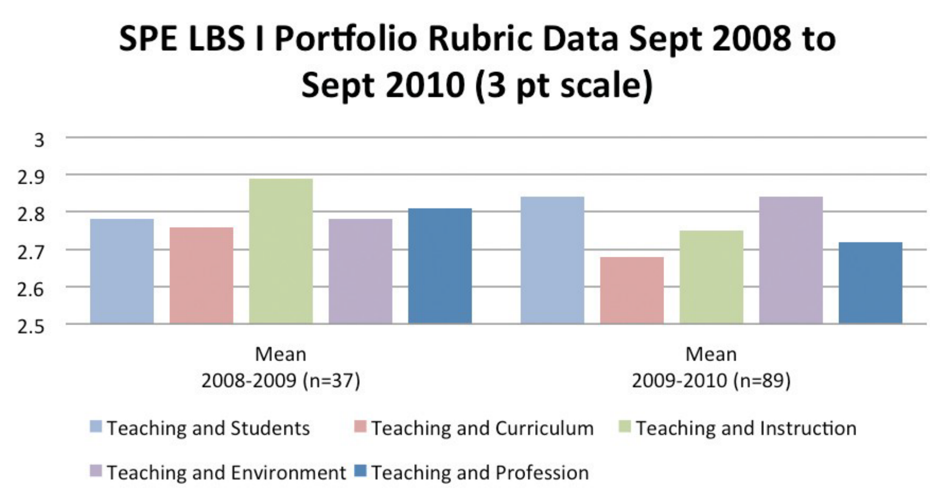


Table 1.7 Impact on Student Learning Project (3-point scale)

	Introduction and Demographics	Assessment Method	Analyzing and Reporting the Data	Reflecting on the Data	Effect on the learning of the students
2008-2009	2.96	2.91	2.90	2.84	2.90
2009-2010	2.93	2.96	2.79	2.86	2.89

Figure 1.6: M.A.T. Special Education program leading to Learning Behavior Specialist I (LBSI) Portfolio Assessment Results



1R4: What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

In NCE's 2011 survey of alumni and employers (1P17), principals/supervisors (n=189) rated over 80% of recent NCE graduates employed in their school/district as outstanding or above average in overall performance. In both 2008 and 2011, graduates' content knowledge was identified as a core strength. When responding on the 2011 survey to questions concerning their own preparation related to elements of the NCE Conceptual Framework, NCE graduates (n=363 including those one year out and five years out) provided ratings of between 3.93 and 4.32 on a 5-point scale.

To date, evidence that students who complete CMB and CAS programs have acquired the knowledge and skills required by employers and other stakeholders has been largely anecdotal. This is an area that has been identified by the institution as an outstanding opportunity for improvement.

1R5: What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

Robust performance results have not to date been collected for library and tutoring support services because LLS is still developing appropriate metrics. The development of better metrics is currently a top priority for LLS (1R1). However, several emerging trends have been identified through indirect measures that suggest improved effectiveness since the 2011 restructuring of learning support:

- Pass rates for NLU students taking the Illinois TAP test (formerly the Illinois Test of Basic Skills) have improved dramatically since summer 2011 for those students who participated in enhanced TAP preparation workshops and individual sessions that have been developed and targeted toward these students: in 3 of the 4 basic skills areas (mathematics, language arts, and reading comprehension), NLU pass rates since fall 2011 have continuously increased, and since January 2012 have exceeded the statewide average by 20% or more, as compared to generally exceeding the state average by 3-5% prior to extending enhanced support. In the 4th area (writing composition), NLU pass rates exceed the state by smaller margins, as has been true for at least the last several years.

- During the first year the Library introduced credit courses (2009-10), but just 5 sections of those courses were taught. For 2012-13, that number has increased: as of June 2012, a total of 38 sections have been requested. This reflects curricular revision by program faculty teaching in the BSM, ELE, ECE, and ABS undergraduate degree programs. This total does not include the increasing numbers of courses in which LLS faculty or tutors are partnered with the instructor of record to serve as "learning coaches" in online courses.

- In its first year of use, SmarThinking online tutoring is somewhat underutilized: LLS estimates that about 80% of the licensed hours will have been used by the time the first license expires. SmarThinking usage data demonstrate, however, that those students who do use ST tend to use it rather heavily: i.e., an average of 4 or more hours of use per student. The large majority of students using SmarThinking also indicate on surveys that they are highly pleased with the utility — suggesting that ST tutoring does improve their performance in class. Although a number of faculty have championed ST since its introduction in fall 2011, other faculty resist recommending a tutoring platform that was not developed and delivered by NLU personnel. However, student responses are sufficiently positive to indicate that ST should continue to be available, and that a focused initiative to improve faculty acceptance of ST is likely to improve student success.

Academic Advising has gathered data useful for improvement from several sources. For example, in February 2012, Institutional Research and Academic Advising completed a survey of NLU students to gauge student satisfaction with their academic advising. Students were sent the survey by email and invited to respond.

The use of professional academic advisors through the Advising Center for graduate students in the National College of Education was implemented in May 2011. The data from the advising survey was analyzed to compare students feedback in programs that are served by the advising center versus those not served by the advising center (graduate students in CAS and CMB). The results indicated that students who were assigned an academic advisor in the Advising Center were more satisfied than those that were not. Some specific results that where the differences between these populations were statistically significant are outlined in the three tables that follow:

Table 1.8

Question 2: Do you know who your advisor is?		
Advising Center Students	82% Yes	18% No
Non-Advising Center Students	67% Yes	33% No

Table 1.9

Question 3: How much do you think, through your own experiences, that your academic advisor has positively contributed to your experience as a student?		
Response	Advising Center Students	Non-Advising Center Students
A lot	32%	25%
Some, but not a lot	26%	14%
A little	21%	19%
Not at all	21%	42%

Table 1.10

Question 8: Overall, are you satisfied with your advising experience at National Louis University?		
Advising Center Students	69% Yes	31% No
Non-Advising Center Students	60% Yes	40% No

1R6: How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Reliable measures for learning support effectiveness are not yet in place, so no comparison is possible. In setting benchmark targets, LLS will look primarily to standards promulgated by CAEL and by ACRL. In other instructional and co-curricular areas, assessment of processes in this area has not yet produced opportunities for external comparisons. The university has identified this as an area for improvement.

IMPROVEMENTS (I)

1I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

Prior to 2011, the University Library existed as a stand-alone academic unit, and had defined learning outcomes for its instructional activities, including credit-bearing library research courses that were introduced in 2009-10. Responsibility for other student learning support was housed separately, within the College of Arts and Sciences — in its general education academic departments and its Center for Academic Development (CAD), which delivered placement testing and tutoring services. Developmental and remedial learning outcomes were defined for specific courses, rather than as University-wide objectives; and no specific SLOs had been defined for tutoring.

In spring/summer 2011, the University undertook a restructuring of academic support to extend reach and capacity, and to build greater effectiveness — in other words, to serve the needs of University students in a systematic and comprehensive way. The University Library and the former Center for Academic Development (CAD) were merged to create a new Library and Learning Support department (LLS). LLS operates on a “learning commons” model, combining the functions of two closely-related areas to provide stronger, more proactive support for students. This new approach is also intended to remove any perceived stigma related to receiving academic support, repositioning it instead as a normal and expected part of the college/graduate school experience, similar to library work. This reorganization directly addresses a set of critical needs that were identified in NLU’s 2010-11 AQIP Action Project on Retention Issues, and makes possible the further improvements in identifying and supporting student needs that are being created through the current AQIP Action Project on Improving Retention Through Integrated Learning Support.

A 2010-11 AQIP Action Team had identified multiple needs and opportunities to improve student retention, and follow-up actions were undertaken immediately to respond to that team's findings. Following up on that work, a 2011 Summer Action Team was set up to develop a University-wide "Early Warning System" that would be built using Blackboard's CourseSignals EWS module. This team comprised faculty volunteers (including Library faculty), 2 tutors, an OIT staff specialist (working with Ellucian's central CourseSignals staff), and the administrative heads of LLS and Academic Advising. The scope of work expanded, and during fall 2011, the EWS project was designated as an AQIP Action Project to Improve Retention through Integrated Learning Support. In December 2011, the team decided for a variety of reasons against recommending the implementation of CourseSignals. This was reported to HLC and the University received HLC's response in DATE?

However, as this AQIP Team's work progressed, the need had become apparent to establish an accompanying set of student learning outcomes, intervention strategies, and effectiveness measures. At the Provost and Presidential levels, the decision was made to revise and expand the project charter. The revised project team is co-led by the Library Dean and the Assistant Vice Provost for Advising and Retention, and its members and resource people include the Chair of the Faculty Senate Academic Support Committee (SASC), faculty who will be piloting the new process in their courses, the Director of Student Experience (who oversees the Office of Student Affairs and the Office of Veterans Outreach), the Registrar/Director of Financial Aid, and the Vice Provost/Institutional Effectiveness and Accreditation.

To date, this AQIP project team has identified 4 SLOs for learning support: acquiring basic learning skills, developing social/behavioral skills, navigating complex organizations, and becoming an adept online learner (especially via social media). They have developed a "decision tree" approach to identifying students who are struggling with academic work, and a team-based, faculty-staff partnership to plan and deliver intervention strategies (with academic advisors serving a quasi-"case management" function). They will be developing and implementing effectiveness measures as a part of the project. This new integrated approach is being piloted in 3 courses during summer 2012, and will be incorporated in additional courses (TBD) in fall 2012. The structure is set up to accommodate the adoption of Desire2Learn's LMS-based early warning system (scheduled for release in fall 2012) on a timeline that can conveniently follow the University's migration to D2L (effective December 31, 2012).

A related effort is the University-wide initiative to redesign general education, which will be undertaken and completed during 2012-13 in time for launch in fall 2013. As a first step, a 2012 Summer Action Team will create the goals and process for the general education redesign. LLS will be represented by faculty and Dean on both the summer team and the actual design team. The redesign process will integrate LSOs for learning support with those for general education overall, and rubrics and assessment processes for learning support will be defined as part of the redesign.

Other important improvements in this Category were accomplished in the last couple of years in the College of Management and Business, as outlined below:

- 2010-11, the College revised its Outcomes Assessment Plan
- In 2011-12, the College introduced direct measures of student learning outcomes into all programs
- In 2011-12, the College participated in a University wide assessment of alumni satisfaction
- The results of the use of these assessment tools suggests that the College needs to continue to focus and develop its curricula, match the curricula to employer needs, and develop a systematic and regular survey of alumni satisfaction and ratings of program effectiveness

1I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

NLU is an institution where teaching and learning are core elements of its mission, and a culture in which library and tutoring support have long been valued and used extensively. The University's new strategic goals and directions both demand and allow infrastructure to be put in place to support integrated approaches and extended capacity. Specific improvements include:

- The NLU Strategic Plan identifies integrated learning support as one of its top-priority strategic goals in ensuring student success
- LLS department funding has been maintained during the FY12 budget reallocation process, and additional funding has been added to support increasing capacity via PT and adjunct staffing
- 3 FT lead tutor positions have been approved, each with a specific assignment, and hiring is in process
- A "department chair" stipend has been approved in order to allow a Library faculty member to take on responsibility for coordinating curriculum development and delivery for Library teaching support
- A new LLS web manager position has been created and approved by reallocating funds through restructuring. This marks the first time that LLS' web presence has been fully managed by the department, rather than by OIT and/or Marketing and Communications, and will facilitate the design, functionality, and maintenance of a state-of-the-art web presence for learning support
- The gen ed redesign project will incorporate the integration and alignment of goals and mechanisms for developmental learning and learning support across the curriculum. It will also address the development and implementation of metrics for assessing their effectiveness
- Two successive AQIP Action Projects have addressed and are continuing to address key issues around providing integrated learning and other support for student success
- A Library faculty member has been appointed to serve in 1 of 3 key faculty positions to lead the University-wide migration to the Desire2Learn LMS
- LLS' Dean, faculty, and tutors and staff are fully integrated into the University's key leadership and management structures:
    - LLS Dean reports directly to the Provost and participates as a standing member of:
        - President's Cabinet
        - Provost's Academic Cabinet
        - Enrollment Operations Group
        - (Operating) Directors' Group
        - Daytime Student Support Group
        - AQIP Systems Portfolio Group
    - LLS Dean co-chairs the AQIP Action Project on Improving Retention Through Integrated Learning Support
    - LLS Dean co-chairs the Strategic Plan oversight teams for Learning Support and Online Learning
    - LLS faculty members hold faculty rank and participate fully in all of the University's faculty governance structures and activities

If an applicant applies for a program that they're not eligible for or a program that doesn't seem appropriate, they are referred to the Enrollment Department for clarification. For example, an applicant may apply for the B.S. in Health Care Leadership program and they may not have the required licensure or experience necessary or an applicant might apply for an initial certification program but they are already certified.

Category 2: Accomplishing Other Distinctive Objectives

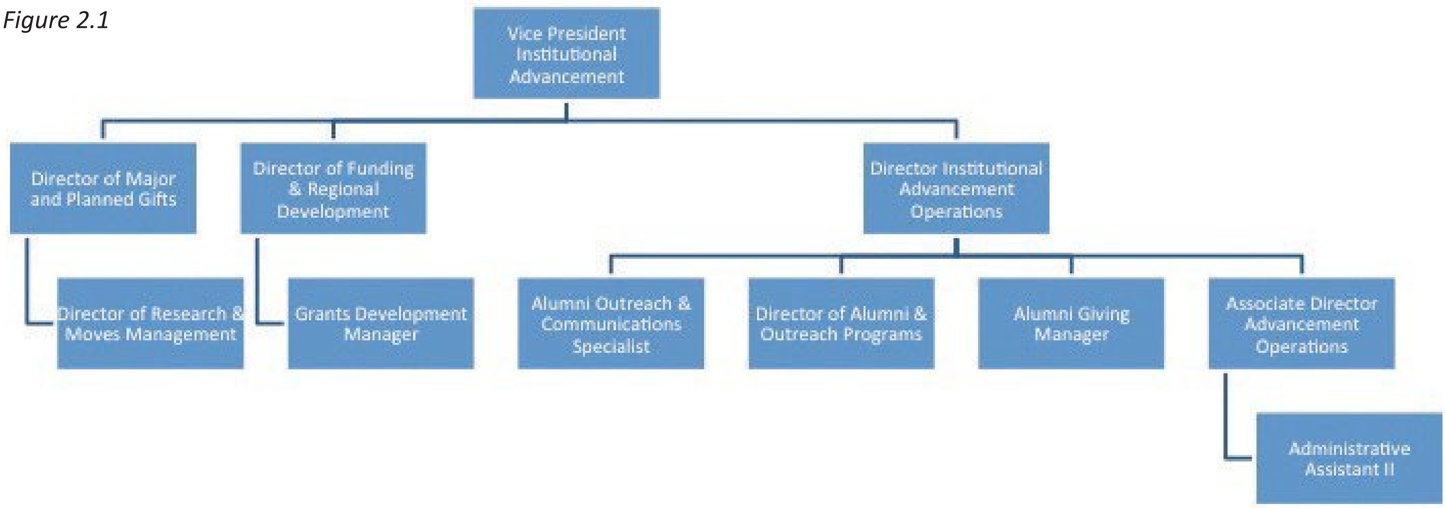
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

PROCESSES (P)

2P1: How do you design and operate key non-instructional processes (e.g. athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

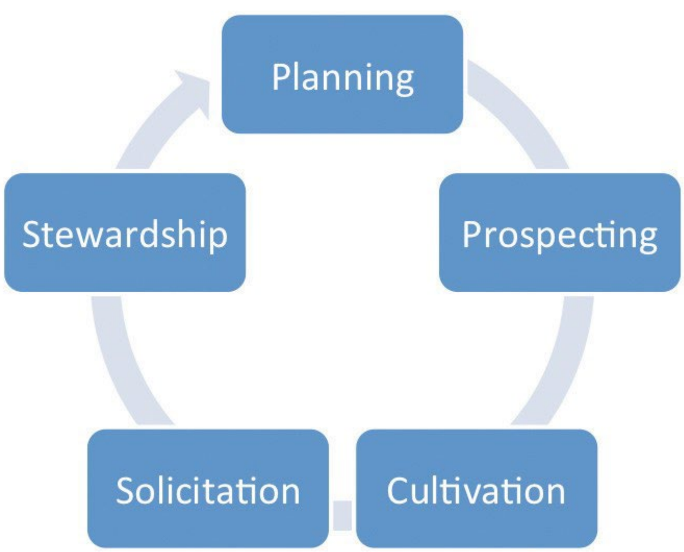
The Office of Institutional Advancement (IA) is responsible for maintaining contact with alumni and other external constituencies. The Vice President of IA (VPIA) began work in October of 2011 and has a staff of nine people who are responsible for fundraising and donor stewardship, alumni records, events and relations, gift processing, research, grant writing and social media communications (please see organization chart below).

Figure 2.1



IA exists to create and nurture relationships with several external groups of stakeholders for the ultimate purpose of raising funds for the university. Those external stakeholders include alumni, friends, parents, trustees, educators both nationally and locally (i.e. Chicago Public Schools, The Academy of Urban School Leadership, and The Golden Apple Foundation), donors, veteran's task force members, foundations, corporations and government grant making entities. IA staff also work with other members of the NLU community such as the grants team's extensive work with faculty, which, as detailed below, has been expanded recently. IA works to inform, solicit and otherwise engage these stakeholder groups via various combinations of direct mail, website, social media, phone, face-to-face meetings, alumni events, fairs and forums.

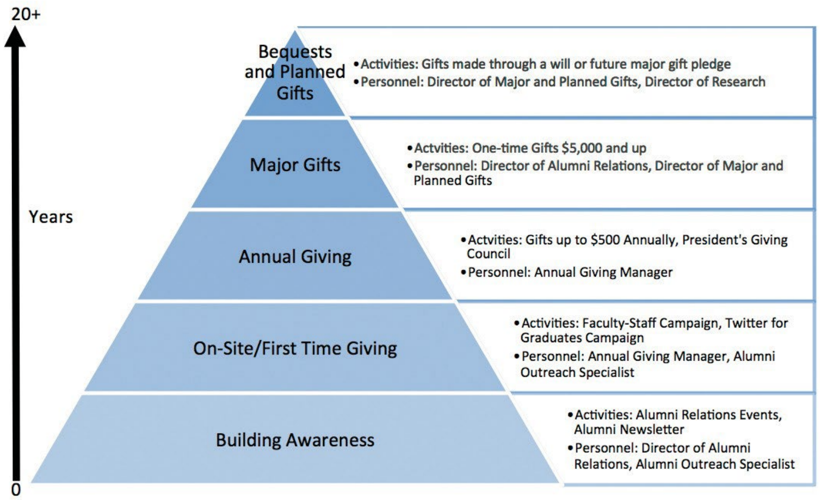
Figure 2.2: Donor Cultivation Cycle



The process for developing those relationships is consistent with industry standards and is highlighted above in the Donor Cultivation Cycle. This five phase approach is a continuous cycle of relationship building that works towards an ultimate goal of a donation to the university (covered below in the Donor Giving Pyramid). The Planning phase focuses the team on developing objectives that are donor-centric and aligned with University goals. The Prospecting phase focuses the Director of Research primarily (Director of Alumni Relations, Annual Giving Manager, Director of Major and Planned Gifts) on identifying constituents who are known to the University, have an interest in the cause and giving capacity (which can be gifts of time, money or introductions to other similar people). The Cultivation phase focuses the team on strengthening the relationship with the prospect and reinforcing the value of the cause. The Cultivation phase for IA has shifted from direct mail pieces to personal visits. The Solicitation phase is the process of asking for the gift. Depending on the size of the gift, this phase can be very short or span over years. The solicitation can be a number of things and examples include an ask for time served in an advisory capacity or a gift of money. The Stewardship phase includes gift acknowledgement, managing funds effectively, maintaining good donor communication and deepening donor relations. This step is critical to converting donors to the next level of commitment or giving as represented in the Donor Giving Pyramid below.

Figure 2.3

Donor Giving Pyramid



CMB's Strategic Plan includes among its "pathways to distinction" the commitment to connect with key external stakeholders in collaboration with other departments in the University and through them:

- To strengthen and extend ties to corporate and hospital clients and to community groups (via Enrollment Outreach and Institutional Advancement)
- To strengthen and develop the Advisory Board (via Institutional Advancement)
- To create formal and regular communications with CMB alumni (via Institutional Advancement)
- And to partner with organizations such as the National Society of Hispanic MBAs, National Black MBA Association, National Association of Women MBAs and Society for Human Resource Management (via Enrollment Outreach and Human Resources)

In these collaborative outreach endeavors, CMB acts as the secondary university agent and allows the primary university agent to support the main tasks of building relationships with external stakeholders with the method that is most success for that primary department. For the example, in regards to creating formal and regular communications with CMB alumni, the Alumni Relations team within Institutional Advancement already has a process for developing relationships with alumni via social media and electronic communications. CMB meets consistently with Alumni Relations to exchange information about alumni accomplishments, faculty achievements, and to ensure that communications are developing college affinity, not just university level affinity for alumni. Further, CMB is collecting data on successful alumni that will be included as "testimonials" on the website and highlighted in informational literature.

Faculty in CMB and CAS are engaged in a process of serving key stakeholders. CMB faculty maintain relationships with corporate and hospital clients and their professional community through consulting relationships. This specific activity gives faculty access to current challenges being faced by partners in the community where our students will eventually be employed. This is a key source of data for faculty to consider as programs are kept relevant. In CAS, individual faculty in the community psychology program engage in research that contributes to the resolution of community issues. This is also a very important aspect of keeping programs current and relevant for students in community psychology. Additionally, CMB and CAS faculty serve on professional bodies keeping them embedded into industry leadership.

2P2: How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

The work of IA is informed by a university-wide strategic plan. External key stakeholders were consulted in every phase of the development of the strategic plan to ensure that non-instructional objectives were consistent with and supported the overarching work of the University. IA has four major goals in several strategic initiatives including:

- Goal 2.2 — helping to seek funding for the online delivery strategy
- Goal 2.6 — helping to find funding for an interdisciplinary research center for positive community change
- Goal 3.2 — launching a comprehensive campaign (for which some groundwork is being laid) and
- Goal 3.3 — helping to implement a full scale grant and research funding function

While four goals are identified that support the University, the operational objectives that support meeting these goals are very much rooted in the strengths of the IA department and reflect relationship building activities consistent with the donor cultivation cycle. The constituencies involved in setting these objectives are the president and vice president of IA. External stakeholders who are involved include the board of trustees and life trustees. The board has an Advancement Committee which meets regularly and is informed of current operations and asked for advice on any major plans related to fundraising, alumni relations or campaign planning. Some board members have been very active with helpful suggestions to the VPIA. Other external stakeholders (donors and alumni populations) were surveyed five years ago to help develop some of these goals. More recently, IA helped to close a major gift with a major local foundation which will, in part, help student veterans. Part of the proposal included a desire on the part of NLU to recruit an external group of volunteers (including many alumni who are also veterans) to provide advice on this program via a task force comprised of external stakeholders who are intimately knowledgeable about the veteran community. This task force will soon become a more structured advisory board. Alumni relations, similarly has groups of external stakeholders who provide advice and assistance on planning and implementing regional events, reunions and other activity.

2P3: How do you communicate your expectations regarding these objectives?

IA communicates its expectations about these objectives in a variety of ways and to particular audiences. Mass communication occurs via postings on the web site which can be accessed by any external stakeholder. Although we have moved away from mass direct mail (see 2I1) we do move from the general audience to more targeted external stakeholders via email blasts, monthly e-newsletters, forums, regional alumni events, reunions, veterans task force calls, 125th gala, board meetings, and one-on-one visits with current and prospective donors.

In CMB, these objectives are communicated through the mission statement and the Strategic Plan that includes annual initiatives. A less formal process is used in CAS. The process for communicating objectives begins with individual faculty, then moves to the department and college levels, and finally is disseminated widely via the University Leadership Council.

2P4: How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

The President and VPIA meet weekly as does the IA staff. A metric-based quarterly report has been developed (see 2I1) which provides a concise one-page report that is presented to the Board of Trustees. More detailed reporting is provided in PowerPoint format which is provided to the entire Board of Trustees and then discussed in great detail in the Institutional Advancement Committee (of the Board of Trustees) quarterly.

In CMB, the College objectives are developed annually by the Dean and reviewed with the faculty who provide comments and suggestions. The Dean also reviews the annual objectives with the Provost and responds to comments and suggestions. Going forward, the Interim Dean expects to use a similar process in CAS, working through the Council of Chairs.

2P5: How do you determine faculty and staff needs relative to these objectives and operations?

IA acts as a liaison between external funders such as foundations, individuals, corporations and government, and faculty investigators. All relations with external sponsors and funding activity are informed by, and fall within, the strategic plan. In addition, NLU has developed and approved two new policies (Gift Acceptance Policy and Donor Stewardship Policy) that outline the framework and processes needed to achieve the metrics set in the strategic plan.

Faculty and staff needs in CMB are ascertained through biweekly staff meetings and monthly Faculty meetings as well as less formal communications with faculty and staff. In CAS, the Dean works through the department chairs to identify faculty needs and assesses staff needs through biweekly meetings with staff directly.

2P6: How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

The Board of Trustees is active in the IA area and provides excellent feedback on general funding and alumni related processes. The new Veterans Task Force was designed to provide external expertise to consult on the retention model for the student veterans, and a related new Advisory Board for veteran's initiatives will provide advice on our veteran alumni outreach as well as our government, corporate and foundation outreach.

This is done formally in CMB by engaging staff in a discussion of proposed objectives and reflecting their suggestions as appropriate in the annual statement of objectives. This statement then becomes an organizing principle in future conversations. CMB faculty are engaged in the objective setting process through the Strategic Planning Unit and also through the Faculty Chair. The new interim dean in CAS expects to employ similar processes in CAS.

RESULTS (R)

2R1: What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

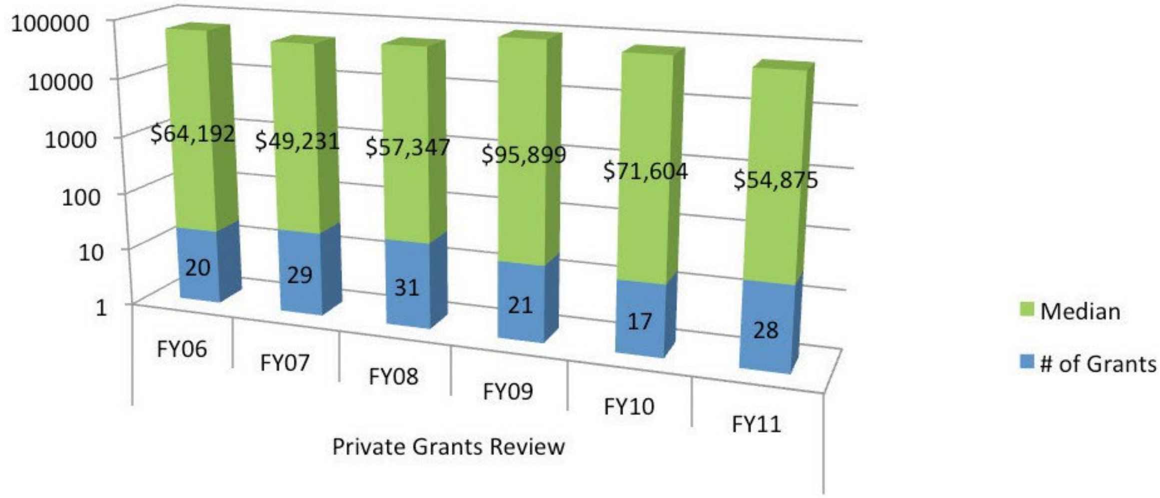
Upon the arrival of the new VPIA, the one page quarterly report commonly referred to as the "Advancement Dashboard" was developed. This dashboard is shared with the Board of Trustees, and shows not only dollars raised, but also dollars by category, strategic initiative, and source. Other measurements included on the dashboard are key drivers including the number of records researched and updated, alumni engagement by category, types of face-to-face contacts related to major gift activity and planned gift and grant activity. The form shared in this self-assessment prompted by revision of the AQIP Systems Portfolio is the third version of the report as we continue to refine and update it. Accomplishment of objectives are most easily measured in total donation dollars raised. Current and related funding priorities are listed under four main pillars: Gateway Scholarship Fund, Research and Innovation Fund, Distinguished Scholars Residency Fund, and the Annual Fund.

2R2: What are your performance results in accomplishing your other distinctive objectives?

While our fundraising numbers are healthy compared to FY11, IA projects that we will fall just short of our goal for FY12, especially as we continue to navigate a tough economy. The report shows that we had good sponsorship for our 125th anniversary gala and that we are nearly halfway to our goal for the Fund for National Distinction. A decision was made to only count cash received (rather than pledges and funding for subsequent grant years) to allow for a more current accounting of donations received. This method of reporting more accurately reflects our performance than reports that include both cash and pledges to be paid in later fiscal years. There was also a shift in strategy from direct mail to personal visits. While IA hasn't realized a significant increase in giving, the VPIA is confident that the team is focusing on the correct key performance driver and there has been a marked improvement in the number of contacts made.

Another effect of the dashboard is that it draws attention to the large portion of our fundraising dollars that come from public and private grants, rather than from individuals. For example, the graph below represents the number of grants secured and the median award amount (broken out by Private Funding and Public Funding).

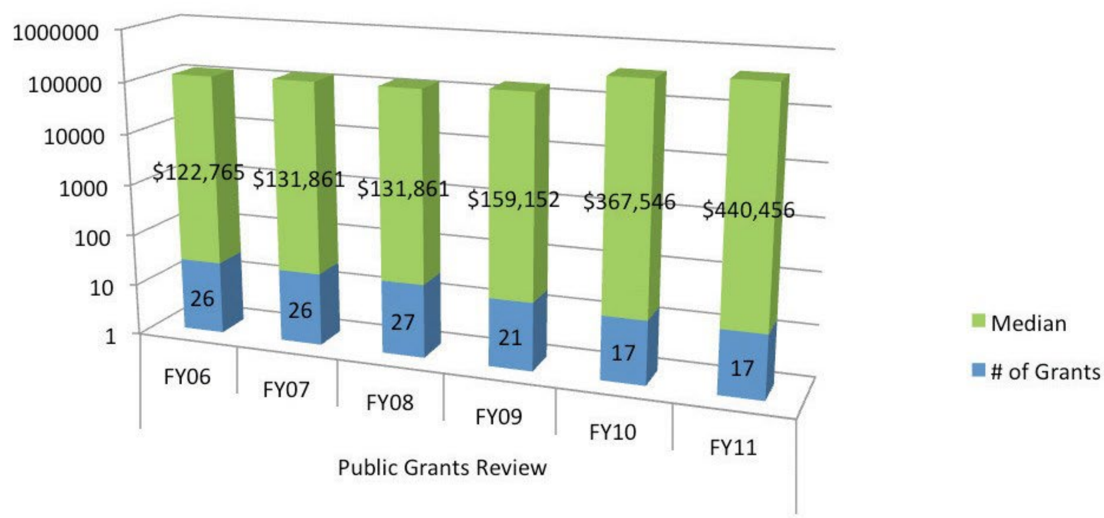
Figure 2.4 Year over Year Growth in the Grants function in Private Funding Sources



	Private Grants Review					
	FY06	FY07	FY08	FY09	FY10	FY11
Median	$64,192	$49,231	$57,347	$95,899	$71,604	$54,875
# of Grants	20	29	31	21	17	28

Private funding opportunities include grants primarily from corporations and private foundations. FY09-FY12 have seen less opportunities available because the economy drives the endowments that fund the work of foundations or corporations are being more cautious with funds.

Figure 2.5 Year over Year Growth in the Grants function in Public Funding Sources



	Public Grants Review					
	FY06	FY07	FY08	FY09	FY10	FY11
Median	$122,765	$131,861	$131,861	$159,152	$367,546	$440,456
# of Grants	26	26	27	21	17	17

Public funding opportunities include grants primarily from government entities. Some examples of recent awarding public funding sources are the U.S. Department of Education and Chicago Public Schools. FY09-FY12 have seen more opportunities available because the grant money has been made available to support increased social services. While the number of awards has stayed the same over the last two years, the median award has gradually increased over the last six years. The chart below highlights awards and pending proposals for FY13 for both private and public funding.

Table 2.1 chart below highlights awards and pending proposals for FY13 for both private and public funding

Funding Source	FY13 Amount	Project
Awarded		
CME Group Foundation	$156,290	MATH Project
McCormick Foundation	$250,000	E2 Initiative
National Writing Project	$20,000	Illinois Writing Project
U.S. Department of Education — Fund for the Improvement of Postsecondary Education (FIPSE)	$250,000	A Faculty Residency for High-Need Schools
Awarded Total	**$676,290**	
Pending		
Dr. Scholl Foundation	$49,500	Espanol MATH
McCormick Foundation	$100,000	Aligning Leadership Practices across Early Childhood Settings
Society for the Study of School Psychology	$14,096	Early Career Program
Motorola Foundation	$45,000	STEM Teacher Preparation
United Nations Educational, Scientific and Cultural Organization (UNESCO)	$26,000	International Council for Engineering and Technology (ICET)
Development (USAID)	$295,042	Writing for Readers to Learn/Ethiopia/Ghana
Chicago Public Schools/ Community Schools Initiative	$25,000	Community Schools
National Endowment for the Humanities	$96,087	Landmarks of American History and Culture Workshop
Illinois State Board of Education	$40,000	Grow Your Own Teacher
U.S. Department of Education Office of Special Education	$1,229,147	Leadership Training in Effective Interventions and Services that Improve Outcomes (EISIO) Delivered Through Multi-Tier Systems of Support
U.S. Department of Education SEED, Sub-award through National Writing Project	$40,000	Illinois Writing Project Evaluation
National Writing Project	$20,000	Illinois Writing Project
Pending Total	**$1,979,872**	

We have also dramatically improved our social media presence and have seen a significant increase in the use of our social media sites by various constituencies. The most viewed YouTube videos included were; "Teacher Strategies for Implementing Common Core Standards", at 4,663 views, "Reading Recovery Lesson at Cicero West Elementary" at 2,249 views, and "NLU 125th Video" at 1,008 views.

2R3: How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

During this recession, some fundraisers have used the phrase "flat is the new up" to describe how things are going. As the Chronicle article, "Donations to Colleges Rose, if only slightly, in 2010" points out, most colleges and universities saw only modest increases in giving, and NLU was no exception. NLU is at a further disadvantage due to its non-traditional demographics and geographic dispersion. In some cases, however, disadvantages in one context can be advantages in others, as exemplified in 2R4.

2R4: How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Our targeted fundraising for specific strategic priorities has the impact of providing resources to improve areas such as research and diversity by allotting scholarship funding for qualified students who might not otherwise be able to attend NLU. Our social media strategy has had a positive impact on the overall reputation of the institution and that is underscored by the steadily increasing number of users who click through our sites. Our new enhanced focus on student veterans has expanded our relationship with that community both locally and nationally.

CMB and CAS's linkages to its Advisory Boards provide the colleges with useful information on employer expectations that are considered when developing and updating programs and curriculum. The Career Services Department also leverages this information when working with alumni who have graduated in the not-recent past. Individual faculty incorporate the knowledge gathered from consulting and service on professional bodies in their teaching and also leverage this information in co-curricular settings (career panels, networking events).

IMPROVEMENTS (I)

2I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

A number of significant improvements were introduced by the VPIA have been made in IA directly and at the university level. The first improvement was operationalizing industry standards of donor-centric philosophies for every member of the IA team. Some examples include investment in face-to-face visits instead of direct mail, measuring performance against key drivers like making contact instead of just measuring dollars, and involving executive leadership and the Deans in fundraising for the University. Another improvement was embedding clarity in daily operations about what is being measured. The tightening up of this area included implementation of the advancement dashboard, counting only cash gifts in the totals instead of including pledges, and assigning metrics to each person on the team so there is a personal sense of ownership about the success of the department. Finally, some staffing changes were made to better support the achievement of goals in IA. The department experienced a 30% budget reduction going into FY13. To maintain adequate staffing levels, the low impact direct mail program was cut and the Annual Fund Manager was tasked with developing communications for a portfolio of 3,000 higher level prospects, donors and opinion leaders in the community. Additionally, a staff member had a significant life event that required her to relocate to Florida. This provided an opportunity to create a Florida Regional External Relations position that does outreach with the 4,000 alumni in the Florida region.

Another important improvement for the University is leveraging IA to align key relationships to support the newly formed (Spring 2011) veteran's initiative funded by the McCormick Foundation's grant, Education to Employment (E2). The grant is designed to ensure that high-risk students (primarily first generation college students from underserved communities and veterans) not only stay in school, but be career ready at graduation and employed within six months of graduation. A critical aspect of delivering on this commitment is engaging the broader veteran community in designing services that are culturally appropriate for veterans. VPIA has been recruiting high level contacts (state government, VA, community level) to serve on the E2 Advisory Board. To date, nine members have committed and eight members are pending.

In Fall 2009, the President asked IA to start preparing for a Capital Campaign. Resources were reallocated from the required feasibility study to other IA funding projects in light of the budget cuts in 2010 and 2011. The VPIA has officially started the two to three year planning phase as of Summer 2012. Key improvements to prepare the University for this important campaign are underway. The Board of Trustees has improved two key policy changes (Gift Acceptance Policy and Stewardship Policy) and several policies are in development (Naming Opportunities and Endowment Gift Levels).

2I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

NLU has a long history and many alumni who have a reservoir of goodwill towards the institution. However, there is a very weak culture of philanthropy and a very small infrastructure in terms of staff size (two positions were cut for FY12) and the budget for FY13 was cut, despite being cut for FY12.

Nevertheless, there is an opportunity to improve things without spending money (as some of these processes were described previously) and there is enough staff and budget to accomplish a change in culture through focusing on personal relationship with donors and collaborating with other departments in the University. These efforts will position NLU for increased giving by asking the right people for larger gifts and will therefore lay the ground work for NLU's capital campaign.

Category 3: Understanding Students' and Other Stakeholders' Needs

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS examines how your organization works actively to understand student and other stakeholder needs.

PROCESSES (P)

3P1: How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding those needs the Office of Institutional Advancement (IA) is responsible for maintaining contact with alumni and other external?

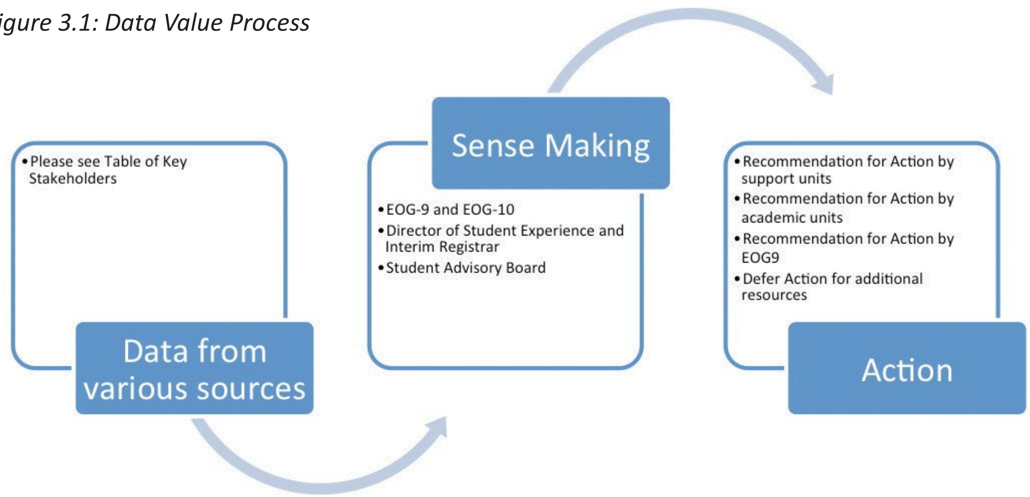
The following table highlights the key stakeholders in understanding of the needs of students. Data regarding student needs is collected from each of these groups via various collection methods that are included in the table as well.

Table 3.1: Key Stakeholders

Source of Information	Data Collection Method	Ownership/Department	Feedback Mechanism
Students	Noel-Levitz adult student priorities	Institutional Research	Voluntary survey every 2 years
Students	Comments@nl.edu		
Ombudsman in the Office of Student Affairs	Voluntary written feedback can be left anonymously, but all signed submissions are responded to within one week.		
Students	End of course evaluations	Provosts office	Voluntary survey within two weeks of end of course
Students	Academic advisor Interviews	Provosts office	Informal conversations to solicit feedback
Students	Verbal reporting	Response center in the Enrollment department reported to the director of student experience	Voluntary disclosure typically stemming from unmet expectations with other departments
Prospective Students	Enrollment advisor interviews	Enrollment Department	Informal conversations to solicit feedback
Internship and Practicum Site Placements (Community Partners)	Survey	National College of Education and College of Arts and Sciences	Internship and Practicum Assessments
Employers of NCE graduates	Survey	National College of Education	Survey (Evidence File)
Employers of all other graduates	Survey	Career Services Department in the Human Resources department reporting to the director of student experience	Employers (1,835) surveyed once a year via Employer Outreach Specialist
Employers of Harrison Fellows or veterans	Qualitative interviews	Career Services department in the Human Resources Department reporting to the director of student experience	Employers interviewed at least annually via Employer Outreach Specialist
Department & College Advisory Boards	Qualitative interviews/ committee work	Various — program specific	Qualitative data from discussion
Veterans	Individual interviews	Armed Services Center in the Education to Employment Initiative reporting to the director of student experience	Qualitative data from discussion
Partnering Organizations	Individual interviews and committee work	Provost office and National College of Education	Qualitative data from discussion
Lisle Chamber of Commerce	Qualitative feedback	Career Services department in the Human Resources department reporting to the director of student experience	Participation as community partner via career readiness advisor

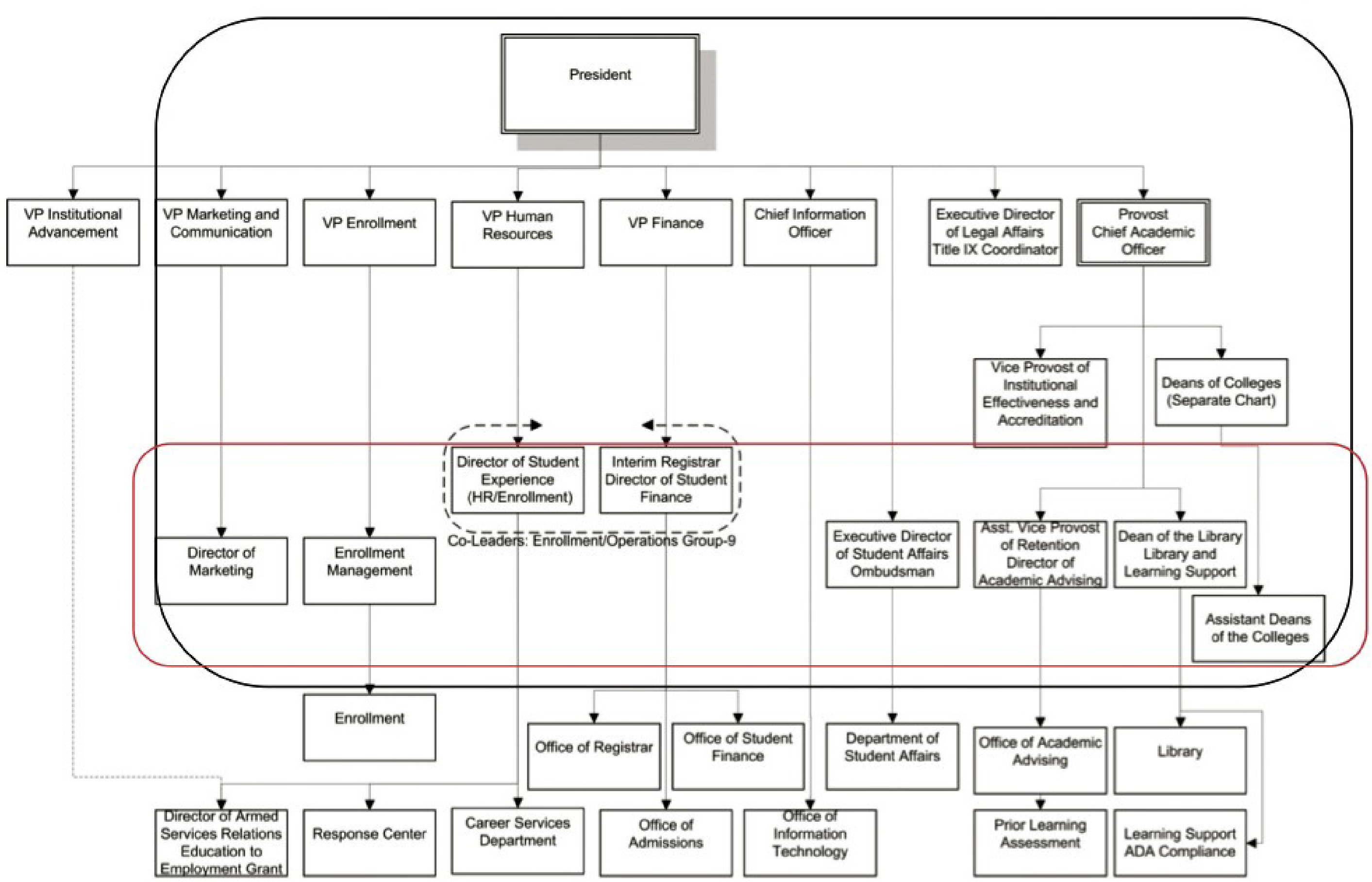
Once data are collected, various teams (at the department, college and university level) process and evaluate the data as highlighted below. Two key groups, Enrollment Operations Group 9 (EOG9) and Enrollment Operations Group 10 (EOG10) spend time sense-making to ensure that the data are interpreted consistently and any required action are consistent with the larger strategic plan, industry data, employment and market data and university and program student learning outcomes.

Figure 3.1: Data Value Process



Two primary teams function at the university level to analyze the data regarding student's needs. The first group is Enrollment Operations Group (EOG-10) which meets every Wednesday morning at 10:00am. This group has been meeting since fall 2010. The initial intent of the group was to analyze data specific to enrollment and retention and plan the needed changes during that meeting. The group consists of all key budget heads and college leadership that impact students directly. The members of that group are represented in the organization chart below (within the black rectangle).

Figure 3.2: Data Value Process



Given the complexities of the environment and the primitive systems for managing data, the President and Leadership Team realized within a year that most of the time was being spent reporting the data and analyzing the data. There was limited time and social safety to address some of the challenges productively.

In early 2011, the President identified that there was not one key person at the University who had visibility across all departments and functions as it relates to the overall student experience. In an effort to build university capacity, a position was created called Director of Student Experience. That position was filled in February 2012 and has two key responsibilities: to project manage the student experience pillar in the University strategic plan and look for patterns of needed improvement across the University via participation in various committees and analysis of data and feedback.

While there was an additional position looking at these issues, EOG-10 was still in a major culture change initiative around data analysis. This necessitated a second group (EOG-9) which was a subset of the larger group and focused primarily on troubleshooting and implementing operational changes. This group is represented above with a red rectangle. This core team was assembled to be responsible for this analysis of data specifically as it relates to the processes around of getting students registered and retaining them. EOG-9 is co-chaired by the Director of Student Experience and Interim Registrar. Members of the team include representatives from each of the student facing support departments as well as the colleges. This team meets weekly to identify opportunities where the University is not meeting its commitment to the student experience, and then designs and executes projects that align the University commitment and resources with the data. The team focuses on delivering an outcome for presented data that is valuable to the student and integrated with University priorities, mission and values. Some examples of recent work in this group are:

- enhancing and expanding the online application to better capture student needs while eliminating fields that have no value to the student or university
- rebuilding the phone queuing system to better support students when they call into the university
- adjusting the registration system to provide a quick and effective process for students (this specific project also required a reallocation of personnel to support improvements)
- re-organizing the Open House events to better accommodate actual student needs (transcript review, registration, financial aid counseling)

Some data are collected/identified that highlight the needs outside of this group's ability to make changes. Several issues have surfaced that require different action than EOG-9 is tasked with. For example, some policy changes have been recommended by this group that must be championed by other parts of the university. Additionally, resources are fixed and there have been enhancements identified that have been deferred until resources are available (specifically within the IT function). While this is not ideal, EOG-9 has been able to identify a minimum work-around for each resource issue that has arisen.

Some department specific efforts in collecting data on students' needs are outlined next. The Institutional Research (IR) department has conducted several surveys and focus groups to understand the needs of students. For example, IR assisted the AQIP Online Learning Task Force in developing a survey to understand student needs in terms of the quality of the online education they were receiving (academic and service). Prior to development of the survey IR conducted several focus groups with students to get an idea of the general areas of concern. The data was then used to develop a survey. The results were analyzed and shared with the Task Force which then shared the information with the leadership team to make decisions for improving the quality on online education NLU offers students.

In addition, every other year IR implements a student satisfaction survey (Noel-Levitz Survey) to assess student needs as well as areas of student concern. Data are analyzed and shared with leadership team as well as all three colleges. IR also conducts Ad Hoc surveys to assess student needs in various areas. For example, student survey of Civic Engagement was conducted to assess the needs of students regarding Civic Engagement. Data were analyzed and shared with a group of faculty and administrators who requested the data and used it for decision making.

Academic Advising requested that IR administer a survey to find out about the needs of student who will be registering this fall. IR also has helped develop another survey for the Student Advising Office to inquire about student's needs in the areas of advising and what improvements must be made. The data was analyzed and shared with the Academic Advising Office who then used the information to address student concerns regarding the academic program closures.

IR also sends out End of Course Evaluations to students for each course students take to discern their satisfaction level and identify areas of concern. The data are analyzed and the results are compiled and shared with each instructor teaching the course as well as the appropriate administrators for course improvement.

Furthermore, IR conducted a survey of "Alumni Needs Assessment" for the Emerging Leaders Program to obtain information regarding the needs of our students for an Alumni Mentoring Program. The data was analyzed and results were shared with the leadership team as well as other relevant groups for decision making in developing NLU Alumni Mentoring Program which is piloting fall 2012.

The changing needs of student groups are identified in the College of Management and Business (CMB) by monitoring the professional literature including employer surveys and best practices, examining the end-of-program surveys, assessing student learning outcomes, discussion with the Business Advisory Board and participating in professional conferences. These have contributed to CMB's Strategic Plan which guides development of annual action plans. The College of Arts and Sciences (CAS) is in the midst of leadership transition. The Dean of the College of Management and Business is currently leading CAS and is applying the successful tactics of CMB to the work of CAS.

The National College of Education (NCE) relies heavily on input from multiple sources in identifying the needs of our students. These sources of information include Program Advisory Boards, Enrollment and Marketing data and graduate follow-up surveys.

Student Affairs identifies the changing needs of our students by conducting a survey at the beginning of each term, asking students to provide us information on their needs, interests and concerns.

Figure 3.3: Student Interest in Activities and Services Fall 2011 and Spring 2012 Welcome Week Surveys

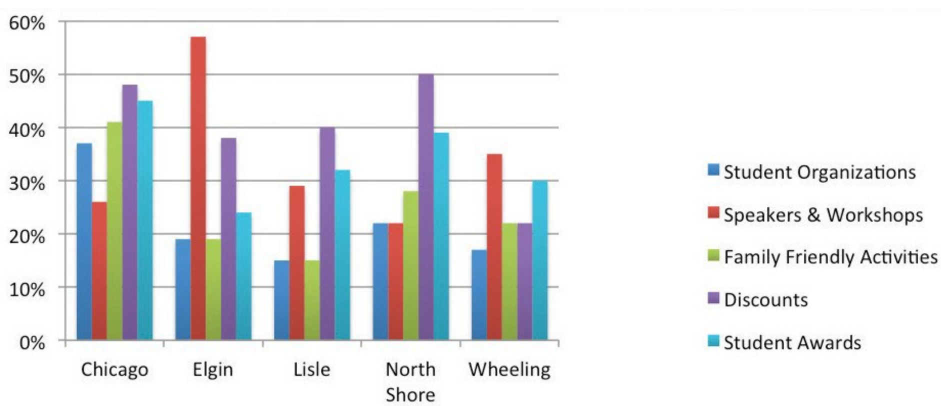


Figure 3.4: Follow Up on Student Interest in Discounts Winter 2012 Welcome Week

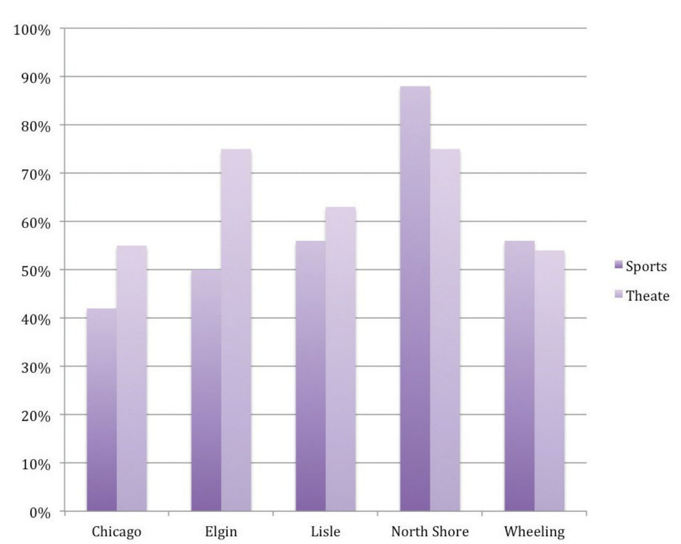
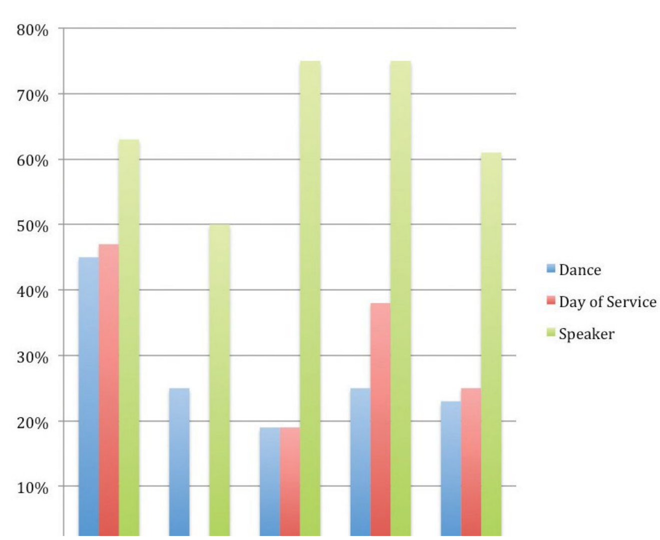
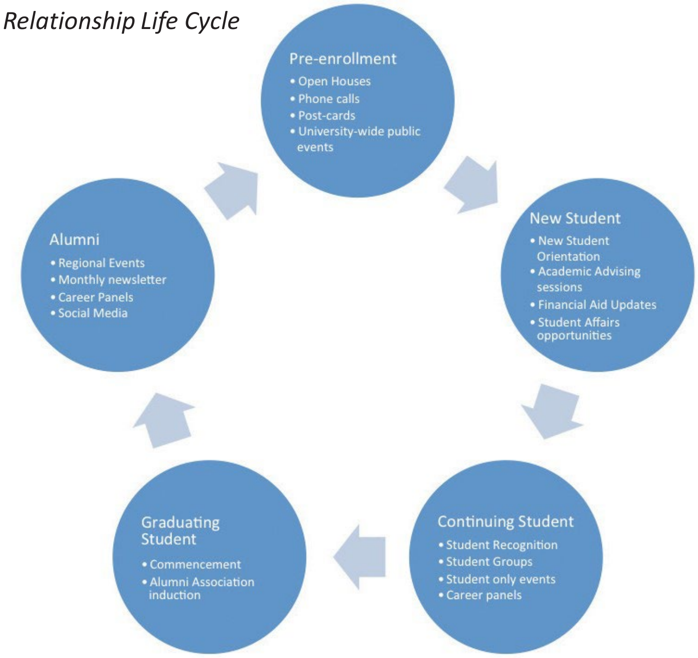


Figure 3.5: Follow Up on Student Interest in Activities Winter 2012 Welcome Week



3P2: How do you build and maintain a relationship with your students?

Figure 3.6: Student Relationship Life Cycle



The above figure highlights some of the activities and tactics used to build and maintain a relationship with our students. Prospective students are identified based on their interest in a specific program and we work to build a relationship primarily through the Enrollment Department. New students are encouraged to connect with the university via New Student Orientation and other opportunities are made available via the student email account. One of the most pressing challenges is engaging students in meaningful conversation about their experience at and relationship with the university. One of the strategic initiatives in place for this year and next is to pilot a student advisory board that can consult on some of the key issues facing the student body (as surfaced during the process outlined in 3P1). In the past, we have attempted to engage students in more formal student government which can be challenging for our students to fully participate in given their schedules. We recognize the need to elevate the student voice in a productive and mutually beneficial way. The Student Advisory Board Pilot is underway as of July 2012.

Student Affairs is the key student relationship building department in the university. The figure below identifies some of the specific activities and tactics utilized by the Student Affairs to build and maintain relationships with students (n=number of students participating in the service or activity).

Table 3.2

Student Affairs Outreach to Build/Maintain Student Relationships			
New Student Orientation	100	U-Pass	1488
Open House	616	Student Scholarships	35
Student Center	500	Movie Tickets	600
Welcome Week Greeting	1200	Student Lockers	166
Student Recognition	25	International Student Visa	15
Commencement	1320		
Civic Engagement Center	58		
Student Organizations	110		
Ombudsman Cases	125		
Student Judicial	20		
Counseling Referrals	20		
Commencement Fair	325		
Constitution Law Day	76		
Total Students Served Annually			**6799**

The Student Affairs team focuses on providing a wide array of products and services to meet students' needs regardless of where they are in their relationship with the University. Some of the products listed above are most convenient for the students at the Chicago Campus (student lockers), but students at every campus have access to the services provided.

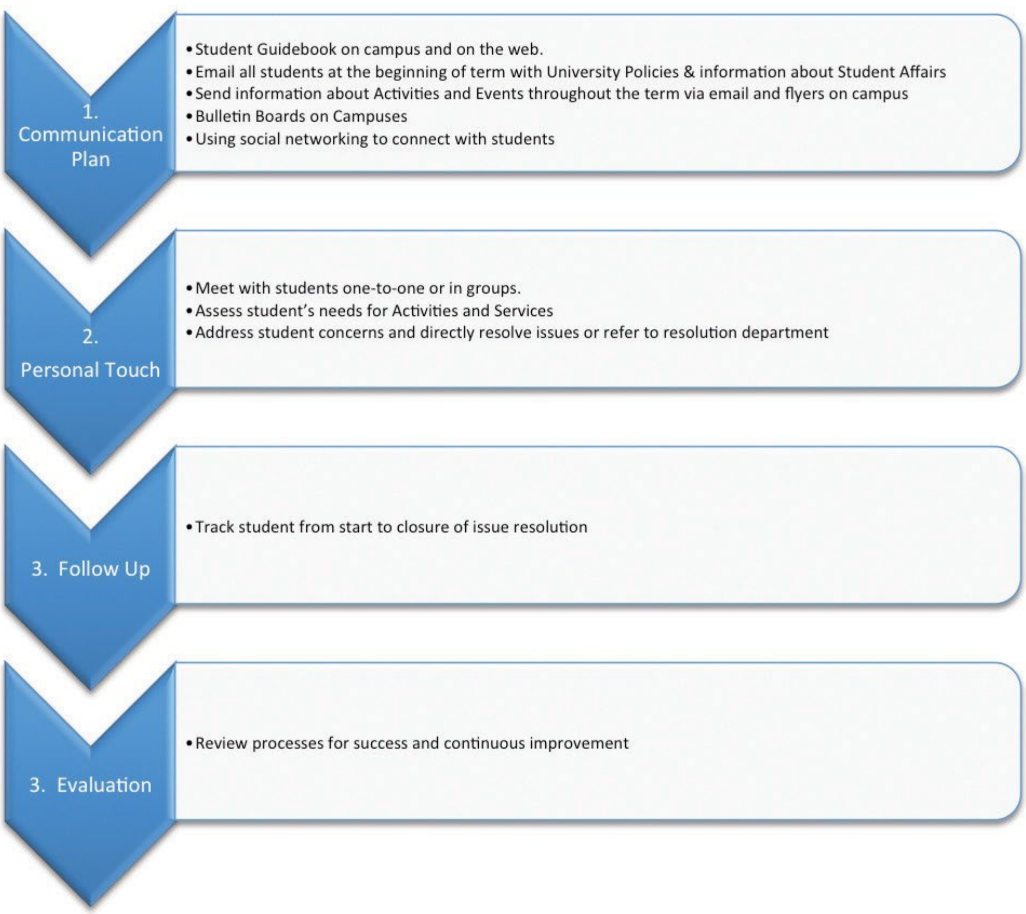
Library and Learning Support (LLS) works individually with students, but does not routinely build ongoing relationships unless circumstances dictate. The goal is to help students become independent learners, and in that sense LLS would not necessarily maintain ongoing relationships.

A part of the Academic Advising function is to build-in relationship with students. New students are assigned an academic advisor upon admission to the university based on their program and campus. The assigned advisor is the point of contact for the student for any questions they have regarding their enrollment. The advisor is also the point of contact for faculty and staff to alert when a student is displaying signs of problems in a course. In this sense, the advisor acts as "case manager" and some of the processes are being built out via the AQIP Action Project. The advisor assists the student in continuing their education, and the advising staff conducts several proactive outreach strategies in order maintain their relationship and communication with students, including classroom visits, regularly scheduled advising nights, and quarterly email campaigns with up to date announcement and information. In addition, the advising department utilizes Stop-Out Reports, reports updated weekly by The Office of Information Technology (OIT) to indicate students who have not registered for the next terms. Students on the Stop Out Report receive emails and outreach calls to check on their status in the university for future registration.

Students from the College of Management and Business (CMB) and the College of Arts and Sciences (CAS) are usually working adults pursuing education to enter or advance their career. Typically, they attend school on a part-time basis during the evening. Historically, classes were largely organized as cohorts, facilitating student-student and student-faculty interaction. In recent years, the colleges have moved toward open cohorts, but the camaraderie of the cohort concept has been largely maintained. Thus, the key to the relationship has been the student-faculty interaction that occurs in face-to-face and online courses. The National College of Education (NCE) focuses on building relationships through small class size and ratio of full-time faculty as instructors and field supervisors.

The results of the surveys are useful in analyzing and selecting a course of action regarding the expressed needs of students.

Figure 3.7



3P3: How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding those needs?

In addition to analyzing the data Institutional Research (IR) obtains from our students (as mentioned in 3P1), IR also conducts surveys to assess the needs of our faculty and staff. Survey examples include: The AQIP Online Survey for Faculty and The Survey of Civic Engagement for Faculty and Staff. Human Resources implement the Noel-Levitz Survey of Employee Satisfaction and IR completes the analysis. The data from each of these surveys were analyzed, shared with the relevant individuals and units and used for the purpose of improving courses of action.

The College of Management and Business (CMB) and The College of Arts and Sciences (CAS) has two primary key stakeholders which are the business and health care administration communities. The Colleges monitor the changing needs of these key stakeholders via professional literature including employer surveys, discussions with the College's Advisory Board, and faculty service on stakeholder advisory groups. Additionally, adjunct faculty provide key information about the changing needs of stakeholders. More than half of CMB's courses are delivered by adjunct faculty. The College hires, credentials, orients, and develops adjunct faculty to meet its instructional needs. As part of this process, the College and University surveys adjunct faculty to assess changing needs.

Two specific examples that would exemplify The National College of Education's (NCE) ability to analyze stakeholder groups and select courses of action are the ESL STEM Success grant project and TQP-AUSL grant partnership. The ESL STEM Success Grant is a 5 year, $1,764,077 federal grant from the Office of English Language Acquisition, U.S. Department of Education, which addresses the need for stronger development of math, science, technology, and engineering by English language learners. To address these needs, NLU has partnered with several school districts in Chicago metro area whose student populations are very diverse. Along with the school district partners, the Illinois Resource Center, a training center for northern Illinois, and the ELL Parent Center are involved in the grant goals and objectives. The grant serves the school districts by providing advanced coursework in training teachers to address the needs of their English language learners, especially in the STEM areas. In addition, the grant has developed plans to cultivate and support potential paraprofessionals in the districts who speak less common languages, methods to promote greater parental involvement in the schools, greater education by teaching faculty in the college of education about teaching English language learners, greater administrator awareness of issues confronting multilingual schools districts, and training in teaching about the language of science and math to instructors of ESL endorsement coursework taught at the university.

For the past 10 years, NLU has been in partnership with the Academy for Urban School Leadership (AUSL) to establish and carry out one of the first urban teacher residencies in the nation to prepare teachers for some of Chicago's highest need schools. Our understanding of the needs of AUSL and Chicago Public Schools (CPS), the key stakeholders in this partnership, comes directly from the relationship and close communication we have built with AUSL.

This relationship has been built by the establishment of:

1. Regular channels of communication for AUSL and NLU leadership
2. Roles that specifically link the two organizations and
3. Projects and professional development that embed NLU faculty in AUSL schools and work

For example, leaders of the residency program in both AUSL and NLU hold monthly meetings called Alignment Meetings. In these meetings, members discuss all aspects of the program, from logistics to theoretical frameworks to the performance of the teacher candidates. A key member of the leadership team is the Director of University Partnerships, an NLU faculty member whose position is jointly grant-funded by NLU and AUSL. This director has a deep knowledge of the daily work of AUSL and the curriculum and logistics of NLU.

Additionally, within The National College of Education (NCE), program leaders review and analyze survey results and the Advisory Board input and propose changes to courses and program sequences. The university participated in An Academic Program Prioritization Process in 2012 to make decisions regarding program closures. The analysis, conducted by faculty and administration, included enrollment data, trend analysis and market research.

Stakeholder groups are University department personnel who interact with students in the Office of Student Affairs to address student needs and concerns.

A course of action is decided once the dialogue identifies and addresses the student needs. The roles and responsibilities of student affairs, other appropriate departments and the student are identified. A resolution plan is implemented, completed and evaluated.

Student Affairs hosts the Enrollment Open Houses for the University. Stakeholders are Enrollment Advisors (EA's), Academic Advisors, and staff members from Student Finance, Career Services, Prior Learning, Library and Learning Support, and Faculty. Evaluations are given to these stakeholders after each event to identify what worked, what did not work and suggestions for continuous improvement.

3P4: How do you build and maintain relationships with your key stakeholder groups?

In addition to current students, the university consistently works to maintain a relationship with recent graduates and alumni. For the last two years, the university has interviewed graduating students during the annual Commencement Fair. This year, 150 students were interviewed about their experience at NLU, in their program and with their faculty. The data collected was analyzed for issues (of which there were five) and those issues were resolved by the Director of Student Experience. Additionally, a video was created that highlighted the responses and played at Commencement. The video is posted here: http://youtu.be/cmCreWK7oTI

The alumni relations department also creates a monthly newsletter that highlights alumni and faculty accomplishments and upcoming events. Due to budget constraints, the newsletter was put on hold from April to June and will commence again in July 2012. The newsletters can be viewed here:

August 11: http://bit.ly/LCElds
September 11: http://bit.ly/MdkmCd
October 11: http://bit.ly/Nfn3Ri
November 11: http://bit.ly/NfFmFq
December 11: http://bit.ly/MSqejM
January 12: http://bit.ly/NjVuma
February 12: http://bit.ly/LCESMD
March 12: http://bit.ly/MbxuBu

The College of Management and Business (CMB) and The College of Arts and Sciences (CAS) build relationships with key stakeholders by participating in the following ways. The business and health care administration communities are engaged via the College's advisory boards. Faculty also serve on advisory groups (boards and committees) within the broader community. CMB conducts professional development workshops and webinars on a quarterly basis for adjunct faculty and will, in summer 2012, initiate a "Summer Institute" that will credential selected adjuncts and certify them as CMB instructors based on participation and performance.

Within The National College of Education (NCE), an advisory board composed of representatives of all ESL grant partners as well as prominent educators in the field meet twice yearly. Regular program and organizational meetings occur. Anonymous written evaluations are taken at the conclusion of all program meetings, and minutes are taken at all organizational meetings. Partners are contacted regularly through face to face visits, email and telephone by grant personnel, and there is a regular stream of contact among all parties. The grant cohorts meet in the district school buildings, ensuring regular contact between the teaching faculty and the school districts.

In the Academy for Urban School Leadership (AUSL), the systemic, structural support for the relationship between NLU and a central stakeholder builds a strong and very current knowledge base about the needs of our stakeholder. When the AUSL schools were given the opportunity to double the number of residents coming through their program each year, this was immediately a topic of discussion in the Alignment meetings and throughout the partnership work. NLU's course of action to respond to this need came from discussion with our partner and with the leadership of the Director of University Partners.

Through its Partnership Office and Office of School College Relations, NCE seeks, builds and maintains partnerships with school districts and school personnel. (This is expanded in the Category 3 Partnerships questionnaire).

Relationship are built and maintained through joint meetings with individual departments, presentations of staff and department meetings forming problem solving teams consisting of staff members with appropriate authority and talent. After Action Review (AAR) meeting are held after the completion of a project and each project member evaluates their role, the end result and identify opportunities for continuous improvement and future implementation. – Lessons Learned.

3P5: How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

In identifying prospective new student groups, the university is guided by its mission, values and vision. Working within this framework, the university typically commissions market research by the Marketing and Communication Department to identify market size, market leaders, and behaviors such as pricing and curriculum architecture and pedagogy. Once prospective targets are identified, the college seeks institutional support to enter new markets.

The Enrollment Operation Group also meets on a weekly basis to discuss data specific to whether or not the institution is on target with regard to its goals which peripherally include the educational offerings and services. These issues are discussed, and based on the data presented each week new goals are established. If a new student and stakeholder groups is identified, a committee meets to determine if they should be targeted or not. In addition, the Marketing Team does some data collection and analysis to determine if new student or stakeholder groups need to be targeted.

Just as The National College of Education's (NCE) work with the Academy for Urban School Leadership (AUSL) is informed by systemic support for maintaining an ongoing conversation about their changing needs, the College's approach to establishing further field-intensive teacher preparation programs is to begin with conversations with local education agencies (LEAs) about their needs and about whether our programs address those needs. NCE has very recently established a new college-wide position that focuses on outreach to stakeholders and establishing those working partnerships, which is a continuation of systematizing the college's relationship approach. NCE also relies on its ten Program and Grant Advisory Boards for feedback and program/course offerings suggestions.

Information on new students' interests and needs are gathered through SA Staff presentations at Open Houses and New Student Orientations. For other stakeholders, qualitative evaluations are used, as well as participation in New Employee Orientations to introduce new Faculty and Staff to Student Affairs activities and services.

3P6: How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Students have several ways of filing complaints at National Louis University. The main source is NLU's Issue Resolution Request form located on NLU's website. Complaints submitted through this form are kept in a database and also sent directly to the Ombudsman, Brisbane Rouzan. Historically, the Ombudsman has been the primary reviewer of complaints submitted online. Starting in February of 2012, the Director of Student Experience has been brought into the review process to assess themes or issues emerging from specific areas. Students are also able to submit their complaints by phone, email, or by using comment cards that are available on all campuses. The three Colleges also receive student complaints related to their college respectively. Each college has a point person that the complaints are delivered to and are responsible to make sure they are processed. Complaints are at times sent directly to the President, members of the President's staff, NLU's legal counsel, Provost, and the Provost staff. All complaints are routed through the Ombudsman to ensure that the issue is addressed appropriately and at the proper level. This process is outlined below.

Resolution Process

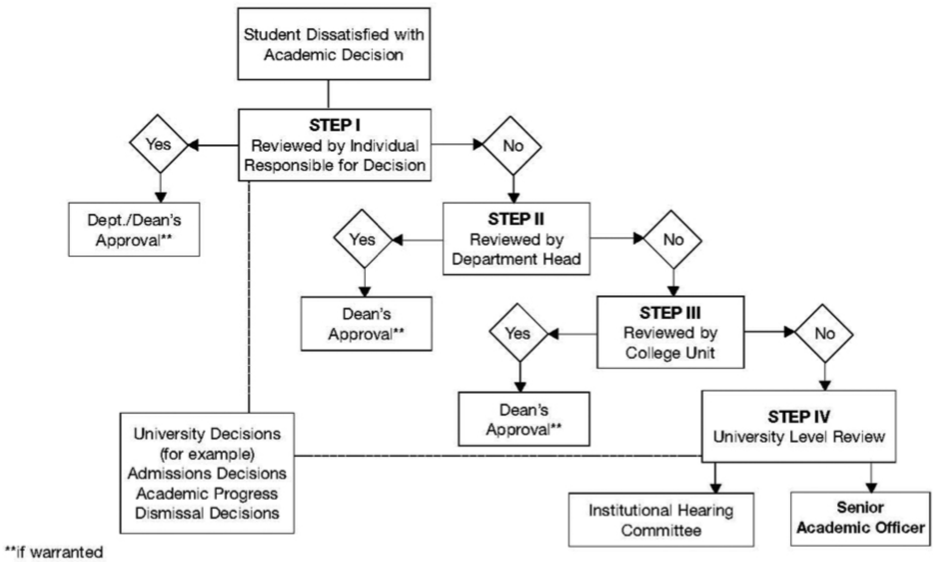
1. Complaint is received through various channels (in-person, phone, email, comment card, etc) and delivered to Ombudsman
2. Ombudsman contacts the student to determining the nature of the issue and responsible party for resolving the complaint
3. Ombudsman refers the student to the appropriate personnel/department for resolution
4. The personnel/decision maker informs Ombudsman of the decision and process applied for decision
5. If the student accepts the decision, the case is closed as resolved. If the student does not accept the decision, Ombudsman reviews the decision process
6. If the decision is not appealable the case is closed
7. If it is appealable, the student is informed of the appeal process steps as outlined in the Student Guidebook

To ensure that students have a consistent experience over time, the Ombudsman maintains a case file (primarily electronic, but some print evidence) for every student case that is reviewed by his office. This allows the student issues to be dealt with fairly and within the bounds of the guidelines even when cases stretch over several years. In addition to the Ombudsman, the following staff are specific to the identified student areas:

- Executive Director of Legal Affairs serves the P.A.C.E. program and other student issues when legal concerns are involved
- Director of Academic Programs, schedules and projects in NCE serves NCE students for academic concerns, grades, and faculty issues
- Associate Dean in CMB serves CMB students for academic concerns, grades, faculty issues
- Administrative Assistant to the Dean of CAS serves CAS students for academic concerns, grades, faculty issues

Complaints about the student experience also surface in the form of academic appeals. Students are coached by the Ombudsman (and specific staff identified above) to follow the process outlined in the Student Guidebook which is represented below.

Figure 3.8: Academic Appeals Flow Chart



Additionally, the colleges have addressed student complaints in the following ways. The College of Management and Business (CMB) solicits student opinion through end-of-course evaluations and end-of-program surveys. These help to identify issue areas including chronic areas of dissatisfaction. These become topics for discussion in staff and faculty meetings that lead to proposals for correction action. In addition, the Dean and Associate Dean maintain an open door policy; the face-to-face, email and direct mail communication that results frequently surfaces matters requiring immediate attention. These are typically addressed by the Associate Dean whose responsibilities include resolution of student issues. Recently, the College introduced a "mid-course survey" conducted electronically during the second week of classes. This ten item questionnaire is distributed to all enrolled students with an invitation to comment on the effectiveness of instruction including delivery, supporting materials, responsiveness, and participation. This tool is intended to identify issues at a time when they still may be corrected. Individual students are informed of the resolution of their issues as confidentiality permits.

A position was created in the National College of Education (NCE) Dean's office to assist NCE students with concerns and problems as well as act as a liaison to other offices within the University. To track and inform the creation of new policies and procedures or to adapt current policies in an effort to improve student service, a database was created. The database divides student issues into categories. These categories include Academic Discipline (e.g., academic dishonesty), Academic Issues (e.g., amount of work required for a program or particular class), Admission, Advising (in the University Advising Center), Certification/Endorsement, Classroom Situations (i.e.: Disruptive Classroom Behavior), Clinical Placement, Enrollment/Recruiting, Faculty Advising, Grades, Graduation, Instructor Complaints (made by students), Livetext (Electronic Portfolio), Preadmission Advising, Registration, Student Finance/Financial Aid, Student Teaching/Clinical, Petitions to the Admission and Retention Council and a general category of Other.

In 2009 several areas of concern arose. Student Academic Issues remained at about 18% with student concerns around issues such as class attendance, course assignments, grades including minimum grades required to move ahead in a program and requirements to qualify for an In-Progress grade. In order to improve communication surrounding these and other general student issues, a beginning of quarter email is being sent to all NCE faculty, full time and adjunct, teaching during that quarter. The email reminds faculty to check their class lists, include information regarding grading, accommodations and absence policies on their syllabus. The email also reminds the faculty of university policies such as not allowing children in classrooms, religious holiday policies and disruptive classroom behavior policies. An end-of-quarter email is also sent to faculty regarding grade submission and policies regarding In- Progress grades. Academic Issues have dropped significantly from 18% to 5.75% as of April 2012.

College policy changes are approved by the Admission and Retention Council before moving through the approval process in other NCE Committees and Councils. Students appeal to the Graduate Admission and Retention Council for exceptions to College policies as well as grade appeals. Through the years members of the A&R Council, along with the Representative of the Dean's Office have refined the appeal process and clarified many of the procedures used in a student appeal. A detailed guideline of the appeal process is now included on the petitions. These guidelines and appeal procedures are updated each year.

RESULTS (R)

3R1: How do you determine the satisfaction of your students and other stakeholders? What measure of student and other stakeholder satisfaction do you collect and analyze regularly?

Historically, the university has demonstrated an over-reliance on the Noel-Levitz Student Satisfaction Survey. This is a significant area of opportunity in enhancing the student experience. Since February of 2012, the Director of Student Experience has focused on three key things in this area:

1. Clarifying and documenting the existing processes that collect valuable data
2. Creating a student experience dashboard that overviews key drivers of the student experience
3. Initiating a student advisory board pilot to explore, design and implement an effective student feedback mechanism

Many processes existed for collecting data, however the information was not analyzed by the same people. This has lead to varying and conflicting understanding about student satisfaction across colleges and departments. Pulling the different data streams into one group who is responsible for making sense of the information has been very productive in terms of improving the process. The results for these changes have yet to be demonstrated.
A form of bringing together the different streams of information is via the student experience dashboard developed by the Director of Student Experience. The dashboard was designed by benchmarking against other universities, collaborating with key student facing departments, and framing metrics in the university learning outcomes. The design phase of this tool was a significant time investment and it is currently being reviewed by university leadership prior to implementation. To aid in sustaining the data collection required for the student experience dashboard, a graduate assistant has been funded and the position filled.

Additionally, a critical need is for a mutually beneficial feedback mechanism for students with the university. This need is being addressed via the student advisory board pilot. The goal of this board is to elevate the student voice to develop recommendations for key initiatives (strategic planning, career development) for executive leadership (President, Provost, and executive leadership). The Student Advisory Board will participate in a mutually beneficial feedback loop. Students will be primarily discussing tactics for the Student Experience pillar of the University Strategic Plan and beta testing career development content. In turn, they will receive leadership development that focuses on project planning skills and specialize career coaching.

Through more structured data collection, Institutional Research (IR) has conducted Surveys and Focus Groups to understand the satisfaction of our students, faculty and staff with regard to online education, namely the AQIP Online Surveys and Focus Groups. NLU conducts the Noel-Levitz Surveys of Satisfaction (Students and Faculty/Staff) to assess the satisfaction of its students as well as those of faculty and staff. The Noel-Levitz survey is conducted every year (alternating students and faculty/staff). Students were asked their level of satisfaction and level of priority (importance) regarding: Services; Facilities; Faculty and Instruction. Students were also asked about overall satisfaction. Employees were asked about their level of satisfaction and level of priority (importance) with: Campus culture and policies; Institutional goals; Involvement in planning and decision-making and Work environment. Employees were also asked about overall satisfaction.

There are many alumni among our faculty and staff and NLU has conducted a faculty/staff annual fund campaign over the years. Participation in this fundraising effort is one way of measuring the satisfaction of our internal stakeholders. Even after staff cuts last year, and after some deliberation, the Institutional Advancement (IA) office decided to go ahead with a fall campaign and this was one thing that we measured on our dashboard. However, as additional reductions loomed, IA, in consultation with the board, decided not to push the campaign as in past years. Dollars are still collected via payroll deduction, but a mutual decision was made not to pursue this program with any vigor. On the external side, face-to-face minimum targets were being reached.

The Colleges conduct end-of-course evaluations at the conclusion of each class and conducts an end-of-program survey at the end of each program. The items in these surveys allow for the determination of student satisfaction with instructors, materials, timing, coverage and provide indirect measures of student learning outcomes at the course (end-of-course evaluation) and program (end-of-program survey) level.

Student satisfaction is determined by student responses on surveys and their participation and sponsored activities. Stakeholder's satisfaction is determined by their participation in activities and submitting evaluations.

The National College of Education (NCE) uses the following additional assessment tools to understand and respond to student satisfaction:

1. An annual Graduate Follow-up Survey
2. Employer Survey Results
3. Clinical Placement follow-up surveys
4. NLU's Noel-Levitz student satisfaction survey

3R2: What are your performance results for student satisfaction?

NLU administered the Noel-Levitz Student Satisfaction Survey (SSI) most recently in fall 2010. The survey provides a picture of student's satisfaction (Satis) with eight different aspects of the institution and the value (Import) that student's place on each aspect. Additionally, a performance gap (Gap) is calculated by subtracting the satisfaction score from the importance score. The table below is a comparison of 2009 to 2010 results.

Table 3.3: Noel-Levitz Student Satisfaction Results

	Fall 2010			Fall 2008				
Scale	**Import**	**Satis/SD**	**Gap**	**Import**	**Satis/SD**	**Gap**	**Mean Difference**	
Instructional Effectiveness	6.55	5.79/1.02	0.76	6.43	5.56/1.08	0.87	0.23	***
Academic Advising	6.50	5.67/1.28	0.83	6.35	5.32/1.34	1.03	0.35	***
Registration Effectiveness	6.50	5.99/0.87	0.51	6.34	5.58/1.00	0.76	0.41	***
Campus Climate	6.46	5.69/1.06	0.77	6.32	5.43/1.09	0.89	0.26	***
Service Excellence	6.41	5.44/1.30	0.97	6.23	5.03/1.32	1.20	0.41	***
Admissions and Financial Aid	6.40	5.58/1.22	0.82	6.24	5.16/1.27	1.08	0.42	***
Safety and Security	6.29	5.91/1.05	0.38	6.06	5.40/1.08	0.66	0.51	***
Academic Services	6.24	5.76/1.07	0.48	6.03	5.22/1.11	0.81	0.54	***

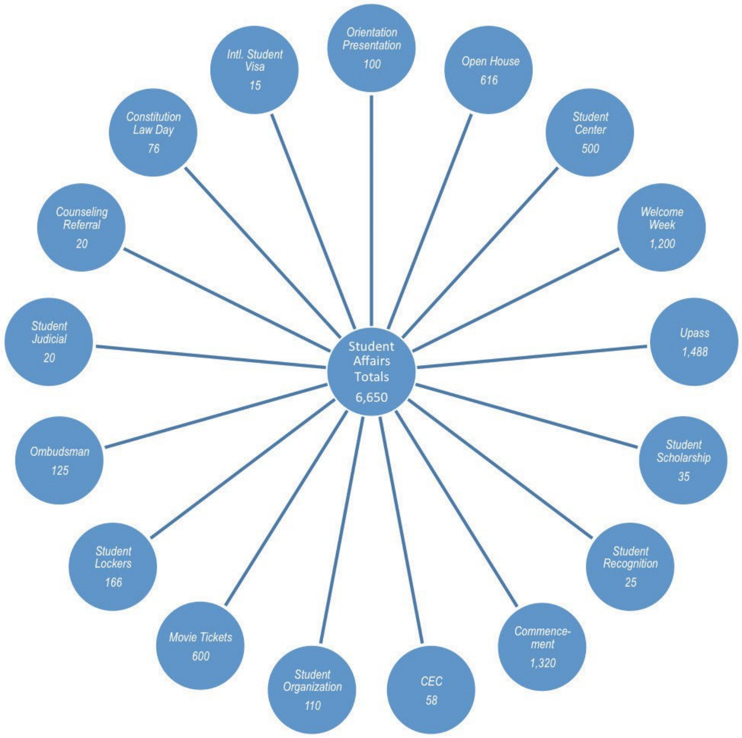
Instructional Effectiveness is the area of greatest importance for students both years. All results in the 2010 survey had a gap of less than 1.0. This indicates that NLU students are satisfied with the institution in the all areas listed above. The 2008 survey had gaps over 1.0 in three areas, Academic Advising, Service Excellence, and Admissions and Financial Aid. NLU put the following systems into place to address these areas:

1. Full-time Academic Advisors were hired. Academic advising was previously coordinated by the faculty.
2. A student focused Director of Financial Aid was hired to manage service to students. The office was also reorganized to include the registrar to improve collaboration between Admissions, Registrar and Financial Aid.
3. The Assistant Vice Provost for Advising became part of the integrated learning support AQIP action team this helped support collaboration between the respective departments.

Based on the 2010 Noel-Levitz results, the implemented changes were successful.

The Universities end-of-course evaluations of student satisfaction use a 5-point scale with "1" being "low" and "5" being high. The Colleges expects that full- and part-time faculty will ordinarily achieve an overall student satisfaction rating of 4.0 or better on this scale. Over the past year, the Colleges have exceeded this target.

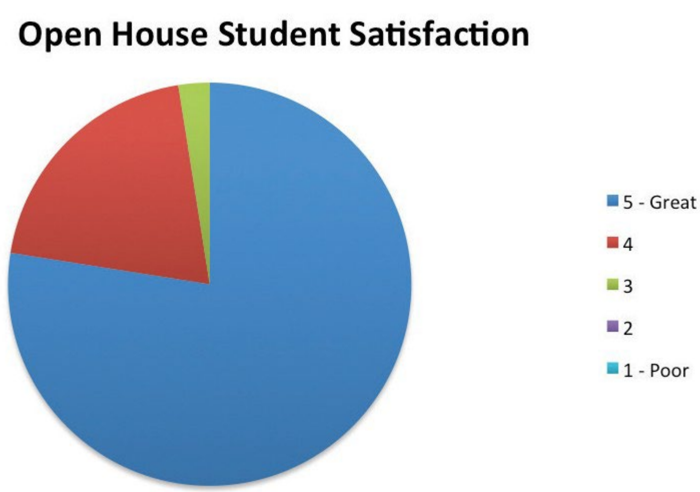
Table 3.9: Student Affairs Annual Face-to-Face Student Contact/Interaction



Above is a representation of Students' face-to-face interactions with Student Affairs for the 2011-2012 academic year, through a variety of events and services. Student Affairs worked with approximately 6,650 students in total.

In addition, evaluations submitted by prospective students at the Open Houses showed the following satisfaction results.

Table 3.10: Student Affairs Annual Face-to-Face Student Contact/Interaction



3R3: What are your performance results for building relationships with your students?

Measuring performance results is an area of opportunity for the university that is rooted in primitive systems of collecting and analyzing data. University leadership has invested significant energy into updating the process of collecting data and building competence in the organization around analyzing data. This shift in culture has been demonstrated by the creation of Enrollment Operations Group 9 (EOG) and its consistent support by university leadership. The systems managing data are slowly being updated.

Some college specific data points follow. The College of Management and Business (CMB) does not presently have a metric for measuring the strength of its relationships with students. CMB does monitor retention to graduation which it takes as a proxy for the strength of relationship. Over the most recent full measurement period, the Office of Institutional Research reports that:

- the BSM program achieved a 49% graduation rate in 4 years
- the BSMIS program achieved a 58% graduation rate in 4 years
- the BSHCL program achieved a 54% graduation rate in 4 years
- the MBA program achieved an 80% graduation rate in 4 years
- the MHA program achieved an 84% graduation rate in 3 years
- the MSHRMD program achieved 97% graduation rate in 3 years
- the MSM program achieved a 81% graduation rate in 3 years

The results of the 2011 Graduate Follow-up Survey for The National College of Education (NCE) indicate that 93% graduates rate their level of support from the faculty as average to high.

Performance results are shown by increased numbers of students participating in Student Activities and active memberships in Student Organizations. The number of students actively involved in Student Organizations has increased to over 110 students participating in 10 student organizations.

3R4: What are your performance results for stakeholder satisfaction?

The IA quarterly dashboard provides for specific counting of our relationship building efforts (i.e. alumni, donors) which range from the high touch face-to-face to the high tech and social media activities. F2F contacts went from 10 in FY11 to 214 in FY12. Facebook "reach" (measured by the site and defined as number of unique people who have seen any content associated with the page) went up 1,693% or from 254 to 4,554. Event participation went from 55 to 1,429. Stakeholder satisfaction is measured by their participation in student affairs activities involving students and/or SA staff.

Please see the NCE Employer Survey available in the Evidence File.

3R5: What are your performance results for building relationships with your key stakeholders?

The National College of Education's (NCE) assessment of stakeholder relationships in terms of partnerships is the extent to which we are able to continue providing services to our partners, and the extent to which those services grow and develop to answer changing needs. The choice of the Academy for Urban School Leadership (AUSL) to remain with NLU as its sole university partner during a time of doubling their program capacity is to us a performance indicator that gives us positive feedback about the relationship we have built. Stakeholders participation in student affairs activities involving students and/or staff.

3R6: How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Table 3.4

	2010 NLU			National Adult Students				
Scale	**Import**	**Satis/SD**	**Gap**	**Import**	**Satis/SD**	**Gap**	**Mean Difference**	
Instructional Effectiveness	6.55	5.79/1.02	0.76	6.49	5.75/0.97	0.74	0.04	
Academic Advising	6.50	5.67/1.28	0.83	6.41	5.61/1.21	0.80	0.06	*
Registration Effectiveness	6.50	5.99/0.87	0.51	6.39	5.63/1.02	0.76	0.36	***
Campus Climate	6.46	5.69/1.06	0.77	6.38	5.61/1.04	0.77	0.08	***
Service Excellence	6.41	5.44/1.30	0.97	6.32	5.36/1.28	0.96	0.08	**
Admissions and Financial Aid	6.40	5.58/1.22	0.82	6.29	5.38/1.24	0.91	0.20	***
Safety and Security	6.29	5.91/1.05	0.38	6.19	5.50/1.14	0.69	0.41	***
Academic Services	6.24	5.76/1.07	0.48	6.14	5.33/1.18	0.81	0.43	***

Table 3.5

	2010 NLU-Grads			National Adult Graduate Students				
Scale	**Import**	**Satis/SD**	**Gap**	**Import**	**Satis/SD**	**Gap**	**Mean Difference**	
Instructional Effectiveness	6.56	5.78/1.00	0.78	6.51	5.78/0.94	0.73	0.00	
Academic Advising	6.50	6.03/0.82	0.47	6.38	5.68/0.98	0.70	0.35	***
Registration Effectiveness	6.47	5.62/1.31	0.85	6.39	5.61/1.19	0.78	0.01	
Campus Climate	6.45	5.67/1.04	0.78	6.38	5.60/1.02	0.78	0.07	*
Service Excellence	6.38	5.40/1.30	0.98	6.31	5.34/1.26	0.97	0.06	
Admissions and Financial Aid	6.36	5.61/1.19	0.75	6.22	5.35/1.23	0.87	0.26	***
Safety and Security	6.28	5.95/1.02	0.33	6.18	5.53/1.13	0.65	0.42	***
Academic Services	6.17	5.74/1.06	0.43	6.08	5.29/1.17	0.79	0.45	***

NLU is doing a good job in the area of student satisfaction compared to other institutions of higher education. National Louis's results are the same or lower in all areas except Academic Advising and Service Excellence. NLU's score for all students in academic advising had a gap of 0.83 compared to a 0.80 for the average of other institutions. The NLU graduates had a larger gap of 0.85 in this area compared to 0.78 for the average of graduates from other institutions. The scores for Service Excellence were 0.97 compared to 0.96 which was the average for other institutions. Looking at the same category for graduates, NLU had a score of 0.98 compared to the average of other institutions which was 0.97.

NLU's gaps, which are higher than the average of other institutions, are not drastic and it is anticipated they will decrease as the new systems discussed in 3R2 are more established.

Student Affairs has not benchmarked with other institutions of higher education in the past. Going forward SA will use nationally recognized instruments such as CAS standards, Noel-Levitz and other institutions similar to the NLU profile.

IMPROVEMENTS (I)

3I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

The University is just starting to experience a lift in student satisfaction based on the changes that we have made as discussed in 3R2. Additional improvements include, The College of Managements (CMB) introduction of a "mid-course survey" conducted electronically during the second week of all classes. The ten item questionnaire is distributed to all enrolled students with an invitation to comment on the effectiveness of instruction including delivery, supporting materials, responsiveness, and participation. This tool is intended to identify issues at a time when they still may be corrected. Individual students are informed of the resolution of their issues as confidentiality permits.

In addition, focus continues on the establishment of positions and communication channels to strengthen stakeholder partnership. For example: in 2012, the National College of Education (NCE) instituted a portfolio defense component in the residency M.Ed. program that gives us regular performance data on the program impact. The M.Ed. residents prepare and defend work portfolios to panels composed of program partners. This process brings all stakeholders together in a discussion of what students have gained from the program, and helps refine performance goals and understand student need through collaborative conversations.

NCE has become aware of the need to collect and systematically review data in order to make changes. A proposal is in place to work with the Office of Information Technology (OIT), the Provost's Office and Institutional Effectiveness (IR) to make data more transparent and to gather it in fewer shadow systems.

We are working towards a more consistent categorization of students sourced from partnerships as well as better understanding of the specific affiliation. Recognizing these shifts in affiliation is key to monitoring changes in the environment for our partners. Additionally, NCE has begun collating all Advisory Board minutes and reviewing them to seek trends and make college-wide improvements.

In response to student needs we have increased opportunity for students to participate in activities at a discounted rate by becoming a member of the Chicago Loop Alliance and the Art Institute of Chicago. Through these memberships, students can enjoy increased opportunities for discounts on educational and entertainment activities, as well as restaurants, parking and retail stores.

3I2: How do your culture and infrastructure help you to select processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

The formation of Enrollment Operations Group (EOG) 9 is a critical mechanism in the prioritization of improvements to drive performance in understanding students' needs. For the purpose of this team, projects are prioritized to meet student needs based on the project's ability to increase enrollment and retention. The emergent culture of effectively analyzing data and the required infrastructure via EOG9, make improvements in this context possible. This culture shift and focus on data has also been experience in The National College of Education (NCE). NCE has increased its use of data to make decisions. The college has entered all student issues into a single database to be able to look for trends and to make changes accordingly. Continued planned improvements include putting student issues into the Banner information system in order make the data available to the university. The College has also just completed (2011-2012) undertaken a redesign of the college leadership structure in order to more efficiently respond to data.

NLU has a strong history of establishing field-based partnerships as the context for delivering our services; we expect that we cannot provide adequate services without communication with our stakeholders.

With five Illinois campuses, Student Affairs is challenged to meet the various needs of a diverse student population. Significant time is spent identifying and planning events for each campus, which will address the specific needs of that campus as well as the entire University community.

Category 4: Valuing People

VALUING PEOPLE explores your organization's commitment to the development of your faculty, staff, and administrators.

PROCESSES (P)

4P1: How do you identify the specific credentials, skills, and values required for faculty, staff and administrators?

All current positions at NLU are required to have a current Position Description Questionnaire (PDQ) on file with the Office of Human Resources prior to recruiting. The PDQ is a tool which assists supervisors in identifying the purpose of each position, the roles and responsibilities, and specifically which credentials, skills and values are required and necessary to meet the identified expectations.

4P2: How do your hiring processes make certain that the people you employ possess the credentials, skills and values you require?

An applicant must meet the minimum job requirements established in the aforementioned PDQ for basic consideration. In addition to intensive interviews where questions are asked to ascertain the candidate's credentials and skills, specific questions are also asked to ascertain whether their values are consistent with the University's established core behaviors. Additionally, 360 degree reference checks are conducted for all positions wherein HR inquires about a candidate's specific leadership skills, adaptability, motivators for success/retention/engagement, and also to ensure that their previous professional behaviors support NLU's mission, vision and strategic plan.

4P3: How do you recruit, hire and retain employees?

National Louis University recognizes that its staff and faculty are critical to the overall success of the Institution. With that in mind, the University utilizes all means available to maximize outreach efforts to promote its current vacancies in an effort to recruit a diverse, highly qualified candidate. Job postings are placed with a variety of resources, including, but not limited to:

- The Chronicle of Higher Education
- Greater Chicago Higher Education Recruitment Consortium
- Rehabilitation Institute of Chicago
- InsideHigherEd
- Diverse
- Twitter
- LinkedIn
- Facebook

In addition, the HR Office utilizes the professional affiliations/memberships of the relevant community to post positions.

The Office of Human Resources also recognizes the relevance of the passive job seeker, so job postings are electronically circulated to individuals holding similar positions at like institutions. Once sourcing of internal and external applicants has yielded a pool meeting the position's minimum qualifications, the hiring manager identifies applicants for HR to screen through a telephone conversation. Upon recommendation from HR, face-to-face interviews are then conducted with the hiring manager, members of the department, and potentially a larger pool of the NLU community in order to identify the most qualified candidate whose skills, values and credentials support the needs of the University. Since so much effort and consideration is placed on recruiting and hiring employees, NLU recognizes the value of retention. In an effort to fully engage its employees and encourage retention, the University offers a variety of benefits and programs that facilitate employee participation and engagement. Examples of this include:

- Comprehensive medical benefits
- Wellness Council
- Generous tuition waiver program
- Professional development offerings
- Flexible work options
- Staff and faculty recognition program
- Diversity and Inclusion Council (comprised of staff, faculty and student representatives who advise the president on diversity-related issues that affect the University)

4P4: How do you orient all employees to your institution's history, mission, and values?

The University provides a comprehensive onboarding process beginning with a new employee orientation, which is required of all newly hired staff and faculty that reviews the University's history, mission and values as well as an overview of the three tenets of the University's strategic plan. This also includes an in-depth review of the University's policies and expectations.

4P5: How do you plan for changes in personnel?

The Office of Human Resources collaborates with various departments to assess staffing needs, particularly when vacancies arise that need to be filled. Specifically, all vacant positions are required to go through the position evaluation process in order to evaluate how best to meet the needs of the entire department as well as the organization. Decisions are made on whether or how to best replace the position. Additionally, staff turnover is tracked on both a monthly and yearly basis to assist with succession planning. The Office of Human Resources is also collaborating with the National College of Education, the largest college, to conduct a study on its pending retirements to assist in anticipating its future staffing needs.

4P6: How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

Work processes and activities are designed with the strategic plan, department goals and objectives and desired outputs in mind. Employee input is sought and satisfaction surveys are conducted as part of staying aligned with the University's strategic plan.

4P7: How do you ensure the ethical practices of all of your employees?

All new employees are provided an Employee Handbook which provides for a quick referral to all of the University's policies, including, but not limited to our Code of Conduct, Whistleblower and Conflicts of Interest. Employees are also advised during Orientation that the University has adopted a strict zero-tolerance policy against discrimination or harassment of any kind. Online sexual harassment training is required of all new employees, and a refresher course is offered to all staff and faculty. Additionally, the University operates an open-door policy with processes in place for employees to bring concerns and/or grievances to the attention of appropriate individuals.

4P8: How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Training needs are determined both on an organizational and department level. At the organizational level, the President's Leadership Team reviews, approves and monitors achievement of department goals, which must align with the University's strategic plan, and subsequently allocates funds accordingly. At a department level, the manager and employee together determine the training needs of the employee as it relates to their specific role and goals within the department. Investing in training strengthens staff and faculty knowledge, individual development, enhances skill building, fortifies the University's legacy of innovation and increases employee engagement.

Faculty surveys are conducted by the colleges, faculty councils/committees, and operational departments to determine faculty training needs. For example, OIT has conducted faculty surveys to determine faculty online learning training needs. (See 6P5 for additional information). In addition, the Adjunct Faculty Council has conducted surveys to determine adjunct faculty development needs, and the information collected helps shape faculty development resources offered by the University. A couple specific examples include:

- frequent development opportunities with tools such as Access and Excel
- development of an online faculty orientation for all new adjuncts in order to better prepare them for teaching at the University

In addition, leadership regularly examines the identified strategic initiatives and builds training around necessary knowledge and information needed to move forward with specific initiatives. For example, one of the Institution's current strategic initiatives is to increase online courses and programs. Inherent in that initiative is the necessity for more online teaching and course development training. To address that need, an online faculty development course has been initiated so that faculty can gain expertise in building online courses.

4P9: How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Most professional development programs are decentralized to allow supervisors to determine appropriate training needs of individuals within their area. However, the Office of Human Resources does facilitate required university-wide training on sexual harassment prevention and a series of workshops for newly hired and/or promoted employees into managerial roles to help facilitate their success, i.e. performance management (coaching and development), HR transaction (FMLA, Workers Comp, ADA, etc.). HR has also partnered with NLU's employee assistance provider to offer a comprehensive, online database of skill building tutorials for all staff and faculty to access. A few examples of tutorial topics include:

- Keys to effective listening
- Critical thinking
- Business writing basics

NLU also provide close to $2 million in tuition waivers each year to eligible staff, faculty, and adjuncts who desire to further their professional development and credentials. Eligibility begins six months after employment for all undergraduate and graduate programs. Waivers for doctoral programs are evaluated on a case-by case basis.

In addition, NLU offers free training and development opportunities specifically targeted for faculty through both online and face-to-face modalities. In addition, the Institution provides an annual stipend of $1,000.00 to each faculty member to use as they choose for external professional development, and funded development opportunities which address a strategic need. For example, in AY2011-2012, NLU provided faculty with free online seminars in online teaching, and offered faculty the opportunity to participate in an online course on teaching online and course development, for which they are paid a $1500 stipend.

4P10: How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Staff annually review their position descriptions and recommend to their supervisors any appropriate changes. If a supervisor elects to change a position description, he/she secures a supervisors approval as well as HR approval. The position descriptions shape annual objectives that are discussed by staff with their supervisor. This produces a set of annual objectives that are reviewed by the staff member/supervisor during the year. In the late spring, the staff member develops a self-appraisal and provides this to the supervisor. The supervisor reviews it, develops a draft response and rating, reviews this with his/her supervisor and HR, and then conducts a performance review with the staff member. The staff member acknowledges this appraisal by signing the document.

NLU reviews its faculty in accordance with the University's faculty performance appraisal plan (FP 103a, b, c). Non-Tenure track faculty, non-tenured, tenure track faculty and tenured faculty have slightly different expectations and timetables:

- Non-tenure track faculty are reviewed annually by the dean or his/her designee based on annual plans that are developed each spring in accordance with FP 103c.
- Non-tenured tenure track faculty are reviewed annually based on plans that are developed each spring and in accordance with FP 103a. Faculty provide their progress reports on performance by March 1; the Dean or his/her designee reviews and comments by April 1. If responsibilities are fulfilled, the supervisor typically recommends to the Provost that the contract should be renewed.
- Tenured faculty are reviewed in accordance with FP 103b. Every three years, the faculty member prepares a three-year plan with annual goals and benchmarks. These become the basis for annual reports of progress on plan. In the third year, the faculty updates the plan and provides a narrative summarizing progress. The Dean/designee then meet to review progress and to develop a three-year plan for the next period.

The Strategic Plan guides annual objectives for all three colleges, and the objectives of staff and faculty. In addition, any individual goals established by an employee must support the department's goals, which ultimately must support the University's strategic goals.

4P11: How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Our recognition, reward, compensation and benefit systems are designed to attract, recruit and retain staff and faculty. For example, our employee recognition and reward program aligns with the University's mission, vision and strategic plan by acknowledging employees who have displayed service excellence above and beyond the defined expectations. Employees who have identified and implemented process/procedure improvements, infused innovation in their roles and/or responsibilities, or whose efforts and/or example support the University's commitment to diversity and inclusion are also recognized. Additionally, the University's compensation structure and benefits programs are reviewed each year against benchmark data to ensure that the University remains competitive. Furthermore, the Faculty Welfare Compensation Committee, a sub-committee of Faculty Senate, reviews the salary and benchmark data to determine if faculty salaries are in line with the overall University objectives.

Although the University has not employed merit compensation or cost of living increases during the past two years, faculty and staff achievements are recognized in the college biweekly newsletters as they are made known to the Dean. Staff are promoted as vacancies occur and qualifications permit, which has allowed recognition of sustained high quality performance.

The Vice Provost of Academic Programs and Faculty Development (VPAP&FD) is given a budget for faculty development opportunities at the University level, which is determined by the Provost. This budget is spent on faculty development initiatives for faculty in all three colleges.

Faculty development funds to encourage and support research and development for individual faculty members are allocated to the Colleges and are distributed via the Deans of each college. The amount of the stipend is determined by the overall University budget each year, the Dean's requests, and the strategic initiatives that warrant development funds.

4P12: How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

The University recognizes the importance of receiving feedback from faculty, staff and administrators. In order to facilitate this feedback the University conducts employee opinion surveys on key issues on a regular basis. For example, biannually the University administers the Noel-Levitz Employee Satisfaction Survey. Results and findings are presented to faculty and staff as a channel to discuss satisfaction and its impact on the Institution. Motivation is explained through analysis of key drivers of satisfaction. The survey results provide opportunities to create action steps in order for the University to function more effectively.

The information from Surveys administered in 2009 and 2011 identified key areas of change that occurred related to motivation. In 2011, improving employee morale has become increasingly important compared to ratings in 2009.

- In 2009, the average rating of importance was 4.40
- In 2011, the average rating of importance was 4.72
- In 2009, 22% of employees ranked morale as a goal
- In 2011, 43% of employees ranked moral as a goal

The results show that morale is an area where improvement is needed at NLU.

The Noel-Levitz results are presented University wide and provide opportunities to create action steps and courses of action.

In addition to satisfaction surveys, opinion surveys are also conducted on specific key issues such as diversity and benefits.

In addition to opinion surveys which are cast out to a wide audience, opinion surveys are also conducted on specific key issues, such as diversity and benefits.

The University's President and Provost regularly conduct Town Hall meetings on all campuses to solicit employee feedback and address issues important to the NLU community (see chart below).

Table 4.1: President's "Town Hall" Meetings (2010 to Present)

Date	Campus	Reason
02/03/2012	Tampa, FL	Informal conversation with faculty and staff
02/06/2012	Wheeling	Informal conversation with faculty and staff
02/07/2012	North Shore	Informal conversation with faculty and staff
02/08/2012	Lisle	Informal conversation with faculty and staff
02/09/2012	Chicago	Informal conversation with faculty and staff
02/09/2012	Elgin	Informal conversation with faculty and staff
02/10/2012	Milwaukee, WI	Informal conversation with faculty and staff
05/08/2012	Wheeling	Informal conversation with faculty and staff Separate informal conversation w/students
05/09/2012	Chicago	Informal conversation with students; Ustream link was also provided for students unable to attend in person
05/11/2012	Chicago	Informal conversation with faculty and staff
02/07/2011	Wheeling and North Shore	Town hall meeting "State of the University" presentation
02/09/2011	Lisle	Town hall meeting "State of the University" presentation
02/11/2011	Chicago	Town hall meeting "State of the University" presentation
02/14/2011	Elgin and Milwaukee, WI via Centra; anyone unable to attend any of the others session were invited to join via Centra as well	Town hall meeting "State of the University" presentation
02/18/2011	Tampa, FL — president joined via Centra	Town hall meeting "State of the University" presentation
03/30/2010	Wheeling	Introductory meeting with faculty and staff
04/21/2010	Elgin	Introductory meeting with faculty and staff
04/22/2010	Milwaukee, WI	Introductory meeting with faculty and staff
04/26/2010	North Shore	Introductory meeting with faculty and staff
05/05/2010	Lisle	Introductory meeting with faculty and staff
05/26/2010	Tampa, FL	Introductory meeting with faculty and staff

Table 4.2: Provost "Town Hall" Meetings (March 2011 to Present)

Date	Campus	Reason
05/14/2012	Wisconsin	Informal conversation with faculty and staff
05/14/2012	North Shore	Informal conversation with faculty and staff
05/08/2012	Lisle	Informal conversation with faculty and staff
05/08/2012	Elgin	Informal conversation with faculty and staff
03/07/2012	Lisle	Informal conversation with faculty and staff
03/07/2012	Elgin	Informal conversation with faculty and staff
03/06/2012	North Shore	Informal conversation with faculty and staff
02/27/2012	Wheeling	Informal conversation with faculty & staff as well as visiting the McCormack Center to observe
12/12/2011	Wisconsin	Informal conversation with faculty and staff and then joining their holiday party
12/13/2011	Elgin	Informal conversation with faculty and staff and then joining their holiday party
11/28/2011	North Shore	Informal conversation with faculty and staff
11/21/2011	Lisle	Informal conversation with faculty and staff
11/07/2011	Wheeling	Informal conversation with faculty and staff and some classroom observation time
06/28/2011	Wheeling	Informal conversation and brown bag with faculty and staff, then meeting w/ doctoral candidates
06/14/2011	Elgin	Informal conversation with NCE faculty
06/14/2011	Lisle	Informal conversation regarding learning and engaging together
06/08/2011	Wheeling	Informal conversation regarding learning and engaging together

06/02/2011	Wheeling	Retirement luncheon for NCE faculty and meeting with doctoral program directors
06/03/2011	North Shore	Informal conversation with faculty and staff
06/03/2011	Wisconsin	Informal conversation regarding learning and engaging together
05/11/2011	Wheeling	Meet with faculty and commencement
05/12/2011	Wheeling	Informal meeting with NCE faculty
04/13/2011	Wheeling	McCormick center for Early Childhood Leadership visit
03/14/2011	Wisconsin	Informal conversation with NCE faculty
03/14/2011	North Shore	Informal meeting with faculty and staff and tour of the facilities
03/09/2011	Wheeling	Informal meeting with faculty and staff and tour of the facilities
03/07/2011	Wheeling	Meet with NCE faculty
03/04/2011	Lisle	Coffee and conversation with faculty, staff and registrar's office
03/04/2011	Elgin	Coffee and conversation with faculty and staff and tour of the facilities

4P13: How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

HR conducts employee surveys and benefits/wellness surveys periodically throughout the year in order to capture employee satisfaction as well as give us direct feedback from employees.

Biannually the University administers the Noel-Levitz Employee Satisfaction Survey. Results and findings are presented to faculty and staff as a channel to discuss satisfaction and its impact on the Institution. The presentation provides opportunities to create action steps in order to be more effective and improve University wide satisfaction.

The benefits/wellness survey provides information on the effectiveness of the wellness initiative and employee satisfaction with employee benefit plans, health, and wellness.

In February 2012 the University attended an HLC AQIP Strategy Forum. Prior to the forum, the Quality Climate Survey was administered. The results provided information on satisfaction and climate in key categories, including:

Table 4.3

Conflict resolution	Institutional Integration
Culture management	Locus of Authority
Disposition towards change	Management Style
Employee participation	Performance Orientation
Evidence based orientation	Reward Orientation
Goal clarity	Reward Orientation
Human resources orientation	Stakeholder Orientation
Identification with the Institution	Task Structure
Institutional Focus	

Comparative data was also provided to understand level of performance.

Through HR, the institution makes available various wellness activities throughout the year:

- free healthcare screenings for employees and spouses
- a Stress Fest which different vendors participate in to help reduce employee stress
- work/life balance
- overall well-being of our employees
- seminars on healthy eating and preventive healthcare
- stress and time management workshops
- a quarterly wellness newsletter
- monthly email tips on how to stay healthy

RESULTS (R)

4R1: What measures of valuing people do you collect and analyze regularly?

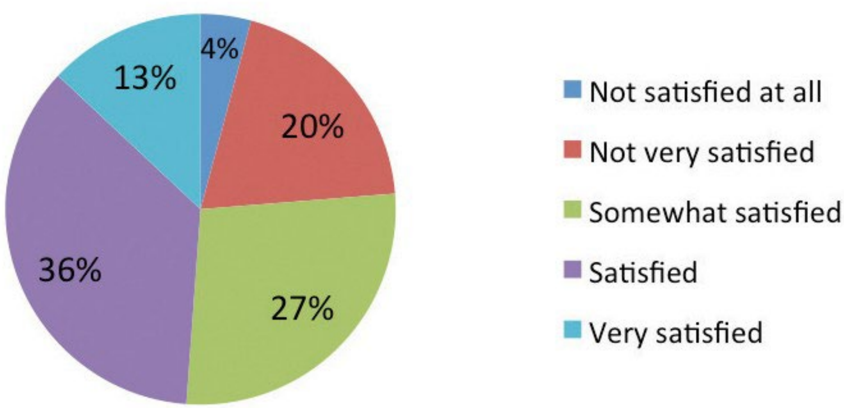
In 2009, NLU deployed a new employee satisfaction survey developed by Noel-Levitz. This survey provides feedback on satisfaction and importance on a range of issues. The survey was administered in 2009 and 2011. It will continue to be administered biannually. In addition, the University regularly conducts a 90-day survey from the perspective of the new hire and the supervisor and provides immediate feedback to appropriate individuals. NLU also conducts in-depth exit interviews and shares relevant feedback to relevant individuals to help measure employee satisfaction. Finally, the University tracks the diversity of the faculty and staff.

National Louis University also participates in the HR Benchmarking and Workforce Planning survey through The College and University Professional Association for Human Recourses (CUPA). The purpose of the survey is to compare human resource performance to other colleges and universities.

4R2: What are your performance results in valuing people?

Results from the 2011 Noel-Levitz Employee Satisfaction Survey indicate that 49% of all employees are either satisfied or very satisfied at NLU (Figure 4.1).

Figure 4.1. Overall Employee Satisfaction



Three items from the employee satisfaction survey were used to create an index to measure "Acknowledgement of Exceptional People." These include:

- This institution consistently follows clear processes for recognizing employee achievements
- The work I do is appreciated by my supervisor
- In my department people are promoted based on their performance

Compared to the average of all items in the survey, these items had a higher average score and a lower gap, indicating relatively high satisfaction with these issues (Table 4.2).

Figure 4.4 Acknowledgement of Exceptional People Index

	NLU Fall 2011		NLU Fall 2009	
Item	Avg. Satisfaction	Gap	Avg. Satisfaction	Gap
Acknowledgement of Exceptional People Index	3.27	-1.13***	3.46	-0.87***
Average of all Employee Satisfaction Results	3.09	-1.43***	3.37	-1.12***

Comparing 2009 and 2011 data revealed that gaps in all areas have increased (see also 5R2). This suggests that employee satisfaction levels are in a downward trend. This provides the institution with guidance and opportunity for improving employee satisfaction.

Categories and themes surveyed through the February 2012 HLC Quality Climate Survey (4R4) that relate to valuing people indicate NLU is below the mean when compared to participating institutions. Four categories were considered for valuing people and scores are presented below in Table 4.4. This additional evidence is consistent with the findings in the Noel-Levitz Survey. These surveys indicate that are opportunities to improve employee satisfaction, and this is an area that NLU is committed to working to improve, as is consistent with its mission, vision and values.

Table 4.5 HLC Quality Climate Survey Results

	Focus of Statements	NLU Mean	Participating Institutions Overall Mean
Performance Orientation	The institution sets challenging but realistic goals, promotes high performance and has a clear message of performance excellence. Faculty and staff receive regular feedback on their performance and are held accountable for meeting performance goals	3.78	4.18
Reward Orientation	Faculty and staff are rewarded and recognized for their performance and contributions. The institution understands the link between performance and reward and reinforces those behaviors that support its objectives	3.06	3.71
Management Style	The institution listens to the views of its faculty and staff. Faculty and staff trust leadership, are kept informed about what is going on in the institution, have the information they need to succeed in their jobs and receive supportive assistance.	3.65	4.11
Locus of Authority	The institution has a healthy balance of decision-making authority. Faculty and staff have the freedom to do their jobs effectively, show initiative, and make work-related decisions.	3.67	4.13

4R3: What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

NLU values exemplary teaching with support to innovation and effectiveness in learning to advance student learning and institutional mission. NLU is committed to the development of its faculty. The Human Resources department oversees the process for evaluating all non-faculty employees. Administrators and staff are evaluated according to a timetable, process, and format that are intended to align each department's goals and evaluation directly with the University's strategic goals, and to translate those into each individual's yearly goals and performance standards.

Evidence of productivity and effectiveness of staff members is evaluated annually through the National Louis University Staff Performance Appraisal. During the appraisal period staff members and supervisors set annual goals based on department objectives. Progress on goals is reviewed periodically during the year. Goal achievement is assessed during the annual performance appraisal.

NLU faculty are evaluated by productivity and effectiveness are evaluated through the Faculty Performance Appraisal Plan. Non-tenure track faculty are reviewed annually. In accordance with FP 103a, non-tenured faculty provide their progress reports on performance to the Dean or his/her designee by March 1 of each year. Progress is based on performance plans submitted the prior year. The Dean or his/her designee reviews and comments on progress by April 1 of each year.

For full-time faculty, annual goal-setting (i.e., load assignment) and evaluation processes are governed by Faculty Policies (FP) 103 and its subsections (Evaluation of Faculty Performance), 104 (Promotion and Tenure), and 105 (Ranking for Librarians). Human Resources and the Provost Office are working with the Adjunct Council to set up a system for goal-setting and evaluation of adjunct faculty.

In accordance with FP 103b, tenured-faculty must prepare a three-year plan with annual goals (i.e., load assignment) and benchmarks. Evaluation processes are governed by Faculty Policies FP 103 and its subsections (Evaluation of Faculty Performance), 104 (Promotion and Tenure), and 105 (Ranking for Librarians). These become the basis for annual reports on the progression of these plans. In the third year, the faculty updates the plan and provides a narrative summarizing the progress that has been made. The Dean/designee then meet to review the progress and to develop a three-year plan for the following period.

The Adjunct Orientation is to assure all adjunct faculty members receive the same general orientation information about the policies and procedures of National Louis University. Adjunct faculty members obtain knowledge of staff resources, NLU community access, grading, reference materials, human resources, academic policies, student handbooks, and best practices through this orientation process.
In addition, the Adjunct Faculty Council has conducted surveys to determine adjunct faculty development needs, and the information collected helps shape faculty development resources offered by the University. A couple specific examples include: (see 4P8 for further information)

- frequent development opportunities with tools such as Access and Excel
- development of an online faculty orientation for all new adjuncts in order to better prepare them for teaching at the University

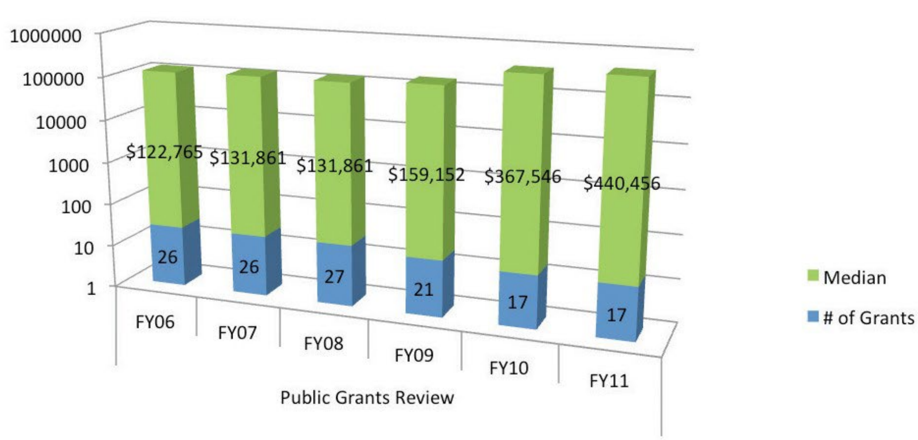
It is University policy that all adjuncts hired after summer 2012 participate in the online Adjunct Orientation before instruction of their first course. If Adjunct Faculty is hired in an emergency situation, the adjunct will successfully complete the next available Adjunct Orientation course within 6 months of hire date. Current adjunct faculty members are highly recommended to complete adjunct orientation by June 30th, 2014.

Programs in all three colleges are evaluated consistently against each other with a consistent data frame (75 different calculations were applied and then compiled into individual worksheets). The programs are then evaluated by a committee who use the program sheets and narratives to make decisions about the recommended course of action for the program based on its contribution to the academic portfolio. The committee had 15 members (faculty and some key staff: student experience, marketing) and made recommendations only. The work was strictly confidential and I've included the sheets for one program as examples. Programs were evaluated against the following five categories.

1. Student demand
2. Program resources
3. Program outcomes
4. Revenue and expenditure profile
5. Opportunities for growth and efficiency

Efficiency of staff in grants function shows an increase in median funding per public funding award.

Figure 4.2: Year over Year Growth in the Grants function in Public Funding Sources



	Public Grants Review					
	FY06	FY07	FY08	FY09	FY10	FY11
Median	$122,765	$131,861	$131,861	$159,152	$367,546	$440,456
# of Grants	26	26	27	21	17	17

The goals and objectives of Student Affairs (SA) are to promote and offer quality student programs and services that promote active student learning, personal growth and professional development. SA assesses student needs by conducting student interest surveys at the beginning of each Fall, Winter and Spring academic terms on all five Illinois Campuses. The results of these surveys drive the direction for student programming and activities hosted/sponsored by SA.

Fall 2011

Of the Students who responded, the items they were most interested in, in order of importance:	
Chicago	Student Organizations, Family Friendly Activities, Discounts, Applying for Student Awards
Elgin	Speakers, Workshops, Discounts
North Shore	Applying for Student Awards
Wheeling	None of the Above

Winter 2012

Of the Students who responded, the items they were most interested in, in order of importance:	
All Campuses	Speakers, Discounts on Theater and Sporting Events
Chicago	On Campus Social Events, Days of Service
North Shore	Days of Service

Spring 2012

Of the Students who responded, the items they were most interested in, in order of importance:	
Chicago	Discounts, Applying for Student Awards, Family Friendly Activities
Lisle	Discounts, Speakers on Campus, Service Opportunities, Applying for Student Awards
North Shore	Discounts, Other Leadership Activities. North Shore is the only campus which consistently has a high percentage of students choosing “None of the Above”
Wheeling	Applying for Student Awards, Other Leadership Activities, Service Opportunities

4R4: How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

In February 2012, the University attended an AQIP Strategy Forum. Prior to the forum, the Quality Climate Survey was administered by HLC. The results provided information on satisfaction and climate in key categories including:

- Conflict resolution
- Culture management
- Disposition toward change
- Employee participation
- Evidence based orientation
- Goal clarity
- Human resources orientation
- Identification with the institution
- Intuitional focus
- Institutional integration
- Locus of authority
- Management style
- Performance orientation
- Reward orientation
- Stakeholder orientation
- Task structure

Comparative data was provided to understand level of performance.

Categories and themes surveyed on the Quality Climate Survey that relate to valuing people indicate NLU is below the mean when compared to participating institutions. Four categories were considered for valuing people and scores are presented in table 4.3. This additional evidence is consistent with the findings in the Noel-Levitz Survey. There are opportunities to improve employee satisfaction.

Every two years, National Louis University participates in the HR Benchmarking and Workforce Planning survey through The College and University Professional Association for Human Recourses (CUPA). The purpose of the survey is to compare human resource performance to other colleges and universities. Results for the percentage of total operating budget spent on employee salaries and benefits show that National Louis University spends 87% of their budget on employees' salaries and benefits. This is the highest percentage of all institutions included in the survey. The average budget for this category was 58%. In addition, HR budgets per employee were also well above the average in comparison to other institutions (Table 4.4)

Table 4.5 HR Budget per Employee

HR Budget Per Employee	National Louis University	Median of Participating Institutions	Average of Participating Institutions
FT staff (non faculty member)	$2840	$948	$1,334
FT employee (staff+faculty)	$1,477	$657	$966

Results of the CUPA survey indicate that National Louis University highly values their employees.

National Louis also uses three items from the Noel-Levitz employee satisfaction survey to create an index to measure Acknowledgement of Exceptional People. These include:

- This institution consistently follows clear processes for recognizing employee achievements
- The work I do is appreciated by my supervisor
- In my department people are promoted based on their performance.

Categories and themes surveyed during the February 2012 HLC Quality Climate Survey that relate to valuing people indicate NLU is below the mean when compared to participating institutions. Four categories were considered for valuing people and scores are presented in table 4.4. This additional evidence is consistent with the findings in the Noel-Levitz Survey. There are definite opportunities to improve employee satisfaction at NLU.

IMPROVEMENTS (I)

4I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

NLU has recently made several recent improvements toward the commitment and development of our faculty, staff and administration. An Emerging Leaders Program was developed and implemented for our high potential employees. The program helps to further develop our future leaders for increased levels of responsibility and higher level positions. This is a very systematic and strategic approach to identifying and investing in our future leaders. As part of this process faculty development funds have been approved to be increased from $500 to $1000 per faculty member for outside professional development needs.

NLU also recently developed a new/revised performance appraisal process for staff. The new process helps to more clearly align individual performance goals with the individual department and overall University plans. Please refer to 4R3.

In addition, plans have been implemented to design a Center for Teaching and Learning (CTL). The Center will house the faculty development initiatives in which the Provost's Office and the Colleges are engaging.

A 2012 summer project team of faculty and staff has been developed to define the core components, activities and budget allocation of the CTL. Furthermore, an assessment strategy is currently being designed and will be implemented upon completion.

NLU processes have been strategically designed to produce results and clearly demonstrate the University's commitment to promote the development of faculty, staff and administration.

4I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The Vice President of Human Resources and the staff are the champions for ensuring that processes are in place and results are satisfactory for valuing people. Given that the Vice President of Human Resources is a direct report to the President and a member of the leadership team, the Office of Human Resources has a visible and central role in the University hierarchy. In addition, the Faculty Senate's Faculty Welfare and Compensation Committee works closely with the Vice President of Human Resources and the Provost to identify issues and concerns for faculty. The Vice President of Human Resources also works with the staff council to receive input and advice on issues affecting staff.

The relatively long tenures of faculty and staff have contributed to stable and comparatively strong cultures. This is a time of considerable change (program, structure, personnel) at the University and it will be important for deans and chairs and other academic leaders to reshape the culture to allow it to accommodate change in a positive way. In CAS, the current culture and values affirms the role of the Council of Chairs; the Interim Dean of CAS and CMB will work with this body during the summer of 2012 to reshape the Colleges to reflect recent changes, and to refocus the Institution on continued improvement. In CMB, the reinstituted governance structure presents opportunities for continued improvement and valuing of people.

For the National College of Education (NCE), the systematic and ongoing Performance Review Process ensures teaching excellence by requiring faculty to reflect on their teaching and providing guidance for those who encounter teaching challenges. NCE's findings from the student-completed course evaluations show that NCE faculty average over 4 on a 5-point scale. The faculty teaching and service review process includes information gathered via the required load forms. NLU and each department expects faculty to engage in a variety of scholarly work that includes:

- Generating new knowledge
- Integrating existing knowledge
- Applying existing knowledge to new situation
- Studying P-12 teaching-learning processes
- Studying their own practice
- Sharing scholarship with colleagues

Recognition by peers through presentations in professional conferences and publications, as well as serving as consultants in educational settings further demonstrate our faculty's levels of scholarship and their contributions to education. Over 80% of NCE faculty are involved in a variety of activities and provide leadership P-12 schools and the profession through consulting, providing workshops, research, supervision, assessment and involvement in professional organizations at the local, state, national, and international levels.

The Unit has systematic and comprehensive evaluation procedures to ensure that our faculty members are of the highest quality. To maintain this high quality, faculty improve their practice through performance reviews, mentoring by colleagues, ongoing feedback by department chairs, and student's course evaluations. Those granted tenure and promotion have under gone an extensive review process and have proven themselves as outstanding in the area of teaching, scholarship, and service. At the end of each term NLU administers course evaluations that are completed by the students. These evaluations are gathered for all full-time and adjunct instructors and the results are sent electronically to instructors. Course evaluations are reviewed and analyzed by the instructors and discussed with their department chairs. These evaluations play a major role in decisions pertaining to tenure and promotion, as well as rehiring decisions.

Each year NCE faculty are asked to report on their professional activities via an online survey. This provides accurate, current, and detailed information about their recent professional involvement, achievements, and innovative approaches to teaching. The survey also helps identify faculty's needs for professional development. Course Evaluations have been the focus of NCE's Evaluation Committee which implemented a new online system that automatically sends and receives student input at the end of each course. Since 2007, this system has undergone changes and modifications, but has allowed a much more timely and accessible system in which faculty, department chairs, and NCE Deans can review the effectiveness of each instructor quickly and easily.

The NCE NLU AQIP project collected and analyzed data from faculty and comments from students. This included looking at course evaluations, and possible improvements of our current online courses. This has greatly informed our planning for future online course development. In addition, NCE faculty and adjuncts participated in online course development provided by an outside consultant, Online Teaching Associates, which provided structured guidance for many of our programs and departments as their increase their online course offerings. NCE has expanded and improved its online courses by combining support from our Office of Information Technology, our Academic Technology Coordinator, and outside consultants.

In 2011, the NCE Council of Chairs envisioned a change to the NCE departmental structure in order to support increased flexibility in program planning and to maximize efficiency of operations. The Dean asked the Council of Chairs to develop a new structure, a draft of which was presented to the NCE faculty organization in February of 2012. The plan envisions faculty organized by three primary college functions:

- Teacher preparation
- Deepening practice
- Professional specialization

The plan also calls for a reorganization of the faculty governance structure to focus efforts on three college priorities:

- Research
- Community outreach
- Quality/improvement

This reorganization will enhance faculty opportunities for cross-program efforts and enable increased synergy through faculty contribution to major initiatives in research, community outreach, and quality/improvement. Planning by the college's leadership team (unit directors and college deans) is taking place during the summer of 2012, and includes setting a vision for each unit and identifying strategic priorities that will be implemented beginning in the fall of 2012.

Category 5: Leading and Communicating

LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

PROCESSES (P)

5P1: How are your institution's mission and values defined and reviewed? When and by whom?

The President's Cabinet convened a leadership retreat in June 2011 to develop the basic outline of NLU's first University-wide strategic plan. Each of the University's three colleges held subsequent meetings to develop college strategic plans with missions and values that align with the University-wide strategic plan. Moreover, to ensure institutionalization of the process, the University has instituted a regular schedule of strategic planning processes to frame college, departmental, and University-wide planning.

A Strategic Planning Committee developed the first NLU Strategic Plan with input and guidance from the entire university community, including faculty, staff, and the Board of Trustees. In addition, college-level, standing Advisory Boards were involved to varying degrees across the University. While Advisory Boards have no formal governance authority, the active involvement of these Boards in strategic planning activities results in recommendations that are sensitive to industry and community expectations.

NLU's mission and values are also reviewed and reconfirmed during the strategic planning process. To maintain relevancy and alignment with the Strategic Plan, this review is also conducted every five years. Furthermore, in early 2012, NLU's President inaugurated an annual strategic planning Leadership Retreat in which mission and values are discussed in the context of direction-setting for the coming academic year. Leadership from across the academic and administrative divisions of the university, as well as the Board of Trustees, participates in strategic planning retreats. Scheduled and comprehensive annual review ensures that implementation of initiatives in the strategic plan remain aligned with agreed upon fundamental guideposts, and provides an opportunity to continuously evaluate and adjust the current mission and values.

The College of Arts and Science (CAS) developed a strategic plan that was presented to the President and Provost in January 2012. At this point, the University Academic Portfolio Prioritization process intervened and a new interim dean was appointed. This process led to a program and department elimination and re-engineering that significantly affected CAS. As a result, the planning process was placed on hold pending the appointment of a full-time dean that is expected by August 30, 2012

The most recent institution-wide Strategic Planning meetings were conducted in AY2011-2012; these sessions examined and refined the five-year Strategic Plans developed. As appropriate to a living document and a robust planning process, leadership held its first meeting to begin the process of analyzing progress on and adjusting the 2011-2016 Strategic Plan in early July 2012.

5P2: How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

The Strategic Plan provides a structure for both aligning the University's academic, operational, and fiscal trajectory with its mission, vision and values, and continuously revitalizing the institution's commitment to high performance and excellence. During AY2011-2012, NLU instituted a new process for reviewing the academic portfolio, and all administrative and operational units to ensure alignment with the Strategic Plan. The University has linked this process to the annual budget development process, by requiring new funding requests to evidence relevance to the Strategic Plan, thus strengthening coherence between the budget and strategic priorities.

Another important means through which the President's Leadership Team establishes strategic direction and sustains the institution's commitment to excellence is by setting quarterly goals for each department. Progress on these goals is analyzed at weekly meetings. This process allows for integrated goal-setting across areas of responsibility, promoting communication and coordination. This process is being refined as NLU looks for ways to better align strategic priorities with daily work across the Institution, and increase efficiency and effectiveness.

5P6: How do you use data, information, and your own performance results in your decision-making processes?

The use of data and information to support decision-making processes is a growing area of strength within the University. The academic program and administrative unit portfolio prioritization process recently implemented at NLU (spring 2012), was designed to be data-driven, using the following metrics:

- Enrollment over past several years
- Demand for graduates relative to the employment market
- Department/program quality (metric varies with department/unit type. In academic departments, quality is currently measured by faculty research production; in future will include outcomes assessment data)
- Cost of instruction relative to net revenues
- Narrative analysis by department/unit leaders

NLU's Finance department regularly provides data to the President's Cabinet members to guide budgetary decision-making ranging from allocation of resources to investment decisions. The weekly Enrollment Operations Group (EOG) uses extensive data analysis to identify opportunities for improving enrollment and retention. The main goal of data collection within the enrollment area is to ensure the University's commitment to offer an unparalleled student experience, as well as maintain a financially-sustainable institution.

The Constituent Relations Management system (CRM) provides over 100 customized reports to assist in measuring the performance of enrollment and marketing strategies. These data are used to measure, analyze, and make strategic decisions as they relate to new student enrollment and retention. Seven key reports are used by the Enrollment Management Team (EMT) on a daily basis to help measure and analyze recruitment activity. The data, in turn, are used to guide the daily work and ongoing direction of each of the EMT members.

The Strategic Plans for both CAS and the College of Management and Business (CMB) are aligned with the University's mission of providing academic excellence, an unparalleled student experience, and financial sustainability. These three pillars guide identification of strategic initiatives that will advance CAS and CMB along pathways to distinction. Identified areas of improvement become approved strategic initiatives through the Strategic Initiative Planning Unit, and extend over three years. Each initiative is assigned to a person or office, and each initiative has a completion date. The Strategic Planning Unit monitors progress on these initiatives and makes recommendations for corrective action to the Dean.

5P3: How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

As described in Category 3, the Vice President of Marketing, supported by the Market Research department, conducted multiple surveys and focus groups in 2011 to develop a comprehensive understanding of how current and potential students, alumni, faculty, and staff assess the University relative to their higher education expectations and values.

The 2011 research methodology included eight qualitative discussion groups held with current students and alumni on three campuses, which were followed by email surveys to inform survey instrument development. Surveys to university constituencies (current students, alumni, faculty, and staff) were distributed. Prospective students were surveyed through a national research panel (eRewards) and were screened to match characteristics of current university students. The overall average response rate was 9.2 percent, with 10.7 percent of students and 6.4 percent of alumni responding.

Table 5.1

Segment	Surveys returned	Response rate (percentage of emailed population)
Students	645	10.7%
Staff	219	58.6%
Faculty	197	31.6%
Alums	946	6.4%
Total NLU	**2,007**	**9.2%**

This constituent research process is designed to be repeated every three years, which is the industry standard for market research of this type, to track longitudinal trends as well as emerging strengths and challenges The results of these efforts directly informed the strategic planning process. In quarterly goal setting and other meetings, both the Vice President of Marketing and the Director of Student Experience ensure that the student perspective reflected in these data is represented in discussions and decision-making. The Academic Cabinet, comprised of the Provost, Deans and leaders of other academic and student support service units, also interacts with faculty and students regularly to maintain awareness of stakeholder feedback.

Each quarter students have the opportunity to provide feedback to the University via centrally administered surveys. The questions in these surveys explore dimensions of the student experience, including overall satisfaction with the course. Students also have the opportunity to report on dimensions of academic excellence, including the degree to which the instructional quality met their learning needs. Few students take advantage of this opportunity to provide feedback, and we are looking at ways other than the biannual Noel-Levitz Student Satisfaction Survey the University already uses to gather more input.

In addition, the colleges work within the framework of the University's Plan to develop their specific internal strategic directions. For example, CMB has taken the following actions to gather information about the needs of current and potential students and key stakeholders:

- commissioned extensive market research through the University's Office of Marketing and Communication
- reviewed the professional literature including the studies of the Graduate Management Admission Council (GMAC)
- adhered to the principles of its professional accreditor (IACBE)
- consulted and involved members of its Advisory Board
- examined the findings of its end-of-program surveys and direct and indirect measures of student learning outcomes

5P4: How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

The Strategic Plan and the mission of the University provide the framework for seeking future opportunities with a targeted focus on students and student learning. The plan's three pillars help ensure that more students persist at NLU and successfully complete their studies. For the University to be able to continue its mission to provide students with excellent academics and exceptional experiences inside and outside the classroom, it must be a financially sustainable institution. University leadership use this framework to guide the institution and shape its future. Daily focus is placed on how NLU is implementing specific strategies designed to achieve the established goals. Crucially, administrators, faculty, and staff are held accountable through a required reporting process for strategic plan progress on a quarterly basis. As a result, process-oriented implementation has already resulted in the identification of additional opportunities for improvement and change.

As an example of internal college strategic planning, CMB's process is guided by its faculty-approved strategic plan that is in turn framed by the University's plan. At the beginning of each year, the Dean, in consultation with staff, drafts objectives that are submitted for review by the Provost. Upon securing approval, the drafts become the CMB's objectives for the year, and the Dean assigns responsibilities for activities that will achieve the initiatives to various staff. The Dean meets biweekly with staff members to monitor progress on achievement of the objectives, and to identify any needed corrective action(s). In addition, CMB engages in annual environmental scans intended to identify competitor behaviors and market opportunities. These scans involve market research, reviews of professional literature, participation in professional development activities and conferences run by the IACBE and other accrediting agencies, as well as discussions with CMB's Advisory Board.

5P5: How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

National Louis University is using the 2011-2016 Strategic Plan to establish a strategic focus and structural procedure for making evidence-driven decisions across the institution, both academic and administrative. This plan, now fully integrated with the budget process and the new academic and administrative portfolio prioritization processes, serves as the institution's principle decision-making structure. To realize the goal of an inclusive decision-making process, the leadership is intentionally working with all internal stakeholders more collaboratively and with greater transparency. For instance, the recent Academic Program and Administrative Portfolio Prioritization Task Forces were comprised of faculty, staff, and administrators. All had equal access to data and were active participants in the review and decision-making processes. The Task Forces collaboratively crafted recommendations for setting priorities in areas for investment, operational reorganization, and reengineering, maintenance, and elimination of academic programs. These recommendations were submitted for approval first to the University's Budget Steering Committee, and then to the Faculty Senate Academic Planning Committee, the Faculty Senate, and finally, the Board of Trustees.

Strategic initiatives and decisions that involve multiple departments are addressed by college committees and by interdisciplinary project teams of faculty, staff, and administrators. Strategic issues that include more than one of the colleges are addressed by the Faculty Senate, which maintains the following standing committees:

- Promotion and Tenure
- Promotion and Tenure Appeals
- Academic Planning
- Sabbatical
- Faculty Welfare and Compensation
- Faculty Development
- Faculty Standards, Evaluation, and Appeals
- Academic Support
- Curriculum
- Student Academic Standards
- Academic Technology
- Non-Chicago Area Campus Affairs
- Finance

In addition to the standing committees, the Faculty Senate creates task forces as needed to other issues that arise. In the last year task forces were created for revisions to the promotion and tenure policy and the academic planning process. Senate committees and task forces reflect shared governance and include relevant staff and administrators.

On an as needed basis, Vice Presidents can take issues that need to be discussed to the President's Cabinet. The President has also created an Enrollment Operations Group that meets weekly to review weekly enrollment results and identify opportunities for improvement in the enrollment processes. This cross-functional group, made up of college deans, enrollment directors, marketing, finance, and student service area managers, tracks and analyzes student enrollment and retention data, using the results to continuously improve these areas.

A final and critical component of university governance is the University Leadership Council (ULC). This group was created as one of the University's first AQIP action projects in March of 2009. The ULC is comprised of the president, vice presidents and provost, deans, vice and assistant provosts, elected faculty, staff, and appointed student representatives. The Council was established with the understanding that faculty members would always outnumber administrative members. This group provides an advisory body to the president that integrates all of the other decision-making groups within the university. The University Leadership Council has been central in advising the president on the selection of new AQIP action projects, revising the academic calendar, and providing guidance on the strategic planning process.

The University also communicates through more formal written methods as appropriate. Decisions that are received by the president's office, the provost's office, and the Board of Trustees are communicated through emails from those offices. In 2012, during the Institutional Portfolio Prioritization and annual budget planning period (a period of about 90 days from January-April 2012), the University widely disseminated a weekly e-newsletter edited by a representative committee and managed by the Department of Marketing and Communications. This newsletter was designed to keep the faculty and staff apprised of developments relating to the budgeting process. Recipients were invited to offer feedback to committee members and were provided access to an anonymous comments/message board housed on the university website. This regular internal communication about university affairs and the stewardship role of a representative communications committee received very positive feedback. As a result, a proposal has been made to institutionalize this approach in the form of a communications subcommittee of the University Leadership Council.

The new institutional portfolio prioritization process is just one example of the vigorous commitment of the organization to shared governance and a culture of collaboration and transparency. A second and equally important example is the Workload Policy Task Force — a different team of faculty and administrators who crafted a new workload policy to set guidelines for division of faculty work, and for tracking and reporting that work. This team benefited significantly from an outside facilitator who managed a complex and sometimes emotional process, a great deal of information, and other challenges. As a part of the process, feedback was sought from faculty on an ongoing basis, making review of the final policy more efficient and effective.

The specific example of the College of Management and Business (CMB) is illustrative of internal college processes in this area. Decision-making is typically collaborative, following the shared governance model embedded in the constitutions of the three colleges. CMB faculty participate in decision-making through four shared-governance units: Strategic Planning; Curriculum Development and Quality Assurance; Academic Issues; and Faculty Development.

The elected chairs of these units, along with the elected officers of the faculty (chair, chair-elect, and secretary) constitute the college's Coordinating Council. This Council meets monthly to receive reports from the shared governance units, and to refer delegated matters to the units. In decision-making, the colleges are guided first by the University Strategic Plan. The units report to the faculty, making recommendations as appropriate. Recommendations of the units are received by the Coordinating Council and acted on the by the faculty at its monthly meetings. These issues then move to the Dean, who is typically invited to sit in on Council meetings, for approval and action and/or are submitted to the University approval process as appropriate.

Administrative decision-making by the Dean is accomplished in consultation with staff, including the undergraduate and graduate program chairs. These chairs are appointed by the Dean who works with them to develop annual objectives that advance the strategic plan. Once approved, the objectives become annual action plans for the graduate and undergraduate programs. Department chairs work with faculty in the undergraduate and graduate programs to make recommendations on matters of curriculum, academic standards, and assessment of student learning outcomes. These recommendations are then disseminated to appropriate faculty units for deliberation and resolution.

5P6: How do you use data, information, and your own performance results in your decision-making processes?

The use of data and information to support decision-making processes is a growing area of strength within the University. The academic program and administrative unit portfolio prioritization process recently implemented at NLU (spring 2012), was designed to be data-driven, using the following metrics:

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- Cost of instruction relative to net revenues
- Narrative analysis by department/unit leaders

NLU's Finance department regularly provides data to the President's Cabinet members to guide budgetary decision-making ranging from allocation of resources to investment decisions. The weekly Enrollment Operations Group (EOG) uses extensive data analysis to identify opportunities for improving enrollment and retention. The main goal of data collection within the enrollment area is to ensure the University's commitment to offer an unparalleled student experience, as well as maintain a financially-sustainable institution.

The Constituent Relations Management system (CRM) provides over 100 customized reports to assist in measuring the performance of enrollment and marketing strategies. These data are used to measure, analyze, and make strategic decisions as they relate to new student enrollment and retention. Seven key reports are used by the Enrollment Management Team (EMT) on a daily basis to help measure and analyze recruitment activity. The data, in turn, are used to guide the daily work and ongoing direction of each of the EMT members.

Table 5.2: Enrollment Management: Key Operations Reports

Report Name	Automated	Frequency	Location/Source	Purpose
90-Day Pipeline	Yes	Daily	CRM — Reports — Enrollment Director Reports	Shows the status of all inquiries received in the last 90 days, by enrollment advisor
EA Appointments this Week	Yes	Daily	CRM — Reports — Enrollment Director Reports	Shows the number of completed and upcoming appointments for the current week, by enrollment advisor.
Daily EA Activity	Yes	Daily	CRM — Reports — Enrollment Director Reports	Indicates the daily CRM activity of all enrollment advisors.

Phone Report	Yes	Daily	Phone System	Shows the daily phone activity, inbound and outbound, by enrollment advisor and team.
My Team's 90 Day Application Activity	Yes	Daily	CRM — Reports — Enrollment Director Reports	Shows weekly applications received in the last 90 days by each enrollment advisor.
Accountability — each term as needed	No	Weekly/As needed	CRM — Reports — Enrollment Director Reports	Shows applications only for the upcoming start to be reviewed during accountability sessions.
My Team's Fall 2012 (or other term as needed)	No	Weekly/As needed	CRM — Reports — Enrollment Director Reports	Shows Inquiries AND Applications for the respective start term, providing a full picture of potential against goal.
Term Status Report	Yes	Weekly	Enrollment Director Reports	Shows individual and team contributions, forecasts, run rates and show rates again a start goal.
EOG Report	Yes	Weekly	Enrollment Data Manager	Shows team contribution against goal and is presented at the weekly University Enrollment Operations Group meeting.

Alumni Affairs and Advancement have identified key performance metrics for each of their areas and use data to monitor, assess, and adjust progress plans. Each functional area has key metrics and benchmarks to inform decision-making. After working with the strategic plan for nearly a year, the enrollment department used the opportunity this process provided to improve measurement and tracking, and is now reviewing previously established metrics to see if they are (1) measureable, and (2) the most appropriate for the needs of the department. The enrollment department also regularly reviews processes by which metrics are collected, managed, and reported in the context of the strategic plan. These metrics are also reviewed in a University wide context, and other key areas that may develop.

Internal strategic planning committees/units monitor progress on college strategic plans in the three colleges, using data from sources such as annual environmental scans, student learning outcomes, enrollments reports and so on, to identify strengths, weaknesses, threats and opportunities. The resulting information becomes the basis for recommendations to the Deans and faculty for corrective action and/or new initiatives.

5P7: How does communication occur between and among the levels and units of your institution?

National Louis University views communication is an ongoing area of focus and commitment. Because NLU is committed to shared governance, formal communication occurs across the many committee structures that are defined throughout this document. In addition, NLU uses email to communicate on an institution-wide basis key decisions on almost any topic, including personnel changes, new policies, changes to existing policies, and other issues and/or exigencies that arise. Periodic town hall meetings and open forums at the various campuses are led by the President, the Provost and/or the deans to facilitate f2f communication between all levels (see 4P12 for listing of President and Provost town hall meetings in last three years).

The three colleges enjoy strong working relationships with the Provost's Office and other key leadership offices. The Deans participate in weekly meetings of the Academic Cabinet, which is chaired by the Provost and includes her other direct reports: the Director of Student Finance and Registrar, the Assistant Vice Provost for Advising, the Vice Provost for Academic Programs and Faculty Development (VPAP&FD), and the Vice Provost for Institutional Effectiveness and Accreditation (VPIE&A). In addition, the Deans serve on the University Enrollment Group and the President's Cabinet, both of which are chaired by the President. The Deans served on the Strategic Planning Committee's Financial Sustainability Design Team from March through July of 2012. Associate Deans are similarly heavily involved in campus administrative and committee service, as are faculty, who, for example, serve one on various Faculty Senate committees, as well as on college governance bodies and other University committees, teams, and task forces.

Deans communicate with full-time faculty through informal and formal meetings with individuals, participation in monthly meetings of internal committees/councils, participation in monthly faculty meetings, and regular internal college email communications. Associate Deans typically communicate with part-time faculty through monthly email updates and professional development activities such as webinars and workshops.

5P8: How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

An important way that NLU leadership communicates a shared mission, vision, and values is leading by example; as role models for the rest of the institution, leadership demonstrates on a daily basis a strong work ethic and commitment to the University and the Strategic Plan. This commitment and leadership philosophy is also more materially demonstrated through NLU's project plans and strategic initiatives, in college meetings and regular meetings of academic and administrative units, and in meetings of the University Leadership Council and the President's Cabinet. The University uses various communications vehicles to share examples and successes in the strategic plan work, such as regular updates in Board meetings, President's Cabinet and Academic Cabinet meetings, Faculty Senate meetings, and so on. The President and Provost frequently visit all campuses to hold "town hall" meetings with faculty and staff, reaffirming in the process University mission, vision, and values through f2f communication with the entire NLU community. NLU's commitment to and participation in the AQIP program, as well as the success of its various AQIP Action Plans, has garnered excellent feedback that is helping the NLU community develop as a high-performance organization. Finally, in their internal and external communications, the colleges make regular reference to the University and college mission and values, as well as the vision that guides University planning and administration, and by extension, program delivery.

5P9: How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

NLU has a formal leadership development program called the Emerging Leaders Program (ELP). This began as a program to identify and help cultivate future leaders for the University, and help address the need for succession planning. The ELP is designed to provide high-potential employees, who have been nominated by supervisors or peers, with a unique professional development experience that focuses on acquiring or enhancing leadership skills, business/budgeting acumen, and team problem-solving experience. The program requires a one-year commitment on the part of the University and the ELP participants. During the year of the program, the ELP participants learn about the University and the responsibilities and management challenges of all major functional areas. The program participants benefit from the mentoring of experienced, senior professionals in each unit, including members of the leadership team. The program participants and leadership team members then work on a project as a team to identify and address a university-wide issue. The inaugural Emerging Leaders class in the Spring of 2012 presented a recommendation to the President's Cabinet for a career mentoring program that would partner NLU students with NLU alumni in a variety of ways.

In addition, managers at NLU are encouraged to mentor and develop individuals who work with them as part of a learning community. Through performance reviews, individuals are encouraged to develop plans for continued professional growth and are afforded many opportunities such as educational programs to foster their development.

The Faculty Development Online Learning Community (FDOLC) is an important strategic plan initiative that was specifically designed to foster faculty leadership in online learning. The initiative, launched in AY2011-2012, combines faculty training in online pedagogy with online course design. This approach has provided a consistent and quality-based method for developing and teaching online courses. Since November 2011, NLU faculty members have completed nine new online courses, and at least twelve courses are currently in development in order to expand the Institution's online education presence. Faculty development at NLU is guided by the philosophy that the most effective faculty development aligns with the strategic vision and mission of the University, as well as the institutional priorities and faculty interests.

During AY2011-2012, faculty held monthly events for engaged scholarship. To more fully engage faculty, an effort is underway to collaboratively create a new, dynamic NLU Faculty Development Center for Teaching and Learning (CTL) that will provide diverse opportunities for the faculty to grow professionally and learn how to be better educators. The CTL will operate with the belief that opportunities for supporting faculty growth and development are most effective when they are collaborative and sustained. Moreover, CTL will operate under the philosophy that faculty development should be holistic, taking into consideration faculty members work -life balance, as well as outside interests and commitments. Components of the CTL were fully articulated in July 2012 as part of one of the institution's summer action projects, and include online course development and teaching, NLU community development activities, the NLU Signature Series, adjunct faculty development, and faculty development fellows.

In all three of the University's colleges, full-time faculty members have opportunities to develop their leadership abilities through service on committees and task forces. In addition and as appropriate, they may also receive administrative appointments (program chairs, task forces, etc) that report to the Deans. On these occasions, the Deans seek to model leadership behaviors and to engage them in planning and problem-solving activities. College administrative staff also have opportunities as appropriate to engage in professional development activities, including leadership development. Again, the Dean seeks to model leadership behaviors and to engage in planning and problem-solving activities with these individuals.

Finally, the Enrollment department has recently developed a management and training plan to encourage, nurture, and strengthen leadership abilities among enrollment staff (outlined in the chart below).

Figure 5.1

National Louis University
Enrollment Management
Training And Development Plan

Key Area of Focus (KAF)	Phase 1/3 months	Phase 2/6 months	Phase 3/ 9 months	Phase 4/12 months
Product	• Program Sheets • CRM Training: Business Rules and Template Responses	• CRM Maintenance Training • At-A-Glance Product Knowledge Grid	• Training Module Roll Out	• Modules – Testing and Certification
Policies/Procedures	• General EM Re-Org. • Creation of Sales Strategy • EM Job Descriptions • Delivery of EM Policies/ Procedures/SOP		• Compliance	• Interview – Interactive Presentation – Online/Remote/Live
Performance Management	• Review and Distribution of Goals Against Budget: ○ By College ○ By Program • Production Reports: • Quantitative and Qualitative Variable	• Performance Management Write Ups (Ex. 1 mo. Miss… • (2 mo. Miss…) • Intro – Progress Review (bi-weekly submission)	• Metrics and Performance Appraisals Alignment • Distribution of EM Reports • Neutralizing Objections	• Complete & Compliant EM Performance Management Plan
Sales Training	• Enrollment Managers and Directors of Enrollment: Leadership and Skill Set Training (Bootcamp)	• Features/Benefits Techniques • Phone Expectations/ Appointment Setting	• Active Listening/ Gaining Commitment	• Interview Presentation Training
Class Starts	July 2011	September 2011	January 2012	April 2012

*What is the most critical skill set that enhances starts ad sustainable success? 7/8/2011 2:31pm

5P10: How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Going back five years or more, it would be fair to say that NLU has experienced in the past a significant amount of leadership transition. However, a commitment to continuous leadership has settled in at NLU, and the top leadership is now stabilized. The current president was instituted by the Board of Trustees on 1 April 2010. The Board appropriately played a central role in selecting a president who understood and embraced the vision of our founder. Shortly after the arrival of the current President, several other leadership positions were filled: Vice President of Marketing and Communications, Chief Information officer, Vice President of Enrollment Management, and Vice President of Institutional Advancement. In addition, after three years of interim provosts, the current Provost was hired and started on 1 February 2011. Finally, with the recent departure of NLU's chief financial officer, the University's Controller and Treasurer, who has served the University for eight years in that role and twice as interim CFO, accepted the permanent position of Vice President of Finance (CFO).

The University has therefore been fortunate to have a full leadership team for the last couple of years working together as a relatively smooth-running operation through what can only be described as turbulent times in higher education. Interim deans with extensive administrative and even college-president experience have been in place while searches continue for exactly the right people to fill these crucial full-time positions with the Colleges of Management and Business, and Arts and Sciences. The current leadership has worked collaboratively with the board and all university stakeholders to ensure that the vision, mission, and values of the institution are maintained even as they are operationalized through the institution's various strategic initiatives. The shared governance model has played an integral role in the sustaining the continuity of this process.

Academic and operational leadership succession planning is largely accomplished at the level of Vice President/Provost through a formal performance evaluation and development procedure (see Category 4), and through directed University activities like the Emerging Leaders Program (5P9). Faculty succession planning includes the development of a Part-Time Faculty Resource Plan and a Full-Time Faculty Resource Plan.

RESULTS (R)

5R1: What performance measures of Leading and Communicating do you collect and analyze regularly?

Formal collection of university-wide performance measures for leading and communicating comprises an opportunity for improvement at NLU. At this time, the primary performance measures in this area are derived from the Noel-Levitz employee satisfaction survey. Three metrics have been developed using a collection of questions: a shared governance index, a communication index, and a leadership (4R2; 5R2).

The President of the University and the Provost each undergo a specific review process through which they are evaluated in these areas as well as others.

Evaluation of President:

The President is reviewed by the University's Board of Trustees, and the Provost is reviewed directly by the President. At the beginning of the review period, the President and Chairman of the Board, with input from the Executive Committee, set performance goals for the year. A performance appraisal form is utilized which consists of six (6) general responsibilities and four (4) to six (6) specific performance objectives which can be weighted. At the end of the review period, the President completes a self-evaluation. The self-evaluation, along with an online survey, is sent to each Trustee to complete. The Trustees numerically rate each general responsibility and performance objective. In addition to the numerical rating, the Trustees are encouraged to provide comments in support of the ratings. A summary report and individual responses are shared with the Board, followed by a meeting with the President and Chairman. The same process is followed for each review period.

Evaluation of Provost:

At the beginning of the review period, the Provost and President set performance goals for the year. A performance appraisal form is utilized which consists of up to 10 performance objectives and five (5) supervisory core behaviors. At the end of the review period, the Provost completes a narrative self-evaluation. The self-evaluation is sent to the President who in turn rates the objectives and behaviors as either "exceeds expectations", "meets expectations" or "needs improvement". In addition to the ratings, the President provides supporting comments for each. A performance meeting is scheduled at which time the Provost and President review and discuss the appraisal. The same process is followed for each review period.

In addition, the performance review process for the enrollment staff includes standardized categories related to leading and communicating (5P9).

5R2: What are your results for leading and communicating processes and systems?

In order to evaluate performance results in leading and communicating processes and systems, three Indices were created using data from the Noel-Levitz Employee Satisfaction Survey. The indices include a shared governance index, a communication index and a leadership index.

The Shared Governance Index includes the following three Noel-Levitz questions:

- There is a spirit of teamwork and cooperation at this institution
- There are effective lines of communication between departments
- There is good communication between faculty and administration at this institution

Table 5.3: Shared Governance Index

	NLU Fall 2011		NLU Fall 2009	
Item	Avg. Satisfaction	Gap	Avg. Satisfaction	Gap
Shared Governance Index	2.54	-2.03***	2.90	-1.59***
Average of all Employee Satisfaction Results	3.09	-1.43***	3.37	-1.12***

The Communication Index included the following six Noel-Levitz questions:

- There are effective lines of communication between departments
- There is good communication between faculty and administration at this institution
- There is good communication between staff and the administration at this institution
- This institution has written procedures that clearly define who is responsible for each operation and service
- Administrators share information regularly with faculty and staff
- My job responsibilities are communicated clearly to me

Table 5.4: Communication Index

	NLU Fall 2011		NLU Fall 2009	
Item	Avg. Satisfaction	Gap	Avg. Satisfaction	Gap
Communication Index	2.76	-1.75***	3.12	-1.31***
Average of all Employee Satisfaction Results	3.09	-1.43***	3.37	-1.12***

The leadership index includes the three following Noel-Levitz Questions:

- The institution plans carefully
- The institution makes sufficient budgetary resources available to achieve important objectives
- The leadership of this institution has a clear sense of purpose

Table 5.5: Leadership Index

	NLU Fall 2011		NLU Fall 2009	
Item	Avg. Satisfaction	Gap	Avg. Satisfaction	Gap
Leadership Index	2.55	-2.09***	2.91	-1.70***
Average of all Employee Satisfaction Results	3.09	-1.43***	3.37	-1.12***

Comparing the average of all items in the Noel-Levitz Employee Satisfaction survey from 2009 and 2011 reveals that all indices had lower average scores and a higher gap than average gaps. This implies dissatisfaction with leading and communicating processes and systems. Results suggest a downward trend from 2009 to 2011, indicating an important opportunity for improvement.

Noel-Levitz measures employee perceptions of how much involvement they have in the decision-making process. The ratings of involvement for staff, directors, and administrative units, deans or chairs of academic units, and trustees have remained fairly consistent from 2009 to 2011. Results suggest that faculty perceive a bit less involvement in 2011 than in 2009. The average perception of involvement for students and alumni remain low in both 2009 and 2011. On the other hand, senior administrators' (VP/Provost level or above) perceptions of involvement in decision-making increased from 2009 to 2011, suggesting that senior administration feels that they have more involvement in the decision making process than in the past.

The University's three colleges have made significant progress on those strategic initiatives associated with planning, curriculum development, and assessment of learning outcomes. CMB, for example, has made significant progress on review of SLOs and implementation of two direct measures of SLOs in all programs, although it has been less successful in building its Advisory Board and connecting with identified external stakeholders. The National College of Education (NCE), as an NCATE-accredited institution, has a well-developed assessment system. While CAS has also in the last year made significant progress in outcomes assessment of student learning, there remains in the college an opportunity for continuing improvement in this area.

The enrollment department's approach to communicating processes and systems is to move from persona-based systems — i.e., knowledge held by an individual — to a system that documents workflow and processes. A new Director of Training was brought on to coordinate many of these systems. Furthermore, a training manual has been developed which includes a documented record of protocols, processes, and systems within the enrollment department.

5R3: How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

February 2012, NLU attended its second AQIP Strategy Forum. Prior to the forum, the Quality Climate Survey was administered by the Higher Learning Commission. The results provided information on satisfaction and climate in key categories, including: conflict resolution, culture management, disposition toward change, employee participation, evidence-based orientation, goal clarity, human resources orientation, identification with the institution, institutional focus, institutional integration, locus of authority, management style, performance orientation, reward orientation, stakeholder orientation, and task structure. Comparative results from 18 AQIP institutions were also provided to understand level of performance.

Categories and themes surveyed on the Quality Climate Survey that relate to the processes for leading and communicating indicate NLU is below the mean when compared to participating institutions. Five categories were considered for the processes for leading and communicating. Scores are presented in the table below.

Table 5.6

	Focus of Statements	NLU Mean	Participating Institutions Overall Mean
Culture Management	The institution fosters collaboration among its faculty and staff, has strong shared values and vision, establishes high ethical standards, and uses events to reinforce its values. The institution's long-term success is clearly communicated and the mission is understood.	3.86	4.29
Goal Clarity	Faculty and staff understand the institution's goals and objectives, know what is expected of them at work, and understands how their work contributes to the institution's goals and objectives. The institution has clearly-defined goals.	4.13	4.49

Management Style	The institution listens to the views of its faculty and staff. Faculty and staff trust leadership, are kept informed about what is going on in the institution, have the information they need to succeed in their jobs and receive supportive assistance.	3.65	4.11
Institution Integration	The institution makes sure everyone understands their role in meeting the institution's goals and encourages cross-functional initiatives and effective collaboration between units and departments. Faculty and staff work across boundaries to design programs and services.	3.67	4.12
Performance orientation	The institution sets challenging but realistic goals, promotes high performance standards, values outstanding performance and has a clear message of performance excellence. Faculty and staff receive regular feedback on their performance and are held accountable for meeting performance goals.	3.78	4.18

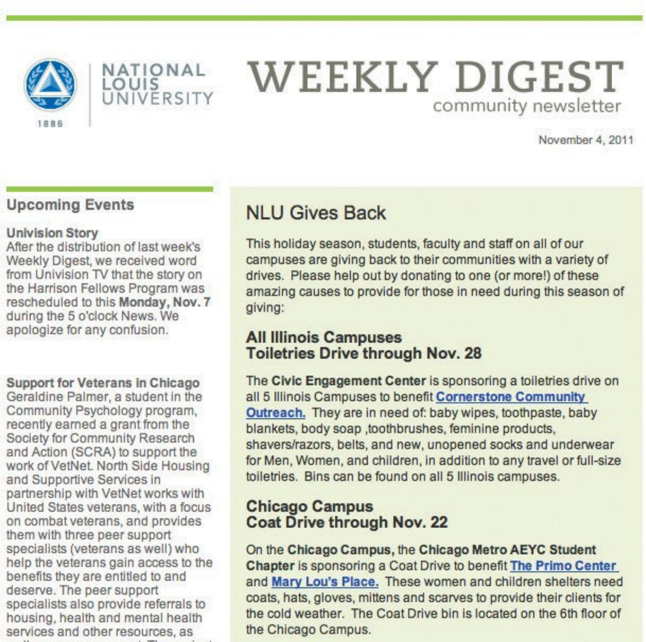
This evidence suggests that there are opportunities to continue to improve communication and leadership processes at National Louis University.

IMPROVEMENTS (I)

5I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

Three major improvements made in this category are increased university-wide communications in the form of weekly, university-wide, email newsletters, the *NLU Weekly Digest* and the ad hoc *Budget Communications* (see screen shots below), frequent President and Provost "town hall" meetings at all campuses (5P7, 4P12), and the creation and implementation of the University Leadership Council (5P5) and the Emerging Leaders Program (5P9), as well as the development of a leadership training plan for enrollment staff (5P9).

Figure 5.2: Weekly Digest


NATIONAL LOUIS UNIVERSITY
1886

WEEKLY DIGEST
community newsletter

November 4, 2011

Upcoming Events

Univision Story
After the distribution of last week's Weekly Digest, we received word from Univision TV that the story on the Harrison Fellows Program was rescheduled to this **Monday, Nov. 7** during the 5 o'clock News. We apologize for any confusion.

Support for Veterans in Chicago
Geraldine Palmer, a student in the Community Psychology program, recently earned a grant from the Society for Community Research and Action (SCRA) to support the work of VetNet. North Side Housing and Supportive Services in partnership with VetNet works with United States veterans, with a focus on combat veterans, and provides them with three peer support specialists (veterans as well) who help the veterans gain access to the benefits they are entitled to and deserve. The peer support specialists also provide referrals to housing, health and mental health services and other resources, as well as encouragement. The project

NLU Gives Back

This holiday season, students, faculty and staff on all of our campuses are giving back to their communities with a variety of drives. Please help out by donating to one (or more!) of these amazing causes to provide for those in need during this season of giving:

All Illinois Campuses
Toiletries Drive through Nov. 28

The **Civic Engagement Center** is sponsoring a toiletries drive on all 5 Illinois Campuses to benefit Cornerstone Community Outreach. They are in need of: baby wipes, toothpaste, baby blankets, body soap ,toothbrushes, feminine products, shavers/razors, belts, and new, unopened socks and underwear for Men, Women, and children, in addition to any travel or full-size toiletries. Bins can be found on all 5 Illinois campuses.

Chicago Campus
Coat Drive through Nov. 22

On the **Chicago Campus**, the **Chicago Metro AEYC Student Chapter** is sponsoring a Coat Drive to benefit The Primo Center and Mary Lou's Place. These women and children shelters need coats, hats, gloves, mittens and scarves to provide their clients for the cold weather. The Coat Drive bin is located on the 6th floor of the Chicago Campus.


NATIONAL LOUIS UNIVERSITY
1886

January 25, 2012

Weekly Budget Taskforce Report
This is your weekly update on the activities of the budget taskforce committees.

Academic Prioritization Task Force

The Academic committee held a half day meeting on 01/20/12. They will meet weekly on Fridays from 9:00am-3:00pmCT through March 16, 2012. The committee is working steadily through processes, instruments, and relationships and is developing into a smoothly working unit.

To view a copy of the Academic Prioritization Worksheet being used to gather the data, click here.

Program Directors/Chairs have now provided input in response to specific portions of the prioritization worksheets for their programs. The Program Directors/Chairs will also be expected to review and comment upon the centrally gathered data that are being submitted to the committee for

Administrative Prioritization Task Force

The Administrative Task Force met half the day on 01/20/12 . They will meet weekly on Fridays through March 16, 2012. The committee is working steadily through processes, instruments, and relationships and is developing into a smoothly working unit.

To view a copy of the Administrative Unit Review Questionnaire being used to gather the data, click here.

Administrative unit directors are providing input for prioritization worksheets for their units. The unit heads will also be expected to review and comment upon all of the data about their unit received by the committee from various data sources. (not applicable here.)

Budget Steering Committee

As indicated in last week's message, the Budget Steering committee is composed of the Academic Deans, Leadership Team and Faculty Senate Executive Committee. As a group, they will be taking all of the recommendations by the prioritization committees and using them to form the next academic year's budget. The budget will be formed by being data-driven and strategic in its focus.

As a group, the co-chairs of the budget task forces and committees will serve as a key resource to the Budget Steering committee. *As such, the co-chairs will be meeting regularly and collectively, on Friday afternoons from 3:30-4:30 CT until March 16, 2012*, in order to inform and confer with each other and with the members of the

In addition, the Colleges of Business and Management (beginning March 2011) and Arts and Science (beginning March 2012), have implemented biweekly Dean's Updates to full-time faculty.

5I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

The President, Provost, and administrative and faculty leaders are intentionally and successfully guiding the University community through the transformation from a reactive, crisis-management culture to a culture of strategic, evidence-driven decision-making and continuous improvement, strengthening the institution in both the short- and long-term. The evidence of the success of this effort can be perceived in NLU's ability to conduct the Institutional Portfolio Prioritization and begin implementing the resulting adjustments in less than six months. Moreover, implementation of the strategic plan has provided numerous opportunities for establishing, enhancing, and improving processes related to leading and communicating. Working through joint faculty-staff-administration project teams, discussions around project team membership, scope, and accountability regularly arise and are addressed directly. Typically, project teams are developed based on skills and expertise rather than strictly representation of the various NLU constituencies, making the work of these teams more efficient and effective. The institution is also improving its ability to create manageable project scopes, resulting in greatly increased completion and project success. Of course, the institution's increasing adeptness with continual review of processes, systems, and tools is vastly improving the ability to lead and communicate within a quality culture context.

Certainly, the remnants of the institution's legacy culture continue to provide challenges and some resistance to change. Yet the administrative and faculty leadership's focus on and commitment to educating and communicating with faculty and staff about the importance of a culture of evidence and continuous improvement, as well as working together openly and collaboratively to meet the changing needs of current and future students is moving the institution rapidly towards the high-performance institutional goals we have set for ourselves.

Category 6: Supporting Institutional Operations

SUPPORTING INSTITUTIONAL OPERATIONS addresses the organizational support processes that help to provide an environment in which learning can thrive.

PROCESSES (P)

6P1: How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

A number of specific assessment tools and practices are used to identify student support service needs at NLU. The biennial Noel-Levitz Adult Student Priorities Survey (NLASPS) covers the widest span of student needs assessment, and specifically addresses the relationship between importance of and satisfaction with numerous operations that aim to support students. The NLASPS survey has been administered over the last 3 biennial cycles, and results demonstrate 2 key points:

- NLU overall outperforms benchmark institutions in student satisfaction
- NLU student-facing operations have generally shown continuous improvement over the 3 survey cycles

Occasionally, student-facing units conduct their own ad hoc surveys to gather specific data useful for improving support service. For example, working with the Office of Institutional Research (IR), Academic Advising conducted a survey in February 2012 to collect information which would help the unit improve advising services to students. Students were queried regarding their assigned NLU advisor (e.g., if they had an assigned advisor; whether they knew their academic advisor; how much they thought their advisor positively contributed to their experience as a student), as well as how satisfied they were with their advising experience. Students were also asked to write what they liked about the advising department and provide suggestions for improvement.

Survey results indicated that majority of students had an assigned advisor (81%) and knew their advisor (76%). Over half of the respondents reported that their academic advisor positively contributed to their experience as a student; and 33% indicated that their advisor motivated them to reach their academic goals. Almost half (47%) indicated a positive perception of their advisor's ability to clearly explain improvements needed to reach their academic goals. However, over half of the respondents (65%) were satisfied with their advising experience and about the same number of students (61%) indicated satisfaction with their educational experience at NLU, suggesting that while NLU advising is effective in its basic support of students, there remains room for improvements.

To gather more feedback about services offered by the University's Advising department, another Advising Survey was sent to students enrolled in the Spring 2012 (response rate of 5%). This survey asked about the concerns and obstacles students were facing, with an eye towards improving the enrollment experience in future terms. When students were asked what area would they like to see improved in the Advising Department, the highest responses were for staff availability (34.5%). The second most sought out improvement was for knowledge of the staff (33.9%). Students were also asked what their primary reason was for having delayed registration for summer or fall terms; many students responded "Other issues or concerns" (36.7%). The reasons given included that they were graduating, that they had already registered, and that they were planning to register but had not yet completed the process (25.7%).

NLU's participation in Title IV and other federal programs drives many of the services provided by Financial Aid and the Office of Admissions and Records (OAR). In addition, there are state requirements, such as teacher certifications, and the implementation of OAR policies which are initiated by the faculty governance process. This is in addition to student needs such as degree audits and transcript production to be used by students and other organizations. The Financial Aid office and OAR also works directly with the community colleges and universities of transfer students in order to completely support the needs of all students.

Certain other processes, such as the newly-revised University SAP (Satisfactory Academic Progress) policy and procedures, are initiated collaboratively through the faculty governance process. Certain state requirements, such as those for teacher certifications, degree audits, credit transfer, and transcript production, also underlie specific processes in the colleges, OAR, Financial Aid, and other departments. These offices also work directly with other academic institutions when appropriate to support student needs.

The Office of Information Technology (OIT) strategically targets systems support toward student-facing offices and operations to ensure that student service needs are identified and met. OIT also conducts monthly satisfaction surveys of individuals who have received service from the department. OIT leadership monitors results to assure quality performance in individual areas.

A student comment card process has been tried over the past two years at the University. Comment cards are available on the front desks at entrances of the five Illinois campuses.

This initiative has yielded some information that has been acted upon to improve service quality, but these instances have been incremental and have not produced large-scale, strategic improvement. Students' needs are more effectively identified through the NLASPS (6P1) and other means as described in this document. The Director of Student Experience is currently working with Student Affairs personnel to establish a Student Advisory Board to replace the former Student Senate, beginning in fall 2012.

Programs initiated by and executed through the Alumni Relations section of the NLU Advancement Office responds to key alumni needs and priorities, such as the recent initiative to provide streaming video feeds of major University events, including presentations by faculty and invited speakers. These events are particularly targeted towards alumni use. The Alumni Relations staff builds relationships with prominent faculty members and maintains a strong presence at alumni events. Advancement employs two Alumni Relations staff members to engage graduates in stewardship and fundraising, encouraging membership in the NLU Alumni Association. Through events and affinity groups, Alumni Relations is identifying potential alumni leaders, with the intent to form an alumni leadership board.

In addition to these approaches, membership in the Alumni Association is promoted through email to a growing list of opted-in alumni, social media sites with a meaningfully increasing number of participants and heavy traffic in community interaction, and two to three mailings per year. Communications are alumni-centric, focusing on how alumni contributions at any level foster student development and improve student programs.

Outreach is also successfully cultivated via an aggressive effort to make face-to-face contact, either through individual visits and/or through event marketing. This includes the reunion program and affinity group segmentation (such as the Tampa alumni group or the Reading Center alumni group). See Category 1, Question 1P14 which identifies serving students' integrated learning support needs.

See additional evidence below:

- BISG TASK list
- SATC minutes (6 months)
- Classroom technology survey/LMS survey
- Help Desk Report

The Operational Services department has personnel on duty during the day and evening hours to manage the facilities and provide a clean, comfortable and secure teaching and learning environment. In the Chicago area, all campuses have Facility Managers who identify and anticipate needs per university schedule and events. Additionally, Operations staff continually monitors classroom changes and adjustments and provides faculty with specific teaching aides and other activities to support the educational effort of the NLU faculty. Assistance with the use of media equipment and technology can also be arranged through Operational Services.

6P2: How do you identify the administrative support service needs of your faculty, staff, and administrators?

The Noel-Levitz Employee Satisfaction Survey, also administered biennially but on an alternating cycle with NLASPS, is the University's widest-ranging mechanism for identifying gaps in administrative support services for faculty, staff, and administrators.

National Louis University identifies strategic priorities at a very high level for the Institution. These strategic priorities permeate the institution and are used to select the directors for operational groups at National Louis University. The Office of Information Technology (OIT) works with a wide variety of groups to ensure that the service needs of the campus are met.

These groups include:

The Banner Information Systems Group (BISG) — which is comprised of representatives from the primary departments in the institution that deal with the mission critical data of National Louis University. They include:

- Office of the Academic Registrar
- Student Financial Aid
- Comptroller's Office
- Human Resources
- One representative from each of the colleges (NCE,CMB, CAS)
- Institutional Research
- Business Intelligence
- Office of Development
- Office of Information Technology

The BISG group's mission is to work with each of the departments to prioritize existing work, new requests, and deal with issues which may arise. The group meets on a monthly basis, or more frequently if determined to be required. OIT takes this group's recommendations and builds its schedule based in large part on these group recommendations. In addition to BISG, OIT has identified specific key resources to work with each of the Banner module owners on a closer level. These are called User-Liaisons (UL's), and work with the departments to perform daily tasks and troubleshoot problems as they arise.

The second advisory group with which OIT works to get input and feedback from is the Senate Academic Technology Committee (SATC). This group meets on a monthly basis, and, much like BISG, provides input for issues that should be addressed regarding Academic Technology for the group. Representation on this committee is comprised of faculty from each of the colleges, who are appointed by the faculty Senate as well as other support personnel outside of OIT. Representatives from the Office of Information Technology are also on the committee.

Other groups such as the Senate Academic Planning Committee (SAPC) ask for presentations and discussions with OIT on an as needed basis for issues which may arise under their purview. OIT also works within university action teams to provide appropriate support and feedback.

The Office of Information Technology conducts regular surveys of support provided to individuals who have received service from different areas of the department. This survey is monitored monthly by the OIT leadership team to monitor performance in individual areas.

OIT also utilizes survey tools to garner data critical to its support function. These surveys of the campus constituency, are sent out often to gather specific feedback on issues which effect the campus as a whole. Helpdesk surveys for each completed tech job are submitted when the ticket is closed. OIT also does other surveys based on campus issues (one example is an academic technology survey) Most recently, OIT has utilized this tool in relation to the selection and implementation of the new Learning Management System.

In addition to all of the formal tools, the position of Chief Information Officer has been established to ensure that appropriate support is provided to the campus as a whole. The position was created by NLU in 2011 and is part of the President's Leadership Team. This position was prioritized despite a challenging budget environment to ensure that the IT staff (which is outsourced to ELLUSIAN) is providing the best level of support to the campus. The CIO provides oversight of and management to the Institution's technology resources and personnel.

To establish a comprehensive, consistent and timely method of supporting faculty, staff and administrative needs, the Operational Services department maintains an internal call-in number "999" that allows internal customers to contact campus assistance when needed. The "999" number utilizes the Voice Over Internet Provider (VOIP) and network phone system to automatically identify the campus source and route the request for assistance to the appropriate site or person to provide guidance and support. This also provides a consistent and continual means of communicating fixed and variable information to the NLU community, and enables ease of use for all personnel concerning the operational aspects of the university. (6P4)

6P3: How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

National Louis University seeks to position and maintain its facilities in convenient, safe locations. This is a prime consideration as new space is either leased or purchased. In addition, policies and safety procedures are established to ensure that the possibility of criminal offense is diminished, and public safety is enhanced.

To ensure that all voices are heard, concerns communicated, and collaborative solutions implemented for disaster prevention and recovery, the University Security Council (USC) was formed shortly after the Virginia Tech campus shooting incident in April 2007. The University Security Council is charged with the regular review of and adjustment to all policies and practices related to public safety and security, including student and employee publications of relevant material. More recently, the Council's charge has been expanded to include development and implementation of campus-specific plans and scenario-based training. The Council includes faculty members and staff representing most of the University's operational services. Refer to 6I1 for a complete list of recent improvements and innovations to the University's safety and security procedures.

The University encourages all students, faculty, administrators and staff to obtain the annual copy of the Safety and Emergency Procedures Manual, and be familiar with its contents. National Louis University Safety Officers, Officers of the Corporation, Deans, and certain other department heads related to student or personal services have the authority to ask persons for identification and to determine whether individuals have lawful business at the University. The Public Safety Office at the University maintains a professional working relationship with all local police and fire jurisdictions surrounding the individual campus locations.

6P4: How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

As part of its strategic planning and realignment over the past two years, NLU has been working to define systematic processes for managing key student, administrative, and institutional support processes at top levels. This is also a focus of day-to-day operations to ensure the University is meeting the needs of all intended audiences. The coordinated planning and management of support processes across the institution is addressed in several specific items of the University's Strategic Plan — especially Section 2.3, which addresses the integration of learning support, and is being planned and implemented largely through the current AQIP Action Project on Integrating Learning Support. Additionally, Strategic Plan Sections 2.4 and 3 address the coordination of planning and management elsewhere for the effective delivery of services through equally effective cost management.

A number of groups have been constituted or reconstituted/reorganized within the last 2 years to carry out this coordinated planning and management. They include:

The newly-formed President's Cabinet consisting of:

- Provost
- Vice-Provosts
- Deans
- Vice Presidents
- CIO
- Academic Cabinet (see below)
- Registrar/Director of Financial Aid
- Daytime Program Manager
- Student Affairs and other resource persons as necessary

This group meets weekly to share information and coordinate solutions to emerging strategic and operational issues at the highest levels.

The Academic Cabinet consists of:

- Provost
- Vice Provosts
- Deans
- Registrar/Director of Financial Aid
- Daytime Program Manager
- Other resource persons as necessary

This group meets weekly to share information and coordinate solutions to emerging strategic and operational issues, specifically as they relate to the University's academic programs and operations.

A newly-formed Undergraduate Student Support Team is convened by the Assistant Vice Provost for Advising and Retention to address this key strategic initiative. This team meets weekly and includes faculty and administrators from the academic programs involved in the undergraduate initiative as well as the following participants from:

- Library and Learning Support
- Student Affairs
- Registrar/Director of Financial Aid
- Director of Student Experience
- Daytime Program Manager
- Success Coaches

The team plans and coordinates implementation of cross-departmental work to support the particular needs of this student population.

A new staffing model is being put in place as of June 2012 to create cross-departmental “Hospitality Stations” at each campus (see 6P5).

The Faculty Senate Academic Support and Academic Technology committees, in particular, work collaboratively with all faculty and with various departments across the University to develop and deliver effective support solutions to issues that directly involve faculty.

The work of Academic Advising is directed by the Assistant Vice Provost for Advising and Retention. The current AQIP Project on Improving Retention through Integrated Learning Support is piloting an intervention model that assigns the role of “case manager” to Academic Advising, and requires Advisors to work in close partnership with faculty and support departments to diagnose issues, and to develop and deliver solutions quickly and effectively for students who are struggling with coursework. Academic Advisors are managed through bi-annual performance appraisals and day-to-day activity is measured by student contact through appointments, phone calls, emails, class visits, and proactive outreach efforts. Monthly totals of student contacts are kept and reviewed for productivity.

The Offices of Admissions and Records (OAR) and Financial Aid are jointly managed by one Director, who reports to the Provost and serves as a member of the Academic Cabinet. Many of their operations are carried out directly in response to federal requirements, and day-to-day work includes extensive routine work and problem-solving for students. These offices routinely run reports that are used to support and improve the services provided daily.

NLU leadership and staff routinely run reports used to support the operational services that the University provides daily. Telephone logs and email accounts are reviewed to ensure that are student inquiries are responded to in a timely manner.

Operational Services provides information to all personnel that contains standing and variable information. This information and documentation can be accessed in three ways:

- Placed in an online location reachable through the University website
- Distributed by email to budget heads and cabinet officers
- Printed for display on University bulletin boards and other access media by Campus Administration

Facility Managers are responsible for collecting information from all units within Operational Services, editing the information document, and distributing the information through the methods defined above. The information document contains two primary sections, standing information and variable information:

Table 6.0

Standing Information	**Variable Information**
Who to Contact	Specific articles on new systems or procedures
Help line Numbers	Information about renovation, construction, or remodeling projects
Textbook Procedures	Schedules of special events or activities that may impact routine operations
Space Utilization Procedures	Emergency Closing Procedures
Space Assignment Procedures	Seasonal changes in heating or cooling systems
	Annual Crime Reporting

6P5: How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

A new staffing model was put into place in June 2012 to create cross-departmental “Hospitality Stations” at each campus. This initiative will involve Enrollment, Academic Advising, Registrar/Financial Aid, and Campus Services in a collaborative weekly schedule for physically staffing a service desk at the entrance to each campus. This initiative will also involve working with the Call Center to provide service and to precisely determine students’ questions and then refer them immediately to the appropriate department for answers. A Standard Operating Procedures manual is available at each site and will be continuously updated as necessary. This initiative, including the staff training and overall coordination to implement it is coordinated by the Director of Student Experience.

Each Academic Advising staff member is given a training manual that documents processes such as registration functions and program information for advising students.

The Financial Aid and the Office of Admissions and Records has weekly management and student service meetings to discuss topical issues related to the needs of students. Financial Aid and OAR participates in university meetings, such as EOG, where plans are developed to improve services to students at a more global level. In addition, the department attends webinars and conferences related to the regulatory and compliance needs of students or the programs the department manages.

The OIT operating budget provides professional development funds that allow employees to maintain career development in this particularly rapidly changing area. In addition, one of the advantages to contracting with Ellucian for the majority of the University's IT support is that the training knowledge database available to Ellucian staff provides up-to-date information that allows them to keep current on a wide array of technologies. OIT staff members are also funded to participate in training programs to increase knowledge in specific areas, such as Cognos reporting or Cisco networking.

Staff members in the OIT functional areas have been cross-trained to provide a level of support when staffing issues arise. This allows OIT staff to provide continued support for the functional departments when individuals are out of the office.

Documentation is critical to continuing the operations of the institution. As new major projects are developed or enhanced, a documentation repository of the work has been collected which can be referred to by future technology staff in order to continue and enhance the work which has been performed.

Finally, an OIT Specific Policies and Procedures handbook continues to be developed to provide ongoing knowledge of the expectations of staff within the department to provide consistent customer service to the clients that the department serves.

RESULTS (R)

6R1: What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

At present, results from the NLASPS and the Noel-Levitz Employee Satisfaction Survey are the top-level measures of student and employee satisfaction, reflecting at least in some part the effectiveness of a wide variety of processes. Top-level results are also collected and analyzed via the University Scorecard.

While the University Scorecard remains a work in progress, the version that has been used successfully to prompt continuous improvement efforts existed during the prioritization process. The prioritization process brought together elements of a robust data set that was judged to be appropriate top level large scale budget decisions. These data sets contained most of the key elements of a university scorecard.

NLU departments also employ specific measures for support service processes, including the following:

- The Academic Advising needs of students are evaluated every two years using the NLASPS (6P1), which includes several questions focused specifically on advising and provides important gap analysis. In addition, the department itself has done focused, internal student surveys through coordination with Institutional Research, most recently in February 2012. Financial Aid and OAR process effectiveness is governed by many reporting requirements and audits. As a result, management is continuously reviewing departmental work performance to ensure accuracy and timeliness. This is done by running reports and random selection, in addition to ongoing review of work to ensure compliance with federal regulations and University policy.

OIT collects feedback on every helpdesk ticket that is issued in order to monitor the quality of service being provided to the campus. These metrics measure average response time and closure rates of the tickets. OIT also surveys campus faculty and staff to determine their level of satisfaction with the work that has been performed. In addition to these human measurements, OIT utilizes a significant amount of automated data to determine the performance of its systems. The mission-critical systems are all connected to monitoring devices to determine status of the systems. If the systems are performing outside of established parameters, notifications are issued to appropriate personnel to restore optimal operation as soon as possible.

Table 6.1

ACD Statistics	Apr	CTD
Total calls to the CHD	1,197	11,172
Total calls accepted by CHD	1,129	10,540
% of calls abandoned (Abn%)	6%	6%
Average speed to answer (ASA)	60	51
Total Call Time	155h 3m	1533h 13m
Avg Handle Time (AHT)	8m 14sec	8m 44sec

Ticket Management	Apr	CTD
Total Contacts (Calls + ES)	1132	10,564
Tickets worked by CHD	1024	9,555
Tickets closed by CHD	862	7,878
Closure Rate	84%	82%
QA Response (%)	9.5	7.5
QA Rating	4.7	4.6

Closure Rate by Contact Type			
Contact Type	Opened	Closed	% Closed
Phone	1022	862	84%
Email	3	1	33%
On-site	1	1	100%

6R2: What are your performance results for student support service processes?

Overall, results of the NLASPS indicate that NLU displays fairly consistent results over a four-year period that are better than the national averages for support service needs, and that show improvement over time.

As the unit designated to carry primary responsibility for student retention, the performance of Academic Advising has been measured through two means: student satisfaction surveys and term-to-term retention rates (defined as the total number of continuing students in a term divided by the total number of degree-seeking students in the prior term):

Table 6.2: Fall to Winter Retention

	Fall 2010-Winter 2011	Fall 2011-Winter 2012
Undergraduate	66%	70%
Graduate	73%	79%
Overall	70%	77%

Table 6.3: Winter to Spring Retention

	Winter 2011-Spring 2011	Winter 2012- Spring 2012
Undergraduate	66%	70%
Graduate	73%	79%
Overall	70%	77%

In May 2011, the Advising Center launched the use of professional academic advisors to serve graduate students in the National College of Education. In February 2012, Institutional Research and Academic Advising completed an email survey to gauge the satisfaction with Academic Advising of students served by the Advising Center versus those not served by the Center (i.e., graduate students in CAS and CMB). Results indicated that students who were assigned an academic advisor in the Advising Center were more satisfied than those who were not. Specific results illustrate where the differences between these populations were statistically significant:

Table 6.4

Question 2: Do you know who your advisor is?	Yes	No
Advising Center Students	82%	18%
Non-Advising Center Students	67%	33%

Table 6.5

Question 3: How much do you think, through your own experiences, that your academic advisor has positively contributed to your experience as a student?		
	Advising Center Students	Non-Advising Center Students
A lot	32%	25%
Some, but not a lot	26%	14%
A little	21%	19%
Not at all	21%	42%

Table 6.6

Question 8: Overall, are you satisfied with your advising experience at National Louis University?	Yes	No
Advising Center Students	69%	31%
Non-Advising Center Students	60%	40%

Financial Aid and OAR base performance results primarily on audits, as well as student feedback through survey information and regular student contact regarding student support services that these departments provide outside of the federal regulatory processes.

OIT monitors logs for system access and security to ensure that safeguards to protect the university are performing as has been expected (OIT results are summarized below).

Table 6.7

Cases FY 11	
NLU wide	14,675
On-site techs	1,247

Cases FY 12	
NLU wide	14,016
On-site techs	1,743

Below are the overall satisfaction totals for FY11 and FY12. The ratings are based on a 5 point scale, with 5 being the highest.

Overall Customer Satisfaction FY 11	
NLU	4.58
Desktop Services	4.62

Overall Customer Satisfaction FY 12	
NLU	4.6
Desktop Services	4.76

6R3: What are your performance results for administrative support service processes?

Please refer to 6R2 for the performance results data for administrative support services.

6R4: How do your key student, administrative, and organizational support areas use information and results to improve their services?

Academic Advising utilizes results from student satisfaction surveys (NLASPS and internal) to improve advising services. An example was the May 2011 creation of a professional Academic Advising Center for graduate students in the National College of Education. The Center was established in response to feedback from students, faculty and staff. In particular, student focus groups were convened to gather feedback and test models over a year-long period of time before the Center was launched.

Financial Aid and OAR continuously implement feedback or best practices from attending conferences or networking with colleagues at other universities, as well as from student feedback. These services also remain alert to emerging technologies and incorporate those into system improvements. The BISG (Banner Information Systems Group – see below Table 6.2) task list is an example of system enhancements to better serve our students.

The University's Strategic Plan outlines the starting point by which the OIT department measures improved results. As part of the SP goals of the institution for AY2011-2012, OIT established the following benchmarks to achieve improvement. Some goals were established out of technical requirements (the ORACLE upgrade), but some were the direct result of feedback from the campus constituency (Single Sign-on, U Select, other projects). In addition to the University's Strategic Plan, as stated previously, the work of OIT is monitored very closely by BISG, and SATC. These groups provide active feedback on systematic issues that result in a lack of performance.

The industry standard for system uptime is 99.99%. OIT continually strives for this performance level on all of its key systems. If a system does not reach this level of performance, OIT works to improve the system to achieve this goal by adjusting parameters and monitoring the environment to achieve this.

Table 6.8 Key Indicators Uptime Statistics for FY12

Service	11-Jul	11-Aug	11-Sep	11-Oct	11-Nov	11-Dec	12-Jan	12-Feb	12-Mar	12-Apr	12-May
Website	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Internet	100%	100%	100%	100%	100%	100%	100%	99.97%	100%	100%	100%
Banner DB	100%	100%	100%	100%	100%	98.92%	100%	100%	100%	100%	100%
Banner INB	100%	100%	100%	100%	100%	100%	100%	100%	99.93%	100%	100%
Banner SSB	100%	100%	100%	100%	100%	100%	100%	100%	99.93%	100%	100%

Table 6.2

Internet outage was due to planned AT&T line maintenance
Banner DB outage was due to Oracle 11G upgrade
Banner INB and SSB outage was due to moving those servers to new equipment

Financial Aid and the Office of Admissions and Records takes feedback or best practices from attending conferences or speaking to colleagues at other universities, as well as emerging technology and student feedback and incorporate those into the system improvements. The BISG task list is an example of system enhancements to better service students.

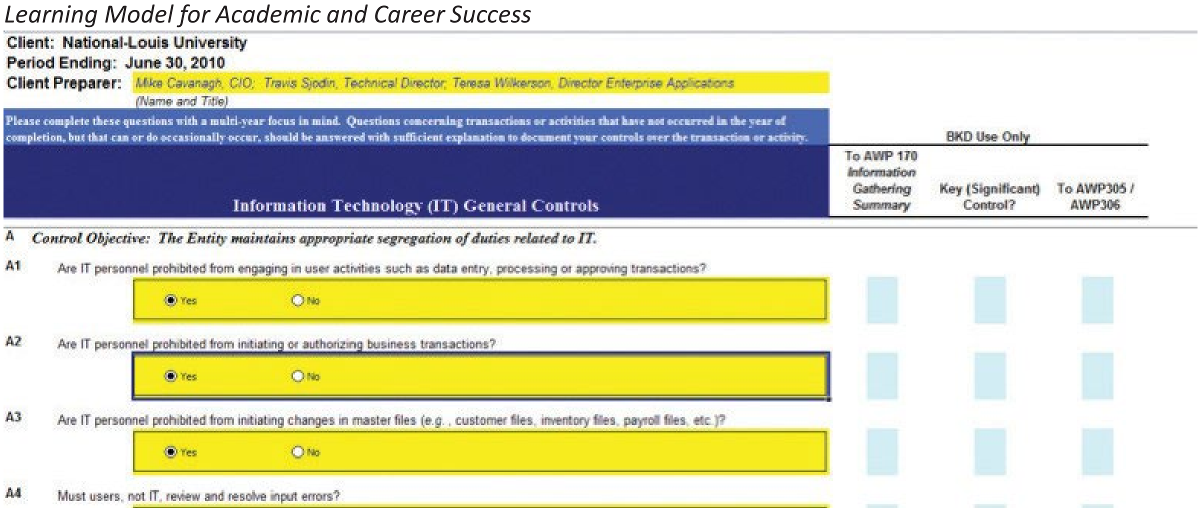
6R5: How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

For Financial Aid and OAR operations, federal and state audits drive the University's compliance with the applicable regulations, guaranteeing a level of performance comparable with that of any peer institution.

Additionally, as part of the year audit performed by an outside organization, the Office of Information Technology is measured against IT General Controls best practices. The work of our auditor, BKD, LLP is to look for and suggest issues which may create a negative technical environment. If concerns or issues are raised regarding OIT, the university addresses those issues to improve security or performance of our technical environment.

If concerns or issues are raised regarding OIT, the University addresses those issues to improve security and/or performance. An example is included below:

Learning Model for Academic and Career Success



Client: National-Louis University
Period Ending: June 30, 2010
Client Preparer: Mike Cavanagh, CIO; Travis Sjodin, Technical Director; Teresa Wilkerson, Director Enterprise Applications
(Name and Title)

Please complete these questions with a multi-year focus in mind. Questions concerning transactions or activities that have not occurred in the year of completion, but that can or do occasionally occur, should be answered with sufficient explanation to document your controls over the transaction or activity.

Information Technology (IT) General Controls

BKD Use Only: To AWP 170 Information Gathering Summary | Key (Significant) Control? | To AWP305 / AWP306

A Control Objective: The Entity maintains appropriate segregation of duties related to IT.

A1 Are IT personnel prohibited from engaging in user activities such as data entry, processing or approving transactions?
(●) Yes ( ) No

A2 Are IT personnel prohibited from initiating or authorizing business transactions?
(●) Yes ( ) No

A3 Are IT personnel prohibited from initiating changes in master files (e.g. , customer files, inventory files, payroll files, etc.)?
(●) Yes ( ) No

A4 Must users, not IT, review and resolve input errors?

Universities are unique and sometimes are difficult to compare especially since we have non-traditional student population. Federal and state audits, however, insure they we are compliant with the appropriate regulations

IMPROVEMENT (I)

6I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

The University is gratified that results from the Noel-Levitz Adult Student Priorities Survey (NLASPS) indicate a higher rate of satisfaction for NLU than for national benchmarks, as well as continuous improvement in overall NLU student satisfaction over a cycle of 3 biennial surveys. Nevertheless, University leadership recognizes that the Noel-Levitz survey also identifies significant gaps in satisfaction and importance in many areas. NLU is vigorously utilizing its accreditation and strategic planning processes to improve existing processes and to create new ones that will continuously improve the quality of service support and overall operations.

NLU uses external benchmarks to help guide planning and implementation. The 2007-2008 establishment of the University's Office of Institutional Effectiveness, and the recent reorganization of its operations under the direction of the newly-created, combined position of Vice Provost for Institutional Effectiveness and Accreditation, ensure University-wide focus on developing and implementing measures of effectiveness in all areas, and benchmarking of results against external standards and practices.

Below are listed specific improvements that the University has made in the last 2-3 years, and projects on which NLU continues to move forward.

- Realignment of library and learning support functions, including focused specializations for "lead tutor" positions
- Daytime Student Support Group
- Several recent improvements in Academic Advising have been referenced above, all of which are aimed at improving the effectiveness of advising as a key strategy for improving student retention and success. In addition, in 2011 the University began using Student Stop-Out reports, managed and updated weekly by OIT, provide weekly updates on students who have not registered for upcoming terms. Academic Advising staff use this information in outreach efforts focused on improving retention. Finally, in May 2011, all registration processes were moved from OAR to Academic Advising. This move was made in response to student feedback that registration was a slow and confusing process. By having advisors manage registration, students can complete their registration in one stop. Along with this change, new registration resources were created such as an online registration submission tool for students to allow for more efficient registration requests and processing.
- Hospitality stations and "one stop shop" student experience
- Creation of seamless, cross-functional outreach and support for students who are military veterans or otherwise connected with the military, including the new position of Director of Veterans Affairs to support outreach and experience, made possible through a FIPSE grant
- Restructuring of Career Services
- Both OAR and Student Finance continue to evolve and work diligently to improve service to students:
  - o Automation advances:
    - On July 16, 2012, OAR launched a fully-online NLU catalog that will more clearly present course offerings in a user-friendly, easy-to-update format
    - OAR is working with an outside vender to support online transcripts, which will allow students to receive transcripts or send to perspective employers within two hours
    - OAR is also developing a U-Select interface to allow students to review their transfer credit and determine which courses will transfer directly into NLU
    - OAR has also worked with faculty to automate the teacher certification process
  - o In collaboration with faculty and Academic Advising, OAR has developed and in the Spring of 2012 implemented a revised Satisfactory Academic Progress (SAP) process, consistent with the University's SAP policy for financial aid. This process is designed to improve retention by requiring students with low GPA to develop an academic plan in conjunction with Academic Advising
  - o This year OAR also launched a book advance-order process that allows students to order and receive textbooks prior to receiving their financial aid. This allows students to have their books available for the start of class without having to use out-of-pocket resources
  - o We continue to offer the Teach Grant to Education students, which allows them to receive financial assistance

without having to borrow money
    - o Financial aid is being packaged out for the entire academic year in order to help students understand the impact financial aid has on their registration selection
    - o NLU continues to offer substantial amounts of internally-funded grant and scholarship money to support the needs of our students. For a complete list of our student support offerings, please go to www.nl.edu/financialaid or www.nl.edu/admissions/oar
    - o The departments are also in the processing of developing a 'check-in process' that will require students annually to go to their portal to learn about policy changes and other relevant administrative information
- Specific improvements to campus safety and security include:
    - o Fire drills and other preventive simulation activities are held at each campus
    - o New parking lot lighting has been installed at the Elgin campus, in response to student and staff concerns
    - o FEMA emergency training is provided for leaders and staff in key operational departments
    - o In partnership with OIT, the University has implemented a multi-channel alert system, including the installation of Cisco VOIP phones to allow campus-specific announcements as necessary, and direct alerts sent to students, faculty, and staff via text, email, and/or phone. Additionally, a call to 911 from any Cisco phone triggers an automatic alert to facilities managers at every NLU campus
    - o For Wisconsin and Florida campus support, the Security Council has a Threat Assessment Team (TAT) that evaluates ongoing and emergent issues and works with campus administration to provide solutions, which may include on-campus security presence, etc
    - o The TAT and the Council used post-incident evaluations to review and improve performance following every test, simulation and actual incident. These reviews include Cisco data files for granularity
- The strategic key to ensuring that appropriate overall online systems support and setting of priorities is provided to NLU was the spring 2011 decision to transfer the position of Chief Information Officer from Ellucian (formerly Sungard Higher Education, or SHE) staff into the NLU staff structure, and ultimately to designate the CIO position as a direct report to the President and a member of the President's Leadership Team and President's Cabinet. This position remains a top strategic priority, even in a challenging budget environment, to ensure that IT support (which is otherwise outsourced to Ellucian) is providing the best level of support to every location and to all students and personnel, and that NLU can protect its strategic interests under its own direction, rather than independently of its governance structures and procedures. The CIO provides oversight and management of the institution's technology resources and personnel.

Based on the University's Strategic Plan, and the resulting work with groups such as BISG and SATC, NLU's technology services continue to improve the campus environment. A number of strategic initiatives have been completed in IT over the last 12 months, including (for a complete list see the OIT end-of-year report):

- First comprehensive online training program for faculty to develop more effective courses (called the Faculty Development Online Learning Community)
- Selection through a highly collaborative process of a significantly improved Learning Management System (Desire2Learn) to replace NLU's outdated Blackboard platform; D2L will launch in January 2013
- Single sign-on user authentication was launched in June 2012
- Updating of the ERP Oracle database
- SalesForce CRM was developed and implemented in 2011

Both OAR and Student Finance continue to evolve and work diligently to make service improvements to the University to facilitate benefit to students and student development. OAR has launched a completely online catalog, which will more clearly present course offerings in a user friendly manner. The catalog was launched on July 16, 2012. NLU is currently in the process of working with an outside vender to support on line transcripts which will allow students to receive transcripts or send transcripts to perspective employers within two hours. The University is also developing a U-Select interface which will allow students transferring into the university the ability to review their transfer credit and determine which courses will transfer directly into the university. NLU has also automated the teacher certificate process with the help of faculty.

In collaboration with faculty and Academic Advising, the Institution has developed and is implementing a University Academic Progress Policy. This is designed to improve retention by requiring students with low a GPA to develop an academic plan in conjunction with NLU's Academic Advising. This plan is being launched with the spring term grades and is consistent with the Financial Aid Satisfactory Academic Policy.

This year the University also launched a book advance process which allows students to order and receive books prior to receiving financial aid. This allows students to have books available for the start of class without having to use individual resources. NLU continues to offer the Teach Grant to education students, which allows them to receive financial assistance without having to borrow money. OAR and Student Finance is also packaging out financial aid for the entire academic year which should help students understand the impact financial aid has on their registration selection. The Institution continues to offer substantial amounts of NLU grant and scholarship money to support student needs. For AY2011-2012 selective graduate scholarships were offered to support the fiscal needs of students. For a complete list of student support offerings, refer to: www.nl.edu/financialaid or www.nl.edu/admissions/oar

Another improvement which NLU are launched on June 25, 2012, which is the beginning of the summer term, is the new student centered model for unparalleled student experience which is keeping with the university strategic plan.

NLU is also developing a 'check in process' program that will require students annually to go to their portal and learn about policy changes and other relevant student administrative information. This will help keep students up to date and appraised of changes that are taking place within the university.

Based on the outline of the University Strategic Plan, and the resulting works with groups such as BISG, and SATC, the university's technology services continue to improve the campus environment. A number of strategic initiatives have been completed over the last 12 months including: First comprehensive online training program for faculty to develop more effective courses

1. Selection of a modern Learning Management System
2. Single-Sign on authentication
3. Updating of the ERP Oracle database
4. SalesForce CRM development/implementation

6I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

The University's Board of Trustees (BOT) and President have identified process improvement across all operations as a fundamentally critical component of the Institution's ability to survive and thrive. Therefore, a strategic focus on systematic, comprehensive process improvement drives NLU's Strategic Plan and is accomplished for some of the most mission-critical, and mostly cross-functional, areas through the AQIP accreditation reaffirmation processes, particularly through AQIP Action Projects. The current AQIP Action Projects are:

- Integrated Student Learning Support
- Academic Credit Unit Assignment
- Optimizing Online Learning Through Faculty Development and Enhanced Support Services

Targeted improvements that are regulatory in nature have specific start times. University policy changes also are time specific. Beyond those types of improvements NLU typically launches new initiatives at the beginning of a term. This minimizes the impact on currently registered students plus it allows us to advertise those changes to our students.

See additional evidence below:

- VA roster
- 11-12 financial aid summary of aid disbursed to students
- Learning Center Service Model presentation

Category 7: Measuring Effectiveness

MEASURING EFFECTIVENESS examines how your organization collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

PROCESSES (P)

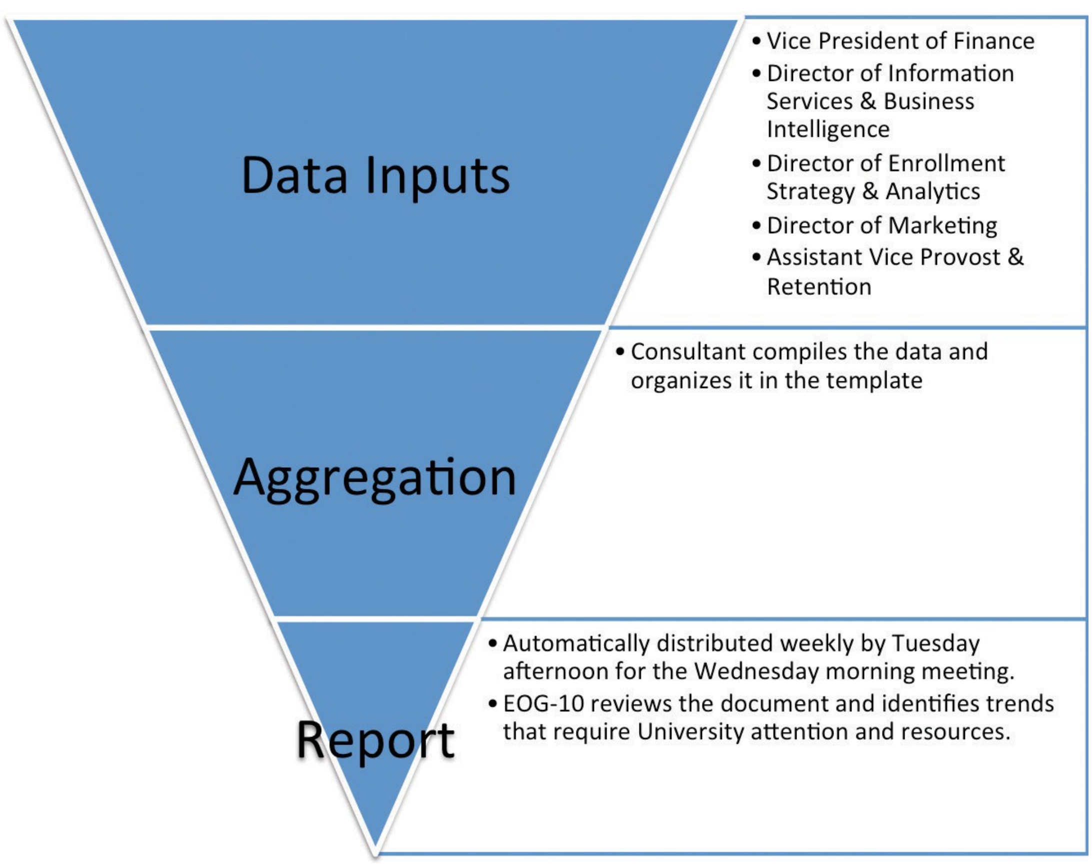
7P1: How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

Selecting, managing and distributing data is a continuing challenge for NLU. The institution is moving forward to energetically develop an evidence-driven system for decision-making, which is evidenced by three significant activities:

- Enrollment Operations Group-10 (EOG-10) which meets weekly to report on and analyze data that demonstrates the health of enrollment and retention efforts across multiple departments.
- Academic Portfolio Prioritization Task Force (APPTF) which worked during AY2011-2012 to assess the health of all academic programs against a rubric of five categories.
- Administrative Department Budget Review Task Force (ADBRTF) which worked during AY2011-2012 to assess the performance of all departments in the University against a rubric of seven categories.

The process for selecting data in EOG-10 has evolved over the last 18 months since the inception of EOG-10 and has been largely driven by the group identifying additional data points that are required to make a decision that is informed about system-wide impact across the institution, not just in the enrollment or retention functions. Specific data points that are reviewed are student headcount by type, student headcount by college, new student enrollment rates, applications, and marketing efforts by channel and academic cluster (EOG 1 17 2011 Revenue Headcount Report.pdf, 7.16.2012 EOG-final.pdf). The process for compiling the data is outlined below in the figure: Enrollment Operations Group Weekly Report Process. Data is distributed to constituents electronically and referenced during the weekly meeting. The process in the meeting is explored in 3P1.

Figure 7.1 Enrollment Operations Group Weekly Report Process



Additionally, the Portfolio Prioritization involved assembling two Prioritization Task Forces to direct a data-driven review and analysis of both administrative units and academic programs. The purpose of the academic program review, by far the most difficult and cumbersome of the two, was to compare the University's academic programs against one another and prioritize them in terms of five key factors. This strategy was intended to allow comparison and prioritization of the University's programs and provide a basis for program enhancement, maintenance, re-engineering or elimination. Information on each of the factors outlined below was provided by the Office of Institutional Research and the Office of Finance and Administration. The academic program factors reviewed were:

- **Mission relevance**: relevance to NLU's mission, strategic plan and vision for 2016.
- **Demand by students**: demand by prospective students for these programs as evidenced by new student enrollment, enrollment trends over the past three years, and total enrollment.
- **Demand for graduates**: demand for graduates of the program in terms of linkages to employment and the quality of the employment opportunities as evidenced by average salary (Bureau of Labor Statistics data).
- **Quality**: the APPTF examined the University's resource commitment to each program in terms of full-time faculty; it also looked at the credentials of faculty. Further, it invited deans and department chairs/program directors to highlight significant accomplishments.
- **Financial contribution**: the final factor considered by the APPTF was contribution to the financial strength of the institution. This was determined by reviewing the gross tuition revenue generated by students in a program, the instructional costs (full-time faculty, adjunct faculty) of delivering the program, the net instructional revenues that resulted, and the "margin" (net revenues/gross tuition revenues).

These factors were developed by the co-chairs of the Academic Program Prioritization Task Force (APPTF), and then refined in discussions with the APPTF membership at the organizational meeting. As a result of this discussion, new items were added that allowed program chairs and directors and deans to comment on the program's prospects for growth and distinctive features. Once the required data were collected and distributed, it became clear that one item (faculty assigned to a program) was not a good indicator. After discussion with APPTF membership, the Deans were invited to revise the data. This revised data regarding faculty assigned to a program was what was used in the deliberations.

In regards to the work of the Administrative Department Budget Review Task Force, a similar process was followed by identifying seven key factors that represent the performance of the department. Those factors are:

- **Strategic Importance**: operational relevance to NLU's mission, strategic plan and vision for 2016.
- Internal Demand: demand by internal constituencies for this department as evidenced by metrics that are department defined.
- **External Demand**: current and projected demand by external constituencies for this department as evidenced by metrics that are department defined. Projected demand was an important data point given potential regulatory changes.
- **Quality**: benchmarks to highlight department quality. Acceptable potential benchmarks are year over year improvements, and rank against industry standards or peer institutions.
- **Cost Effectiveness**: benchmarks to highlight cost effectiveness. Acceptable potential benchmarks are staff/student cost per transactions, year over year improvements, or rank against industry standards or peer institutions.
- **Opportunity Analysis**: projected accomplishments if additional resources were available and what level of resources would provide incremental gains and at what levels.
- **Recommendation**: Department head recommendation for achieving efficiencies and cost reductions in labor and non-labor expenses.

While the APPTF focused heavily on quantitative data that provided a very precise and comprehensive picture, the department review was significantly more challenging because few departments have similar objectives that allow for similar comparisons from department to department. This is an area of opportunity for the University to develop performance metrics for departments that rank against industry standards.

7P2: How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

In addition to the weekly review of data in EOG-10, another group, EOG-9, works to integrate the data into the decision-making framework for the directors who manage the student serving departments. This data set is used in conjunction with reports from the student serving departments to identify areas of opportunity for improvements, alignment with the strategic plan and department goals and objectives.

The Academic Program Prioritization Task force, made up of faculty and administrative staff, developed performance measures to be evaluated both at the unit level and the university level. The type of data to be used to measure effectiveness of the performance indicators were selected by the Task Force. The Office of Information Technology (OIT) provided data from the Banner educational records system. The Office of Institutional Research analyzed the data and assembled complex reports to the Task Force. Based on the analysis of the data, improvement efforts were made across the university in spring 2012. This process provided an agreed-upon set of data to evaluate programs in the future as we work to operationalize this process of academic program review.

In the colleges, program development and enhancement is an ongoing process that begins with systematic environmental scanning of the business and academic environments, knowledge of accreditor expectations, end of course evaluations and end of program surveys.

(Selecting data refer to: 1P2, 1P17)
(Managing data refer to: 1R1)

7P3: How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

National Louis University has a Department of Institutional Research (IR). This long-standing department provides data support to the university. IR determines what data needs to be collected or accessed based on the requests received from university departments. For example, IR collaborated with the Task Force for Optimizing Online Learning in developing focus groups and surveys to assess the effectiveness of NLU's online programs and courses. In addition to collecting the data, IR conducted the analyses and prepared reports (3R1). All collected data are stored in a safe and confidential shared drive repository.

The needs of individual units generally fall into these three areas:

- The systems for collecting and maintaining data are primitive and incomplete in places. This leads to a work-around mentality where faculty and staff do not have clear expectations about what the data can provide.
- The University does not have commonly agreed upon data points or sets that represent performance against stated objectives. This leads to multiple requests for differing sets of data.
- The University is in early stages of developing competency in the community around collecting and analyzing data. While the efforts highlighted in 7P1 reflect significant progress, there are areas in the University that require attention (i.e. department performance metrics).

The Academic Program Prioritization Task Force assisted NLU in determining the needs related to collection, storage and accessibility of data and performance information. At the conclusion of the Academic Program Prioritization Process, task force members evaluated the data collection, accessibility and adequacy of the data related to program performance. There was an agreement that related data needed to be cleaned, reviewed by program leaders and shared more widely and earlier. This is a need going forward as we work to operationalize the work of this group.

(Determining needs refer to: 3P1, 5P5)
(Performance Information refer to: 5P6)

7P4: How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Overall performance of the university is assessed by several units (marketing, business intelligence, finance, advising, etc.) and shared with representatives from various units (academic and non-academic) at the Enrollment Operations Group meetings on a weekly basis. Reports on enrollment, student leads, applications, finance and other areas are shared with the group on year-to-date data. This provides an analysis of the university's performance on a weekly basis. Institutional Research (IR) attends these meetings and provides data as necessary and reviews these reports for consistency and accuracy. There is a sustainable system for disseminating analyses to the community weekly. The weekly reports are automatically distributed to members of EOG-10 and department heads leverage the report in weekly department meetings.

(Overall Performance refer to: 3P1, 3P5)
(Analysis Shared refer to: 3P5, 3P6)

7P5: How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

Needs and priorities for comparative data and information are determined by the requests received from the University Colleges and Divisions. The criteria and methods for selecting sources of comparative data are based on the requirements for accountability established by the University.

Within the higher education community, NLU has been participating in the Delaware Cost Study which compares NLU's data with other participating institutions. IR staff also attends periodic meetings with colleagues from other Higher Education Institutions in Chicago area (Chicago Area Association of Institutional Research-CAAIR) and in the state of Illinois (Illinois Association of Institutional Research-IAIR). During these meetings various topics are discussed related to functions of IR which allows for some comparisons with peer institutions.

IR also determines the needs and priorities for comparative data and information from the questions that are asked on US News World Report. The surveys IR reports on annually to the US News World Report are the Best Colleges Main survey, Financial Aid, and Finance. By participating in these surveys NLU is included in US News' comparative analysis with other institutions and rankings they provide.

Outside the higher education community, NLU has participated and provided data to the Annual Report on the Economic Status of the Profession (AAUP) which allows for having access to comparative data with other participating institutions.

Further comparative data using IPEDS and IBHE have been provided to various departments and units as requested. The IPEDs and IBHE data allows for comparisons on institutional indicators such as enrollment headcounts (undergraduate and graduate), number of completions, tuition and costs, number of faculty to student ratio, faculty salary, etc.

(Determine Needs refer to: 7P5)
(Comparative Data refer to: 4P13)

7P6: How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

NLU ensures department and unit analysis of information aligns with the strategic goals by setting up clear and easy to understand objectives. The most recent, important, and transformative example is the Institutional Portfolio Prioritization process. University leadership set clear goals to reduce program costs. As a result of the process, recommendations for academic and administrative adjustments were made which positioned the institution for a stable financial future while ensuring resources could be allocated to achieve strategic goals. A communications task force was assembled to disseminate information about the process as it unfolded; weekly email Budget Communications were provided so that the entire NLU community could stay informed and up-to-date during the process.

(Alignment refer to: 5P5, 8P2)

7P7: How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The Department of Institutional Research (IR) ensures that all data collected is accurate and reliable through cross checking and spot checking. IR works closely with the faculty and staff to ensure data obtained is accurate. In addition, IR is part of the Banner and Information Services Group (BISG) and attends monthly meetings with other Banner users to discuss any issues with regard to data collection, data storage and accuracy in the Banner education records system.

Regular Banner system updates and checks are conducted. The Office of Technology notifies NLU constituents through email regarding how long the system will not be available. The system updates and checks are conducted during off hours in order to minimize disruption to the university's flow of operations (6R4).

Regarding security of NLU's system a secure login is required for faculty, staff, and students to access the system. Access to data directly in Banner is given to a limited number of people.

IR keeps all data in a secure location on its share drive which is access protected and only available to the IE staff. Appropriate and relevant data are shared with departments and units per request in aggregate forms unless the individuals or units are authorized to have access to individual level data.

RESULTS (R)

7R1: What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

At the system level, the Office of Technology regularly analyzes the computer systems for system load, up-time, and effectiveness and scale of the hardware and software infrastructure (6P2, 6R1, 6R2). Additional measures of performance that are analyzed include computing capacity for the Banner ERP system, Banner ERP Interfaces, Self Service Banner and Luminis Portal.

7R2: What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

During 2011-12 the Provost Office has worked closely with the three colleges to come up with indicators and initiatives to measure effectiveness which are aligned with the strategic goals and the mission of the institution. This includes measuring baselines for each initiative and recording the progress after 1 year.

An example of accomplishing our institution's needs and goals can be seen from the results of the Portfolio Prioritization Process. University leadership determined that to meet budget and ensure a stable financial future for the institution, low-enrollment programs would be need to be eliminated or re-engineered, and inefficient departments would need to be reorganized. Using specific metrics developed for institutional Portfolio Review, teams composed of faculty, staff, and administrators reviewed and analyzed both administrative and academic units against clearly-articulated guidelines, made thoughtful and strategic recommendations, and the University budget was successfully reduced by $12 million dollars (5P5; 7P1).

7R3: How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

February 2012 the University attended and participated in an HLC AQIP Strategy Forum. Results of the Climate Survey that relate to performance of processes for measuring effectiveness indicate NLU is below the mean when compared to participating institutions. Two categories were considered for measuring effectiveness and scores are presented below in the table below. NLU has opportunities for improvement in this area.

Table 7.1 HLC Quality Climate Survey Results for Effectiveness

	Focus of Statements	NLU Mean	Participating Institutions Overall Mean
Disposition Toward Change	The institution encourages better ways to get work done, is innovative, uses well-designed projects to foster innovation measures the success of its innovations and encourages employees to experiment.	3.41	3.95
Evidence-based Orientation	The institution makes decisions on data and evidence, provides access to data, evaluates the important things that it does, and expects everyone to use data for planning and decision-making.	3.69	4.06

IMPROVEMENTS (1)

7I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

The University executed a Portfolio Prioritization process in 2012 — the institution's first attempt at this type of activity. Because the institution's processes and performance results for measuring effectiveness during the process were both systematic and comprehensive, the Portfolio Prioritization comprises NLU's new model for administrative unit and academic program review going forward. At the conclusion of the process, team members discussed strengths and weaknesses. Members of both teams agreed that it had been useful and informative, but that better and more data were needed; that more time was required; and that greater input from program representatives would have been helpful.

7I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

The culture of the University is evolving toward greater appreciation of the need to assess outcomes and measure effectiveness. The Academic Program Prioritization Process represents a significant milestone in this movement. It will be important but challenging for the institution to affirm the success of a process that was related to significant reductions in force and to recognize it as an important tool for continuing to refine its academic portfolio. The infrastructure, including the structures and processes through which data were collected and analyzed, was supportive, although it became clear that key measures, such as which faculty were assigned to which programs, were not centrally available as had been assumed. Thus, more and better data will continue to improve the process.

Category 8: Planning Continuous Improvement

PLANNING CONTINUOUS IMPROVEMENT examines your organization's planning processes and how your strategies and action plans help you achieve your mission and vision.

PROCESSES (P)

8P1: What are your key planning processes?

During AY2010-2011, the National Louis University 2011–2016 Strategic Plan was developed using an inclusive, shared governance process (process described in 8P2, below). In accordance with best practices, the Strategic Plan articulates clear objectives and targeted, annual action items for each of three primary goals: academic excellence and distinction; an unparalleled student experience; and financial stability and sustainability. Subsequently, each of the institution's three colleges used a comparable process to identify strategic priorities and action plans aligned with the overall University plan. Similarly, academic support and administrative units have prioritized operational plans in alignment with the overarching institutional vision and plan. During this first year of implementation of the plan, updates were provided quarterly and adjustments made as needed. It is our intention to continue this routine monitoring and reporting, with adjustments as needed.

Action items for each year are prioritized. Operational actions are further differentiated between regular business and project plans that require formulation of teams for completion of the action item. From initial implementation, updates were provided quarterly and adjustments made as needed. This routine monitoring and reporting, making adjustments as needed, will continue. Units such as Enrollment and Administration/Finance monitor progress against both the strategic plan and operational objectives on a weekly and monthly basis.

See additional evidence below:

- Strategic Plan Summary
- Ap 2.3 Integrated Learning Support Report

8P2: How do you select short- and long-term strategies?

Short and long term strategies are increasingly informed and determined by evidence and data. Market and environmental scans of external factors, including competitors, employment conditions and socio-economic factors, as well as internal factors, played a significant role in the development of the five-year strategic plan. In a similar manner, the 2012 university-wide program prioritization process that examined all academic programs and administrative units was data-informed. As a result, NLU is at this time highly focused on three key strategic priorities: academic excellence and distinction; unparalleled student experience; and financial sustainability.

In both the strategic planning and the university portfolio prioritization processes, a shared governance approach was taken. The 2011-2016 strategic planning process began with a one-day visioning retreat. Attendees included the University Leadership Council (ULC), which includes representatives of both academic and administrative departments, Faculty Senate, university leadership, and other representative members of the NLU community. During the visioning event, the group began to identify the goals and strategic initiatives for each of the three priorities. Following the retreat, three design teams consisting of faculty, staff, and administrators began a series of meetings to identify detailed goals, measurable objectives, strategic initiatives, performance indicators, and milestones. Each month, the design teams update the ULC, Faculty Senate, and other design team members on the progress of their work. To increase feedback and input, a series of discussion forums were organized, four on campus and two virtual, during April and May of 2012. Students, faculty, and staff were invited to provide feedback on the proposed goals and strategic initiatives. This work resulted in a University five-year strategic plan that includes both clear strategies, and specific action items to achieve articulated goals. In a similar manner, the prioritization process included a level-setting "retreat-like" meeting, and a series of task force meetings over a seven-week period to understand and review data, and then determine how to align for the future institutional resources with the strategic plan and budget.

8P3: How do you develop key action plans to support your organizational strategies?

Initially, key action items, milestones, and performance indicators were determined as a part of the strategic planning process. Each of the three key strategies has been assigned a point person. As a part of implementing the strategic plan, action items are prioritized. In addition, action items are differentiated as either operational, or as requiring project plan teams to complete. Either the unit or the project team develops a charter and detailed action plans that tie to the desired outcomes (aka "Evidence of Achievement"). The project charter records progress, helps make sure everyone is on the same page, and includes critical information such as objectives, team members, milestones, and performance indicators, as well as deadlines, risks, and budget. A project team is composed of a core group of administrator, staff, and faculty to lead, manage, and complete the project and, in some cases, a resource group of technical experts to support the project work. As a project is implemented, all members of the implementation team are expected to monitor and report progress and results to inform future action.

See additional evidence below:

- Sample Project Charters – Ensure Learning Outcomes detailed charter, Teach Out graphical charter (1, 2, 3)

8P4: How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

The strategic plan creation and implementation processes included involvement from across the University, encouraging alignment. In addition, project teams develop charters to ensure continuing alignment, while those responsible for operational planning ensure ongoing alignment and coordination with the university-wide strategic effort. An academic project manager reporting directly to the Provost oversees implementation of action items tied to academic excellence and distinction. On a quarterly basis, updates on every action item are provided to the president for review and discussion. Fast track, academic project teams provide monthly reports to the Provost. In addition, because strategic plan work is inextricably tied to the daily work of the University, the Provost's Academic Cabinet, which includes the two Vice Provosts, college Deans, Registrar, head of Advising, and the academic project manager, review strategic plan-related projects, issues, and opportunities at least monthly, and participate in an annual academic planning retreat. Representatives of the University Leadership Council (ULC) who are members of strategic plan project teams periodically provide updates to the ULC. Updates are also regularly provided to the Faculty Senate, and to the wider NLU community.

In the case of operational planning, a weekly director's meeting allows departments that interface with students (Admissions, Advising, Finance, Enrollment, Student Affairs, and Student Experience, as well as representatives from Academics and Marketing) to coordinate with and ensure continuing alignment with university-wide strategic efforts. The group identifies and resolves issues, and plans and implements strategically through a project-oriented approach. For example, Enrollment plays a key role in the financial sustainability portion of the strategic plan, and through this group benefits from greater coordination with Marketing and Outreach, to the extent that a number of improved processes have been implemented. Improvements include the use of a Constituent Relations Management (CRM) system and daily reporting/monitoring of results, beginning in 2011. These changes have improved documentation, consistency, monitoring, and the Enrollment process overall. For example, three daily reports now provide data on leads, responses, meetings, calls, and enrollments. This allows the Institution to monitor metrics on a weekly basis and compare results to prior time periods.

8P5: How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

Objectives and performance measures are largely informed by a combination of internal and external data. Market and environmental scans are increasingly used to understand both where NLU stands in the market and how the institution compares to a range of competitors that serve adult learners, such as University of Phoenix, University of Illinois (UIC), Roosevelt University, Loyola University, DePaul University, and Chicago State University (CSU), among others. Points of comparison include where growth opportunities exist, the impact of issues such as cost and certain appropriate internal factors.

The 2012 University Portfolio Prioritization was a two-pronged process that involved two teams, one focused on academics and the other on administrative units. Both the academic program prioritization task force and the administrative prioritization task force included faculty and administrative members. These teams methodically analyzed the University's academic programs and administrative units against a pre-defined set of criteria that included the overall contribution of each unit/program, the cost and efficiency of each unit/program, the demands (internal and external) of each unit/program and the importance of each unit/program in helping the University advance toward achieving strategic plan objectives. Furthermore, the academic task force evaluated academic programs within the following framework:

Table 8.1

Recommended Change	Recommended Actions
Budget Levels	Maintain
Service Levels	Invest
Operational Efficiency and Effectiveness	Re-engineer
	Eliminate

8P6: How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

During the strategic planning process, the financial sustainability design team was tasked with developing a business model to identify future resource availability that would support new strategic initiatives, including initiatives tied to enrollment strategies, fundraising, use of technology, and aligning key human resources and institutional goals. In addition, as part of the annual budget process, new initiatives are considered based on available resources for implementation. The University maintains a strategic goal of spending 10% less than revenues per year; this goal has yet to be realized but the Institution recognizes this as an opportunity for improvement and is focused on this as a strategic area of improvement.

Unit action plans are presented to the respective Dean or department chair for consideration. Those responsible for departmental budgets work closely with the Provost and University Leadership to develop the institutional budget, which is then presented to and approved by the Board of Trustees. In an effort to position itself for the future, NLU convened an institution-wide portfolio prioritization process in 2012, as described in 8P5. This necessary prioritization allows the University to balance current and future spending patterns and goals to available resources, ensuring that the University continues to operate within its means. In addition to this process, it should be noted that the University periodically works with each of the University’s budget heads through regular meetings and budget to actual spending analyses such that expenditures can be re-prioritized in an effort to work within these lower revenue levels.

The result of this process is that resources were reallocated in the 2013 budget to align the University’s resources to those units and programs that were rated the highest in each of the pre-defined criteria levels. This process resulted in some programs being closed and/or the funding levels of some units/programs being reduced, while also leading to increased investments to other units/programs. Some of the programs for which additional investments were provided were in the areas of online product development and outreach marketing and enrollment services.

8P7: How do you assess and address risk in your planning processes?

Risk assessment and planning is a routine part of the planning process at NLU. The University is increasingly data-informed and data-driven at the strategic, project and operational planning levels. The project charter includes a section on risk, and during project planning and implementation, risk is routinely acknowledged, reviewed and addressed when it becomes an issue.

In the Enrollment department, risk, in particular as it relates to lagging enrollments, is assessed on a weekly basis, and addressed when it is identified. Several processes minimize potential risk: cross training enrollment advisors to reduce dependence on any one advisor with particular expertise and to allow for more flexibility among staff is an example of one of these processes. The CRM has allowed for centralized record-keeping and information, including increased transparency and consistency through the creation of training manuals. Online training modules are also being created to increase advisor knowledge and ability to talk about academic programs, as well as department consistency with information given to students.

8P8: How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

NLU believes that encouraging the ongoing education of its employees and faculty is important and necessary. One of NLU's integral philosophies is that the most effective faculty development should align with the strategic vision and mission of the University as well as institutional priorities and faculty interests. At the core of the National Louis University Faculty Development Center for Teaching and Learning (CTL) is the belief that collaborative and sustained opportunities for supporting faculty growth and development are the most effective, and that faculty development should be holistic. The CTL provides multiple opportunities for faculty to grow and learn. Online course development and pedagogy, assessment of learning outcomes, use of technology in the classroom, civic engagement and service learning are just a few of the workshops and seminars that faculty have had an opportunity to explore and engage in this past academic year. Future plans to fully engage faculty in the CTL are being planned and will be fully developed through the collaboration with faculty during the Summer 2012. The CTL will also provide a place for support, resources, and professional development opportunities fostering excellence in teaching and learning and a sense of community for adjunct faculty, including orientation.

NLU's Emerging Leaders Program is another vehicle by which the University is building capacity to address evolving organizational needs. The increased use of project teams provides an opportunity for faculty, staff and administrators to develop leadership and project management skills and abilities. The Institution's educational benefits provide employees with the opportunity to earn college credit and degrees through tuition waivers or tuition exchange plans. In addition, University leadership provides regular communication to faculty and staff leadership relative to changing strategies and evolving circumstances.

RESULTS (R)

8R1: What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

NLU is only in our first year of the 2011-2016 strategic plan, so the measures of effectiveness are new as well new. Also new to NLU is the concept of evidence or data-based decision making, and has created an opportunity to change the culture to embrace a more systematic way of making decisions. This change has created a more deliberate means of monitoring, tracking and reporting progress, and a more formal way of measuring results. The new strategic plan is a great learning opportunity for the university, including how to measure the effectiveness of our planning processes and systems. One example of this learning opportunity became apparent when the University realized that one of its goals around faculty development were faulty. The goal was that 25% of faculty would participate in faculty development. Those tracking attendance were only counting people at each event, rather than tracking unique attendance so that it could ultimately be determine the 25% goal was reached. This realization provided an opportunity for NLU to improve its processes in this area.

The many Enrollment processes and systems implemented in 2011 are seen as successful because, for the first time, departments are able to track progress toward goals on a weekly basis. Coupled with accountability sessions, staff has the information needed to understand trends, celebrate successes, identify issues with prospective students; all of which assist in problem solving.

Currently, the University is tracking the results being achieved through the strategic plan and beginning to track the progress toward the defined Evidence of Achievements, which are on track to be realized in 2016. NLU is also looking at creating more interim outcomes in place to track progress.

8R2: What are your performance results for accomplishing your organizational strategies and action plans?

The point person for each of the three strategic initiatives tracks and report key measures, analyzes data and determine next steps based on the Plan-Do-Check-Act model. Throughout 2012, key measurements will use university data as a way to monitor progress on priorities. This progress will be used to inform future years' priorities the determined priorities will be implemented. Periodic surveys conducted by Advising, the Community College Leadership program and National College of Education alumni provide insights into satisfaction with the NLU educational experience and opportunities for improvement.

8R3: What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

The University's strategic plan specifies targets across its key initiatives, which inform the development of action and project plans. Year 1 was largely successfully, including completing a planned review and prioritization of all academic programs, along with a review of all NLU administrative units. This has allowed NLU to re-focus on its core strengths and re-align its financial and human resources accordingly for long-term sustainability.

8R4: How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Comparing to our peers has been challenging. Through the work NLU did in the AQIP Strategy Forum, the Institution continues to be focused on improvements, and has been able to quickly integrate and successfully implement the improvement ideas that resulted from the Strategy Forum. The Strategy Forum that NLU attended was specifically focused on student retention. As a result, the NLU team brought back several action plans from the Strategy Forum to focus on moving forward with retention.

Table 8.2

Proposed Plans	Plans In Progress	Plans Implemented
Identify Reason for Low Student Retention Through Student Surveys	Hospitality Stations	Hospitality Stations
Caseworker/Mentor for Students	Strong New Student Orientations	University Leadership Council Created
All Faculty/Staff Understand Importance of AQIP	Determine Demographics of Students Not Retained	Enrollment Data Collection Metrics Created

8R5: What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The effectiveness of the planning process is measured in the results produced. Year 1 strategic plan action items have either been completed or are on-track. Tracking is largely manual; development of a University scorecard to help monitor progress remains aspirational until additional financial and human resources are found. NLU has made good progress through two AQIP projects that received excellent reviews in March 2012:

- Developing Recommendations to Enhance Academic and Non-Academic Support Services to Improve Student Retention, Success and Satisfaction Status
- Optimizing Online Learning Through Faculty Development and Enhanced Support Services

See additional evidence below:

- NLU 2012 Strategic Plan Progress Report
- AQIP Action Items Reports (1, 2, 3)

IMPROVEMENT (I)

8I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

When the strategic plan was developed in 2011, it was done with the intention of improving the prior strategic planning process. Further steps have been taken to formalize and professionalize the planning and implementation process. The current processes are new for NLU, and include leadership structures, specific measures and accountabilities. Future efforts will focus on implementing approaches, monitoring, results analysis, and recommendations for future improvements. Collaboration between the ULC and Faculty Senate reinforces a shared governance approach, and provides a structure that integrates the planning process into existing and ongoing leadership structures within the University, which include specific measures, accountabilities and deadlines in the plan to support the culture of change and facilitate a results-orientation that has not historically been part of NLU's planning. For implementation, a series of project management tools are being used including charters, status reports, project plans, and templates for creating an agenda and meeting minutes. In addition, project teams use a Sharepoint site, which allows for web-based document sharing, task management and discussion. A project manager supports each project team based on its needs, from facilitation to coaching.

A distinctive advance in continuous improvement is the completion of the University-wide prioritization process that brought together faculty, administrators and staff in a defined process to examine, rate and prioritize all academic programs and administrative units of the university. While closing programs and reducing administrative units is challenging, it serves to position NLU for the best possible future. NLU's participation in AQIP has allowed for continuous improvement in providing integrated student support and online education.

8I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

NLU is changing its culture and infrastructure to instill continuous improvement into the community on a daily basis. There is a shift underway from what has primarily been an internal focus to one that is more externally focused and informed. Participation has been the primary measurement, and this approach is deeply imbedded in the NLU culture. Influential members of faculty, staff and administration are now leading the charge for change through example, making the opportunity to change the culture an attainable goal. In addition, the University continues to educate the community about the strategic plan and AQIP through community-wide communications, and through presentation to and the participation of members of the ULC. Council members represent both academic and administrative departments. A more professional approach to project management and leadership, including establishing project teams, composed of faculty, staff and administrators with the skills and experiences needed, is also creating change and has allowed for the implementation of specific process to improve and for better goal-setting.

Category 9: Building Collaborative Relationships

BUILDING COLLABORATIVE RELATIONSHIPS examines your organization's relationships – current and potential – to analyze how they contribute to the organization's accomplishing its mission.

PROCESSES (P)

9P1: How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

Since 1992, NLU has maintained a relationship with Wyzsza Szkola Biznesu National Louis University (WSB-NLU), an independent educational entity in Nowy Sacz, Poland, organized under the laws of Poland and overseen by the Polish Ministry of Higher Education. Since 2004, the relationship between WSB-NLU and NLU has been governed by an agreement signed by the Presidents of both institutions. This agreement describes the programs to be offered, the library and faculty collaboration, the student activities, the program coordination, monitoring and reporting, the administrative oversight of the academic programs, student record keeping, and the financial arrangements. The Higher Learning Commission has approved NLU to offer both its M.B.A. and its B.A. in Business Administration in Poland. This agreement in administered by the Dean of NLU's College of Management and Business (CMB); a Director of Programs in Poland is on-site and reports directly to the Dean. The Dean of CMB in turn reports to the Provost and, through her, to the President. The relationship is maintained by regular communication with the Director of Programs in Poland. In addition, an officer of the University typically attends WSB-NLU Commencement ceremonies each spring, awarding the NLU diploma to appropriately qualified and certified students who have completed their programs. NLU faculty has also traveled to Nowy Sacz to teach at WSB and, in recent years, have delivered courses in Nowy Sacz via the University's Learning Management System. Finally, all faculty teaching in NLU's programs in Nowy Sacz are reviewed by a CMB faculty committee to ensure that their credentials are appropriate. The agreement also provides for NLU oversight of informational and promotional literature and stipulates that the admission and curricular standards of the programs in Poland are equivalent to those at NLU in the United States. In March 2012, WSB-NLU and NLU signed a letter of intent to amend the Agreement to modify the financial arrangements. The terms of the new agreement will explicitly reference NLU's "Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals."

Several other areas within the University interact to build meaningful collaborative relationships. The focus has been on K-12 schools, community colleges, the corporate sector, and multicultural segment supporting NLU's Harrison Fellowship. The University has also recently received a grant that will provide additional funding to recruit specifically to the military sector, both veterans and current military personnel. This has allowed the University to place new emphasis serving the military segment.

As NLU moves towards a more integrated infrastructure, it will be increasing its focus on building a strong outreach area in collaboration with other key areas within the University. Thus, a new team has been pulled together within the University to develop a new Outreach Team. This new team was launched with its first meeting on June 18, 2012. This effort will leverage institutional assets by aligning the Outreach Team with enrollment and academic resources to maximize and channel audience performance. The combined impact of these changes will increase the enrollment and outreach effectiveness and play a significant role in the development and success of National Louis University.

The newly established outreach efforts will use a targeted approach — including historical relationship (Table 9.1), alumni, market opportunity, program alignment, student profile, geography, and campus footprint. A cross-departmental team has been established to assess territories and prioritize efforts. The geodemographic maps for undergraduate and graduate programs represent an example of data the University is integrating into programs to help refine the territories that are served. The outreach team manages the territories, planning recruitment events, and communicating with key stakeholders within their designated territory. In addition, marketing resources have been added to increase the Institution's awareness of new outreach possibilities, and helped enhance communications effectiveness in support of these new outreach efforts.

Table 9.1 Examples of Key Relationships and Partnerships

Stakeholder Relationship	Example of Key Collaborative Relationships
Business and Employers	Centrega, Delnor, Resurrection Health Care, Lutheran General, St. Mary's, Lurie Children's Hospital of Chicago, ManTech, Elmhurst Hospital
K-12 School Districts	Chicago Public Schools, U47
Community Colleges	Black Hawk College, College of DuPage, Elgin Community College, Harold Washington, Joliet Junior College, Kankakee, Malcolm, McHenry County College, Moraine Valley, Oakton Community College, Olive Harvey College, Richland Community College, Robert Morris, Rockford Business College, South Suburban College, St. Augustine College, Sawk Valley Community College, Taylor Business Institute, Triton College
Grants	
NCE Partnerships	Academy for Urban School Leadership Chicago Literacy Initiative Partnership, NLU KIPP Educational Leadership Program, Urban Scholars Teacher Education Partnership
NLU Partners	Academy For Urban School Leadership, Chicago Arts Partnerships in Education, Chicago: Beyond These Times, Chicago Department of Family and Support Services, Baker Demonstration School, Center for Practitioner Research, Center for Teaching Through Children's Books, Chicago Literacy Initiative Partnership, Chicago Metro History Education Center, Chicago Public Schools, Chicago Teacher Partnership Program, Chicago Teaching Fellows, El Valor, Epic Program, Fox Valley Reading Council/McAnnich Arts Center/District 200 Wheaton-Warrenville/District 203 Naperville, GEAR UP, Golden Apple Selective Committee, Illinois Reading Recovery Center for Literacy, KIPP Educational Leadership Program, Kohl Children's Museum/Golden Apple/NLU Early Childhood Residents Program, Malopolska Center for Teacher Professional Development, Milwaukee Jewish Day School, Multilingual Schools Network, McCormick Center for Early Childhood Leadership, New Leaders for New Schools, Office Of School Improvement – New Teacher Mentor and Induction Program, Prairie Crossing Charter School, Rockford Public Schools/Rock Valley College/Hands that Help, South West High
	Academy For Urban School Leadership, Chicago Arts Partnerships in Education, Chicago: Beyond These Times, Chicago Department of Family and Support Services, Baker Demonstration School, Center for Practitioner Research, Center for Teaching Through Children's Books, Chicago Literacy Initiative Partnership, Chicago Metro History Education Center, Chicago Public Schools, Chicago Teacher Partnership Program, Chicago Teaching Fellows, El Valor, Epic Program, Fox Valley Reading Council/ McAnnich Arts Center/District 200 Wheaton-Warrenville/District 203 Naperville, GEAR UP, Golden Apple Selective Committee, Illinois Reading Recovery Center for Literacy, KIPP Educational Leadership Program, Kohl Children's Museum/Golden Apple/NLU Early Childhood Residents Program, Malopolska Center for Teacher Professional Development, Milwaukee Jewish Day School, Multilingual Schools Network, McCormick Center for Early Childhood Leadership, New Leaders for New Schools, Office Of School Improvement – New Teacher Mentor and Induction Program, Prairie Crossing Charter School, Rockford Public Schools/Rock Valley College/Hands that Help, South West High School Network, Special Education Alternative Certification, Suburban Scholars Teacher Education Partnership, Teach for America, Urban Scholars Teacher Education Partnership, VIVA, Whole-School Literacy Collaborative

9P2: How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

NLU provides on-site education to some of its educational and business partners. Once HLC approval is obtained for a particular location, the outreach specialist uses a fourteen step process to facilitate education.

1. Implementation: Meeting with Client
2. Determine Enrollment Strategy
3. Select appropriate joint Organization/NLU enrollment team
4. Implement Enrollment strategy in #2 above. Revise as required based on weekly status meeting
5. Generate employee leads

6. Select class start date and location; develop specific program class schedule to meet client needs regarding tuition reimbursement schedule. Need to have 10 people admitted
7. Request preliminary schedule; determine timeline for implementation to meet start date; create a projected cost sheet based on schedule, tuition reimbursement plan, and NLU discount
8. Request class start form when group had 10 applicants and admitted students
9. Consult NLU Campus Service Director to make arrangements for onsite classes - audio video needs, class size, day and time selected, hospital procedures, etc
10. Conduct registration meetings or register students by email
11. Send welcome email or letter to all students regarding class start information
12. Attend 1st night of class or orientation meeting with instructor
13. Implementation of program
14. Follow up with student representative on a regular basis for any issues or student concerns

9P3: How do you create, prioritize, and build relationships with the organizations that provide services to your students?

NLU's relationship with WSB-NLU is governed by the Agreement.

9P4: How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

This does not apply to NLU.

9P5: How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

In terms of the pre-grants team, the University's relationships are determined by identifying a mutual need between National Louis University and the appropriate association/agency. The next step is to find a funding opportunity which NLU and the identified association/agency can pursue together that is mutually beneficial.

With a new outreach structure in place, NLU is beginning to leverage internal resources through the following efforts:

- Survey staff and faculty to determine existing connections and relationships to leverage in developing and prospecting business
- Develop multi-disciplinary teams to open doors and maintain account relationships
- Elevate the presence of individual campuses, faculty and administration in order to facilitate local market relationships, reputation and awareness

In the National College of Education (NCE), relationships are built through multiple avenues. Members of the NCE faculty are heavily, and directly involved in P-12 schools and districts through professional development, consulting, coaching, research and supervising candidates. Deeper and stronger relationships are built through mutually beneficial needs assessment and design. The relationship building may develop into grant-seeking activity. A school, district or community agency may approach NCE to partner in seeking grant funding to complete work/research or build a program for the school or community. Deeper partnerships are vetted through the NCE Office of Partnerships to determine capacity, relevance to the University mission and strategic goals and conceptual framework.

Field placements are vetted through the Office of School-College Relations (OSCR) and all placements are made through the OSCR.

9P6: How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

NLU's CMB faculty monitor and approve the faculty credentials of those faculty teaching at WSB-NLU and, on occasion, provide instruction either F2F or online, thus maintaining direct contact with the student body. NLU's Office of Finance monitors the revenue flows to ensure that the terms of the agreement are satisfied.

9P7: How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

This does not apply to NLU.

RESULTS (R)

9R1: What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

In terms of the pre-grants team, we measure the success of building collaborative relationships by the number of proposals that are successfully submitted and awarded.

Table 9.2

Year	Proposals Submitted	Grants Awarded
2012	26	10
2011	27	13
2010	22	10

Thus far, outreach efforts have been measured by the amount of leads generated for that particular channel. In addition, the corporate outreach team has developed a process and conducted a survey using SurveyMonkey. This survey provides data related to an employee needs assessment conducted at one of NLU's partner corporations at Advocate Lutheran General Hospital. The report provides specific program results with summaries, questionnaire summary results, and other statistics for Advocate Lutheran General Hospital. With over 226 responses and a 75% interest rate in degree programs, as well as significant interest in workshops, the outreach area generated 86 qualified leads and started two programs onsite; the Masters in Health Administration (MHA) and the BA in Health Care Leadership (HCL) in September of 2011. NLU is scheduled to start another MHA in the fall 2012.

An annual reporting of all NCE Partnerships is collated each year by the NCE Office of Partnerships. A complete list of NCE partnerships can be found at www.nl.edu/ncepartnerships/currentpartnerships.cfm

At the end of each term, a survey of all field partners is conducted through the Office of School-College Relations. Data is gathered from the candidates, the field supervisors and the cooperating teachers from each placement location. This data is reviewed by the relevant department chairs and faculty. This data is used in determining future placement as well as changes to the field experience and/or coursework.

Partnerships established through grant activity generally include an evaluation component. These data are reviewed by the grant teams.

9R2: What are your performance results in building your key collaborative relationships, external and internal?

In terms of the pre-grants team, the performance results are measured in terms of grants that are successfully won. If the relationships both externally and internally are not sound, putting a proposal together would be very difficult because of the level of collaboration and communication required.

Performance results include recruiting, enrollment, and graduation from NLU Programs at WSB-NLU as well as financial flows.

9R3: How do your results for the performance of your processes for compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

NCE performance indicators have simply relied on student head-count. There has not been a systematic gathering of student performance/outcome data broken out by partnership.

Other areas in the University have also done no formal benchmarking, but NLU recognizes this as an opportunity for learning and improvement through incorporating such benchmarks into performance results in the future.

IMPROVEMENTS (I)

9I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

In the last two years, the pre-grants team has made several improvements in order to become more systematic and comprehensive in terms of the process and performance results for building collaborative relationships both internally and externally. Below are examples of some of these improvements:

1. Secured relationship with the Director of External Relations for Chicago Public Schools in order to streamline district-level approval for partnership opportunities on proposals
2. Developed and began implementing a foundation engagement outreach plan
3. Spearheaded approval of (1) faculty compensation policy for faculty working on grant-funded projects and (2) indirect rate policy which establishes a break-out of indirect pay-out to the university, college and department.

In March 2012, NLU and WSB-NLU signed a letter of intent to modify the agreement that will allow WSB-NLU to host NLU programs in Polish population centers. In addition, the new agreement will explicitly reference HLC's "Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals."

The University is also developing a new outreach area to develop improved performance results for building collaborative relationships.

The University has also begun to make changes in its data collection processes in an effort to create more meaningful comparisons. For example, in an evaluation of the program assessment tools and reports, the NLU recognized that differing rubrics and performance indicators, including numeric indicators, were being used. The Institution is changing not only its data collection tools but is reorganizing itself around common units, such as teacher preparation.

9I2: How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

Because the success of preparing and submitting a proposal for grant funding relies heavily on functional collaborative relationships, the grants office at NLU maintains a strong customer service attitude. Furthermore, it is recognized that the deepest relationships with external partners stem from the connections the faculty has worked hard to build and maintain. As such, the University takes great care in engaging faculty for feedback on how to improve the processes and better meet faculty needs. For example, this year, a faculty task force was convened which met quarterly in order to garner feedback on how to improve certain internal systems and to solicit feedback on the policies mentioned in 9I1.

NLU's values of excellence support efforts to monitor faculty credentials and admission standards, informational literature supports continuous quality improvement, as does NLU's commitment to the HLC's "Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals."

The University is developing a common language around performance indicators and creating unified assessment tools. Data is becoming more transparent and available. Shadow systems of data collection are being eliminated and data is being collected electronically.