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Upper Iowa University Institutional Overview

Upper Iowa University (UIU) was founded in Fayette, Iowa, in 1857 by Elizabeth Alexander as a co-ed college with a mission of providing access to reasonably priced, quality education. UIU is a not-for-profit, private, comprehensive University built upon a strong tradition of liberal arts education. With over 6,100 students enrolled worldwide, UIU is the second-largest private University in Iowa. In 2012, UIU had a 22:1 student-to-faculty ratio University-wide (13:1 on the residential campus).

The mission statement of the University is to provide student-centered educational programs through flexible, multiple delivery systems in an environment that respects and nurtures diversity. Its vision statement includes a commitment to developing global citizens and lifelong learners prepared for leadership. The decision-making and actions of the University are guided by the Academic Quality Improvement Program (AQIP) and UIU’s Strategic Plan, that includes nine strategic initiatives ranging from enhancing academic quality, creating a seamless environment, ensuring student-centered excellence, and enhancing the economic development of the surrounding community. (Category 8 outlines processes, results, and improvements related to UIU’s Strategic Plan.) A strategic plan refreshment began in 2012.

Organizational Structure

Residential Campus: UIU has a traditional, residential campus in Fayette, Iowa, that offers coursework to 990 students (fall 2012 Census Data) in more than 40 baccalaureate majors as well as a master's in education program.

Academic Extension Centers: Through the UIU Academic Extension (AE) program, up to 18 majors to undergraduates are offered at 19 off-site education centers in seven states, including five military base locations. The centers are organized into regions, and each center has a full-time director. AE also includes the Center for Distance Education (CDE), offering online programs and an independent study program. The online program includes three master's degrees: Master of Business Administration, Master of Public Administration and Master of Higher Education Administration. The AE centers and CDE account for 4,218 students (fall 2012 Census Data).

International Centers: The Office of International Program (OIP) recruits and provides programs for international students on campus, administers the English as a Second Language (ESL) program, offers student and faculty opportunities abroad, and oversees two international education centers in Hong Kong and five sites in Malaysia. The OIP accounts for 974 students overseas (fall 2012 Census Data).

Academic Units: University-wide, UIU currently has 83 full-time faculty (70% + with terminal degrees) and 307 full-time staff. There are also 900 active adjunct faculty members, of whom about 450 are teaching at any given time. There are four academic units, recently transitioned into schools (below); each school is headed by a dean. (Category 1 outlines the processes, results, and improvements related to the four schools that provide academic instruction across the entire University.) For details, see information about each school’s majors online and in the current catalog.

Andres School of Education: Offers programs in early childhood, elementary, secondary and middle school education, instructional strategist I: mild/moderate, instructional strategist II: LD/BD, English as a second language (ESL), physical education, health, athletic training, coaching, and exercise and sport studies with emphases in sports administration, fitness and wellness, recreation, and sports studies. Graduate programs are available: a Master’s in Education (MEd) and a Master’s of Higher Education Administration (MHEA), with emphases in community and technical college administration or leadership. Teaching licensures are available. See also Andres School of Education Faculty Profiles.

School of Business: Offers undergraduate degree programs in accounting, agricultural business, business administration, financial management, health care administration, management, marketing, and management information systems. Minors are offered in some of these programs as well as in human resources management. There is also a special teaching major in general business. This major is designed for those who are pursuing teacher licensure in business and/or management through the Andres School of Education; it is not intended for those planning careers in business or public administration. See also School of Business Faculty Profiles.

School of Liberal Arts: Offers majors in art, communication studies, criminal justice, English, graphic design, history, human services, psychology, social science, and sociology. Minors are offered in history, graphic design, journalism, political science, psychology, sociology and Spanish. An associate of arts degree is offered in liberal arts as well. See also School of Liberal Arts Faculty Profiles.

School of Science & Mathematics: Offers undergraduate programs in the biological sciences (including a pre-professional option), chemistry, environmental science, forensic science, information technology, mathematics and an RN-BSN nursing program. Options for teacher licensure in science or mathematics are also available in association with the Andres School of Education. See also School of Science and Mathematics Faculty Profiles.
Quality Improvement Journey: UIU is proud of the progress that has been made since submitting its first AQIP Systems Portfolio in fall, 2009. After a successful Quality Check Up Visit in 2012, the HLC’s IAC voted to continue the accreditation of UIU with the next reaffirmation of accreditation in 2018-19. In accordance with its strategic vision and commitment to continuous academic quality improvement, in November 2010 and January 2011, UIU commissioned the American Association of Registrars and Admission Officers (AACRAO) to perform on-site reviews. The findings were accepted, budget resources allocated ($1.9 million), and the University is nearing the end of a series of 27 projects completed over an 18-24 month timeline. Complete restructuring of back office policies, processes, and procedures ensured further seamlessness and the support needed to align with objectives stated in the University’s strategic plan. Meaningful improvements in administration, infrastructure, and support systems have dovetailed with many of the recommendations in the Systems Appraisal Feedback Report, UIU’s Strategic Plan, and the Business Redesign Plan, thus accelerating the progress of UIU’s AQIP action projects. (See Category 6 for processes, results, and improvements related to the Business Redesign Program; see Category 7 for a crosswalk of the nine AQIP Categories, AQIP Action Projects, UIU Strategic Plan, and the Business Redesign Program which provides evidence of UIU’s system for measuring effectiveness to accomplish its mission and goals.)

AQIP reviewers have repeatedly affirmed UIU’s commitment to continuous improvement via positive and constructive annual Action Project update reviews. Thirteen action projects have been declared since UIU was accepted into AQIP in April 2005, ten of which are engrafted and retired. The ripple effect of UIU stakeholder participation in action project teams is felt throughout the University and over 100 improvement initiatives have evolved. Nearly half of all UIU employees have been involved with UIU’s AQIP initiatives. More importantly, all students, faculty, and staff have benefitted from AQIP-inspired outcomes. For specific processes, results, and improvements as a result of Action Projects, see these AQIP categories:

- **Designing Effective Major/Program Assessment Processes**: Categories 1P2, 1P4, 1I1, 2P2, 8P8, 8I1
- **Measuring Effectiveness of Tutoring Services**: Categories 1P3, 1P8, 1P15, 1R5, 1I1, 1I2, 2P2, 4P7, 4I1
- **Integrating Disability Services**: Categories 1P4, 1P15, 1R5, 1I1, 2P1, 2P2, 3P1, 4P7, 5P3, 5R1, 5R2
- **Career Development**: Categories 1P4, 1P7, 1P15, 1R5, 2P1, 2P2, 2R3, 2I2, 3P1, 3R1, 3R2, 3I1, 5P3, 5R1, 5R2, 7R6, 8I1, 9P2, 9R1, 9R2
- **Aligning Majors with the University’s Strategic Plan**: Categories 7P1-7P7, 7R2, 8P1, 8I1
- **Student Sash Action Project**: Categories 4P7, 8I1
- **Student e-Portfolio Templates**: Categories 7P1, 7R1, 9P2
- **Aspirant Benchmark Schools**: Categories 7P1, 7P5, 7R1

**Looking Forward**: Dr. William R. Duffy was appointed the 22nd President of UIU in April, 2013. Dr. Duffy will build upon the work of Dr. Alan G. Walker, who, over the last eight years, led the dedicated faculty and staff through a period of unprecedented expansion and growth in enrollment, student profile, facilities, and international footprint.

**Develop an Enhanced Administrative Structure**: The UIU Board of Trustees has endorsed the opportunity for the new President to develop a more robust administrative structure; trustees have approved a new position of provost.

**Inspire a New Leadership Team**: The new President will have the opportunity to infuse newly appointed leaders with seasoned leaders and together, inspire a new leadership team to build a great future for the University to serve the region, the nation and the world.

**Refresh the Strategic Plan**: The Board desires for the new President to lead the charge to refresh the strategic plan to set goals for the further development of the University.

**Nurture a Culture of Transparency, Integrity, and Accountability**: The new President has an exceptional opportunity to reinvigorate core heritage values through leadership style, by personal example, and by policies and procedures reflecting these core values.

**Strengthen Financial Base**: The University has a modest endowment in comparison to its annual operating budget, a ratio often considered an important barometer of long-term financial health and stability. The new President will work closely with the governing Board to provide the financial stewardship required to strengthen the University's financial base.

**Build the Academic Community**: The new President will have an opportunity to strengthen ties with the Fayette community, and encourage the faculty, staff and students at all locations to join in with pride for their collective academic community as a part of a globally oriented University with a proud heritage of caring deeply for students.

**Build the Reputation**: Although the University was a very early adopter of distance education, extended campus sites, and online education, it has a more regional than national reputation and has significant opportunity to expand its international recognition.
AQIP Category 1: HELPING STUDENTS LEARN

Introduction: The processes related to “Helping Students Learn” for 1P1, 1P2, 1P4, IP12, 1P17, 1P18 are well integrated across the University. The GenEd outcomes are integrated across the entire university with oversight by the GenEd Assessment Team (GEAT), guidelines outlined in the General Education Assessment Requirements document (GEAR), and all faculty have access to the tutoring manual, “Introduction to GenEd Assessment.” UIU’s GenEd Assessment process has been modeled at conferences and via webinars. The adoption of LiveText has facilitated the assessment of all outcomes across all learning experiences regularly each term and provides timely reporting of aggregate assessment data for feedback to guide informed decision making, provide multi-level accountability, and support UIU’s strategic plan to heighten academic quality improvement of students’ learning. Through GenEd assessment, major/program assessment, assessment of the Senior Projects/Capstones/Internships, plans such as the Nursing Continuous Quality Improvement Plan, and external assessments such as first time pass rates from the Board of Certification (BOC) exams used to assess acquisition of athletic training knowledge and skills, UIU is able to determine students’ learning and development expectations are met for the appropriate degree awarded.

The processes related to “Helping Students Learn” for 1P3, 1P5-1P11, and 1P13-1P16 are aligned across the University. The implementation of the Business Redesign Projects (specifically the Advising Module, Admissions Module, Registration Module) and four AQIP projects (Career Development, Disability Services, Tutoring Services, and Math Assessment/Placement) have streamlined processes and efficiencies for prospective students regarding applying, transferring, advising, and appropriate course placement; current students regarding registration, advising, and support services to increase learning, and graduating students/alumni regarding career development. The transition to Schools, implementation of a standing Academic Affairs committee, implementation of the Curriculum Handbook and Curriculum Approval Pathway, and implementation of an Office of Diversity are examples of aligning processes regarding governance in academic affairs, accountability for all faculty (full-time and part-time), and coordination of operations across individual departments and all learning experiences.

The University is currently utilizing a new AQIP Action Project to combine the Residential catalog with the Academic Extension catalog into one digital University catalog for 2014-2015. Thus, over the next year improvements/changes will be made to align discrepancies that have been noted by the Action Team between the two catalogs.

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?

Address Core Component 3B under 1P1 and 1P2

3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

- UIU has determined general education and major/program outcomes for all UIU associate’s, baccalaureate, and master’s programs. (1P1, 1P2)
- Faculty in-services are conducted each year and professional development is supported. (See also 1P11, 3P3)
- Intellectual inquiry is encouraged and financially supported. (See also 1P11, 3P3)

- The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
  - General education objectives are tied to University mission. (1P1, 1P2)
  - UIU provides evidence through oversight of General Education Assessment Team. (1P1)

- The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
  - UIU provides evidence of purpose, content, and student learning outcomes in its General Education Assessment Requirements (GEAR) document. (1P1)

- Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
  - UIU provides evidence through student learning outcomes for every major/program. (1P2)
  - UIU provides oversight and direction through AQIP Action Project entitled “Designing Effective Major/Program Assessment & Program Review Processes.” (1P2, see also 1P13)
The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
  - Curricular and co-curricular goals are aligned to address the mission and vision expectations with respect to diversity. ([IP1], see also [IP4])
  - The nine GenEd Outcomes address diversity and global citizens ([General Education Assessment Requirements: General Education Introductory Manual] ([IP1])

The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.
  - UIU’s General Education outcomes ([IP1]) and major/program outcomes (see also [IP2]) provide evidence and demonstrate the value placed on breadth of knowledge.

Determination of general education objectives common to all Upper Iowa University (UIU) associate’s and baccalaureate degree programs continues to be an area of strength as noted by the Systems Appraisal Feedback for [IP1], "Faculty representatives from academic and academic extension divisions have established general education outcomes, common to all associate and baccalaureate degrees, based upon the University mission." To enhance this strength, a General Education Assessment Team (GEAT) meets monthly and oversees the general education assessment process, with University-wide faculty representation chaired by the Assistant VP of Office of Institutional Effectiveness and Assessment. All faculty have access to the [General Education Assessment Requirements] (GEAR) document which outlines General Education Program, its purpose, content, and intended learning outcomes in relation to UIU's mission. Upper Iowa University utilizes the AQIP cycle of Plan → Do → Check → Act. For a complete description of how UIU’s General Education Program and assessment aligns with the AQIP process, (see [IP1], Chart 7.1). In addition, GEAT recognized the need to provide adequate training resources for new full-time and part-time faculty regarding the General Education Program; thus, a [General Education Introductory Manual] was created and is available to all faculty electronically on myUIU.

Faculty may propose the addition of a course to the list of General Education offerings for a specific task area (student learning outcome), as well as the removal of a course from the list. Such proposals must be approved by faculty from an academic school and then be reviewed by the General Education Assessment Team prior to their consideration for approval by the University’s undergraduate Curriculum Committee. Final approval is required by the University’s Administrative Academic Review Team (AART) and Board of Trustees BOT. (See [IP3] and [IP14] for more details on the curriculum approval pathway process.)

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

Address Core Component 3B under [IP1] and [IP2]
See [IP1] for Details

Address Core Component 4B under [IP2] and [IP18]
4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  - UIU has defined strategies to assess learning in each program; learning outcomes are communicated to all stakeholders. ([IP2], [IP18], see also [IP7])
  - The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
    - Goals and effective processes for GenEd are outlined in the [General Education Introductory Manual]. ([IP2])
    - Implementing AQIP Action Project: Designing Effective Major/Program Assessment. ([IP18], see also [IP13])
  - The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
    - UIU implemented an electronic assessment database management system—LiveText. ([IP2], [IP18], see also [IP7])
    - UIU has a defined process to assess GenEd outcomes and Major/Program Outcomes. ([IP2], [IP18], see also [IP7])
  - The institution uses the information gained from assessment to improve student learning.
    - Evidence of acquired knowledge and skills is collected, analyzed, and used for improvement. ([IP2], [IP18], see also [IP7])
  - The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
    - Utilizing AQIP Action Project: Designing Effective Major/Program Assessment. ([IP18], see also [IP13])
In response to the Systems Appraisal Feedback for 1P2 citing the need to refine data collection and analyze processes in order to make data-based program and curriculum decisions, Upper Iowa has partnered with LiveText, a supporter of continuous improvement, as the University moves to the next level of global academic assessment. The partnership is also a catalyst for Upper Iowa University’s AQIP culture. Beginning with General Education Assessment in fall 2011, LiveText makes it possible to now efficiently streamline the collection of thousands of artifacts covering nine General Education outcomes and major/program outcomes across the residential campus, 19 domestic centers, Distance Ed programs, and two international centers.

In addition to individual faculty assessment and faculty self-reflection, each term a general education outcome is chosen for evaluation by a task-specific team of four faculty members. With the “Blind Assessor(s)” feature in LiveText, this process has been revolutionized so that each faculty member of the task team can electronically evaluate random student artifacts on their own time, in their own location. Through the aggregate assessment reports, comparative analysis of faculty of records’ evaluations and task team members’ evaluations can be made, prompting feedback and possible course enhancements to student learning. (See 1P18, 1R1-1R2, 7P1, 7R1 for further LiveText discussion). Goals and effective processes are outlined and available electronically for all faculty in the General Education Introductory Manual.

Faculty within a specific discipline determine major and program learning objectives for that discipline using information from a variety of sources, including information from discipline-specific professional organizations and/or accrediting agencies, feedback from employers and advisory groups, and comparisons of comparable programs at benchmark institutions (see 7P5 for UIU's benchmarking process and benchmark peer institutions). Assessment of major and program learning objectives is a continuous process and formal assessment of each major in the past had been accomplished once every four years using a quadrennial report process. While this process had met with success in driving academic quality improvement in some majors, there were concerns regarding consistency and standardization of the assessment process across all majors and the length of the assessment process. Therefore, in May of 2010, a team of UIU colleagues, including the University President, the Chief Academic Officer, the Chair of the University’s Board of Trustees, and additional faculty and staff, participated in exercises at an AQIP Strategy Forum session which culminated in the development of an AQIP Action Project entitled “Designing Effective Major/Program Assessment Processes.” This Action Project Team consists of faculty from all learning experiences and is headed by the Assistant Vice President for Institutional Effectiveness and Assessment. (See 1P13 for full discussion of Major/Program Assessment.)

Changes to major and program learning objectives may be proposed by faculty in the discipline. The changes must be reviewed and approved by faculty from an academic school prior to their consideration for approval by the University’s undergraduate or graduate Curriculum Committees. Final approval is required by the University’s Administrative Academic Review Team (AART) and Board of Trustees BOT. (See 1P3 and 1P14 for more details on the curriculum approval pathway process.)

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

In response to the Systems Appraisal Feedback for 1P3 citing the need to develop faculty-driven processes across all locations, UIU has developed the Curriculum Committee Handbook which outlines the processes for development and design of new programs and courses for any learning experience across all locations. Approval of new majors, minors, endorsements, and courses follows a three-tiered approval process:

1. **School Approval:** Faculty seeking to create new curricular items must develop sound proposals that garner approval of the faculty in an academic school where the new curriculum would be housed. The newly-created Curriculum Committee Handbook provides information on procedures and guidelines that assist faculty in developing proposals for new programs and courses. See templates: Course Proposal Checklist and Course Proposal Form.

2. **Curriculum Committee Approval:** After school approval is received, undergraduate proposals will move to the Curriculum Committee for approval, whereas graduate proposals will be considered for approval by the Graduate Curriculum Committee. These bodies have voting faculty representatives from all Schools and across a variety of the University’s locations; the committees also have key academic administration and staff members who serve in a non-voting advisory capacity. A thorough vetting of new curricular proposals occurs at the Curriculum Committee and Graduate Curriculum Committee level (1) to insure that adequate and accurate research was utilized to justify the new curricular items (including evaluation against UIU’s benchmark peer institutions), (2) to uncover competing or overlapping interests with existing programs or courses, and (3) to insure that appropriate learning objectives accompany the new curricular items.

3. **AART/BOT Approval:** Proposals approved at the second-tier level will proceed to Administrative Academic Review Team (AART), where the University President and the Chief Academic Officer insure that the proposal fits with the University’s mission and vision. Upon approval of AART, the proposal is sent to the Board of
Trustees (BOT) for approval to insure that the proposal can be supported by the University’s infrastructure, physical facilities, and financial resources. Administration and other interested stakeholders may suggest that new curricular items be considered for development by faculty; however, only curricular proposals initiated by faculty members and approved by School faculty can be advanced through the three-tiered approval process prior to implementation. Any faculty member University-wide has the ability to develop proposals for new curricular items; however, these proposals must be thoroughly researched and benchmarked as suggested in the handbook guidelines.

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

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**Address Core Component 1C under 1P4 and 1P10**

1.C The institution understands the relationship between its mission and the diversity of society.

- Diversity is one of the cornerstones of the University's mission and vision expectations, [http://www.uiu.edu/aboutuiu/mission_vision.html](http://www.uiu.edu/aboutuiu/mission_vision.html). (1P4, 1P10)

- The institution addresses its role in a multicultural society.
  - UIU has established an Office of Diversity and Diversity Scorecard. (See 4P13, 8P5, 8P8)

- The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
  - Strategic Initiative #1, Seamless movement, recognizes and seeks to better serve the University's diverse stakeholders. (1P4, 1P10)

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**Address Core Component 3A under 1P4 and 1P12**

3.A The institution’s degree programs are appropriate to higher education.

- UIU participates in national organizations/advisory committees that provide standards on which curricular development/degree programs are based. (1P4, see also 2P2)

- Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
  - UIU has a defined strategy for assessment, and performance is measured and assessed at all levels. (1P12, see also 1P13)

- The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.
  - Learning objectives are communicated to all stakeholders. Detailed information on learning goals, program length, and credits is available in the [Fayette Campus Catalog](http://www.uiu.edu/aboutuiu/mission_vision.html) and the [AE Catalog](http://www.uiu.edu/aboutuiu/mission_vision.html).

- The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
  - UIU utilizes LiveText to assess and analyze learning outcomes across all learning experiences. (1P12)

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**Address Core Component 4A under 1P4 and 1P13**

4.A The institution demonstrates responsibility for the quality of its educational programs.

- UIU utilized the Strategy Forum and resulting AQIP Action Project “Designing Effective Major/Program Assessment and Review” to ensure the quality of its educational programs. (1P13)

- The institution maintains a practice of regular program reviews.
  - The institution has transitioned to a data-driven culture collecting data to provide the evidence needed for program review and decision-making. (1P13, see 7P1-7P5)

- The institution evaluates all the credit that it transcribes, including what it awards for experiential learning or other forms of prior learning.
  - In accordance with HLC Policies 3.10 and 3.2(d)1, UIU assigns credit hours to each course offered at UIU. Courses offered for the associate’s, bachelor’s, or master’s degrees are listed in the UIU Fayette Campus Catalog and/or in the UIU Academic Extension Catalog. Both documents are available in print and online. (1P4, see also Federal Compliance Packet)

- The institution has policies that assure the quality of the credit it accepts in transfer.
Formed (see 2P1, 2R1, 2R2, 2I1 for complete details on these AQIP Action Projects): split into three separate projects to move specific areas forward. Thus, in March of 2011, three AQIP Action Projects were created to improve, strengthen, and leverage current support services while maximizing their availability in all locations. The vetting process applied to new course or program proposals (see IP3) helps ensure that all such programs either anticipate or respond to actual marketplace and stakeholder needs. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

To date, the Office of Institutional Effectiveness and Assessment has been conducting surveys of alumni at one year and at three years after graduation, as well as surveys of a sample of their employers (see also 7P1-7P2 for systematic collection process and 7R1 for data/performance results). Data provided by these surveys are available to academic schools and may be used in the assessment reports for specific majors where they may provide supporting evidence either of program success or of program needs. Advisory committees at each Academic Extension center meet regularly to provide information regarding employers’ needs in the particular community and suggest how Upper Iowa University might help meet those needs. The vetting process applied to new course or program proposals (see IP3) helps ensure that all such programs either anticipate or respond to actual marketplace and stakeholder needs.

To further strengthen designing responsive academic programming and to strengthen support activities to all UIU students, an AQIP Action Project “Enhancing Academic Support Systems” was created. The goal of this action project was to design a comprehensive academic support system for all UIU students regardless of location. The system was created to improve, strengthen, and leverage current support services while maximizing their availability in all locations. Feedback received from the AQIP Reviewers of the group’s work suggested that the project would benefit from being split into three separate projects to move specific areas forward. Thus, in March of 2011, three AQIP Action Projects were formed (see 2P1, 2R1, 2R2, 2I1 for complete details on these AQIP Action Projects):

- AQIP Action Project: Advancing Career Development Services
- AQIP Action Project: Integrating Disability Services
- AQIP Action Project: Measuring Effectiveness of Tutoring Services

Upon review of the low response rates to the “2009/2010 One-Year Graduate Survey” and to the “2009/2010 Three-Year Graduate Survey” the Action Project Team formed a subcommittee to study University-wide variations of graduation and employment surveys, and then made recommendations that will enhance the process, increase the response rate, and eliminate duplicative efforts across all learning experiences. The new on-line graduation application using Upper Iowa University’s ERP system, Jenzabar, incorporated employment related questions and was implemented with fall 2012 graduates. In the Action Project Team’s “AQIP Employer Stakeholder Survey” distributed in September of 2011, 70% of the respondents indicated that they were interested in posting jobs, internships, or other career related opportunities with the University. A new Director of Career Development was hired in August of 2011, in part, to facilitate these opportunities.
relationships with employers. The Action Project Team provided its full recommendations for processes, results, resource requests, and improvements in March of 2012 (see 2P1, 2R1, 2R2, 2I1).

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

In response to the Systems Appraisal Feedback Report for 1P5 citing the need to develop an advising process to individualize student services to better advise on matters of remediation, curricula, learning modality, or course of study, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Project #19, Advising Module (see 6P4-6P5).

Project #19 THE ADVISING MODULE

This project team was tasked with providing full implementation and integration of the Jenzabar Advising module; Document imaging within the workflow of the Advising module; and the JICS complement. Students will be able to view their current degree plans, have them updated when courses are completed, and change degrees when so desired. Specific strategies to develop appropriate processes include:

- Build advising trees to allow students to do degree audits through JICS.
- Allow students to review different majors and how their credits will transfer.
- Create process for mass updates.
- Implement electronic waiver/substitution process.
- Implement advising worksheet.
- Develop (with IT) a sequel script to automate the activating and inactivating advisees.
- Allow advisors to use the Advising Worksheet to help students with their course choices (instead of the degree plans in the past).
- Implement the Advising Worksheet for all new students for the 2012 catalog year. This worksheet will provide student and advisor the ability to view personal information from Jenzabar, along with GPA and credit hour totals, and the requirements to complete the degree.
- Implement process for students to use myUIU to do degree audits and review different majors and how their credits will transfer.
- Implement process for students with access to myUIU to go to their Student Tab and view their own degree information to do a self-audit of their degree and also view other major choices to determine how their credits would transfer to the other major.
- Develop electronic waiver/substitution process:
  - Develop the ability to complete the waiver/substitution process through Nolij Web. This will provide an electronic means for completing this. Moving forward, once the course substitution is approved “Permanent” the information will be loaded into Jenzabar catalog tables.
- Create SOP and training manual for the Advising Module.

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?

Address Core Component 2B under 1P6

2.B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
  o UIU’s Federal Compliance Packet contains detailed information on credits, program length, and tuition (Section 1); transfer policies (Section 3); control, accreditation, and regulatory bodies (Section 7).

In response to the Systems Appraisal Feedback Report for 1P6 citing the need to develop an advising process to individualize student services to better advise on matters of remediation, curricula, learning modality, or course of study, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Project #19 - Advising Module (see 1P5 above).

In addition, Projects #12, #13, and #16, were utilized to address admissions, registration, and policy implications to aid in the process of student advising and to better communicate matters of remediation, curricular, learning modality, and course of study.

Project #12 – ADMISSIONS MODULE
This project, using the Market/Learning Experiences Matrix, created an integrated common set of admission processes across all stages within the recruitment funnel from prospect to matriculation.

(For specific goals to develop appropriate processes, results, and improvements, see 6P4-6P5, 6R2, 6R5, 6I1.)

Project #13 – STRATEGIC ENROLLMENT MANAGEMENT POLICIES

This project was created to:

1. Ensure admissions related policy needs are written, vetted, and formalized.
2. Ensure registration, advising and census related policy needs are written, vetted, and formalized.
3. Ensure enrollment operations related policy needs are written, vetted, and formalized.
4. Ensure appropriate approval and appropriate implementation processes are identified.

(For specific goals to develop appropriate processes, results, and improvements, see 6P4-6P5, 6R3, 6I1.)

Project #16 – REGISTRATION RE-IMPLEMENTATION MODULE

This Project Team was created to provide full implementation and integration of the latest Jenzabar registration module; implementation and integration of document imaging within the workflow of the registration module; implementation and integration of the JICS complement; and the adoption of an Electronic Processing of Transcript Request Software.

(For specific goals to develop appropriate processes, results, and improvements, see 7P3, 7R3, 7I1.)

Finally, the Office of Academic Success (OAS) regularly schedules a series of workshops discussing topics such as test anxiety, time management, and goal setting. OAS is currently utilizing the Tegrity® lecture-capture system to make these available to students in all learning experiences. Current workshops include Making the Grade: Strategies for Success and Preparing for Finals. See the Academic Success website page for additional resources: http://www.uiu.edu/academics/academicsuccess/index.html.

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

<table>
<thead>
<tr>
<th>Address Core Component 3D under 1P7 and 1P15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.D The institution provides support for student learning and effective teaching.</strong></td>
</tr>
<tr>
<td>o UIU has made available support services to help students select programs of study that match their needs, interests, and abilities. (1P7)</td>
</tr>
<tr>
<td>➢ The institution provides student support services suited to the needs of its student populations.</td>
</tr>
<tr>
<td>o UIU has identified key academic and administrative support areas and the services each unit provides. (1P7, see also 6P1, 6P2)</td>
</tr>
<tr>
<td>➢ The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</td>
</tr>
<tr>
<td>o UIU has implemented processes to assess student readiness for online coursework, non-traditional students' coursework, as well as face-to-face traditional students' coursework. (See 1P8)</td>
</tr>
<tr>
<td>➢ The institution provides academic advising suited to its programs and the needs of its students.</td>
</tr>
<tr>
<td>o UIU has implemented an Advising Module available to all students via myUIU. (See Project #19 under 1P5)</td>
</tr>
<tr>
<td>➢ The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</td>
</tr>
<tr>
<td>o Utilized AQIP Action Project, “Integrating Disability Services.” (1P15, see also 2P1)</td>
</tr>
<tr>
<td>o Utilized AQIP Action Project, “Measuring Effectiveness of Tutoring Services.” (1P15, see also 2P1)</td>
</tr>
<tr>
<td>o Utilized AQIP Action Project, “Career Development.” (1P15, see also 2P1)</td>
</tr>
<tr>
<td>➢ The institution provides to students guidance in the effective use of research and information resources.</td>
</tr>
<tr>
<td>o UIU offers Information Literacy to all students. See also Library resources: 2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

In response to the Systems Appraisal Feedback for 1P7 citing the need to incorporate career exploration processes used on the residential campus across all locations (and to address the needs of 2P1), an AQIP Action Project was initiated and a Director for Career Development was hired in August 2011. The Director became a member of, and provided valuable leadership to, the AQIP Action Project Team for Career Development. The Action Project Team provided its full recommendations for processes, results, resource requests, and improvements in March of 2012 (see 2P1, 2R1, 2R2, 2I1).

The following services have been made available for all Upper Iowa University students to help students select programs of study that match their needs, interests, and abilities:

- **Advising Module:** Newly implemented Advising Module available to all students via myUIU (see Project #19 under 1P5 above).
• **Academic Advisors** - All students are assigned an academic advisor. All students are required to meet (using the appropriate learning experience communication mode of face-to-face, telephone, or online) with their academic advisor each term/semester; this meeting helps to assess whether the major is consistent with the student’s interests, goals, and abilities.

• **Career Services Consultations** - The career development office provides individualized career services consultations to all students by appointment at request of the student.

• **Career Services Resources** - All students can access resources via the Career Development "Resources for Students and Alumni" website [http://www.uiu.edu/studentlife/careerdevelopment/students.html](http://www.uiu.edu/studentlife/careerdevelopment/students.html):

• **Specific to International Programs** - The first year of study involves completing the ICEP certificate courses. In ICEP, students learn about undergraduate programs and majors which will aid them in selecting programs that fit their career goals, aptitudes, and abilities.

• **Specific to the Residential Campus** - The FYE Wellness Strategies courses provide interest/aptitude tests such as StrengthsQuest and FOCUS; the Director of Career Development visits every FYE Wellness Strategies class to discuss matching programs to students’ needs, interests, and abilities.

• **Advisor's Handbook** - Advisors in all locations and in all learning experiences have an [Advisor’s Handbook](http://www.uiu.edu/studentlife/careerdevelopment/students.html) that assists in providing consistent and quality advising.

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

In response to the Systems Appraisal Feedback for 1P8 citing the need to develop processes to assess student readiness for online and non-traditional students' coursework as well as face-to-face traditional students' coursework, two AQIP Action Projects were initiated: AQIP Action Project for Math Assessment/Placement (see below) and AQIP Action Project for Measuring Effectiveness of Tutoring Services (see below).

**AQIP Action Project for Measuring Effectiveness of Tutoring Services** (see also [METS Final Report](http://uiu.edu/resources/tutoring/smarthinking.html))

This project addressed concerns for students who are underprepared and also addressed the non-instructional distinctive objective for students (see 2PI). The Project Team was comprised of staff and faculty from all learning experiences and locations. The Project Team surveyed faculty, staff and students across the University regarding awareness, needs, and accessibility of academic support services and researched UIU’s benchmark peer institutions. The survey results indicated several areas where improvement in academic support services would be beneficial, including expanding online resources, more face-to-face support, and increased communication of support services. (For a detailed discussion of specific goals to develop appropriate processes, results, and improvements, see 2P1, 2R1, 2R2, 2I2.)

**AQIP Action Project for Math Assessment/Placement**

In response to the Systems Appraisal Feedback for 1P8 and in accordance with Strategic Initiative #3 "Comprehensive quality enhancement of the academic program" and Strategic Initiative #5 "Recommend policies and programs to strengthen enrollment, financial aid, registration, and advising services that contribute to the development of the global citizen," this Action Team's goal was to develop a mathematics skills assessment test for students enrolled in mathematics courses at the Academic Extension centers, online, and independent study. The assessment test will be made available to students through myUIU. The results will be available to the advisors and the students so that they are aware of the recommended course level that will match their skill level and thus make an informed decision. Recommendations will also be made about additional resources that they will need to utilize in order to be successful. This project will develop and beta-test a skills assessment for students in mathematics for online, independent study and at the centers. The newly created Math Placement test is currently being Beta tested and should be ready for implementation fall 2013. In addition, the following processes have been implemented to help students who are underprepared for academic programs:

• **All Students** - All UIU students have access to SmartThinking.com ([http://uiu.edu/resources/tutoring/smarthinking.html](http://uiu.edu/resources/tutoring/smarthinking.html)) as an online tutoring service, which after the initial evaluation in the Academic Extension centers, was adopted across the University (see 1P15 and 2P2).

• **All Students** - The Office of Academic Success holds biweekly workshops called “Making the Grade: Strategies for Success” which focus on success strategies for underprepared students (See 1P6). These are made available to students in all learning experiences via the Tegrity® lecture-capture system.

• **Specific to International Programs** - International students for whom English is not the primary language may choose to enroll in UIU’s intensive English as a Second Language (ESL) program. Students are tested to determine placement, and then the student must satisfactorily complete coursework series in order to matriculate into undergraduate-level programs within the University.
• **Specific to Residential Campus:** For traditional students on the residential campus, placement decisions are made based on ACCUPLACER assessment tests for English and mathematics proficiency. Tests results indicate whether students should be placed in one or more foundation courses or placed in an advanced course and are advised accordingly. PAL (Peer Assisted Learning) pays students to serve as mentors in classes in which they have excelled. These mentors model successful classroom behavior, and conduct study sessions with peers who desire assistance with appropriate study strategies.

• **Specific to Online Programs:** For online students, the University provides a Student Orientation Tutorial (SOT) available on the Welcome Page of each classroom. It provides students instructions regarding how to use the Pearson Learning Studio (PLS) platform. Additionally, when a student logs in to the PLS platform, there is a quiz they can take to help determine if online is the learning experience for them, and there is a Demo Class, where students can actually see what an online classroom looks like.

1P9  **How do you detect and address differences in students’ learning styles?**

In response to the Systems Appraisal Feedback Report for 1P9 citing the importance of enabling students to identify their strengths and weaknesses specific to their individual learning styles, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Project #10 - Learning Management System.

All full-time or part-time faculty will be required to complete an online training course, as provided by the Pearson Learning Studio (PLS) and facilitated by the University’s own online training instructors. The PLS online training module has a training segment on different learning styles. Pertinent primary literature discussing current best practices is cited, and instructors-in-training are expected to participate in a discussion thread on each of these topics with their online training cohort (usually around 10 instructors-in-training per section). Specific strategies to develop appropriate processes included:

1. Ensure that the University has a learning management system that can support current and future needs.
2. Recommend the adoption and implementation of a single learning management system to support the following:
   a. The existing enterprise system and other integrated technologies
   b. All modalities of teaching
   c. Faculty teaching strategies and the integration of technology
   d. Student learning styles (Training available in Week 1 and Week 2)
   e. Existing or future organizational structure
3. See [Project #10 PLS Resource Document](#) and timeline for complete details and implementation timeline (project to be fully implemented 1/14/2014).

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

In response to the Systems Appraisal Feedback Report for 1P10 citing the importance of addressing the special needs of multiple student subgroups (students with disabilities, seniors, active military students, incarcerated students, international students, and commuters) UIU utilized an AQIP Action Project "Integrating Disability Services" to develop appropriate processes. (See 2P2 for full details of this AQIP Action Project where the Disability AQIP Project and the processes developed are discussed in detail in conjunction with non-instructional distinctive objectives.) A summary of each subgroup follows:

**Students with Disabilities:** UIU is compliant with the American with Disabilities Act (ADA) and has developed the following resources:

- **Upper Iowa University Disabilities Services Handbook**.
- A Disability Services webpage was created to increase awareness of disabilities services (see [http://uiu.edu/resources/disabilityservices/index.html](http://uiu.edu/resources/disabilityservices/index.html)).
- An electronic University-wide **Disability Services Newsletter** has been established and is published periodically (see [http://uiu.edu/resources/disabilityservices/newsletter.html](http://uiu.edu/resources/disabilityservices/newsletter.html)).
Students requesting accommodations coordinate those services through the Disabilities Services Coordinator. A contract is created between the student and the Disabilities Services Coordinator explaining the accommodations approved. This contract is provided to instructors at the beginning of each term.

Seniors, Active Military, Incarcerated Students: Upper Iowa University offers four different learning experiences: face-to-face learning, online learning, hybrid, and independent study (correspondence courses). Thus, students who are not able to attend face-to-face courses either during the day or the evening and who do not have access to computers to utilize online learning or hybrid courses, may enroll in independent study offered to accommodate these student subgroups who are interested in flexible course schedules, non-traditional instruction, and personal and professional enrichment.

Enrollment - The program features open enrollment so students may enroll in a course at any time and take up to six-months to complete their course.

Time Limits - Students have six months from the date of their enrollment to complete an independent study course. After the original six-month enrollment period has passed, students no longer have the option to withdraw from a course. Students must finish the course or they will be issued a final grade based on the work submitted as compared to the total required. Students may request an extension.

Extensions - Learners who have made satisfactory progress toward course completion and have requested an extension will receive a grade of I (incomplete) at the end of the initial six-month enrollment period. Any I grade posted to the official record will be replaced with a final letter grade; however, the incomplete will remain on the student’s official transcript as a notation. Students may receive one six-month extension. At 12 months from the student's original begin date a final course grade will be issued (A-F) based on work completed in relation to the total course requirements.

International Students: Upper Iowa University offers English as a Second Language (ESL). The main goal of the ESL program is to provide academic English preparation to students to ensure successful integration into UIU classes. The ESL program is comprised of four core courses: reading, writing, grammar and communication. An additional course on American culture is required as well. Equally important, this program will provide deeper insights into many aspects of American life and culture. With many activities both in and out of class, students will become functioning, respected, and appreciated members of UIU and the surrounding communities.

Commuters: The following services are provided to accommodate commuters on the residential campus:

- A Quiet Study Lounge: A quiet study lounge, designed for the commuting student, is located on the 2nd Floor of the Student Center. In the lounge are 3 computers with a refrigerator, microwave, and lockers for student use. Study tables are also available in the Lounge. Hours are from 7:30 a.m. to 5 p.m.
- Area Day Care: See Commuter website page at http://uiu.edu/studentlife/commuter/
- Rental Properties: See Commuter website page at http://uiu.edu/studentlife/commuter/

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

Address Core Component 2D under 1P11
2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
   o Intellectual inquiry is encouraged and supported by faculty development programs. (1P11, see also 3P3)

Address Core Component 2E under 1P11 and 4P7
2.E The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
   o The University ensures ethical practices. (4P7)
   ➢ The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
     o UIU has a unified governance process to approve curricular changes and to make sure budgetary considerations are approved before changes are implemented. (1P11, see also 1P14, 2P2)
   ➢ Students are offered guidance in the ethical use of information resources.
     o Information Literacy sessions are available to all students. (4P7, see also Library Services)
   ➢ The institution has and enforces policies on academic honesty and integrity.
     o UIU has a defined cheating and plagiarism policy which is enforced. (4P7, see also Academic Regulations)
The Systems Appraisal Feedback for 1P11 noted the importance for UIU to ensure documentation of faculty evaluations and to ensure the availability of faculty development programs (see 3P3) for all classes of faculty at all locations. Thus, the following processes address this concern and ensure that intellectual inquiry is encouraged. In addition, the University’s faculty handbook is undergoing extensive revisions, as there has been considerable growth in size of faculty, as well as considerable expansion in learning experiences being utilized throughout the University. In conjunction with the handbook revision process, a new faculty evaluation form is being developed to be utilized in any learning experience to streamline the course evaluation process.

Full-Time Faculty: Full-time faculty members have access to the Faculty Handbook to a list of expectations for effective teaching. These expectations are also included directly on the Faculty Coaching/Evaluation Form, and the deans of each academic school are annually required to rate each untenured faculty member in their respective schools on the faculty member’s performance regarding each of these teaching expectations. These ratings are based on:

1. Classroom observations performed by the school dean, department chair, and/or peer faculty members (documented using a standard Peer Review of Classroom Observation Form).
2. Information provided by the untenured faculty member in an annual faculty self-assessment narrative (Faculty Self-Evaluation Form).
3. Data obtained from student evaluations (Student Evaluation Instrument) for each course taught by the untenured faculty member. While tenured faculty members are not required to be reviewed by school deans or department chairs annually, they may choose to submit information on their teaching performance to their respective school deans for inclusion in their personnel files. Also, school deans, the dean of faculty, and the chief academic officer have access to student evaluations of tenured faculty members for each course they teach which could be reviewed if the need arises.

Part-Time Faculty at Domestic Centers: Part-time faculty members who teach at a particular center or location (domestic or international) have access to a faculty training module which can be accessed on the myUIU website. The site contains information on teaching expectations and best practices. Adjunct faculty members who teach at a particular domestic center will be assessed by students twice each term:

1. At the end of week 2 using a Classroom Communication Form. Results of these forms are shared immediately with instructors to determine if changes to the course format or requirements are necessary.
2. At the end of the term using the Standard Student Evaluation Form. Results from these evaluations are shared with instructors after final grades have been posted. These summaries are also reviewed by center and regional directors by either a center director and/or by a fulltime faculty member at the center or location, using the standard Peer Review of Classroom Observation Form. Student evaluations for each course that the adjunct faculty member teaches will also be collected and center directors will have access to this information.

Part-Time Faculty at International Centers: Part-time faculty who teach at international centers are provided with a copy of a guide which provides information on faculty procedures and expectations, including information concerning faculty responsibilities, assessment processes, grading expectations, the faculty evaluation process, and classroom expectations. Adjunct faculty members who teach at a particular domestic center will be assessed by students twice each term:

1. At the end of week 2 using a Classroom Communication Form. Results of these forms are shared immediately with instructors to determine if changes to the course format or requirements are necessary.
2. At the end of the term using the Standard Student Evaluation Form. Results from these evaluations are shared with instructors after final grades have been posted. These summaries are also reviewed by center and regional directors by either a center director and/or by a fulltime faculty member at the center or location, using the standard Peer Review of Classroom Observation Form. Student evaluations for each course that the adjunct faculty member teaches will also be collected and center directors will have access to this information.

Part-Time Faculty in Online Programs: Part-time faculty teaching online courses for the University’s Center for Distance Education are required to complete an online training course, as provided by the Pearson Learning Studio (PLS) and facilitated by the University’s own online training instructors. The PLS online training module has training segments on the following topics: (1) Effective Instructors, (2) Online Teaching Practices, (3) The Adult Learner, (4) Teaching Strategies, (5) Best Practices for Group Projects, and (6) Managing Students. Pertinent primary literature discussing current best practices is cited in each of these sections of the PLS online training module, and instructors-in-training are expected to participate in a discussion thread on each of these topics with their online training cohort (usually around 10 instructors-in-training per section).

Andres School of Education: In the Teacher Education Program (TEP) full-time faculty serve as course coordinators and collaborate with adjunct faculty within the various learning experiences. A group page has been established on myUIU for
TEP instructors containing current course syllabi, procedures, program forms, templates for institutional reports, study guides for major assessments (e.g., Praxis, C-Base), tutorials, and the TEP Assessment System. The full-time faculty serving as course coordinators review syllabi from adjuncts prior to the start of each term to verify inclusion of University policies, program standards, key components (assignments) for the course, and methods for assessing the key components.

School of Science and Mathematics: The School of Science and Mathematics uses adjunct liaisons to communicate expectations to adjunct instructors in the various learning experiences. The responsibilities of the adjunct liaisons are to assist adjunct faculty with course development and course implementation, provide orientation to adjunct faculty with respect to academic policies and procedures, work with adjunct faculty to develop artifacts for assessment, investigate ways to support professional development of adjunct faculty, and represent adjunct faculty concerns. The nursing program has established course coordinators similar to the TEP. Nursing course coordinators develop course shells in PLS and mentor adjunct instructors.

School of Liberal Arts: The School of Liberal Arts uses full-time faculty, in coordination with department chairs, to review department syllabi to ensure that syllabi are in-line with School and Department policies. The School also reviews adjunct qualifications to ensure academic quality. Department chairs will work in concert with school representatives on both the general education assessment team and the major assessment team to ensure that assessment protocols are being observed by adjunct faculty. Each department within the School will establish a specific email distribution list to communicate directly with adjunct faculty to ensure concerns can be addressed. Furthermore, new adjunct training as well as professional development programming, to be developed by full-time faculty within the School, will be provided to center and online adjuncts.

School of Business: On January 1, 2013, Upper Iowa University transitioned away from a Business Division structure to a School of Business. Currently, the School of Business is reviewing alternative governance methods that would effectively and efficiently engage UIU's large pool of adjunct instructors in the process of providing oversight and accountability to ensure consistency and quality of UIU's programs in all learning experiences.

One option that is being explored is the formation of approximately 30 nodal clusters. Each nodal cluster would have a lead adjunct connected to 9 adjuncts. Adjunct node leaders would go through training to ensure the goals and expectations of each program are consistent across all learning experiences. Each node leader would then be connected to a coordinator who would work with each department chair to ensure academic quality and accountability across all learning experiences.

Other duties of the full-time coordinator would entail working with faculty to develop artifacts for assessment, investigate ways to support professional development of adjunct faculty, present adjunct faculty concerns and work with institutional instructional designers to develop consistent course shells in PLS for business courses.

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

Address Core Component 3A under 1P4 and 1P12
See 1P4 for Details

The Systems Appraisal Feedback for 1P12 cited UIU's strength in addressing the need for effective course delivery systems through effective course rotations, appropriate course capacities, and professional development for faculty. The feedback also cited the opportunity for UIU to implement processes to measure the effectiveness of the delivery systems. To address this opportunity, UIU has partnered with LiveText, a supporter of continuous improvement, as the University moves to the next level of global academic assessment; the partnership is also a catalyst for the University’s AQIP culture. Beginning with General Education Assessment in fall 2011, LiveText makes it possible to now efficiently streamline the collection of thousands of artifacts covering nine General Education outcomes across 19 centers in the U.S., an online program, an independent study program, and two international centers. In addition to individual faculty assessment and reflection, each term a general education outcome is chosen for evaluation by a task-specific team of four faculty members. With the “Blind Assessor(s)” feature in LiveText, this process has been revolutionized so that each faculty member of the task team can electronically evaluate random student artifacts on their own time, in their own location. Through the aggregate assessment reports, comparative analysis of faculty of records’ evaluations and task team members’ evaluations can be made, prompting feedback and possible course enhancements to student learning.

With the implementation of LiveText, all faculty members across the University require students to submit general education assignments electronically to LiveText. The rubric for assessing each task was created by the General Education Assessment Team. These rubrics are standardized and preloaded into LiveText for each general education
All faculty members across the enterprise use the same rubrics for each task to electronically assess each student submission. LiveText records and summarizes the faculty assessment for each general education class and task allowing a standardized comparison of all general education courses across the various learning experiences. Additionally, LiveText makes aggregate summaries of assessments easily accessible to the Assistant Vice President of Institutional Effectiveness and Assessment, who can then see which faculty have, and which have not, submitted artifact assessments for their classes. This allows a reminder to be sent to faculty members who have not done the assessments that they need to be completed. This has greatly improved the collection of assessment data submitted by faculty for each of their general education classes. LiveText also completely eliminates any problems associated with collecting artifacts, since students submit them directly into LiveText. (See 7P1 for a detailed alignment of GenEd Assessment with the AQIP → Do → Check → Act process.)

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

Address Core Component 4A under 1P4 and 1P13
See 1P4 for Details

AQIP Action Project: “Designing Effective Major/Program Assessment and Program Review Processes"
In response to the Systems Feedback Appraisal for 1P13 noting the opportunity for UIU to update its quadrennial assessment of programs and majors to be more timely, and referencing UIU’s participation in the 2011 AQIP Strategy Forum and UIU’s participation in the 2011 AQIP Assessment Conference, UIU initiated the AQIP Action Project: “Designing Effective Major/Program Assessment and Program Review Processes.” The AQIP Action Project Team membership consists of faculty from all four Schools with representation from multiple learning experiences and locations. Specific strategies to design clear and understandable major/program assessment processes in order to provide a consistent and quality educational environment with seamless movement of students and faculty across all learning experiences and locations includes:

- Commissioned and reviewed a custom research project, *Improving Academic Program Review*, completed by the Education Advisory Board (a research roundtable of which UIU is a member).
- Reviewed the research study, *Proposing, Managing and Evaluating Academic Programs*, completed by the Hanover Group (to which UIU is a subscriber).
- Reviewed AQIP Action Project Directory, viewing action projects such as “Incorporating Assessment of Student Learning into the Online Program Review Process” at Eastern Michigan University in which templates for assessment plans/reports were utilized.
- Reviewed UIU’s benchmark peer institutions.
- Developed a common set of assessment terms and definitions that will be used throughout UIU.
- Created a continual cycle of “plan → do → check → act” to guide informed decision making, provide multilevel accountability, and support UIU’s strategic plan to heighten academic quality improvement of students’ learning.
- Developed UIU *Assessment Plan Template* (August 2012)
- Distributed template to faculty contact person for each major (August 2012) requesting completion in a three-step process:
  - Step 1—Complete Part I: Student Learning Outcomes. (Timeline: December 15, 2012)
  - Step 2—Complete Part II: Assessment Measures Direct/Indirect (Timeline: March 30, 2013)
- Completed review of assessment plans for implementation (May 2013)
- Implement rubrics into LiveText (June-August 2013)
- Develop annual data collection and data reporting schedule (June-August 2013)
- Develop Instructional Handbook (June-August 2013)
- Begin collecting major assessment data (2013-2014)

1P14 How do you change or discontinue programs and courses?
The *Curriculum Committee Handbook* details the procedures, guidelines, and approval pathways faculty must follow to initiate:

- course revisions
- course inactivation (discontinuation and removal from the University catalog),
- revisions to a major, minor, emphasis or teaching endorsement, and
- the elimination of a major, minor, emphasis or endorsement.
Approval of the revision, inactivation, or discontinuation of majors, minors, endorsements, and courses follows a three-tiered approval process:

1. **School Approval**: Faculty seeking to revise, inactivate, or discontinue curricular items must develop sound proposals that garner approval of the faculty in an academic school where the curriculum is housed. The newly-created *Curriculum Committee Handbook* provides information on procedures and guidelines that assist faculty in revising, inactivating, or discontinuing programs and courses. Any faculty member University-wide has the ability to propose revisions to curricular programs and courses; however, these proposals must be thoroughly researched, provide ample data, and benchmarked as suggested in the handbook guidelines. See templates: Course Proposal Checklist.

2. **Curriculum Committee Approval**: After school approval is received, undergraduate proposals to discontinue programs and/or courses will move to the Curriculum Committee for approval, whereas graduate proposals to discontinue programs and/or courses will be considered for approval by the Graduate Curriculum Committee. These bodies have voting faculty representatives from all Schools and across a variety of the University’s locations; the committees also have key academic administration and staff members who serve in a non-voting advisory capacity. A thorough vetting of curricular proposals occurs at the Curriculum Committee and Graduate Curriculum Committee level to assure that adequate and accurate research was utilized to justify the removal of curricular items (including evaluation against UIU’s benchmark peer institutions).

3. **AART/BOT Approval**: Proposals approved at the second-tier level will proceed to Administrative Academic Review Team (AART), where the University President and the Chief Academic Officer reviews the proposal's impact on the University's mission and vision. Upon approval of AART, the proposal is sent to the Board of Trustees (BOT) for approval and review of the proposal's impact upon the University’s infrastructure, physical facilities, and financial resources.

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

### Address Core Component 3D under 1P7 and 1P15

See 1P7 for Details

At the writing of the 2009 Systems Portfolio, an AQIP Action Project “Enhancing Academic Support Systems” was created. The goal of this action project was to design a comprehensive academic support system for all UIU students regardless of location. Upon receiving feedback from the AQIP reviewers in the annual Action Project Update, the reviewers' recommendation was that the project was too broad and would benefit from being split into three separate projects to have improved focus and to move specific areas forward in a shorter time period. These areas included career development, disability services, and tutoring services. In 2011, the following three AQIP Action projects were initiated and successfully completed in 2012 to address learning support needs (see 1P15) and non-instructional distinctive objectives for students (see 2P1):

**AQIP Action Project: Career Development Services**
The Career Development AQIP Team consisted of members from a variety of departments, locations, and experiences across the University. The collective insights and suggestions, open discussions, and collaboration led to the creation of a survey distributed to students, staff, and faculty across the enterprise. (For a detailed discussion of goals/initiatives to develop appropriate processes, results, and improvements, see 2P1, 2R1, 2R2, 2I2.)

**AQIP Action Project: Integrating Disability Services**
Team members for this AQIP Action Project were specifically chosen from all modalities, including the residential campus, Academic Extension, and International Programs, to collaborate on communication, input, and research in an effort unify the Integration of Disability Services across the University. (For a detailed discussion of goals/initiatives to develop appropriate processes, results, and improvements, see 2P1, 2R1, 2R2, 2I2.)

**AQIP Action Project for Measuring Effectiveness of Tutoring Services**
This project addressed concerns for students who are underprepared and also addressed the non-instructional distinctive objective for students (see 2P1). The Project Team was comprised of staff and faculty from all learning experiences and locations. The Project Team surveyed faculty, staff and students across the University regarding awareness, needs, and accessibility of academic support services and researched UIU’s benchmark peer institutions. The survey results indicated several areas where improvement in academic support services would be beneficial, including expanding online resources,
more face-to-face support, and increased communication of support services. (For a detailed discussion of goals/initiatives to develop appropriate processes, results, and improvements, see 2P1, 2R1, 2R2, 2I2.)

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

<table>
<thead>
<tr>
<th>Address Core Component 3E under 1P16</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.E  The institution fulfills the claims it makes for an enriched educational environment.</td>
</tr>
<tr>
<td>o  UIU surveys employers of graduates (1P4, 2P1, 2P2, 2P4, 9P2), participates in industry, community, and military groups (9P1, 9P2) and hosts advisory committees (1P2, 1P4, 1P13, 2P2) for input on needs and expectations in order to provide an enriched educational environment.</td>
</tr>
<tr>
<td>➢  Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</td>
</tr>
<tr>
<td>o  Co-curricular programs are driven by the University Mission and Vision and Strategic Plan Initiative #4 (p. 16). (1P16, see also 8I1 ‘Improvements to 8P8’ which addresses Strategic Plan Initiative #4).</td>
</tr>
<tr>
<td>➢  The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</td>
</tr>
<tr>
<td>o  Alternative Spring Break Sessions, International Courses (1P16); (See also 2P2, 2R1, 2R2, and 2I1 for processes, results, and improvements as co-curricular and curricular objectives align with other non-instructional distinctive objectives for students and communities.)</td>
</tr>
</tbody>
</table>

Upper Iowa University's curricular and co-curricular development goals and objectives continue to be driven by the University Mission and Vision and Strategic Plan Initiative #4. The mission stresses student development “in an environment in which diversity is respected, encouraged and nurtured,” and the vision is of “global citizens… prepared for leadership within society.” All committees related to aligning co-curricular and curricular learning objectives are comprised of administrators, staff, and faculty from multiple learning experiences and center locations.

Each student club, fraternity, or other organization recognized and supported by the University has a charter or constitution aligning its purpose with the University’s goals, and a faculty advisor to help it maintain that alignment. Eight of these organizations are classified as social/service, and each of them is responsible for including diversity programming during the academic year. In addition, the Office of Student Development works with all learning experiences and center locations to offer community service/service learning opportunities. (See 2P1, 2P2, 2R1, 2R2, and 2I1 for processes, results, and improvements on how co-curricular and curricular objectives align with other non-instructional distinctive objectives for students and communities.)

Alternative learning opportunities are offered each year to students in any location as a result of curricular/co-curricular goals guided by Strategic Initiative #4. Two such opportunities—in particular—are the alternative spring break sessions and international courses.

**Alternative Spring Break Sessions:**  
This academic year (2012-2013) students will be serving others and gaining a global perspective through this year’s alternative spring break trips to Costa Rica and Boston, Mass. In Costa Rica, 10 students and two advisers will volunteer at a local school and tile a community center in San Miguel. The UIU group will also work with an indigenous tribe called the Bribri, who live along the coastal areas of Costa Rica and Panama. The Bribri work hard to keep their original culture and native language, and have the lowest income per capita of the country. This tribe has requested help in translating and writing a program for a theatre group. Upper Iowa students will assist with the project, and also conduct a native medicinal plant walk where they will plant, collect, and catalog information regarding the healing qualities of the plants. For the 10 students traveling to Boston, spring break will be a service-learning adventure as they volunteer with Habitat for Humanity, the Salvation Army, and serve meals at a community kitchen. Previous trips have included destinations to Belize and other parts of the US for Habitat for Humanity projects.

**International Courses:**  
Through dedicated funding for international exchange opportunities and programs such as the Faculty International Grant (FIG) program, faculty and instructors across the University have been given the opportunity to develop multidisciplinary courses that offer students a unique international learning experience. As a result of this program, students have traveled to several different countries within a variety of courses across the curriculum. For example, students in BA 250 traveled to Haiti to study the people, the culture, and the economy of Haiti in 2010; and this year, students in EDU 162 will be traveling to Guatemala to learn about the culture and customs of Guatemala.
1P17  How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

The Systems Appraisal Feedback noted 1P17 as a strength of UIU in identifying systems to determine that students have met the requisite learning outcomes, catalog requirements, general education requirements, credit hours and elective requirements, and capstone experiences. To further strengthen this commitment, a new standing committee—Academic Affairs—was added to the faculty governance structure in 2011 to address issues such as University admission requirements, transfer credit, and graduation requirements. Since its implementation in the fall of 2012, the Academic Affairs committee has proposed changes to minimum grade requirements (C-) for transfer credits, waiving general education requirements for individuals seeking to earn a second bachelor’s degree, waiving the general education requirements for students transferring to UIU with an associate of arts degree, and raising the minimum grade point average requirement for graduation honors. These policy changes have been approved by University administration, implemented, and are current practice.

All students must meet requirements set forth in the Upper Iowa University catalog in order to graduate. Advisors monitor student progress in completing General Education requirements, major requirements, and credit hour requirements, including electives if electives are necessary. The Registrar’s Office ensures that all requirements have been met before the student graduates by completing a degree audit.

In accordance with HLC Policies 3.10 and 3.2(d) 1, Upper Iowa University assigns credit hours to each course offered at Upper Iowa University and is aware that any significant change to credit hour assignments or degree program requirements requires Commission approval. Courses offered for the associate’s, bachelor’s, or master’s degrees are listed in either the Upper Iowa University 2012-2013 Fayette Campus Catalog and/or in the Upper Iowa University 2012-2013 Academic Extension Catalog. These documents are available both in print and online.

Courses are listed by academic prefix and course number (e.g., COMM 105) in the individual course description and by program of study (e.g., general education, major, minor, concentration, certification etc.). The number of credit hours associated with a course is listed. All programs of study are fully described, and include listings of required courses with assigned credit hours for each. Upper Iowa University has established credit-hour allocations and requirements that fall within the acceptable range of best practice currently utilized by other higher educational institutions in the United States.

All students across the University have a capstone experience/senior project. The type of experience varies according to learning experience and area of study, but all incorporate a requirement that students have accomplished both general education task competencies (see General Education Assessment Requirements) and the objectives of their respective majors. Some majors require a capstone project in which students demonstrate that they have accomplished both the general education tasks and the major objectives. Other majors require an internship which involves the student working in an occupational setting directly related to the student’s major. For example, many criminology majors serve as interns at a nearby correctional facility. Student intern capstone experiences are assessed in two ways to determine their accomplishment of learning and development expectations. One avenue of assessment is the site evaluation, which is provided by the site supervisor in the field where the student is doing the internship. The evaluation by the site supervisor helps to determine if the student has accomplished the major goals and objectives, particularly in professional programs where major goals and objectives are linked to career competencies. The second avenue of assessment involves an assignment submitted to the faculty member supervising the internship. Both the general education competencies and major objective accomplishments are assessed when the internship assignments are graded.

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

Address Core Component 4B under 1P2 and 1P18
See 1P2 for Details

UIU has partnered with LiveText, a supporter of continuous improvement, as the University moves to the next level of global academic assessment; the partnership is also a catalyst for the University’s AQIP culture. LiveText is a comprehensive e-Portfolio, learning assessment, and accreditation management service. This new initiative has been the collaborative effort of faculty members and the Office of Academic Affairs. The GenEd Assessment Team, the Office of Institutional Effectiveness and Assessment, and the AQIP Steering Committee have realized the need to implement an electronic assessment management system to address several areas of the University’s Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift [from a teaching to a student-learning based culture] and to measure progress” specifically, Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), and Category 7 (7P1-2). Overall,
LiveText tools will provide data-driven assessment results necessary for decision making processes on UIU’s path of continuous improvement, and in accordance with UIU's strategic plan.

The decision on the part of the President and the President's Cabinet in 2011 to fund and implement LiveText ($500,000 initial implementation cost and $160,000 recurring annual expense) rather than assess an additional student fee bears witness to the University's commitment to a culture of assessment and continuous improvement. Below is Upper Iowa’s implementation timeline for LiveText assessment:

- General Education Assessment (All domestic learning experiences) – (fall 2011)
- General Education Assessment (Hong Kong) – (spring 2012)
- General Education Assessment (Malaysia) – (fall 2013)
- Wellness Strategies (FYE) Assessment – (fall 2011)
- Teacher Education Program – (fall 2012)
- Senior Project/Capstone (Pilot) – (2011 & 2012)
- Senior Project/Capstone (All learning experiences) – (fall 2013)
- Major/Program Assessment – (fall 2013)
- Nursing Program – (fall 2013)
- Student professional e-Portfolios – (fall 2013)

1R1 What measures of your students’ learning and development do you collect and analyze regularly?
In response to the Systems Appraisal Feedback for 1R1 and 7P1-2 recommending Upper Iowa University to develop consistent standards, expectations, and processes for measuring effectiveness, the Office of Institutional Effectiveness was established. A proposal was put forth by the AVP of Institutional Effectiveness at the April, 2011, President's Cabinet Meeting to implement LiveText, a comprehensive e-Portfolio, learning assessment, and accreditation database management system. This new process was approved, adopted, and implemented and has been the collaborative effort of faculty members, academic affairs, administration, the GenEd Assessment Team, the Assessment Office, and the AQIP Steering Committee—all of whom have realized the need to implement an electronic assessment management system to address several areas of the University’s 2009 Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift [from a teaching to a student-learning based culture] and to measure progress,” specifically, AQIP Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), and Category 7 (all categories).

General Education Assessment Measures: (1P1)
Specific to the General Education Assessment Program, the measures and compilation of the assessment data process is triangulated to assess General Education Student Outcomes.

1. The first type of data compiled and distributed is the quantitative faculty course embedded assessment via LiveText. In each of the (six) eight-week terms in which a GenEd course is offered, students will submit their GenEd Assignment to LiveText and the faculty will complete the GenEd Assessment rubric for each student in LiveText. Task-specific rubrics have been developed for each GenEd Task (student learning outcome). Faculty members are required to assess students' GenEd assignments and complete the GenEd Assessment rubric in LiveText each term that he/she teaches the GenEd Course. By utilizing LiveText, GenEd assessment can be measured, compiled, and analyzed for all learning experiences and modes of delivery: face-to-face, online, and independent study (correspondent courses).

2. The second type of data compiled and distributed is collected using qualitative self-assessment forms. Each term, the instructor of each general education course will receive an email with a link to the self-assessment form for that particular term. Instructors are asked to view the aggregated assessment results in LiveText for their respective course, by clicking on the button “View Report” on their LiveText dashboard. Upon reflection of the aggregated assessment results, instructors are asked to answer four questions via the self-assessment form:

3. The third type of data compiled and distributed is quantitative and consists of artifacts assessed by a four-member faculty GenEd Task Team (Task Team). The Task Team, chaired by a member of the GenEd Assessment Team and made up of at least two faculty serving in the academic School in which the targeted classes are being taught, will perform third-party assessments of the artifacts in LiveText and prepare a written assessment report, including a triangulation comparison of the faculty course-embedded assessments, the faculty self-assessments, and the Task Team's third-party assessments. In addition, the report will include recommendations regarding syllabus clarity, task assignment and completion, and discrepancies (if any) among learning experiences and individual classes or courses.
The GenEd Assessment Team has adopted a timetable allowing the Task Team one term to complete the assessments and write the Task Team Assessment Report (i.e., if the GenEd task is in the fall rotation, the assessment report is due in the spring; if the GenEd task is in the spring rotation, the assessment report is due the following fall). If the Task Team Assessment Report contains recommendations, the school dean receives an email and is asked to respond to the Task Team Assessment Report by the end of the following term after they receive the report. Thus, timely submission of the Task Team Assessment Report and response from the School will allow for possible changes and enhancements to student learning.

Major/Program Assessment: (1P2)
The AQIP Action Project Team for Major/Program Assessment has developed an Upper Iowa University Assessment Plan Template that outlines the measures required for Major/Program Assessment. (See 1P13 for complete details and timeline.) The Assessment Plan Template consists of three parts Part I: student learning outcomes, Part II: assessment measures, and Part III: analysis/evaluation and communication.

The following processes were used to create assessment measures for all majors/programs.
- Include a mixed approach of assessment measures utilizing direct/indirect measures and qualitative/quantitative measures.
- Include at least one direct measure for all student learning outcomes.
- Identify key assignments that will allow the evaluator to make judgments about the level of student learning.
- Describe the protocols that will be used for data collection (course-embedded assessment in LiveText, surveys, external field exams, etc.).
- View assessment plans for all Major/Programs.
  - Majors Programs Assessment A-F
  - Majors Programs Assessment G-L
  - Majors Programs Assessment M-Z

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

General Education (1P1): In response to the Systems Appraisal Feedback concerns regarding 1R2 and 7P1-2, Upper Iowa University has developed a systematic and standard collection process of data and performance indicators to support Upper Iowa’s planning and improvement efforts. The data are managed and compiled by the Office of Institutional Effectiveness and Assessment. See 7P2 (Chart 7.3) for a schedule of data collection and (See Chart 7.4) for a complete listing of performance results. Below are the performance results pertaining to General Education Assessment regarding (1P1). Click on LiveText link, enter the visitor pass code, and click on “Exhibit” tab to view aggregate assessment reports for each of the nine student learning outcomes (GenEd Tasks) compiled by year and term.

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LiveText: General Education Assessment</td>
<td><a href="https://college.livetext.com/visitor-pass.html">https://college.livetext.com/visitor-pass.html</a></td>
</tr>
<tr>
<td>Visitor Pass Entry Code: C0A9AAF8</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1 below depicts the General Education Participation rates (expressed as percent of total General Education course sections) for the 2008-09, 2009-10, 2010-11 (manual process), and 2011-12 (first year of LiveText implementation).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>23 %</td>
<td>23 %</td>
<td>24 %</td>
<td>48%</td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td>9 %</td>
<td>11 %</td>
<td>13 %</td>
<td>32%</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>13 %</td>
<td>18 %</td>
<td>18 %</td>
<td>34%</td>
</tr>
<tr>
<td>History</td>
<td>12 %</td>
<td>25 %</td>
<td>50 %</td>
<td>100%</td>
</tr>
<tr>
<td>Information Systems/Tech.</td>
<td>9 %</td>
<td>13 %</td>
<td>26 %</td>
<td>53%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5 %</td>
<td>18 %</td>
<td>23 %</td>
<td>39%</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>14 %</td>
<td>22 %</td>
<td>32 %</td>
<td>47%</td>
</tr>
<tr>
<td>Communications</td>
<td>5 %</td>
<td>10 %</td>
<td>17 %</td>
<td>38%</td>
</tr>
<tr>
<td>Overall mean</td>
<td>11 %</td>
<td>16 %</td>
<td>21 %</td>
<td>52%</td>
</tr>
</tbody>
</table>
The linked Table 1.2 Summary of Upper Iowa University General Education Student Performance Values summarizes student performance values prior to the implementation of LiveText based on GenED Assessment Rubrics of student artifacts for the 2008-09, 2009-10, and 2010-11.

1R3  What are your performance results for specific program learning objectives?
Major/Program Assessment (1P2): In response to the Systems Appraisal Feedback concerns regarding 1R3 and 7P1-2, Upper Iowa University has developed a systematic and standard collection process of data and performance indicators to support Upper Iowa’s planning and improvement efforts. The data are managed and compiled by the Office of Institutional Effectiveness and Assessment. See 7P2 (Chart 7.3) for a schedule of data collection and (Chart 7.4) for a complete listing of performance results. Below are the performance results pertaining to current program objectives. Click on LiveText link and enter the visitor pass code to view aggregate assessment reports for each of the nine student learning outcomes (GenEd Tasks) compiled by year and term.

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LiveText: Major/Program Assessment</td>
<td>Data will be collected in LiveText beginning fall 2013</td>
</tr>
</tbody>
</table>

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 response to the Systems Appraisal Feedback for 1R4 citing the need to provide evidence that students completing programs and degrees have acquired the knowledge and skills required and as a result of the implemented processes in 1P5-1P10, 1P15, and 1P17, Upper Iowa University has received accreditation and approval from the following external accrediting agencies and approval bodies in addition to HLC accreditation (see 2P2—Tables 2.1 thru 2.5).

Athletic Training Education Program: The athletic training education program uses results from the Board of Certification (BOC) certification examination as one facet in its assessment plan. First time pass rates from the BOC exams are used to assess acquisition of athletic training knowledge and skills. See Table 1.3 below for BOC certification examination first time pass rates for 2008-2009, 2009-2010, 2010-2011, 2011-2012 and 2012-13 exam years (April-February).

Table 1.3 BOC Certification Examination First Time Pass Rates

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of First Time Candidates</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Number of Passing Candidates</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>First Time Pass Rate</td>
<td>33%</td>
<td>50%</td>
<td>0%</td>
<td>75%</td>
<td>83%</td>
</tr>
</tbody>
</table>

The athletic training education program has also made changes to its program and curriculum to accommodate changes in the National Athletic Trainers’ Association (NATA) Athletic Training Education Competencies, 5th edition and the release of the 2012 Commission on Accreditation of Professional Athletic Training Education’s (CAATE) Standards for Accreditation of Professional Athletic Training Programs. These changes include the addition of specific coursework in prevention and health promotion, professional development, and psychosocial strategies; and also, the reconfiguration of a vacant full-time faculty appointment to create a second full-time faculty position teaching in support of the athletic training education program with release time to serve as the clinical education coordinator.

Senior Project Results:

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data</th>
</tr>
</thead>
</table>
Upper Iowa University is transitioning the Senior Project to LiveText. This transition in fall 2013 will allow assessment data to be electronically (rather than manually) captured and compiled in aggregate across all learning experiences and all center locations. In addition, assessment data can be disaggregated by gender, ethnicity, major, location, assessor, etc. to further analyze and provide evidence of successful completion by all student groups.

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

In response to the Systems Appraisal Feedback for 1R1 citing the need for data regarding learning support systems for students and in conjunction with Category 2P1 in which the primary non-instructional objective for students is improving the availability of services across the institution, three AQIP Action Projects were initiated: Career Development, Integrating Disability Services, and Measuring Effectiveness of Tutoring Services (see full description of processes under 1P4, 1P8, 2P1). Below are the performance results by academic year (some 2012-2013 data are not available yet).

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Math Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2012</td>
</tr>
<tr>
<td>Smarthinking</td>
<td>2012-2013; 2011-2012;</td>
</tr>
<tr>
<td>Tutoring Website Views</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Disability Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Library Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

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?

**Benchmark Peer Institutions:** In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (7P5, 7R1, 7R2 for longitudinal data):

- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

**National Survey of Student Engagement (NSSE):** Upper Iowa University is utilizing the National Survey of Student Engagement (NSSE) surveys as an improvement tool that allows UIU to benchmark against peer institutions in the "Plains Private" category. Surveys are administered to freshman and senior students across all learning experience and locations. Data results are available for 2011 and 2012. Data for 2013 will be available in October 2013.

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSE</td>
<td>2012-2013; 2011-2012</td>
</tr>
</tbody>
</table>

Sample data from 2011 Survey: "The featured theme of NSSE’s Annual Results 2011 – Supporting Student Engagement Across Campus” – emphasizes the value of connecting NSSE results to specific campus programs and units, and suggests sharing pertinent results to promote campus partnerships dedicated to the quality of the undergraduate experience. Student engagement data can inform the work of many departments and offices on campus, such as academic affairs, career services, and student activities. For example, [Figure 1.1] below illustrates comparative results for survey items that might be examined by these units. Results like these may suggest areas to investigate or may validate the impact of ongoing improvement efforts." See Figure 1.1 Percentage of Students Participating in Selected Activities at UIU and Selected Comparison Institutions.

**Collegiate Learning Assessment (CLA):** Collegiate Learning Assessment (CLA), measures student learning from when they enter as freshmen to the point when they graduate. CLA assessment results for the three most recent years are below.
UIU has ranked in the top 25% of colleges nationally for the enhancement of student learning [CLA Learning Report, 2006-10].

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate Learning Assessment (CLA)</td>
<td>2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

**Top Military Friendly School:** For the third straight year, Upper Iowa University has been named by *G.I. Jobs* magazine as a Military Friendly School for 2012. This honor ranks UIU in the top 15% of all colleges, universities and trade schools nationwide based on UIU's military friendly procedures and practices.

**GetEducated.com:** The Master of Business Administration (MBA) and Master of Public Administration (MPA) programs earned “best buy” rankings from the independent review organization, GetEducated.com in October of 2012. This designation recognizes UIU as offering high quality online programs like the MBA and MPA at a price below the national average for similar programs. Earlier that year, the Master of Higher Education Administration (MHEA) program was recognized as a “best buy” as well as several of the undergraduate programs, including criminal justice, psychology, business management, and social science.

**U.S. News & World Report:** The online undergraduate and master in business administration (MBA) programs at Upper Iowa University have been cited in the *U.S. News & World Report* "2013 Best Online Education Programs," which was released on its website January 15. The UIU Online Bachelor's Program is ranked 47th of 237 colleges and universities with online undergraduate programs that responded to the *U.S. News* survey. The UIU Online MBA program is ranked 134th of 213 online programs that responded to *U.S. News*. On each list, UIU is one of only two online programs in Iowa to be numerically ranked by *U.S. News*. It is also important to note that some institutions offering these programs were not included in the rankings because they opted not to participate in the survey.

**NCSA Athletic Recruiting Collegiate Power Rankings:** Upper Iowa was ranked 45th out of 302 NCAA Division II members in the annual National Collegiate Scouting Association (NCSA) Athletic Recruiting collegiate power rankings in 2011. The NCSA Athletic Recruiting collegiate power rankings are calculated by averaging the Learfield Sports Directors’ Cup ranking, the NCAA student-athlete graduation rate of each college/university and the U.S. News & World Report ranking.

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

**1P1 Improvements made to General Education Objectives**
- Creation of a *General Education Introductory Manual*, A new resource to provide adequate training resources for new full-time and part-time faculty regarding the General Education Program.
- Created Triangulation of GenEd Assessment.
- Adopted LiveText in 2011 to provide aggregate assessment reports and analysis.

**1P2 Improvements made to Program and Major Objectives**
- Initiated AQIP Action Project for "Designing Effective Major/Program Assessment."
- Adopted LiveText as UIU's electronic assessment management database system to effectively measure outcomes-based learning goals and institutional objectives for majors/programs.

**1P3 Improvements made to New Program and Courses**
- Creation of *Curriculum Committee Handbook* which outlines the processes for development and design of new programs and courses for any learning experience across all locations.
- Development of *Curriculum Approval Pathways* (p. 20) for new majors, minors, endorsements, and courses which follows a three-tiered approval process.

**1P4 Improvements made to Integrating Goals with Student and Employer Needs**
- Initiated three AQIP Action Projects to streamline processes, results, and improvements from the AQIP Action Project "Enhancing Academic Support Services:"
  1. AQIP Action Project: Advancing Career Development Services
  2. AQIP Action Project: Integrating Disability Services
  3. AQIP Action Project: Measuring Effectiveness of Tutoring Services
- Creation of the online graduation application/employer survey implemented January 2013.

**1P5 Improvements made to Determining Student Preparation for Programs (Project #19)**
- Creation of electronic Advising Worksheet for students and advisors.
- Creation of self-service resources for students to track their status and requirements for degree completion.
• Creation of self-service resources for students to complete their own degree audits.
• Creation of self-service resources for students to complete "What If" scenarios with the Major Exploration in myUIU.
• Creation of electronic course substitution/waiver policy through Nolij Web.
• Developed electronic Advising Module SOP.
• Sustainability improvements realized because of decreased paper usage.

1P6 Improvements in Communication of Preparation Requirements and Learning Objectives (Projects #12, #13, #16)
• Improved work flow efficiencies as a result of and integrations with Jenzabar Admissions Module, Nolij Web with Admissions Workflow, and myUIU.
• Improved application process efficiencies as a result of online Inquiry and Application forms that insert data directly into Jenzabar (no longer manually inputted).
• Improved consistency of admissions terminology and tracking during all stages resulting in cleaner data.
• Increased customer satisfaction as a result Self-Service for student applicants through myUIU to track their status and requirements for admission.
• Realized a significant decrease in paper usage (sustainability improvement) utilizing Nolij Web—a document imaging software system that has moved UIU from paper files to electronic files.
• Implemented partnership with the National Student Clearing House.
• Implemented transcript ordering service which now provides an electronic means to track request and provides automated communication to inform students where their transcripts are at in the processing stage. Telephone calls have minimized because the students are able to track their own transcript progress. Clearing house collects all fees and submits them back to UIU monthly; thus, eliminating UIU's billing system for transcript fees. The tracking system provides UIU with information regarding how many transcripts are sent out from UIU and where the transcripts are at in the processing stage.
• Implementation of Student Self-Service now allows students to order their own enrollment certifications for free. The student will be authenticated through myUIU and will not need another username or password to accomplish this.
• Implementation of Enrollment Certification now provides students the ability to document their enrollment at UIU as either full-time, half-time, or less than half-time. Students easily access Clearinghouse with a link posted in myUIU. This is a free service offered to UIU that will benefit students and staff.
• Implementation of Degree Verification provides third parties the ability to determine if a student has their degree completed. There is no charge to UIU for this service; the third party requesting the information is charged a fee. The third party degree verification service has decreased the number of calls to the Registrar's Office from approximately 50 requests per month to approximately 5 per month.

1P7 Improvements made in Assisting Students in Program Selection
• Implementation of Advising Module available to all students via myUIU.
• Enhancement of Career Services Resources via the Career Development "Resources for Students and Alumni" website http://www.uiu.edu/studentlife/careerdevelopment/students.html.
• Creation of an Upper Iowa University Career Development LinkedIn page for alumni and student engagement for employment opportunities, internships, career information and advice, etc.

1P8 Improvements made in Assisting Underprepared Students
• Development of peer tutoring and web-based tutoring services available to students in all learning modalities.
• Increased subscription usage of Smarthinking.com.
• Development of comprehensive (location specific) website directory of tutoring services http://www.uiu.edu/resources/tutoring/tutoring-services.html.
• Development of an online mathematics skills assessment test for students enrolled in mathematics courses at the Academic Extension centers, international centers, and online.

1P9 Improvements made in Addressing Differences in Learning Styles
• Implementation of an online training course for all full-time or part-time faculty, as provided by the Pearson Learning Studio (PLS) and facilitated by the University’s own online training instructors. The PLS online training module has a training segment on different learning styles. Pertinent primary literature discussing current best practices is cited, and instructors-in-training are expected to participate in a discussion thread on each of these topics with their online training cohort (usually around 10 instructors-in-training per section).

1P10 Improvements made in Addressing Special Needs

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1P11 Improvements made in Defining Expectations for Effective Teaching

- Transitioned the remaining three divisions to the School of Liberal Arts, the School of Science and Mathematics, and the School of Business.
- **Andres School of Education:** The Teacher Education Program (TEP) implemented full-time faculty to serve as course coordinators and collaborate with adjunct faculty within the various learning experiences.
- **School of Science and Mathematics:** The School of Science and Mathematics implemented adjunct liaisons to communicate expectations to adjunct instructors in the various learning experiences.
- **School of Liberal Arts:** The School of Liberal Arts implemented full-time faculty, in coordination with department chairs, to review department syllabi to ensure that syllabi are in-line with School and Department policies.
- **School of Business:** The School of Business is reviewing alternative governance methods that would effectively and efficiently engage UIU's large pool of adjunct instructors in the process of providing oversight and accountability to ensure consistency and quality of UIU programs in all learning experiences.

1P12 Improvement made in Building Effective Course Delivery Systems

- Implementation of LiveText as UIU's electronic assessment management database system to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.

1P13 Improvements made in Ensuring Programs are Up-to-Date and Effective

- Created an annual assessment cycle of “plan → do → check → act” to guide informed decision making, provide multilevel accountability, and support UIU's strategic plan to heighten academic quality improvement of students’ learning.
- Developed a common set of assessment terms and definitions that will be used throughout UIU.
- Developed UIU Assessment Plan Template.
- Development and compilation of all UIU Major/Program Assessment Plans.

1P14 Improvements made in Changing or Discontinuing Programs and Courses

- Creation of *Curriculum Committee Handbook* which outlines the processes for removing or discontinuing programs and courses for any learning experience across all locations.
- Institution of *Curriculum Approval Pathways* (p. 20) for removing or discontinuing majors, minors, endorsements, and courses which follows a three-tiered approval process.

1P15 Improvements made in Addressing Learning Support Needs (Tutoring, Disability, & Career Services)

- Creation of a Disability Services webpage to increase awareness of disabilities services (see [http://uiu.edu/resources/disabilityservices/index.html](http://uiu.edu/resources/disabilityservices/index.html)).
- Creation of an electronic University-wide Disability Services Newsletter published periodically (see [http://uiu.edu/resources/disabilityservices/newsletter.html](http://uiu.edu/resources/disabilityservices/newsletter.html)).
- Development of peer tutoring and web-based tutoring services available to students in all learning modalities.
- Development of comprehensive (location specific) website directory of tutoring services [http://www.uiu.edu/resources/tutoring/tutoring-services.html](http://www.uiu.edu/resources/tutoring/tutoring-services.html).
- Creation of an Upper Iowa University Career Development LinkedIn page for alumni and student engagement for employment opportunities, internships, career information and advice, etc.
- Creation of the online graduation application/employer survey application implemented January 2013.

1P16 Improvement made in Aligning Curricular and Co-curricular Development Goals

- Inclusion of students from all learning experiences in extracurricular activities, including a whitewater rafting trip, an oratorical contest, and service travel opportunities over spring break.
- Development of Office of Student Development assessment plans for all student activities/programs.

1P17 Improvements made in Awarding of Degrees and Certificates

- Instituted a new standing committee, Academic Affairs, to the faculty governance structure in 2011 to address issues such as University admission requirements, transfer credit, and graduation requirements.
• Implemented minimum grade requirements (C-) for transfer credits.
• Implemented waiver of general education requirements for individuals seeking to earn a second bachelor’s degree.
• Implemented waiver of the general education requirements for students transferring to UIU with an associate of arts degree.
• Raised the minimum grade point average requirement for graduation honors.

IP18 Improvements made to Designing Processes for Assessing Student Learning
• Implemented General Education Assessment into LiveText
• Implemented Wellness Strategies (FYE) Assessment into LiveText
• Implemented Teacher Education Program into LiveText
• Implemented Senior Project Pilot into LiveText
• Implemented Student professional e-Portfolios Template into LiveText

112 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?
The continuous improvement culture of AQIP now permeates Upper Iowa University's infrastructure and aids stakeholders and constituents in identifying processes, setting targets, and realizing improved performance results to help students learn.

Identifying Infrastructure Processes
Office of Graduate Studies: In 2011, the Program Directors of Upper Iowa’s existing three online graduate programs (MBA, MPA, MEd and MHEA) co-authored a proposal for an Office of Graduate Studies (OGS) that was eventually approved and adopted by the Board of Trustees. This office was created with the mission statement, “The mission of the Upper Iowa University Office of Graduate Studies is to promote and support excellence in graduate education for students wherever they are located using diverse learning experiences.” To date, the Office of Graduate Studies is currently undergoing a search for the newly created Director of Graduate Studies position. The Graduate Council, Graduate Curriculum Committee, Graduate Appeals Committee, and Graduate Assessment Committee have been created with representation from graduate faculty, program directors, and relevant members of the administration and each are meeting on a regularly scheduled basis.

Transition from Divisions to Schools: In 2011, the four academic divisions began the transition from divisions to schools. The last transition was completed in March 2013, when the Division of Liberal Arts transitioned to the School of Liberal Arts (See 5P5) with four departments. Each school has subdivided into departments based on academic areas or programs. The Andres School of Education is broken into five departments each with their own department chair: teacher education, Master of Education, Master of Higher Education Administration, athletic training education and health, physical education and recreation. The School of Science and Math has subdivided into four departments. The Department of Biological Sciences houses the six faculty members that teach courses in biology. The Department of Physical Sciences houses the six faculty members that teach in chemistry, earth science, forensic science and physics. The Department of Mathematics and Information Technology houses the eight faculty members that teach in math and information technology, as well as the Academic Support staff person responsible for math. The Department of Nursing houses the five faculty members that teach nursing courses.

Board of Trustee Representation: The University is also working to ensure faculty representation in all aspects of University life. To facilitate this, in 2011-2012, the chair of the faculty was added as a non-voting member to the Board of Trustees, and the acting chair and previous faculty chair attend the fall, winter, and spring board meetings to represent the faculty at these proceedings. Faculty representation has also been added to a number of committees including student development, AIDS, campus safety, substance abuse, affirmative action and the IT committees.

Setting Targets
Development of Online Math Placement Test: Ensuring that students are aware of their mathematical skills—and the courses that are commensurate with them—will help students to better understand what they need to do to be successful in their mathematical courses. For non-traditional students, a math placement test has been developed in-house and is currently being piloted. The goal is to have it ready for students in academic extension centers and online beginning fall 2013. For traditional students, placement decisions are made based on assessment tests, such as the ACCUPLACER (see 1P5).

Peer Assisted Learning (PAL): Peer Assisted Learning (PAL) pays students to serve as mentors in classes in which they have excelled. These mentors model successful classroom behavior, and conduct study sessions with peers who desire
assistance with appropriate study strategies. This initiative promotes leadership in students and builds collegial relationships among students.

SmartThinking.com: The University continues to utilize SmartThinking.com as an online tutoring service which is available to all students. Through the AQIP Action Project, Measuring Effectiveness of Tutoring Services, the University has set a target to expand the SmartThinking.com subscription, keeping in mind a current 78-hour monthly average. Last year’s usage was approximately a 31% increase from 2010, without much advertising of the service. One hour per 30% of total student population would double the current contract – possibly to be ramped up over a period of three or four years (2012-2014)

Realizing Improved Performance Results

Assessment of Science Majors: Science majors (e.g., biology, conservation management, etc.) participate in a capstone experience, usually in their senior year, which typically involves literature review, data collection, and summation of the experience in both a written paper and an oral presentation. Each student works with one faculty member who acts as the project advisor and who evaluates the written paper on a series of items that can be tied to general education and major competencies. Additionally, all science faculty members who attend an oral presentation session are invited to evaluate each student on an additional series of items that can be tied to these competencies (see 1R3).

Teacher Education Program: The Teacher Education Program collects data from multiple stages as students progress through the program at all locations where teacher preparation is offered: Fayette, Waterloo, Des Moines, and Mesa. These include knowledge of the Iowa Teaching Standards during field experience; evaluation of the student teacher by a University supervisor and cooperating teacher; and evaluation of the Teacher Work Sample. In addition, all education students must pass a basic skills competency test (C-BASE) to be admitted into teacher education and all elementary education majors must pass the Praxis II exam for licensure.

Students with Undecided Major: Across the University at all locations and in the online program, students are required to meet with an academic advisor each term/semester; this meeting helps to assess whether the major is consistent with the student’s interests, goals, and abilities. Advisors in all locations and in all learning experiences have an Advisor's Handbook that assists in providing consistent and quality advising. UIU enrolls a significant number of “undecided” students. As a result, the advising system has developed strength in helping students find their area of study by examining with them their specific interests.

AQIP Category 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Introduction: Upper Iowa University's non-instructional objectives derive from a comprehensive strategic planning process and its mission and vision statements, which are currently undergoing a refreshment process. UIU dedicates its resources to the preparation of students for life-long, meaningful participation in a society that is increasingly globalized. A key component of the “global citizen” is personal and social responsibility. Both the institution and the individual staff and students who are part of it seek to become vital members of the community, making positive contributions to the betterment of fellow community members.

Processes for accomplishing other distinctive objectives have matured since the University prepared the last Systems Portfolio. Processes (2P1-2P6) involving students, alumni, employers, and athletics have moved from reacting to the systematic/aligned phases. Efforts have been made to provide seamlessness across the institution in strategic enrollment management processes, career development services, disability services, tutoring services, and access to library resources. The most mature area relates to regulatory bodies, such as the Iowa Board of Education or Iowa Board of Nursing, where the institution has developed coordinated processes to ensure that all regulatory requirements are met.

AQIP Action Projects have been conducted to support the improvement of seamlessness in career development, disability services, and tutoring services. Some changes have been implemented as a result of those projects, and other improvement recommendations are awaiting funding within the budgetary cycle.

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

In response to the Systems Appraisal Feedback for 2P1 citing the need to have clear and distinctive non-instructional objectives, UIU has established the following distinctive non-instructional objectives and key processes for the selected internal stakeholder groups: students, alumni, and athletics.
Students – The primary non-instructional objective for students is improving the availability of services across the institution. This includes tutoring services, career development, disability services, wellness programming and extracurricular activities. Three AQIP Action Projects were completed in the past three years to create processes and plan improvements across all learning modalities (residential campus, domestic centers, online, and international centers) in the areas of tutoring, career development and disabilities.

AQIP Action Project: Measuring the Effectiveness of Tutoring Services (METS): Specific strategies to develop appropriate processes included:

- Team members for this AQIP Action Project were specifically chosen from all modalities, including the residential campus, Academic Extension and International Programs, to collaborate on communication, input, and research in an effort to measure the effectiveness of tutoring services across the University.
- Surveyed faculty and staff on knowledge and availability of tutoring services (see staff survey results).
- Surveyed students University-wide on knowledge and availability of tutoring services (see student survey results).
- Surveyed and inventoried available technology (PCs) across the University in all learning modalities (residential, centers, online, and international) (see survey of PC results).
- Tracked and analyzed current tutoring services usage (see METS Recommendations summary of data).
- Developed recommendations specific to each learning modality (residential, centers, online, and international) to implement over the next two years (see METS Recommendations).
- Determined the top three immediate academic support needs of UIU students, which were: (1) expanded online resources and internet access via computers at all learning modalities – see Additional Recommendations under b) below, (2) on-site face-to-face tutoring at the center locations – see Additional Recommendations a) below, and (3) communication of available resources for all UIU students via an expanded and enhanced Tutoring website – see Additional Recommendations e) below.
- Created a standardized statement to be included on the syllabus template for faculty members in all learning modalities to communicate available tutoring services and to indicate the informational Tutoring Services page on the UIU website that takes students directly to the variety of resources available to them.
- Additional Recommendations (see METS final report):
  a) Face-to-face tutoring services are recommended for each center in the amounts of 1.4 hours per student per year in writing-intensive courses and 8.7 hours per student per year in math-intensive courses. The Project Team recommends a funding line be established based on headcount and tutoring hours actually used on the residential campus and as recommended by Smarthinking (one hour for 30% of total student population per year) (2013-2014).
  b) The Smarthinking.com subscription needs to be expanded, keeping in mind a current 78-hour monthly average. Last year’s usage was approximately a 31% increase from 2010, without much advertising of the service. One hour per 30% of total student population would double the current contract – possibly to be ramped up over a period of three or four years (2012-2014).
  c) Templates with guidelines for hiring math and writing tutors need to be created by the Tutoring Coordinators and distributed to center locations (2012-2013).
  d) A training module needs to be designed by the Tutoring Coordinators and installed on the myUIU server (2013-2014).
  e) The informational Tutoring Services page will be updated annually, and a statement on tutoring services, with a link to the tutoring services page, should be included on the new learning management platform (via eLearning Director).
  f) A brief standardized statement regarding access to tutoring services will be developed and included on the syllabus template for all learning modalities (2012).
  g) Created a budget detailing full implementation costs for all recommendations for consideration in the next budget cycle (2013-2014). (See METS Implementation Budget).

AQIP Action Project: Integrating Disability Services (IDS): Specific strategies to develop appropriate processes included:

- Team members for this AQIP Action Project were specifically chosen from all learning experiences (including the residential campus, domestic centers, online, and international centers) to collaborate on communication, input, and research in an effort unify the Integration of Disability Services across the University.
- The team determined core values at the beginning of the project, which became the foundation for the commitment to stay on task and complete the project on time – in spite of the simultaneous, multiple priorities of the team members.
- Communicating with peer benchmark schools was very effective in order to avoid recreating the wheel.
Because of the multiple modalities the institution maintains and because the number of students with disabilities is on the rise, it is crucial that UIU has an accurate (ADA compliant), consistent, and well-defined model to utilize across all modalities. Having a common resource that addresses the changes outlined in the ADAAA of 2008 and future federal regulations will enable and enhance UIU’s ability to better understand and serve the needs of UIU’s students.

A comprehensive, web-based, disability services handbook for all UIU modalities was created to outline the disability services provided to qualifying students and is available electronically on UIU’s website at [http://uiu.edu/resources/disabilityservices/downloads/Handbook.pdf](http://uiu.edu/resources/disabilityservices/downloads/Handbook.pdf).

The disabilities manual provides a seamless process for determining eligibility for services and will ensure that all University staff, faculty, and administration have adequate information on the process for administering services across all modalities.

The disabilities manual also defines the policies and procedures to be followed in order to provide clear communication to all constituents and to ensure compliance with federal law in meeting accommodations.

The ability of students, faculty, and staff to utilize processes and procedures will be measurable by increased identification of disability students and increased usage of services.

The first edition of the *Upper Iowa University Disabilities Services Handbook 2011-2012* was completed in 2011 and will be updated annually.

A Disabilities Services webpage was created to increase awareness of disabilities services ([http://uiu.edu/resources/disabilityservices/index.html](http://uiu.edu/resources/disabilityservices/index.html)).

An electronic University-wide Disability Services Newsletter has been established and is published periodically ([http://uiu.edu/resources/disabilityservices/newsletter.html](http://uiu.edu/resources/disabilityservices/newsletter.html)).

Created a budget detailing full implementation costs for all recommendations for consideration in the next budget cycle (2013-2014). (See IDS budget).

**AQIP Action Project: Career Development**

Specific strategies to develop appropriate processes included:

- Team members for this AQIP Action Project were specifically chosen from all learning experiences (including the residential campus, domestic centers, online, and international centers) to collaborate on communication, input, and research in an effort to identify areas in Career Development in which services can be expanded and/or added to help increase student employability, student retention, and student recruitment.
- Created and conducted surveys of employers. (See [AQIP Career Development Survey Results](http://uiu.edu/other/departments/AQIP/CareerDevelopmentSurveyResults.pdf), pp.1-8.)
- Created and conducted surveys of staff and faculty stakeholders. (See [AQIP Career Development Survey Results](http://uiu.edu/other/departments/AQIP/CareerDevelopmentSurveyResults.pdf), pp. 9-23.)
- Created and conducted surveys of students University-wide. (See [AQIP Career Development Survey Results](http://uiu.edu/other/departments/AQIP/CareerDevelopmentSurveyResults.pdf), pp. 24-54.)
- Created and conducted surveys of alumni. (See [AQIP Career Development Survey Results](http://uiu.edu/other/departments/AQIP/CareerDevelopmentSurveyResults.pdf), pp. 55-79.)
- Reviewed and compared input from Benchmark Peer Institution career development offices.
- Developed detailed recommendations in correlation to CAS Standards, UIU’s Strategic Initiative #4: “Contribute to the development of "global citizens" by providing co-curricular learning opportunities that complement the formal academic program”, and AQIP Categories 1, 4, 6, and 9 to be incrementally implemented over the next three years. (See [AQIP Career Development Recommendation Chart](http://uiu.edu/other/departments/AQIP/CareerDevelopmentRecommendationChart.pdf))
- An Upper Iowa University Career Development LinkedIn page has been established for alumni and student engagement for employment opportunities, internships, career information and advice, etc.
- To streamline data collection and sharing, an “Online Application for Graduation – Design/Development” subcommittee was formed with multi-department representation to a) reduce the number of times alumni are surveyed, thereby increasing the likelihood of getting responses, b) determine the data needed, who needs access to the data, and combine surveys, c) develop a centralized location for all survey data to be stored, and d) develop a mandatory online graduation application including employer/employment survey questions.
- The online graduation/employer survey application was implemented January 2013.
- Created a budget detailing full implementation costs for all recommendations for consideration in the next budget cycle (2013-2014). (See AQIP Project Career Development budget.)

**Wellness Programming and Extracurricular Activities:**

Students in all Learning Modalities are informed about wellness programming initiatives through e-mail, social media, and the Office of Student Development (OSD) section of the UIU website and myUIU.
Extracurricular activities, such as alternative spring break service trips and whitewater rafting excursions, are open to students in all Learning Modalities as well. Students are informed of the opportunities by e-mail and spots are reserved for students outside the residential campus. Data are now being collected to track participation in non-academic activities by students from all areas of the University.

Alumni – The primary non-instructional objectives for alumni are improving communications with alumni and increasing alumni giving levels from all areas of the institution. The Advancement and Alumni Center staff is responsible for planning and assessing these efforts. This staff has been expanded and restructured in the past two years and data are now being collected to track alumni giving by the geographic center where they attended classes. The Business Redesign Project #24 to re-implement the Advancement module in Jenzabar was a key factor in developing the following processes (see also 6P4-6P5, 6R3, 6I1).

The Advancement and Alumni Center has developed the following processes to improve communications with alumni:

- Implemented Informz e-mail distribution software to manage email communications with alumni
- Established Peacock Tales blog to promote alumni stories.
- Established a web-to-print site to notify alumni of events and happenings through standardized templates and expedited delivery times.
- Increased the number of gift officers making first contact with alumni to establish relationships.
- Contracted with Wilson-Bennett Technologies to increase phonathon caller effectiveness in reaching alumni.
- Established relationships with UIU center directors, deans and faculty to better communicate affinity-related information to alumni on a timely basis (major-related, center-related, school-related, etc).
- Established relationships with UIU center directors to facilitate center specific communications via email.
- Increased social media presence through Facebook and LinkedIn and working to integrate UIU Alumni LinkedIn page as the main LinkedIn page for Upper Iowa University.

The Advancement and Alumni Center has developed the following processes to contact, track, and increase alumni giving levels and percentage of giving:

- Analyzed and screened alumni database; recorded results within Jenzabar.
- Established a prospect rating system within Jenzabar.
- Established a gift officer assignment process with active cultivation plans for each prospect assigned.
- Instituted personal follow-up calls from gift officers to annual fund donors who have good conversations with student callers.
- Increased the gift staff to 3 full-time positions, plus one shared position with Athletics.
- Contracted with Wilson-Bennett Technologies to increase phonathon caller effectiveness in reaching alumni (2013 is the first year that all non-donors will be solicited by phonathon).
- Participated in the Business Redesign Project #24 to re-implement in Jenzabar the Advancement module features that were not being used, such as letter generation and many of the reports that are available in Jenzabar (see 6P4-6P5, 6R3, 6I1).
- Implemented tracking of alumni communications in Jenzabar.
- Established agency funds that benefit departments and centers so alumni are able to choose their school/major or center.

Athletics – The primary non-instructional objective for athletics is to provide a source of pride, entertainment, and a feeling of belonging within the larger entity of the University. This area links the stakeholder groups of current students, alumni, faculty, staff and community. In addition, the NCAA Division II and the Northern Sun Intercollegiate Conference (NSIC) serve as stakeholders for this area. Planning and assessment of athletic objectives is primarily a departmental activity, but the Athletic Council, which includes representatives from the athletic administration, coaching staff, faculty and Office of Student Development, is responsible for overseeing athletic scheduling, eligibility, compliance, recruiting, and athletic scholarships.

Athletic recruiting processes have been adjusted to increase attention to the academic profile of recruits in addition to athletic ability. This process allows teams to award more academic scholarships and creates pride in academic achievements of Peacock athletic teams. In order to assist in meeting the stated objective, the Athletics Department has also transformed the athletic ticketing process for all athletic contests, which took advantage of the opportunity provided by the opening of the Harms-Eischeid Football Stadium in fall of 2012:

- All UIU students (residential, centers, online, and international) receive free admission to athletic events.
- All UIU faculty and staff (residential, centers, online, and international) and their immediate family members receive complimentary general admission tickets to all regular season contests.
• A more streamlined system was developed to be compliant with this objective and allow for proper ticketing procedures to be followed. The new system allows for faster processing at the box office on game day and therefore requires collecting some information on a Faculty/Staff Ticket Registration form once a year. A photo ID and signature is required when tickets are picked up.
• Tickets for events may be picked up two days prior to home games or at the Will Call window on game day. Students, faculty, staff, alumni, community members, and any other external stakeholders are informed about upcoming athletic events, scores, livestats, athletic accomplishments, and news via the UIU Athletic website at http://www.upperiowaathletics.com or a variety of social media, including Facebook, Twitter, Peacock Blog, and text messages. In addition, students, faculty, staff, alumni, community members, or any external stakeholders can subscribe to regular UIU Athletic Newsletters via http://www.upperiowaathletics.com/subscribe.aspx.

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

In response to the Systems Appraisal Feedback for 2P2 citing the need to have clear and distinctive non-instructional objectives for external stakeholders and input from personnel from across the institution, the following distinctive non-instructional objectives and key processes were established for selected external stakeholder groups utilizing UIU's Strategic Plan: government and other regulators, community enrichment/economic development, and employers.

Government and Other Regulators – In accordance with UIU's Strategic Initiative #1 (seamless movement of students and faculty) and #2 (developing global citizens) the primary non-instructional objective related to the government stakeholders is maintaining compliance with applicable regulations. UIU must comply with a wide range of government regulations, and work with oversight agencies related to specific fields of study, such as the Iowa Department of Education, Iowa Board of Nursing, and the Commission on Accreditation of Athletic Training Education (CAATE). Distance education requires individual state approvals. International centers are governed by a variety of ministries of education, depending on the countries where they are located. UIU utilizes the Plan→Do→Check→Act process to ensure compliance with applicable regulations when designing new programs and courses. The plan has been presented as a draft and will be brought before the Curriculum Committee and Academic Affairs in the fall.

Plan: To ensure Upper Iowa University’s best interests, the Academic Extension (AE) and International Program (IP) Offices will review any proposed new programs or changes offered beyond the residential campus that may impact each respective area in terms of government regulations, growth, resources, and fiscal viability. This review should be completed prior to any formal decisions made by the UIU Curriculum Committees (graduate or undergraduate), Administrative Academic Review Team (AART), the BOT Academic Affairs Committee, and the BOT Executive Committee. In an effort to best consider impact on all proposed changes, AE/IP staff and faculty will assist with the following (in collaboration with the academic unit submitting the proposal):

1) Seek input from all faculty (fulltime and part-time: provide summary of input and attach actual survey data).
2) Input from administrative units providing operational support (centers, Center for Distance Education (online and independent study), Integrated Enrollment Center (IEC), International Programs, Financial Aid, Business Office, IT, etc.).
3) Seek input from business and industry in the service areas hiring UIU grads in the specific discipline, or major employers in the area.
4) Seek review and input from unit Advisory Committees.
5) Seek input from professional associations and best practices.
6) Provide data on benchmark institutions and institutions competing in the service area (how do the proposed program changes compare to UIU’s competition in terms of credit hours, content, course titles, etc.).
7) Provide impact on resources & growth (type, amount, recurring/nonrecurring, projected out over 3 years).
8) Provide ability to offer the proposed changes through all learning experiences: onsite, online, Independent Study, accelerated courses, and courses/programs offered to students without access to the internet (incarcerated and deployed military).
9) Ensure ongoing compliance with HLC, State, Federal, and Country policies and requirements to offer programs and courses in each respective service area or market.

Any formal review will require at least 30 days and should be jointly conducted between the academic unit and the administrative unit(s). Communications and collaboration should begin at the initial stages of the process.

Do: When the planning stage is completed, the proposal will go through the appropriate approval process of Respective School → Curriculum Committee → Administrative Academic Review Team (AART) → BOT Academic Affairs Committee → BOT Executive Committee. See CC-GCC Approval Pathways.
**Check:** Check completion of necessary compliance documents with HLC, State, Federal, and Country policies and requirements.

**Act:** Tables 2.1 thru 2.5 below contain a complete listing of government and other regulators which is monitored and updated by the Office of Institutional Effectiveness Compliance/approval/accreditation documents can be viewed by clicking on the underlined document.

**Table 2.1 Upper Iowa University Accreditation/Approvals**

<table>
<thead>
<tr>
<th>Program</th>
<th>Accrediting Agency</th>
<th>Last Renewal</th>
<th>Next Renewal</th>
<th>Approval Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>4/12/2008</td>
<td>2013</td>
<td>CCNE Approval Letter</td>
</tr>
<tr>
<td>Nursing</td>
<td>Iowa Board of Nursing</td>
<td>12/4/2008</td>
<td>2014</td>
<td>Iowa Board Nursing Approval Letter</td>
</tr>
<tr>
<td>Teacher Preparation</td>
<td>Iowa State Board of Education</td>
<td>1/27/2011</td>
<td>2016-2017</td>
<td>Iowa Board Education Approval Letter</td>
</tr>
<tr>
<td>Ft. Riley (All Programs)</td>
<td>Military Installation Voluntary Education Review (MIVER)</td>
<td>12/15/2010</td>
<td>Every 10 years</td>
<td>Ft. Riley MIVER Approval</td>
</tr>
<tr>
<td>Ft. Leavenworth (All Programs)</td>
<td>Military Installation Voluntary Education Review (MIVER)</td>
<td>9/1/2004</td>
<td>Every 10 years</td>
<td>Ft. Leavenworth MIVER Approval</td>
</tr>
</tbody>
</table>

**Sources:** Dept. of Education, Dept. of Nursing, Academic Extension Centers

**Table 2.2 Upper Iowa University State Approvals**

<table>
<thead>
<tr>
<th>State Approvals</th>
<th>Accrediting Agency</th>
<th>Last Renewal</th>
<th>Next Renewal</th>
<th>Approval Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>Illinois Board of Higher Education – Fox Valley Region</td>
<td>6/6/2006</td>
<td>Change in status</td>
<td>IL Approval Letter</td>
</tr>
<tr>
<td>All Programs</td>
<td>Louisiana Board of Regents</td>
<td>4/26/2012</td>
<td>4/26/2014</td>
<td>LA Approval Letter</td>
</tr>
<tr>
<td>All Programs</td>
<td>Oklahoma State Regents for Higher Education</td>
<td>6/7/2010</td>
<td>Change in status</td>
<td>OK Approval Letter</td>
</tr>
<tr>
<td>All Programs</td>
<td>Wisconsin Educational Approval Board</td>
<td>12/1/2012</td>
<td>December 2013</td>
<td>WI Approval Letter</td>
</tr>
</tbody>
</table>

**Source:** Office of Academic Extensions

**Table 2.3 Upper Iowa University VA Approvals**

<table>
<thead>
<tr>
<th>VA Approvals</th>
<th>Accrediting Agency</th>
<th>Last Renewal</th>
<th>Next Renewal</th>
<th>Approval Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesa</td>
<td>State of AZ; Dept. of VA</td>
<td>10/04/2012</td>
<td>Change in status</td>
<td>Mesa Approval</td>
</tr>
<tr>
<td>Illinois:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rockford</td>
<td>State of IL; Dept. of VA</td>
<td>3/16/2010</td>
<td>Change in status</td>
<td>Rockford Approval</td>
</tr>
<tr>
<td>Iowa:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Rapids</td>
<td>State of IA; Dept. of ED</td>
<td>1/8/2008</td>
<td>Change in status</td>
<td>Cedar Rapids Approval</td>
</tr>
<tr>
<td>Des Moines</td>
<td>State of IA; Dept. of ED</td>
<td>10/1/2005</td>
<td>Change in status</td>
<td>Des Moines Approval</td>
</tr>
<tr>
<td>Fayette</td>
<td>State of IA; Dept. of ED</td>
<td>11/15/2010</td>
<td>Change in status</td>
<td>Fayette Approval</td>
</tr>
<tr>
<td>Quad Cities</td>
<td>State of IA; Dept. of ED</td>
<td>Jan 2011</td>
<td>Change in status</td>
<td>Quad Cities Approval</td>
</tr>
<tr>
<td>Waterloo</td>
<td>State of IA; Dept. of ED</td>
<td>9/7/2005</td>
<td>Change in status</td>
<td>Waterloo Approval</td>
</tr>
<tr>
<td>Kansas:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Riley</td>
<td>Kansas Commission on Veterans’ Affairs</td>
<td>02/14/2011</td>
<td>Change in status</td>
<td>Ft. Riley Approval</td>
</tr>
<tr>
<td>Ft. Leavenworth</td>
<td>Kansas Commission on Veterans’ Affairs</td>
<td>8/30/2010</td>
<td>Change in status</td>
<td>Ft. Leavenworth Approval</td>
</tr>
<tr>
<td>Louisiana:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexandria</td>
<td>State of LA; Dept. of VA</td>
<td>12/8/2010</td>
<td>Change in status</td>
<td>Alexandria Approval</td>
</tr>
<tr>
<td>Baton Rouge</td>
<td>State of LA; Dept. of VA</td>
<td>10/02/2012</td>
<td>Change in status</td>
<td>Baton Rouge Approval</td>
</tr>
<tr>
<td>Ft. Polk</td>
<td>State of LA; Dept. of VA</td>
<td>2/7/2011</td>
<td>Change in status</td>
<td>Ft. Polk Approval</td>
</tr>
<tr>
<td>New Orleans</td>
<td>State of LA; Dept. of VA</td>
<td>04/03/2012</td>
<td>Change in status</td>
<td>New Orleans Approval</td>
</tr>
<tr>
<td>Oklahoma:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ft. Sill</td>
<td>State of OK; State Accrediting</td>
<td>07/25/2011</td>
<td>Change in status</td>
<td>Ft. Sill Approval</td>
</tr>
</tbody>
</table>
Table 2.4 Non Local Registry of the Hong Kong Education Bureau (HKEDB) Approved Degrees

<table>
<thead>
<tr>
<th>Non-local Institution/ Professional Body</th>
<th>Certificate of Registration</th>
<th>Registration Number</th>
<th>Operator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Iowa University</td>
<td>Associate of Arts Degree</td>
<td>09/03/2009 (3rd issue)</td>
<td>261565 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>Bachelor of Science, major in Accounting</td>
<td>09/03/2009 (3rd issue)</td>
<td>261566 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>Bachelor of Science, major in Computer Science</td>
<td>09/03/2009 (3rd issue)</td>
<td>261567 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>Bachelor of Science, major in Financial Management</td>
<td>09/03/2009 (3rd issue)</td>
<td>261568 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>Bachelor of Science, major in Marketing Information Systems</td>
<td>09/03/2009 (3rd issue)</td>
<td>261569 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Upper Iowa University</td>
<td>Bachelor of Science, major in Psychology</td>
<td>09/03/2009 (3rd issue)</td>
<td>261570 Upper Iowa University – Hong Kong Campus Limited</td>
</tr>
<tr>
<td>Source: Office of International Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.5 Malaysian Qualifications Agency (MQA) American Degree Program (ADP) Approvals/Accreditations

<table>
<thead>
<tr>
<th>Malaysian Center</th>
<th>Degree Approval Letter</th>
<th>Approval/Accredited</th>
<th>Operator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEGi-Kota Damansara</td>
<td>BS 4+0</td>
<td>Approved/Accredited: 10/08/2009</td>
<td>SEGi/Upper Iowa University (UIU), USA (KA 8794)</td>
</tr>
<tr>
<td>SEGi-Kuala Lumpur</td>
<td>BS 4+0</td>
<td>Approved, Undergoing reaccreditation</td>
<td>SEGi/Upper Iowa University (UIU), USA (A 8501)</td>
</tr>
<tr>
<td>SEGi-Penang</td>
<td>BS 4+0</td>
<td>Approved/Accredited: 22/03/2011</td>
<td>SEGi/Upper Iowa University (UIU), USA (A 8501)</td>
</tr>
<tr>
<td>SEGi-Sarawak (Kuching)</td>
<td>BS 4+0</td>
<td>Approved, Undergoing reaccreditation</td>
<td>SEGi/Upper Iowa University (UIU), USA (A 8555)</td>
</tr>
<tr>
<td>SEGi-Subang Jaya</td>
<td>BS 4+0</td>
<td>Approved/Accredited: 01/02/2010</td>
<td>SEGi/Upper Iowa University (UIU), USA (A 8555)</td>
</tr>
<tr>
<td>Source: Office of International Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community Enrichment/Economic Development (Strategic Initiative #9)** – In accordance with Strategic Initiative #9 (enhancing the quality of life and economic development) the primary non-instructional objective related to the communities in which UIU operates is to improve the quality of life by providing regional economic development, local strategic planning, community service, and cultural and recreational opportunities. Objectives are planned and implemented by a variety of entities, including the Director of External Affairs, the UIU e-Center and the Office of Student Development, along with departmental and individual efforts from faculty and staff in all geographic areas of the University.

**International Economic Development:**
- Staff at the Malaysia selected a dedicated school, Aman Secondary School in Klang Valley, where they provide an entrepreneurial program through AMCHAM (American Chamber of Commerce Malaysia).
- At the Hong Kong Center, UIU is a member of the Am Cham in Hong Kong. Dr. Dave Eicher, a full-time professor at the Hong Kong Center, is the organizational contact and a member of the Human Capital Committee.
• AmCham Committees focus on the business interests and various industries of UIU’s members, and help to develop the Chamber's public policy and program agenda. Monthly meetings and Committee events center on dialogue with prominent speakers about relevant and timely business and policy issues and new sector developments. Committee monthly meetings are off-the-record and are open to AmCham members only.

• Purpose of Committees: To act as a sounding board for its members’ views of Hong Kong business conditions in their industry, the business environment generally and Hong Kong’s quality of life for business people and their families resident here. Committees host industry specific conferences, seminars, workshops and delegations of the Chamber for business information, business training and/or executive education purposes:
  - Apparel & Footwear China Business AmCham Ball
  - Energy Communications & Marketing
  - Financial Services Corporate Social Responsibility Business Briefing
  - Food & Beverage Environment Government Relations
  - Hospitality & Tourism Insurance & Healthcare Senior HR Forum
  - Pharmaceutical Human Capital Senior FS Forum
  - Real Estate Information & Communication Technology
  - Sports & Entertainment Intellectual Property Entrepreneurs/SME
  - Transportation & Logistics Law Women of Influence
  - Taxation Young Professionals
  - Trade & Investment

Domestic Economic Development:
The Director of External Affairs (along with departmental and individual efforts from faculty and staff in all geographic areas of the University) has developed the following initiatives and processes to reach this objective through regional economic development and providing help with local strategic planning:

• Entrepreneurship: UIU has begun to explore the possibility of developing an Entrepreneurship degree program. The program development will follow the process of the curriculum and program approval (CC-GCC Approval Pathways). To begin this effort, UIU has received a grant from the Coleman Foundation to establish three on-line entrepreneurship courses. These courses, which were piloted starting in fall 2012, are open to anyone who is interested, not just students in current degree programs: BA 325 New Venture Creation, BA 414 New Product Development, and BA 440 New Venture Finance.

• Upper Iowa University is proud of its rich tradition of instilling within its graduates an entrepreneurial spirit. An alphabetical list of known Upper Iowa University alumni who have gone on to establish their own businesses after graduation can be found on UIU’s website.

• Upper Iowa University’s e-Center: The e-Center is designed to promote the "Upper Iowa Corridor" and its assets, and to bring new revenue, jobs, and residents to Northeast Iowa. The e-Center will help diversify the local and regional economy through recruitment of micro-enterprise business ventures, while providing marketing, management and technology resources, and training to new and existing businesses. The e-Center will develop strategies and plans to enhance the quality of Upper Iowa as the residential and economic center of UIU’s future. Its objectives are to:
  - Promote businesses along the Upper Iowa Corridor
  - Attract new business ventures
  - Provide business expertise and technical support to business owners
  - Introduce global marketing possibilities
  - Create entrepreneurial opportunities for veterans, persons with disabilities, women and minorities

• UIBD Grant: The Upper Iowa Business Development (UIBD) grant was established by an endowment of $500,000, donated by Bob and Betty Firth, longtime benefactors of the University and members of the UIU Board of Trustees. The UIBD program offers an annual grant of up to $100,000 to entrepreneurs interested in starting, expanding, or relocating a business in Fayette, Iowa. Individuals applying for the UIBD Grant will be evaluated on criteria ranging from the expected impact on the community in terms of job creation and local tax revenue, the e-commerce opportunities present in the applicants' business plan, and whether or not the business will provide a measurable benefit or amenity to the community. The application form and process can be found at http://www.uiu.edu/uibd/application.html.

• Heartlanding: The Rural Business Enterprise Grants (RBEG) program from the State of Iowa provides grants for rural projects that finance and facilitate development of small and emerging rural businesses, helps fund distance learning networks and education programs. Upper Iowa University received a $99,000 grant in 2009 and used the
funds to create the Heartlanding Information Technology Services Center (HITSC), an information technology service arm of the e-Center. The HITSC is a Northeastern Iowa based not-for-profit Information Technology services and consulting organization.

- **UIU Community Service, Cultural, and Recreational Opportunities:** The Office of Student Development (OSD) has established the following processes to involve community members in cultural and recreational opportunities:
  - Community members are invited to participate in cultural events held at the University at no charge. Events are marketed by the Director of Student Activities through flyers and press releases.
  - Alumni are invited to participate in intramural events through a process OSD has created via [http://athleague.com/home](http://athleague.com/home).
  - OSD staff members cultivate relationships with community members (inside and outside of Fayette) who provide expertise and assistance in recreational opportunities such as snow-shoeing or white water rafting trips available to all UIU students. Relationships have been cultivated with the local police department to offer trap shooting opportunities to practice safe techniques with weapons.
  - Community members are invited to utilize facilities at the Recreation Center on the residential campus through a low-cost annual membership program. Aquatics programs—including swimming lessons and water aerobics classes—are offered to the community for a small fee.
  - Care packages are sent to UIU students who are members of the U.S. military deployed overseas. This project is widely publicized to faculty, staff and students in all learning experiences through e-mail and has received generous support from across the institution.
  - Fayette Appreciation Day devotes one day a year to service projects in the Fayette community. Over 550 volunteers, including faculty, staff, students and alumni, work together on over 30 projects, from landscaping and painting local buildings to river cleanup. The Director of Student Leadership and Adventure plans the projects and recruits participants through e-mail from across all learning experiences, through presentations to student organizations, and through presentations to the Athletic Department.
  - Alumni are invited by the Advancement and Alumni Center to come to Fayette and participate in community service on Fayette Appreciation Day.
  - Members of student organizations on the residential campus are required to complete at least 10 hours of volunteer service each year, which many students do through the Peacocks for Progress program or Fayette Appreciation Day. These hours are tracked through a web-based data collection system.
  - Community members are also invited through press releases and flyers to work alongside UIU students on Fayette Appreciation Day.
  - Community service at the Malaysia Center:
    - Hosted UIU Malaysia Annual Dinner with selected orphans (special children) from OrphanCare.
    - Raised funds by screening a movie and donated the proceeds to an orphanage, Rumah Hope.
  - Community service at the Hong Kong Center:
    - Joined Hong Kong Christian Service Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER) to provide mentoring services for ethnic minorities in Hong Kong.
    - Joined Kowloon Lok Sin Tong to give away moon cakes to low income families and elderslies.
    - Held charity mega sales of old computers on campus to generate donations to the World Vision Hong Kong.
    - Provided free seminar to teenagers in Hong Kong Children and Youth Services center.
    - Sponsored the Summer Youth Program of Hong Kong Children and Youth Services.
    - Attended the Dawn Island Open House to support the rehabilitation of drug abusers.
    - Joined Kowloon Lok Sin Tong to give away Chinese dumplings to the elderly during Dragon Boat Festival.
  - Community service at the Hong Kong Center:
  - Employers** – The primary non-instructional objective related to employers is to provide graduates who are prepared to meet employer needs in a global environment. The AQIP Action Project for career development was targeted toward improving services to this group as well as UIU’s students and alumni. (See complete processes under AQIP Action Project: Career Development under 2P1 above.) Assessment of this objective is conducted through one- and three-year employment surveys of UIU’s graduates and through employer surveys. In addition, the current AQIP Action Project: Designing Effective Major and Program Assessment will provide the needed processes and measurements to assess graduate preparedness in specific career fields (see section 1P13 for full details of this project).
2P3 How do you communicate your expectations regarding these objectives?

Students – The primary non-instructional objective for students is improving the availability of services across the institution which is communicated via syllabus templates, the UIU Website, handbooks/blogs/newsletters, students' peacock email, and social media: (See also 2P1.)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Syllabus</th>
<th>Website</th>
<th>Handbook/Blogs/Newsletters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Services</td>
<td>Syllabus Template</td>
<td><a href="http://www.uiu.edu/resources/tutoring/tutoring-services.html">http://www.uiu.edu/resources/tutoring/tutoring-services.html</a></td>
<td>Tutoring Services Blog</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Services available by learning experience/center location)</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>Syllabus Template</td>
<td><a href="http://uiu.edu/studentlife/careerdevelopment/index.html">http://uiu.edu/studentlife/careerdevelopment/index.html</a></td>
<td>Career Services Blog</td>
</tr>
<tr>
<td>Disability Services</td>
<td>Syllabus Template</td>
<td><a href="http://uiu.edu/resources/disabilityservices/index.html">http://uiu.edu/resources/disabilityservices/index.html</a></td>
<td>Disability Services Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Disability Newsletters</td>
</tr>
<tr>
<td>Wellness Programming</td>
<td>N/A</td>
<td><a href="http://uiu.edu/studentlife/health/wellnesscouncil.html">http://uiu.edu/studentlife/health/wellnesscouncil.html</a></td>
<td>Student Health 101</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>N/A</td>
<td><a href="http://uiu.edu/studentlife/clubs/activities.html">http://uiu.edu/studentlife/clubs/activities.html</a></td>
<td>Organizational Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Homecoming Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek Week Handbook</td>
</tr>
</tbody>
</table>

Alumni – The primary non-instructional objectives for alumni are improving communications with alumni and increasing alumni giving levels from all areas of the institution which are communicated via the UIU Website (http://www.uiu.edu/alumni/index.html), Peacock Tales blogs, newsletters (The Bridge, Feathernotes), mail distribution, alumni email, telephone calls, and social media: (See also 2P1.)

Athletics – The primary non-instructional objective for athletics is to provide a source of pride, entertainment, and a feeling of belonging within the larger entity of the University. This area links the stakeholder groups of current students, alumni, faculty, staff and community. This objective is communicated primarily through the Athletic Website http://www.upperiowaathletics.com, the UIU Athletic Newsletters http://www.upperiowaathletics.com/subscribe.aspx, and through social media (See also 2P1.)

Government and Other Regulators – The primary non-instructional objective related to the government stakeholders is maintaining compliance with applicable regulations which is communicated through submission of regulatory/compliance forms and subsequent receipt of approval documents. See Tables 2.1 thru 2.5 to view approval documents for all regulatory bodies. (See also 2P2.)

Community Enrichment/Economic Development – The primary non-instructional objective related to the communities in which UIU operates is to improve the quality of life by providing regional economic development, local strategic planning, community service, and cultural and recreational opportunities. This objective is communicated to constituents and stakeholders in the following manner:

- UIU Community Service, Cultural, and Recreational Opportunities: Flyers, press releases, UIU's OSD website: http://www.uiu.edu/studentlife/osd/index.html, intramurals website: http://athleague.com/home, and through social media: (See also 2P2.)

Employers – The primary non-instructional objective related to employers is to provide graduates who are prepared to meet employer needs in a global environment. This objective is communicated via the Career Development Employer website: http://uiu.edu/studentlife/careerdevelopment/employers-recruiters.html, Employer and Recruiter Guidelines, and through Speaking Engagements, Career Development blog, flyers, press releases, and through social media. (See 2P2.)

2P4 How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?
In response to the Systems Appraisal Feedback concerns regarding 2P4, Upper Iowa University has developed a systematic assessment and review process of data and performance indicators to support UIU’s non-instructional objectives.

**Students**
- Tutoring Services: Face-to-face tutoring service usage data will be tracked and analyzed annually to reach AQIP Action Project recommendation of 1.4 hours per student in writing-intensive courses and 8.7 hours per student per year in math-intensive courses. Online tutoring services through Smarthinking will be tracked and analyzed annually to reach recommendation of AQIP Action Project of one hour per 30% of the total student population per year over the next three to four years.
- Disability Services: The ability of students, faculty, and staff to utilize processes and procedures will be assessed and reviewed by measuring increased/decreased identification of disability students and increased/decreased usage of services.
- Career Development: Assessed via an Employment Survey which is a mandatory component of the student's online application for graduation, and a voluntary employment survey 1 year and 3 years after graduation.
- Wellness Programming and Extracurricular Activities: The Office of Student Development (OSD) has implemented Assessment Plans using the UIU Assessment Plan Template that contains Outcomes (Part I), Assessment Measures (Indirect/Direct) (Part II), and Intended Analysis, Responsibility, and Communication (Part III) for all areas in the Office of Student Development. The assessment plan/results are reviewed annually.

**Alumni** – Longitudinal data are collected and analyzed annually regarding alumni of record, alumni solicited, alumni donors, percentage of giving, total contributions by constituent sector, and total contributions by campaign sector.

**Athletics** – Institutional data regarding athletic attendance by stakeholders, athletic wins, athletic losses, and athlete academic success is collected and analyzed annually by the department of athletics and is reported to NCAA and all University stakeholders.

**Government and Other Regulators** – See Tables 2.1 - 2.5 under 2P2; assessments are conducted upon every approval cycle as outlined/mandated by the regulator.

**Community Enrichment** – The Office of Student Development (OSD) has implemented Assessment Plans using the UIU Assessment Plan Template that contains Outcomes (Part I), Assessment Measures (Indirect/Direct) (Part II), and Intended Analysis, Responsibility, and Communication (Part III) for all areas in the Office of Student Development. The assessment process is reviewed annually. View OSD assessment plans above.

**Economic Development** – Economic Development is assessed by the number of and dollar amount of grants distributed.

**Employers** – Satisfaction of employers is assessed via employer surveys posted on LinkedIn and UIU’s Employer and Recruiter website page [http://uiu.edu/studentlife/careerdevelopment/employers-recruiters.html](http://uiu.edu/studentlife/careerdevelopment/employers-recruiters.html).

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

In response to the Systems Appraisal Feedback regarding 2P5 citing the need for UIU to develop a process that enables faculty and staff to identify and share their perceived needs, UIU adopted a process for cross-functional inclusion on committees, AQIP Action Projects, and the 27 Business Redesign Projects (see 6P4-6P5) to maintain cross-functional membership including representation from all learning experiences (residential campus, domestic centers, and international centers). Specifically, composition of committees/Action Projects/Business Redesign Projects for the non-instructional objectives for internal and external stakeholders followed the committee membership process (see 5P5).

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

In response to the Systems Appraisal Feedback regarding 2P6 citing the lack of a formal process to incorporate information on faculty and staff needs regarding non-instructional objectives, UIU has instituted a formal process of oversight of the AQIP Action Projects and the Business Redesign Projects to address faculty and staff needs. The AQIP Action Project Teams report progress/needs/actions monthly to the AQIP Steering Committee (ASC) which in turn reports to the Executive Leadership Team (the President’s direct reports). Final AQIP Action Project Recommendations are submitted to the BOT for approval. The Business Redesign Project Teams report weekly to the Business Redesign Program Integration Team (PIT) and any actions prompted are then forwarded to the Business Redesign Program Advisory Team (PAT) for approval. Approved actions/policies or new implementations are submitted to the BOT for approval.

**2R1 What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?**
In response to the Systems Appraisal Feedback for 2R1 citing the need for formal procedures to measure and analyze data, systematic processes of data collection and performance indicators have been developed to support Upper Iowa’s non-instructional objectives for the selected stakeholders identified in 2P1-2P2. Many have been captured in institutional dashboards, including those in the Office of Student Development, Advancement Office, Athletics and office of External Affairs (see individual sections below).

**Students** – (See also 2P1.)
- Tutoring Services: Measures include writing tutor center usage, math tutor center usage, Smarthinking usage, number of visits to the Tutoring Service Webpage (See 2R2)
- Disability services: Measures include increased/decreased identification of disability students and increased/decreased usage of services. (See 2R2)
- Career development services: Measures include the mandatory employment survey for graduating seniors and surveys administered one year after graduation and three years after graduation. (See 2R2)
- Wellness Programming and Extracurricular Activities: The Office of Student Development is utilizing the UIU Assessment Plan for all of its areas. The measures (direct/indirect) will be developed summer 2013 and data will be collected beginning fall 2013.

**Alumni** – Measurement systems have been instituted to track alumni giving by geographic center where the alum attended classes, alumni of record, alumni solicited, alumni donors, percentage of giving, total contributions by constituent sector, and total contributions by campaign sector. (See 2R2)

**Athletics** – Since the move to NCAA Division II status, the University has focused on recruiting and developing top student athletes. The academic profile has increased because the academic scholarship of a student-athlete with the academic credentials listed in NCAA Bylaw: 15.02.4.3 (see below) does not count toward the athletic scholarship financial aid limitation. Thus, when possible, it is in the coaches’ best interest to find and attract academically talented student-athletes.

The following institutional financial aid is exempt and is not counted in determining a student-athlete's full grant-in-aid or cost of attendance, or in the institution's financial aid limitations: *(Revised: 1/12/04 effective 8/1/04) Academic awards below; (Revised: 1/10/91, 1/10/92):

1. Academic awards that are part of the institution's normal arrangements for academic scholarships, awarded independently of athletics interests and in amounts consistent with the pattern of all such awards made by the institution are exempt from an institution's equivalency computation, provided:
   a) The recipient was ranked in the upper 20 percent of the high school graduating class or achieved a cumulative grade-point average of at least 3.500 (based on a maximum of 4.000) or a minimum ACT sum score of 100 or a minimum SAT score of 1050 (if taken prior to April 1, 1995) or 1140 (if taken on or after April 1, 1995). An institution may exempt an academic honor award from both individual and institutional equivalency limits if the recipient qualifies for the award under minimum institutional criteria and satisfies any of the criteria set forth in this bylaw, regardless of whether the institution considered any of the qualifying criteria in making the award; or *(Revised: 1/14/02)*
   b) The recipient does not qualify under (a) and has completed at least one academic year in college and achieved a cumulative grade-point average of 3.300 (on a 4.000 scale) for all academic work completed during the student's collegiate enrollment resulting in degree credits at the awarding institution; or

2. An academic award for outstanding academic achievement or a research grant is an award that meets the following criteria:
   a) The award or grant is a standing scholarship award or an established research grant; *(Revised: 1/9/06)*
   b) The basis for the award or grant shall be the candidate's academic record at the awarding institution; and
   c) The award or grant shall be determined by competition among the students of a particular class or college of the institution. Competition for the award or grant may include additional objective criteria unrelated to athletics ability (e.g., gender, race and ethnicity, financial need). *(Revised: 7/22/08)*

These results can be measured through the successes of athletic teams in competition and the number of athletes with top academic honors over the last six years. The non-instructional objective is to provide a source of pride, entertainment, and a feeling of belonging within the larger entity of the University will be measured by the increase/decrease in ticket sales by stakeholder sector and by increases in student athlete GPAs. (See 2R2)

**Government and Other Regulators** – Accomplishing this non-instructional objective is measured by continued compliance, accreditation, or approval with state, federal, and international bodies.
Community Enrichment – Measures include hours spent participating in community service, number of service projects completed, and awards acknowledging the service efforts of the University and its students, faculty, staff, and alumni population.

Economic Development – Measures include awards granted under the UIBD grants, retail dollar amounts as a result of UIBD grants, jobs created as a result of UIBD grants and number of students employed as a result of UIBD grants.

Employers – The streamlined online graduation application was instituted University-wide in 2013 to collect better data on graduate placement and graduate contact information. (See 2P1) Graduate Outcome Survey and Graduate Employment Survey data are collected and reported annually. Results from these surveys are shared with faculty as part of Major and Program Assessment so they can be used to improve curriculum and instruction. (See 2R2)

2R2 What are your performance results in accomplishing your other distinctive objectives?
In response to the Systems Appraisal Feedback for 2R2 citing the need for formal procedures to measure and analyze data, systematic processes of data collection and performance indicators have been developed to support Upper Iowa’s non-instructional objectives for the selected stakeholders identified in 2P1 and 2P2.

Students – The following tables provide performance results which are analyzed annually to support Upper Iowa’s non-instructional objective for students to improve the availability of services across the institution (2P1, 2R2).

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view) (some 2012 data are not available yet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Math Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2012</td>
</tr>
<tr>
<td>Smarthinking</td>
<td>2012-2013; 2011-2012;</td>
</tr>
<tr>
<td>Tutoring Website Views</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Disability Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Library Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

Alumni – As part of Strategic Initiative #8, “Develop a comprehensive UIU Advancement resource,” formal procedures to measure and analyze data and performance measures have been developed to support Upper Iowa’s non-instructional objectives for alumni to improve communications with alumni and to increase alumni giving levels from all areas of the institution. Longitudinal performance results are recorded in UIU’s Fact Books. (2P1, 2R2)

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Book Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

In addition, the Advancement Office has developed an Advancement Office Dashboard depicting alumni giving by geographic center where the alumni attended classes. The dashboard was implemented in 2012. The dashboard will provide performance data for each geographic center showing the current value, the highest value in the past 10 years, the lowest value in the past 10 years, the five-year average, and comparison to the Benchmark peer target performance indicator. See Advancement Office Dashboard. Dashboard key:

<table>
<thead>
<tr>
<th>Highest value past 10 years</th>
<th>NN</th>
<th>NN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value past 10 years</td>
<td>NN</td>
<td>Benchmark</td>
</tr>
</tbody>
</table>

Average 5 most recent years

Athletics – The primary non-instructional objective for athletics is to provide a source of pride, entertainment, and a feeling of belonging within the larger entity of the University. The Athletic Department has developed an Athletic Office Dashboard depicting athletic performance results for student athletes and their grade point average, academic success rate, NCSA Power Ranking, Recreation Center usage, Recreation Center membership, website visitors, website views, athletic performance of NSIC top-half finishes, NCAA Division II post-season appearances, and revenue. The dashboard was implemented in 2012 and uses the same key as the Advancement Office Dashboard. See Athletic Department Dashboard. Data has been collected to produce cumulative UIU GPA data by sport. UIU’s first year as a full fledg NCAA DII member was in 2005-2006. Table 2.6 shows cumulative GPA data (through the Fall Semester of each year).

Table 2.6 Upper Iowa University Service History
## Student Athlete UIU Cumulative GPAs

<table>
<thead>
<tr>
<th>Sport</th>
<th>2005-06</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>2.6317</td>
<td>2.8999</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2.8908</td>
<td>3.0287</td>
</tr>
<tr>
<td>Football</td>
<td>2.4738</td>
<td>2.7000</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>2.7002</td>
<td>3.0572</td>
</tr>
<tr>
<td>Men's Soccer</td>
<td>2.8372</td>
<td>2.9575</td>
</tr>
<tr>
<td>Men's Wrestling</td>
<td>2.5722</td>
<td>2.7700</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3.3129</td>
<td>3.3000</td>
</tr>
<tr>
<td>Women's Golf</td>
<td>3.0657</td>
<td>3.5222</td>
</tr>
<tr>
<td>Softball</td>
<td>3.253</td>
<td>3.1597</td>
</tr>
<tr>
<td>Women's Soccer</td>
<td>2.9958</td>
<td>3.3697</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>Did not sponsor</td>
<td>3.3924</td>
</tr>
<tr>
<td>Women's Volleyball</td>
<td>2.9682</td>
<td>3.4295</td>
</tr>
</tbody>
</table>

In an additional effort to assist in meeting the stated objective, the Athletics Department has transformed the athletic ticketing process for all athletic contests, which took advantage of the opportunity provided by the opening of the Harms-Eischeid Football Stadium in fall of 2012. Prior to 2012, no data were kept regarding ticket sales. Below is a breakdown for the 2012-13 ticketed athletic seasons (football, volleyball, wrestling and men’s & women’s basketball):

- **Online Sales** – 57 tickets for $598.70
- **Box Office Sales** – 3,134 tickets for $27,789
- **Total Tickets Sold** – 3,191 for $28,387.70

| Total Tickets Made Available | 37,087 |
| Total Unused Tickets         | 27,774 |
| Total Faculty/Staff Tickets Redeemed | 9,313 |

These numbers reflect faculty/staff members that actually responded with a specific request for tickets. The total tickets available are how many tickets were on reserve for the entire year for faculty/staff members. The redeemed number is how many were claimed at will call for the entire year.

### Government and Other Regulators

Accomplishing the non-instructional objective of maintaining compliance with applicable regulations is measured by continued compliance, accreditation, or approval with state, federal, and international bodies. Performance results are indicated by the approval documents provided in Tables 2.1 – 2.5 under 2P2 (click on document to view).

### Community Enrichment

The Office of Student Development (OSD) has developed an OSD Dashboard depicting community performance results for 18 different data points including the number of hours students are involved in service learning/community service. In 2012, students had accumulated 1700 hours. The dashboard was implemented in 2012 and uses the same key as the Advancement Office Dashboard above. See [Office of Student Development Dashboard](#).

Performance results also include number of service projects completed and awards acknowledging the service efforts of the University and its students, faculty, staff, and alumni population (see Table 2.7 below).

### Table 2.7 Upper Iowa University Service History

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>TOTAL PROJECTS COMPLETED</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>3</td>
<td>n/a</td>
</tr>
<tr>
<td>2004-2005</td>
<td>37</td>
<td>n/a</td>
</tr>
<tr>
<td>2005-2006</td>
<td>54</td>
<td>n/a</td>
</tr>
<tr>
<td>2006-2007</td>
<td>72</td>
<td>Governor's Volunteer Award</td>
</tr>
<tr>
<td>2007-2008</td>
<td>82</td>
<td>Presidential Service Award</td>
</tr>
<tr>
<td>2008-2009</td>
<td>97</td>
<td>Mayor's Award</td>
</tr>
<tr>
<td>2009-2010</td>
<td>93</td>
<td>Governor's Volunteer Award</td>
</tr>
<tr>
<td>2010-2011</td>
<td>82</td>
<td>n/a</td>
</tr>
<tr>
<td>2011-2012</td>
<td>96</td>
<td>Governor's Volunteer Award</td>
</tr>
<tr>
<td>2012-2013</td>
<td>tbd</td>
<td>President’s Higher Ed Community Service Honor Roll</td>
</tr>
</tbody>
</table>

Additionally, press releases are issued for many of these community enrichment and service projects and events. Table 2.8 tallies the number of press releases that relate to each type of objective:

### Table 2.8 Summary of UIU Press Releases (2009-2013)

<table>
<thead>
<tr>
<th>Distinctive Objective</th>
<th>Number of Press Releases [2009 to Feb. 2013]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Enrichment</td>
<td>70</td>
</tr>
</tbody>
</table>
Economic Development – The Office of External Affairs has developed an Office of External Affairs Dashboard depicting economic performance results including awards granted under the UIBD grants, retail dollar amounts as a result of UIBD grants, jobs created as a result of UIBD grants, and number of students employed as a result of UIBD grants. The dashboard was implemented in 2012 and uses the same key as the Advancement Office Dashboard above. See Office of External Affairs Dashboard.

Employers – The primary non-instructional objective related to employers is to provide graduates who are prepared to meet employer needs in a global environment. The performance results from the graduate outcome surveys and the graduate employment surveys are below:

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view) (some 2012 data are not available yet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

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

In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators (see 7P5 for an overview of the selection process). As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark peer institutions:

- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

Students – The three AQIP Action Projects for Tutoring Services, Disability Services, and Career Development (see 2P2) utilized UIU's benchmark peers throughout their projects to determine what services UIU’s benchmark peers offered, how exhaustive the benchmark services are, and the extent of the Benchmark Peers' budgets in these three areas. The Disability Services team received permission from Columbia College to use Columbia's Disability Handbook as an outline for the Upper Iowa University Disability Services Handbook. Additionally, the External Review Report for Career Development made the following recommendation using Old Dominion University as a benchmark: "Recommendation: Create a virtual or cyber career center for distance learners and AE centers. Intentionally develop content most germane to those groups. Refer to Old Dominion University Career Management Center [http://www.odu.edu/ao/cmc/index.php](http://www.odu.edu/ao/cmc/index.php) for benchmarking."

Alumni – Several of UIU's benchmark peers participate in the Voluntary Support of Education (VSE) annual survey administered by the Council for Aid to Education (CAE). UIU uses the VSE annual reports to benchmark their performance against peer institutions and analyze the results of UIU’s fundraising efforts among alumni, foundations, corporations and others.

Athletics – Two of UIU's eight benchmark peer institutions are in the NCAA Division II–Limestone College, SC, (Conference Carolinas) and Saint Leo University, FL, (Sunshine State Conference). Because UIU is part of the Northern Sun Intercollegiate Conference, athletic statistics are benchmarked primarily against institutions within the Northern Sun Intercollegiate Conference (see [Northern Sun Intercollegiate Conference Benchmark Schools](#)).

Government and Other Regulators – Upper Iowa utilizes its benchmark peers to compare default rates in computing its non-instructional objective of maintaining compliance with applicable state and federal regulations. Upper Iowa University’s default rates (see Table 2.9) for the past three years were obtained from the National Student Loan Data System. The University’s default rates are significantly below the 25% threshold established by the DOE as indicating administrative incapability. UIU’s average default rate for the past three years based on the 2-year official rate is 5.96%, which closely aligns with UIU’s Benchmark Peer default rates (see Table 2.10) ranging from 4.1% to 8.4% with a 2009 average of 5.91.
**Table 2.9 Upper Iowa University Default Rates**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rate Type</th>
<th>Program Type</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Process Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2YR OFFICIAL</td>
<td>FFEL</td>
<td>103</td>
<td>1470</td>
<td>7</td>
<td>07/30/2011</td>
</tr>
<tr>
<td>2008</td>
<td>2YR DRAFT</td>
<td>FFEL</td>
<td>103</td>
<td>1472</td>
<td>6.9</td>
<td>01/16/2011</td>
</tr>
<tr>
<td>2008</td>
<td>2YR OFFICIAL</td>
<td>FFEL</td>
<td>77</td>
<td>1432</td>
<td>5.3</td>
<td>07/31/2010</td>
</tr>
<tr>
<td>2008</td>
<td>2YR DRAFT</td>
<td>FFEL</td>
<td>77</td>
<td>1436</td>
<td>5.3</td>
<td>01/02/2010</td>
</tr>
<tr>
<td>2008</td>
<td>3YR TRIAL</td>
<td>FFEL</td>
<td>128</td>
<td>1430</td>
<td>8.9</td>
<td>04/14/2011</td>
</tr>
<tr>
<td>2007</td>
<td>2YR OFFICIAL</td>
<td>FFEL</td>
<td>77</td>
<td>1351</td>
<td>5.6</td>
<td>08/01/2009</td>
</tr>
<tr>
<td>2008</td>
<td>2YR DRAFT</td>
<td>FFEL</td>
<td>80</td>
<td>1358</td>
<td>5.8</td>
<td>01/03/2009</td>
</tr>
<tr>
<td>2008</td>
<td>3YR TRIAL</td>
<td>FFEL</td>
<td>115</td>
<td>1352</td>
<td>8.5</td>
<td>10/30/2009</td>
</tr>
</tbody>
</table>

**Table 2.10 Benchmark Peer Institutions 2009 Official Default Rate**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia College</td>
<td>7.4</td>
</tr>
<tr>
<td>Davenport University</td>
<td>5.9</td>
</tr>
<tr>
<td>Indiana Wesleyan Univ</td>
<td>4.1</td>
</tr>
<tr>
<td>Lakeland College</td>
<td>4.2</td>
</tr>
<tr>
<td>Limestone College</td>
<td>7.5</td>
</tr>
<tr>
<td>Park University</td>
<td>5.7</td>
</tr>
<tr>
<td>Saint Leo University</td>
<td>4.1</td>
</tr>
<tr>
<td>Wayland Baptist Univ</td>
<td>8.4</td>
</tr>
</tbody>
</table>

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

Efforts to improve availability of tutoring, career development and disability services to students across the institution will strengthen the quality of the student experience and the overall academic reputation of Upper Iowa University and its grads. Improvements in alumni communication have built stronger relationships and resulted in increased financial support from that stakeholder group. The improved academic profile of UIU athletes and attendance at athletic events has strengthened the institution’s reputation both within the NSIC athletic conference and the wider community. (See 2P1.)

Through participation in Advisory Committees at AE Centers and connections with employers, UIU has identified and addressed educational, economic and service needs in the communities it serves. As mentioned earlier, residential campus students, faculty and staff contribute to local community projects including Fayette Appreciation Day and Peacocks for Progress. Students, faculty and staff in all learning experiences are encouraged to participate in community service in their local communities and record it on the web-based tracking system. AE Center faculty, staff and students contribute to local Chambers of Commerce, service organizations, educational outreach activities and other local events. Through non-instructional activities UIU enhances its relationship with students and the community in general. Economic development activities are addressed separately in detail in 9P5.

**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?**

**Students** – The primary non-instructional objective for students is improving the availability of services across the institution. Improvements in this area include (see also 2P2, 2R1, 2R2):

- Creation of a Disability Services webpage to increase awareness of disabilities services (see [http://uiu.edu/resources/disabilityservices/index.html](http://uiu.edu/resources/disabilityservices/index.html)).
- Creation of an electronic University-wide Disability Services Newsletter published periodically (see [http://uiu.edu/resources/disabilityservices/newsletter.html](http://uiu.edu/resources/disabilityservices/newsletter.html)).
- Development of peer tutoring and web-based tutoring services available to students in all learning modalities.
- Development of comprehensive (location specific) website directory of tutoring services [http://www.uiu.edu/resources/tutoring/tutoring-services.html](http://www.uiu.edu/resources/tutoring/tutoring-services.html).
- Creation of an Upper Iowa University Career Development LinkedIn page for alumni and student engagement for employment opportunities, internships, career information and advice, etc.
- Creation of the online graduation application/employer survey application implemented January 2013.
- Inclusion of students from all learning experiences in extracurricular activities, including a whitewater rafting trip, an oratorical contest, and service travel opportunities over spring break.
- Electronic distribution of a Health 101 newsletter to students in all Learning Experiences (residential campus, Academic Extension, and International Programs).

**Alumni** – The primary non-instructional objectives for alumni are improving communications with alumni and increasing alumni giving levels from all areas of the institution. Improvements in this area include (see also 2P2, 2R1, 2R2):
- Overall giving has improved and total giving for the past year was at an all-time record.
- In FY 2011-12, the University receipted $3,947,325 which is $1.3 million more than the prior year and over $3 million more than '09-'10.
- The University has reached $23.8 million of its $25 million capital campaign goal as of March 2013.
- Percentage of giving from alumni of record increased from 3.15% in FY 07/08 to 4.00% in FY 11/12.
- Percentage of giving from alumni solicited increased from 3.89% in FY 07/08 to 5.00% in FY 11/12.
- Instituted Peacock Tales blog to promote alumni stories.
- Increased the number of gift officers making first contact with alumni to establish relationships.
- Increased phonathon caller effectiveness in reaching alumni.
- Increased social media presence through Facebook and LinkedIn.
- Increased the gift staff to 3 full-time positions, plus one shared position with Athletics.
- Implemented tracking of alumni communications in Jenzabar.
- Established agency funds that benefit departments and centers so alumni are able to choose their school/major or center.

**Athletics** – The primary non-instructional objective for athletics is to provide a source of pride, entertainment, and a feeling of belonging within the larger entity of the University. Improvements in this area include (see 2P2, 2R1, 2R2):
- Casey Poppenfoose - 2011 winner of the Glen Galligan Award (initiated in 1948 to honor an outstanding senior football player in the NSIC based on athletics and academics)
- 310 students achieved Northern Sun Intercollegiate Conference (NSIC) All-Academic status
- 105 DII Athletic Directors Association Academic Achievement Award honorees
- 6 winners of the NSIC Myles Brand All-Academic with Distinction Award
- 6 NSIC Titles (Wrestling – 3 , Women’s Golf – 2, Women’s Tennis – 1)
- NCAA Super Regional Title in women’s golf
- NCAA Third Place (2009-10), Fourth Place (2010-11) and Fifth Place (2012-13) finishes in Wrestling
- 4 National Champions in Wrestling (Ryan Phillips, Travis Eggers and Trevor Franklin twice)
- Developed a streamlined ticketing system. The new system allows for faster processing at the box office on game day.

**Government and Other Regulators** – The primary non-instructional objective related to the government stakeholders is maintaining compliance with applicable regulations. Improvements in this area since UIU’s 2009 Systems Portfolio include recent approvals from the following regulators (see also 2P3, 2R1, 2R2):
- Higher Learning Commission North Central Association, Reaffirmation, 8/24/2012
- Iowa State Board of Education, Teacher Education Preparation Program, 1/27/2011
- Ft. Riley - Military Installation Voluntary Education Review 12/15/2010
- Louisiana Board of Regents, All programs, 5/26/2010
- Wisconsin Educational Approval Board, All programs, 12/1/2012
- State of Arizona, Dept. of VA, Mesa, 10/4/2012
- State of Illinois, Dept. of VA, Rockford 3/16/2010
- State of Iowa, Dept. of Education, Fayette, VA Approval 11/15/2010
- State of Iowa, Dept. of Education, Quad Cities, VA Approval January 2012
- Kansas Commission on Veterans’ Affairs, Ft. Riley, VA Approval 02/14/2011
- Kansas Commission on Veterans’ Affairs, Ft. Leavenworth, VA Approval 8/30/2010
Community Enrichment/Economic Development – The primary non-instructional objective related to the communities in which UIU operates is to improve the quality of life by providing regional economic development, local strategic planning, community service, and cultural and recreational opportunities. Improvements in this area include (see also 2P3, 2R1, 2R2):

- UIBD Grant Recipient: 2010 - New restaurant: Victories Restaurant & Sports Lounge, The 2010 UIBD grant includes $40,000 cash. This year only, due to the uniqueness of the project, the grant also includes two years of 75 percent rent abatement and three years of 50 percent rent abatement.
- UIBD Grant Recipient: 2011-2012 - New retail store: Rumor Prom & Bridal, $100,000 grant

Employers – The primary non-instructional objective related to employers is to provide graduates who are prepared to meet employer needs in a global environment. Improvements in this area include (see also 2P3, 2R1, 2R2):

- Created helpful resources for employers and recruiters: Employer and Recruiter Guidelines.
- The Office of Career Development holds active memberships in:
  - National Association of Colleges & Employers (NACE) www.naceweb.org
  - Midwest Association of Colleges & Employers (Midwest ACE) www.mwace.org
  - Wisconsin Association of Colleges and Employers (WI-ACE) www.wiace.org
  - Iowa Association for Internships and Cooperative Education (IAICE) www.iaice.org
  - College Career Professionals of Iowa (CCPI)
  - National Career Development Association (NCDA) www.ncda.org

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?

The culture at UIU embraces the mission of preparing students for life-long, meaningful participation in a society that is increasingly globalized. Involvement in AQIP has added a focus on continuous improvement to this culture and mission. This background influences the selection of improvement projects by putting a priority on projects and processes that will make positive contributions to the betterment of fellow community members, including both internal and external stakeholders.

The AQIP Steering Committee is a major part of the infrastructure that selects improvement projects and sets targets for improved performance results. The President’s Cabinet (which transitioned to the Executive Leadership Team in fall 2012) and the Board of Trustees also influence the selection of improvement priorities through the budget process. Because this budget process is open to input from all faculty and staff, the selection process is collaborative and reflects the input of many diverse groups.

Both the culture and infrastructure contribute to the institution’s ability to practice continuous improvement in non-academic objectives. The culture reflects a long tradition of community involvement and provides a strong foundation of desire for improvement in this area. The infrastructure builds upon that cultural foundation, giving form and substance to the desire and creating some of the processes needed to achieve continuous improvement.
**AQIP Category 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS**

**Introduction**
In the previous report, UIU demonstrated its efforts and strengths to identify and meet the student and non-student stakeholder needs at the Residential campus. However, since the previous AQIP Systems Portfolio, UIU has also established numerous processes to better understand and meet students’ and other stakeholders’ needs throughout the global campus. Formal and Informal AQIP Action Projects, in addition to formalizing internal practices into processes and standard operating procedures, have enabled UIU to identify educational needs and locations; utilize metrics to ensure adequate resources for quality, services, and growth (i.e., faculty, staffing, and other resource needs); maintain and strengthen relationships, and seek input from internal and external stakeholders in new and existing service areas. In addition, formal and informal AQIP Action projects have been completed to identify the resources needed to better address the needs of all UIU students and stakeholders in the areas of tutoring, disabilities, career development, student complaints, retention, creating new partnerships, and expanding services and support throughout the global University by leveraging technology and maximizing the use of the online Learning Management System. Thus, processes 3P1-3P6 are aligned and integrated across the University. The processes are consciously managed and regularly evaluated.

**3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?**

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**Address Core Component 4C under 3P1**

4.C The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- UIU is nearing completion of a Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO) utilizing 27 specific projects with an allocated resource budget of $1.9 million allowing seamless movement of students and educational improvement through efficient and effective resources from recruitment to graduation. (See 6P4-6P5 for full details.)

- The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
  - UIU has set attainable goals for retention, persistence, and completion rates utilizing benchmark peers and the ACT National Collegiate Retention and Persistence to Degree Rates. (See key performance targets, 8P5)

- The institution collects and analyzes information on student retention, persistence, and completion of its programs.
  - UIU's annual Fact Book contains retention, persistence, and graduation data for all learning experiences and locations. (See retention, persistence, & graduation rates: 2012-2013; 2011-2012; 2010-2011)

- The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
  - UIU has implemented programs to improve retention, persistence, and graduation rates for under achieving students and higher achieving students. (3P1)

- The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)
  - UIU has defined processes and methodologies for calculating retention, persistence, and graduation rates for all learning experiences. (See retention, persistence, & graduation rates: 2012-2013; 2011-2012; 2010-2011)
  - UIU benchmarks against its benchmark peer institutions. (See benchmark peer comparisons, pp. 60-61, Retention and graduation rates.)

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Noted as one of UIU’s strengths by the Systems Appraisal Feedback for 3P1, UIU continues to identify and analyze the changing needs of student groups through Noel Levitz surveys, informal feedback from faculty and staff, and focus groups. UIU realizes the following principles:

1. UIU has a fiduciary responsibility to the University that its efforts are measured, tracked, and analyzed to ensure maximum support for UIU’s students; and, if efforts are not yielding, understanding that resources are finite, reallocate accordingly for human and programmatic needs.
2. UIU has a responsibility to UIU’s staff/faculty/alums to ensure that UIU’s attention to the long-term sustainability of the University, which is fundamentally based on enrollment successes and strategic plan, is paramount in UIU’s decision making, as it affects the livelihood and the reputation of the whole University.

3. UIU has an obligation to the constituents that UIU is truly listening, reacting and being proactive with their investment, and that UIU can prove this through student-centered and outcome based results.

4. UIU has an obligation to students who chose UIU that the University will provide services, advising, mentorship, and ensure students have the opportunity to be successful based on the merits of UIU's curricula, co-curricular and support offerings, and that all demographic needs are factored into UIU's decision making.

To further strengthen the identification of students’ needs, three formal AQIP Action Projects have been completed to specifically identify student needs, analyze those needs, and implement courses of action to address student needs in the following areas: Tutoring Services, Disability Services, and Career Development.

**Identifying and Analyzing Student Needs: Tutoring Services, Disability Services, Career Development**

- A formal AQIP Action project, "Measuring Effectiveness of Tutoring Services," (see METS declaration form) was conducted to determine effectiveness of tutoring services. (For complete processes, results, and improvements see 2P1, 2R1, 2R2, 2I1 discussing students’ needs as a non-instructional distinctive objective for students.)
- A formal AQIP Action project, “Integrating Disability Services” (see IDS declaration form) was conducted to better communicate and provide disability services across the institution. (For complete processes, results, and improvements see 2P1, 2R1, 2R2, 2I1 discussing students’ needs as a non-instructional distinctive objective for students.)
- A formal AQIP Action project was conducted to “Enhance Career Development” (see Career Development declaration form). (For complete processes, results, and improvements see 2P1, 2R1, 2R2, 2I1 discussing students’ needs as a non-instructional distinctive objective for students.)

**Identifying and Analyzing Student Needs: Retention, Persistence, Graduation Processes**

- **Non-traditional Students:** The STOP-OUT process is an integral part of UIU’s student outreach and relationship-building by academic advisors during the UIU registration process to improve retention, persistence, and graduation rates. The purpose of the process is to specifically target the re-enrollment of current students and students enrolled the prior two terms at UIU. Prior to the start of the registration period opening, a baseline report is run to provide all academic advisors a list of all of their advisees that are currently registered and the two previous terms of registrations. The academic advisors are responsible for contacting all of their advisees to encourage re-enrollment. Advisors work throughout the registration process with the registration period open during weeks three through seven. Throughout the registration period, academic advisors reach out to students contacting them through email, phone contact and academic advisor meetings with students. Stop-outs that have not registered by the last week of registration are called by academic advisors to again encourage enrollment. Academic advisors are available to meet with students to discuss course and degree options during the registration period, as well as the three weeks the registration period is closed. Stop-out email reminders are sent to all stop-outs throughout the term. At the close of registration, each advisor creates a spreadsheet to track the reasons for students not re-enrolling. This process helps to identify any trends of non-re-enrollment.

- **Non-traditional Students:** Formal retention/re-recruitment processes have been developed. An Infomaker data report is pulled from the University system (Jenzabar) prior to the opening of a term registration period. A spreadsheet is created containing a list of students with their contact information. Each advisor is responsible for securing an enrollment for their assigned group of advisees. Students on the list receive three generic email messages requesting a registration. The message is sent to students who have enrolled in the past year. Each advisor sends at least three individual email messages to their advisees encouraging enrollment. Each student who has not enrolled by the last week of the registration period receives a phone call. Advisors also note on the spreadsheet the reasons students have given for not enrolling.

- **Traditional Students:** Formal retention/re-recruitment processes have been developed. The Director of Academic Success pulls an Infomaker report from Jenzabar near the end of the registration period for the following semester. A spreadsheet is created to include a list of students with their phone number and email address. Each advisor is given the list of students assigned to them to make contact. The Director of Academic Success also sends an email to the students to encourage them to meet with their advisor. The list is given to the Save our Students (SOS) committee as well as staff in the Office of Student Development (OSD). If the student fails to respond via email or fails to register, the student is called. Reasons for not returning are compiled. Exit interview are completed for students who are not returning.

Blue Ribbon Team--Designed to engage UIU’s non-athletic freshman population. Faculty

- **SOS Team (Save our Students):** This team was created to serve as a triage team for a myriad of student high risk indicators (see below). Team members include faculty, staff, and athletic coaches. Team developed processes for the
University community to identify and refer such students to the SOS Team. (See SOS handbook.) Faculty and staff can access and submit a SOS referral form online at: http://www.uiu.edu/academics/academicsuccess/index.html

Possible high risk indicators include:

a. Missing Class Failing/Poor Grade
b. Missing Assignments
c. Disciplinary Record
d. Change in Behavior/Appearance
e. Adjustment Issues
f. Problem/Changes at Home
g. Mental Health Concerns

Blue Ribbon Team: This team is composed of eight faculty members whose initiative is to reach out to students who are not at risk. The goal is to engage the students to improve retention. Each faculty member reaches out to students (via lunch, University activity, athletic event, encourages participation in Engage1 Program, etc.) on his/her list at least twice in the 8-week term.

Honors Program: The Honors Program at Upper Iowa University provides an exciting and challenging academic experience for exceptional students. Students who have at least a 26 ACT score and at least a 3.5 high school grade point average are invited to apply to the program. Students who don't quite meet the 26 ACT score and 3.5 high school grade point average are welcome to apply if they believe they can make a strong case for their consideration.

Students admitted to the Honors Program in any given year take the same courses as their fellow Honors students during the first two years of their undergraduate years. Each course generally is interdisciplinary and team taught, with active, participatory learning. All honors courses require extensive, integrated, advanced writing skills. The program begins with an Honors Freshmen Seminar followed by and Honors courses in Arts and Humanities, Behavioral Sciences, Natural Sciences. Other courses are offered for each term. Seniors complete an honors project and a thesis in their area of interest. Student that successful complete the Honors Program will graduate with University Honors. Extra-curricular experiences such as service learning, attending professional conferences, and other special events are an integral part of the program. See also http://uiu.edu/academics/honors/index.html.

3P2 Building Student Relationships. How do you build and maintain a relationship with your students?

In response to the Systems Appraisal Feedback for 3P2 citing the need for UIU to create processes to build and maintain student relationships for students in all learning experiences and all locations, Upper Iowa University has formalized its processes to build and maintain its relationships with students throughout the global campus by developing a University Expansion Standard Operating Procedures and Metrics for Growth and Quality. The process establishes Upper Iowa University procedures, timelines, faculty/staffing metrics, and budgeting information to ensure the University builds and maintains strong relationships between its students and faculty/staff, and also ensures adequate resources are provided to ensure, quality, services, and growth. Specifically, the following metrics have been established for all learning experiences and locations. (See “UIU AE National Expansion Standard Operating Procedures.”)

- Fulltime and Adjunct Faculty Staffing: Fulltime and adjunct faculty staffing is based on unduplicated headcount, national data (ACT and AACRAO) and benchmark data (See “UIU Peer Identification Full Report with Appendix 9-14-10”).
- Non-faculty Staffing: Non-faculty staffing is based on unduplicated headcount, national data, benchmark data, and academic unit input (Center Directors, Career Services Coordinator, Teacher Education Coordinator, Assistant Directors, Academic Advisors, Admissions Advisors, Office Managers, Specialists, and more).
- Facility Specifications and Resources: Facility specifications and resources are all based on metrics and standards to ensure academic quality and services required for all learning experiences. (See “Westown Construction and Specs Westown Parkway 2nd Floor” and “Westown Construction and Specs Westown Parkway 3rd Floor.”)
- Faculty Teaching: Faculty teaching, service, scholarship, office hours, and standards are all in accordance with the University Faculty Handbook 2012-2013.
- Specific to Online Students: Within each online classroom offered on Pearson Learning Studio (PLS), faculty builds relationships with students by conducting icebreaker activities and introductory discussion forums (see 3R2). Academic extension policy requires students validate their attendance in their online classroom during the first seven days of the term or students are processed for withdrawal as not attending. Students also have access to an Online Orientation Tutorial course where they can communicate with fellow students asynchronously using a discussion forum or utilizing a real-time chat application.
• **Articulation Agreements/State Approvals:** In the fall of 2010, the U.S. Department of Education announced program integrity rules, requiring all institutions of higher education participating in Title IV programs to be able to document compliance with state laws in all states where they offer distance or correspondence education. While the federal state authorization rule was vacated on a technicality in July 2011, UIU assumed a proactive approach to ensure UIU’s institution is fully authorized and in compliance with all states where we are providing an education (either physically located in the state or through distance education).

Consequently, to further build and establish relationships with students nationally, UIU established a formal process utilizing the UIU Articulation and Compliance Coordinator (ACC) to ascertain the approval requirements in every state for UIU to offer distance education. Where approval is not necessary, written verification from the state is obtained. After initial research, the decision was made to prioritize the effort based on the number of students enrolled in UIU’s Center for Distance Education from/in each state (U.S. territories will be addressed when all states have been completed).

The results of several surveys of states conducted by the State Higher Education Executive Officers Association (SHEEO) that were posted online have been extremely useful. Additional data, webcasts, and assistance have been available from State Authorization Network - Ohio (SAN-O), working in conjunction with their national group, the State Authorization Network, and WICHE (Western Interstate Commission for Higher Education), and the Cooperative for Educational technologies (WCET). In addition, the University System of Georgia posted a compilation of state data and initiated a blog dedicated to state authorization for distance education. The ACC has also attended several webcasts regarding state approval requirements for distance education.

The approval process requires the ACC to spend much time researching state regulations, policies, and procedures. In addition, UIU established templates for letters of inquiry, letters asking for clarification, and letters requesting confirmation of correct interpretations were developed early on to provide easier, quicker, and consistent contact with state agencies. Spreadsheets and databases were also developed to store research and track progress.

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

<table>
<thead>
<tr>
<th>Address Core Component 1D under 3P3 and 3P5</th>
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<tbody>
<tr>
<td><strong>1.D  The institution’s mission demonstrates commitment to the public good.</strong></td>
</tr>
<tr>
<td>o The strategic initiatives developed from the mission/vision statements are the organizing structure for the University and commitment to the public good. (See 8P1-8P5)</td>
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<tr>
<td>➢ <strong>Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</strong></td>
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<tr>
<td>o The University is an actively contributing member of the community. (See 2P1-2P2, 9P1-9P2)</td>
</tr>
<tr>
<td>o The University services corporate partners with academic programming. (See 9P1-9P2)</td>
</tr>
<tr>
<td>➢ <strong>The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</strong></td>
</tr>
<tr>
<td>o UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO) to support the initial and continued enrollment of students at the undergraduate and graduate levels. (3P3, 3P5, see also 6P4-6P5)</td>
</tr>
<tr>
<td>➢ <strong>The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</strong></td>
</tr>
<tr>
<td>o The University nurtures its relationships with high schools, community colleges, and technical colleges. (3P2 “Articulation Agreements,” see also 9P1-9P2)</td>
</tr>
<tr>
<td>o UIU has developed relationships with military branches including army, navy, air force, coast guard, and National Guard units. (See 9P2, Military Stakeholders)</td>
</tr>
<tr>
<td>o UIU has developed programs based on identified needs in the communities it serves (See 9P1-9P2)</td>
</tr>
<tr>
<td>o UIU engages with its external constituencies and communities through its multiple advisory committees throughout the University. (3P3-3P5)</td>
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In response to the Systems Appraisal Feedback Report for 3P3 citing the need to develop processes by which UIU identifies the changing needs of key stakeholder groups and selects courses of action regarding these needs, UIU utilized
the Business Redesign Program (see 6P4-6P5 for full details) as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Projects #4, #5, #6, and #13 (see below). These projects allow any stakeholder to submit changing needs and the Project Teams are responsible for analyzing and acting on those requests per the processes below. AACRAO reviewed current practices against best practices in the Strategic Enrollment Management field that support the initial and continued enrollment of students at the undergraduate and graduate levels.

The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility of data and performance information. Weekly Business Redesign Program updates are emailed to the University community by the program sponsor (Senior Vice President for Strategic Positioning and Chief Enrollment and Marketing Officer 2011-2012; Senior Vice President Academic Extension, 2013). The University community is able to access and review the Program outline, Program schedule, the project templates, and all minutes on myUIU. Input from all stakeholders is accepted and welcomed by the Business Redesign Project teams.

Project #04 – Admissions Policies – (Consolidated into Project #13)
Project #05 – Registration, Advising, and Census Policies (Consolidated into Project #13)
Project #06 – Enrollment Operations Policies – (Consolidated into Project #13)
Project #13 – Strategic Enrollment Management Policies

Specific initiatives to develop appropriate processes to identify and analyze stakeholders needs include:

1. Ensure admissions related policy needs are written, vetted, and formalized (Project #4).
2. Ensure registration, advising and census related policy needs are written, vetted, and formalized (Project #5).
3. Ensure enrollment operations related policy needs are written, vetted, and formalized (Project #6).
4. Ensure appropriate approval and implementation processes are in place.

Faculty Professional Development: The academic extension centers conduct faculty development programs twice a year. These professional development workshops are designed to increase the instructors’ awareness of issues relevant to teaching in higher education, and also include administrative and operational issues as identified by the Center Directors. Centers create the faculty development programs with input from academic departments and needs of the full-time and part-time faculty assigned to teach in their respective locations. Examples of program topics include the following: APA and writing across the curriculum requirements; challenges in dealing with students with conduct issues in class; updates/presentations by Senior Administration, Faculty Chairs, School Deans, and other guest speakers; learning styles and teaching strategies; practical training in using Turnitin; embracing diversity in the classroom; and reviewing all aspects of using myUIU and LiveText. Each workshop session is evaluated by participants, and participant feedback is utilized for follow-up training or responses to specific circumstances. Professional Development sessions are also recorded for online access and viewing on UIU’s intranet (employee password protected):
https://my.uiu.edu/ICS/Faculty_and_Staff_Updates.jnz

The Center for Distance Education (CDE: online and Independent Study) works with over 300 faculty each term. Faculty members assigned to teach in the CDE are located throughout the United States and in other countries. The CDE provides faculty development opportunities and communication with input from academic departments, student evaluations and performance, and feedback from faculty. The professional development is provided through various channels including weekly email updates, CDE blog, communications from the UIU adjunct faculty liaisons, attendance at Center faculty development programs, UIU 101 Orientation to Teaching Online resource available in Pearson Learning Studio (PLS), (access requires faculty password to the PLS system at www.uiuonline.com), an Instructional Design Tutorial resource available in PLS (access requires faculty password to the PLS system at www.uiuonline.com), and one-on-one sessions using Zoom or Skype technologies. Faculty requests and student demand have resulted in the acquisition of a variety of complementary technologies available to all students from within each online course (see 3R3):

- Lecture Capture System (Panopto)
- Online Tutoring Services (Smarthinking.com)
- Content Management System (Equella)
- Plagiarism Prevention and Detection services (Turnitin)
- Assessment Development Utility (Respondus)
- WordPress (web-based blog management)

3P4 Building and Maintaining Relationships with Stakeholders: How do you build and maintain relationships with your key stakeholders?

In response to the Systems Appraisal Feedback for 3P4 citing the need for a systematic and comprehensive approach to assist UIU in establishing performance targets and integrative strategies to achieve building and maintaining relationships with key stakeholders, UIU has formalized the following initiatives:

Faculty Online Orientation: All new faculty members participate in UIU’s online Faculty Orientation Program. Faculty access the Orientation Program via http://uiu.edu/faculty/facultytraining/. The username is "faculty" and the password is "success." There are three main components to the faculty training. After each section the faculty takes a quiz to confirm participation and successful completion and understanding. The following three components of the orientation are:
Overview of the University: Who we are, UIU’s accreditation, UIU Degree program offerings, UIU Learning Experiences, UIU Mission and Vision Statement
Information on UIU Administrative Processes: Attendance, Classroom expectations, Disability services, Grading, Harassment, Plagiarism
Organizational Structure and Best Practices: School Deans and Committees, e-Portfolios, Faculty resources, How to set up the classroom, Suggested readings

AQIP Action Project: Learning Management System (LMS): An informal AQIP Action project was conducted to select a single online Learning Management System (LMS) and to identify the resources needed to expand availability of the single LMS to all students and faculty throughout the global University. A process was established to select a single LMS platform and to develop a three-year implementation and resource timeline to build, maintain, and strengthen relationships with key internal University stakeholders—students, faculty, and staff. The process involved University stakeholders identifying an LMS capable of supporting current and future needs to support the following: (see also Business Redesign Project #10 under 1P9)

- All learning experiences and modalities of teaching.
- Faculty teaching strategies and the integration of technology.
- Student learning styles.
- Existing or future organizational structures.

The LMS selected was Pearson Learning Studio (PLS) which currently provides the following capabilities and opportunities for all University students and faculty to build and maintain relationships with stakeholders globally (all Fayette faculty will have access to the online platform by Term 1, 2013 [August]; all UIU faculty globally will have access to the online platform by Term 3, 2014 [January]; (PLS Transition Plan). Implementation includes:

- Conducting online Orientation sessions offered every 8 weeks with 30 faculty participating in each session
- Conducting face-to-face training for domestic enters
- Creating certificate of completions/achievement for faculty professional development
- Developing system-generated student welcome messages and enrollment confirmation messages
- Creating the Center for Distance Education blog site
- Creating a Faculty Online Community PLS resource

Advisory Committees: Academic and Administrative units also have Advisory Committees to build and maintain relationships with stakeholders. Membership within these committees varies by unit and the committee members are key internal and external stakeholders and influencers throughout the service area. The Center Advisory Committee serves to provide liaison between the local community and the center in order to facilitate center growth, reputation, and academic excellence within the community. The committee may also serve to assist Upper Iowa University in providing education that will ensure that graduates possess the requisite skills most highly sought by employers. Motivation for participating in the committee stems from the desire to assist Upper Iowa University centers in a fashion most beneficial to the University, the center, and to area constituencies. The committee may be consulted or informed regarding equipment, instructional content/standards/methods, faculty and student recruitment, alumni programs or events, and program evaluation. The Center Advisory Committee By-Laws include the following:

- University Mission Statement
- Overview of Upper Iowa University
- Purpose of Advisory Committee
- Authority for Committee Members
- Membership
- Meetings (typically monthly or quarterly)

Administrative Review Process: Upper Iowa University also builds and maintains relationships with its stakeholders through its administrative review process of significant changes in the University’s academic offerings—including the addition of new degree programs—because significant changes carry potential financial, accreditation, and legal implications. Therefore, any proposed change(s), are reviewed to determine their implications on the University’s financial, physical, and human resources, and whether:

- the proposed changes require and, if so, have received external approvals;
- the proposed changes have been developed through institutional processes, including—as appropriate—faculty governance, external stakeholders, advisory committees, benchmarking, and market analysis;
- the proposed changes reflect the results of the University’s ongoing assessment of student learning
- the proposed changes reflect changes in licensure, certification, or similar public requirements;
- the proposed changes reflect recommendations from a program's external advisory committee;
• the proposed changes respond to changes in program requirements at other institutions with which Upper Iowa University has articulation agreements;
• the proposed changes reflect changes in a discipline and which are generally occurring within that discipline throughout higher education.

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

Address Core Component 1D under 3P3 and 3P5
See 3P3 for Details

In response to the Systems Appraisal Feedback for 3P5 citing the need to develop processes to assess targeting new students and stakeholders, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Project #24.

Project #24 – Advancement Module Re-Implementation
This project team was tasked with University-wide implementation and integration of the latest Jenzabar Development module and the JICS complement. Specific strategies to develop appropriate processes include:
• Allow staff the ability to pull multiple reports directly from Jenzabar EX.
• Implement new processes for Notepad usage to include notes, actions, events, and mass add options.
• Create policy and procedure for standardization of Gifts and Grants within the University.
• Update myUIU Alumni page and ensure all alumni have access.
• Integrate information from Wilson Bennett Technology (phone-a-thon software) with Jenzabar.
• Import information from NCOA (National Change of Address) to Jenzabar.
• Allow staff the ability to track scholarships and endowments in the general ledger based on a time period.
• Create process for using Giving Clubs and Matching Gifts in Jenzabar.
• Import counties in Jenzabar to provide targeting in communication to alumni.
• Create SOP and training manual for the Development Module.

See also 9P1-9P2 for details on Partnership Advantage Program (Articulation Agreements), Corporate Advantage Program, and Military Stakeholders.

3P6 Collecting Complaint Information. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

In accordance with the Higher Learning Commission Policy 13.3, “Institutional Records of Student Complaints,” Upper Iowa University has established the following student complaint procedures. The student complaint procedures are established to address concerns that arise within the University community. There are various procedures available to students depending upon the complaint.

Definition of a Student Complaint
A complaint is a concern regarding a policy or procedure that has been inappropriately or unjustly applied or a charge against an individual’s behavior. Grade Appeals, Academic Suspension Appeals, Student Conduct Violations, Affirmative Action Violations, Discrimination Violations, and Sexual Abuse/Harassment are to be filed according to set University policy governing those areas as delineated in the Student Handbook and Catalogs:

Grade Appeals
Upper Iowa University 2012-2013 Academic Extension Catalog(pp. 25)
http://www.uiu.edu/academics/catalog/pdfs/2012AECatalog.pdf
Upper Iowa University 2012-2013 Fayette Campus Catalog(pp. 19)
http://www.uiu.edu/academics/catalog/pdfs/12-13FayetteCatalog.pdf

Academic Suspension Appeals
Upper Iowa University 2012-2013 Academic Extension Catalog(pp. 26)
http://www.uiu.edu/academics/catalog/pdfs/2012AECatalog.pdf
Upper Iowa University 2012-2013 Fayette Campus Catalog (pp. 21-22)
http://www.uiu.edu/academics/catalog/pdfs/12-13FayetteCatalog.pdf

Student Conduct Violations – Upper Iowa University2012-2013 Student Handbook (pp. 16-23)
http://www.uiu.edu/studentlife/pdf/STUDENT%20HANDBOOK%20201213.pdf

Affirmative Action Violations – Upper Iowa University2012-2013 Student Handbook (pp. 37)
Informal Student Complaint Procedures (See: http://www.uiu.edu/studentlife/complaint/)

Most complaints can be worked through informally by addressing the concern with the person involved and his/her direct supervisor or department head. The steps would include:

1. Discuss the concern with the supervisor of the division or department head in which the concern arose.
2. Allow the supervisor/department head to discuss and investigate the concern with all those involved and develop options for resolution.
3. The supervisor/department head will discuss the options with the students. If the student is not satisfied with any of the options, they may file a formal complaint which will result in a hearing.
4. For all those complaints that are resolved, the supervisor/department head will complete the online form to notify the Dean of Students of the informal student complaint and the final resolution (See: http://www.uiu.edu/studentlife/complaint/staff-complaint.html).

Formal Grievance Procedures (See: http://www.uiu.edu/studentlife/complaint/)

The University provides procedures to insure that all student grievance and complaints will be given a fair hearing. The following procedures have been established as the formal grievance or complaint procedures.

1. To initiate the formal process, the student would complete the Student Complaint Form on the UIU website (See: http://www.uiu.edu/studentlife/complaint/complaint.html). When the form is submitted, the student will receive the following message: The Dean of Student Development has been forwarded your complaint. UIU’s goal is to assist you as soon as possible. If you have not heard from someone within five working days, please contact the Dean of Student Development at deanofstudents@uiu.edu or 563 425 5214.
2. The Dean of Students will review the submissions and ensure the complaint is directed to the appropriate supervisor/department head for further investigation and the assignment of a hearing committee. The supervisor/department head will conduct an investigation which includes gathering written statements from all parties involved. The documentation will be held on file until the complaint is resolved through the formal procedures.

Hearing Committee Selection and Procedures (See: http://www.uiu.edu/studentlife/complaint/)

1. When a hearing is requested in writing to the University, the student bringing the grievance will have the right to select one person of a three-member hearing committee from among University employees or the University student body.
2. The administrative head of the University division containing the unit where the complaint is alleged to have occurred will be able to select one person from among University employees to be a member of the three-member committee.
3. The two persons who have been selected under (1) and (2) above will then select a third person, from among University employees or the University student body, who will serve as chairperson of the committee.
4. Should the two persons not be able to agree on a chairperson, the Dean of Students and the chairperson of the Faculty Judicial Board (FJB) will be responsible for recommending another procedure to select a chairperson or may assume authority to designate a UIU employee to serve as the chair person.
5. A verbatim record will be kept of the hearing and a copy of the record will be made available to both parties.
6. In case of disagreements concerning interpretations of procedures, the judgment of the chairperson of the hearing committee will prevail.
7. Each party to the dispute will be entitled to have one or two representatives, plus not more than five observers, present at the hearing, unless the aggrieved party requests a private hearing, in which case no observers may attend.
8. After a period of private deliberation, the Hearing Committee will make the decision by simple majority vote, with the chairperson as a voting member. The vote will be taken by secret ballot.
9. The chairperson of the hearing committee will submit in writing the committee recommendations to the supervisor/department head for final action.
10. The supervisor/department head will make necessary hearing arrangements.
11. The supervisor/department head will notify the Dean of Students as to the outcome of the formal process. The Dean of Students will utilize the informal and formal complaint process to document the numbers and kinds of complaints the University is receiving to determine if there are specific issues or concerns that need to be addressed. Any significant number of common complaints will be forwarded on to the appropriate administrator for resolution.

12. Hearing Officer Hierarchy (see linked chart)

Upper Iowa University views student complaints as an opportunity for continuous improvement. Student complaints are maintained by the Dean of Student Development in the Office of Student Development. Student Complaint Log A contains a log of student Grade Appeals and Academic Suspension Appeals for the past four years; Student Complaint Log B contains a log of formal student complaints for the past four years; and Student Complaint Log C contains a log of all other student complaints for the past four years. Under the direction of the Chief Academic Officer, a new electronic tracking tool is being developed to log student complaints.

3R1 Measurement of Student and other Stakeholder Satisfaction. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

In response to the Systems Appraisal Feedback for 3R1 citing the need for formal procedures to measure and analyze data, systematic processes of data and performance indicators have been developed to support Upper Iowa's student and other stakeholder satisfaction and to increase retention and completion rates.

- **Tutoring Services:** (3P1) Measures include writing tutor center usage, math tutor center usage, Smarthinking usage, number of visits to the Tutoring Service Webpage (See 3R1 and also 2R2)
- **Disability Services:** (3P1) Measures include increased/decreased identification of disability students and increased/decreased usage of services. (See 3R1 and also 2R2)
- **Career Development Services:** (3P1) Measures include graduating mandatory employment survey and surveys administered one year after graduation and three years after graduation. (See 3R1 and also 2R2)
- **SOS Team (Save our Students):** (3P1) Measures include tracking student numbers by demographics.
- **Retention, Persistence, and Graduation Rates:** These measures are compiled using the following formulas to measure processes in (3P1 and 3P2):
  - First-year, full-time cohort retention rates are based on the incoming fall cohort returning the next fall.
  - First-year, full-time cohort graduation rates are based on the incoming cohort graduating 4-, 5-, and 6-years (within 150% of entry date).
  - Academic extension centers' retention rates are based on incoming cohort for each of the six terms and returning any term within the following year.
  - Academic extension centers' graduation rates are based on incoming cohort for each term graduating within 2-, 3-, 4-, 5-, and 6-years.
  - International Hong Kong retention rates are based on incoming fall and spring cohorts and returning the following year in either the fall or spring term, respectively.
  - International Hong Kong graduation rates are based on incoming fall and spring cohorts graduating 3-, 4-, 5-, and 6-years.
  - International Malaysia retention rates are based on incoming fall semester cohort returning the following fall.
  - International Malaysia graduation rates are based on incoming fall semester cohort returning 3-, 4-, 5-, and 6-years.

- **The Upper Iowa University Stop-Out Process:** (3P2) The Stop-Out Process continues to be an effective method to ensure student satisfaction and retention through continuous efforts to maintain communications with students. Each week the conversion to enrollment report is updated reflecting the percentage of baseline students enrolled for the upcoming term. Each academic advisor is given their individual progress report with a comparison to the same term the previous year. Also provided is data for results as a team with the same comparison. The goal for individual advisors and the team is to enroll 75% of all stop-out students.

- **New Technology Measures:** Quantitative measures for new technology (see 3P3) are tracked for each of the following (see 3R2):
  - Lecture Capture System (Panopto)
  - Online Tutoring Services (Smarthinking.com)
  - Content Management System (Equella)
• Plagiarism Prevention and Detection services (Turnitin)
• Assessment Development Utility (Respondus)
• WordPress (web-based blog management)

• Pearson Learning Studio: UIU utilizes Pearson Learning Studio (PLS) (see 3P4) the following PLS reports to facilitate student retention:
  o NA Reports - From Wednesday thru Friday during the first week of each online term the not attending (NA) eligibility report. The purpose of the NA eligibility report is to identify students that have not validated attendance in their online course. The criteria are active students in the current term that have not validated attendance (discussion posting, assignment submission or assessment completion) one or more times to any area of the online classroom during the first seven days of the term. NAs are imported into Jenzabar at 8:00 a.m. on the 8th day of the term (Monday of Week 2).
  o AW Reports - During weeks 2 through the end of week 5, a student online activity report (SOAR) is sent to staff with advising responsibilities. The purpose of this daily report is to identify students at risk of being administratively withdrawn (AW) for not participating and improve course completion rates by intervention from academic advising staff. Students that accumulate 14 consecutive days in the “Count of Days since last Submission” field are processed as AW daily at 8:00 a.m.
  o At-Risk Auto Email - The At Risk Auto Emailer permits the generation and automatic distribution of an email to students and their instructors who meet the timeframe criteria for being "at risk". An "at risk" student is any student whose time in a course is below a minimum standard of minutes during a given duration. The purpose of the report is to improve student retention in the online classroom by proactively identifying students who are not spending the minimum amount of time online in a course. Identify at risk students, reduce program dropout rates and increase returning enrollments.

• Student complaints: (3P6) Student complaints are tracked and measured by number of complaints for Grade Appeals and Academic Suspension Appeals; number of formal student complaints; and number of all other student complaints.

• University Dashboards: (3P1-3P6) The President's Cabinet has instituted a University-wide Dashboard and individual Department Dashboards to compile, track, and compare multiple data points specific to each department. The University-Wide Dashboard addresses data points for students' and stakeholders' needs. All dashboards use the same key:

<table>
<thead>
<tr>
<th>Highest value past 10 years</th>
<th>NN</th>
<th>NN</th>
<th>Number of years data kept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value past 10 years</td>
<td>NN</td>
<td>Benchmark</td>
<td>NN</td>
</tr>
</tbody>
</table>

3R2 Performance Results for Student Satisfaction What are your performance results for student satisfaction?
In response to the Systems Appraisal Feedback for 3R2 citing the need for evidence of the development and distribution of comparative information and results of longitudinal studies to improve understanding of evolving student needs and serve as a basis meeting identified needs, UIU has developed a systematic and standard collection processes of data and performance indicators to support Upper Iowa’s results for student satisfaction.

The following table provides performance results for the AQIP Action Projects (Tutoring Services, Disability Services, and Career Development) which are compiled and analyzed annually to support Upper Iowa’s processes to identify student needs and to build and maintain student relationships (3P1, 3R1):

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view) (some 2012 data are not available yet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Math Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2012</td>
</tr>
<tr>
<td>Smarthinking</td>
<td>2012-2013; 2011-2012;</td>
</tr>
<tr>
<td>Tutoring Website Views</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Disability Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Library Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>
The following table provides performance results which are compiled and analyzed annually to support Upper Iowa’s processes to measure retention, persistence, and graduation rates (3P2, 3R1):

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention, Persistence, &amp; Graduation Rates</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

Stop Out Process Performance Results: The Upper Iowa University Stop-Out Process (3P2) continues to be an effective method to ensure student satisfaction and retention through continuous efforts to maintain communications with students. Each week the conversion to enrollment report is updated reflecting the percentage of baseline students enrolled for the upcoming term. Each academic advisor is given their individual progress report with a comparison to the same term the previous year. Also provided is data for results as a team with the same comparison. The goal for individual advisors and the team is to enroll 75% of all stop-out students. Data can be reviewed via STOP OUT REPORTS.

SOS Team (Save our Students): See SOS Data Report Fall 2011 and Spring 2012.

Articulation Agreements/State Approvals Performance Results: The UIU process previously cited regarding State Approvals for Distance Education Offerings (3P2) not only ensures UIU is compliant with state policies and procedures, but it also ensures initial student satisfaction knowing UIU is approved within each students’ respective state. Since UIU prioritized the process according to the number of CDE students enrolled from each state (i.e., approval was established in those states with highest number of students). When work on this project began there were a total of 1,642 students enrolled in CDE. 1,104 of the students resided in the 6 states in which Upper Iowa University had a physical site at the time. At present, only states with fewer than 10 students are pending research, review, and approval (a total of 44 students in 17 states).

Student complaints: (3P6) See Student Complaint Log A for Grade Appeals and Academic Suspension Appeals; Student Complaint Log B for number of formal student complaints; and Student Complaint Log C for number of all other student complaints.

3R3 Performance Results for Building Student Relationships What are your performance results for building relationships with your students?

In response to the Systems Appraisal Feedback for 3R3 citing the need for evidence of the development and distribution of comparative information and results of longitudinal studies to improve building student relationships, UIU has developed systematic and standard collection processes of data and performance indicators to support Upper Iowa’s results in building student relationships.

Through the processes previously cited in 3P3 and 3P4, the following technologies and capabilities are now available for building relationships with students (by January 2014, these resources and capabilities will be made available to all faculty globally). Performance results follow:

**Panopto** – The Panopto Lecture Capture System solution is currently being implemented into UIU’s online classrooms at UIU. In classrooms with a Panopto recorder, instructors are able to capture their lecture in the classroom and effortlessly upload it to PLS. We’re also employing Panopto as the solution for Senior Project students. Last year the Panopto lecture capture system was not used by Upper Iowa University. During a six-month pilot which began in Oct 2012 and concludes in April 2013 the following utilization has been documented:

- 372 user accounts created through PLS integration
- 376 folders created for video storage
- 188 recording sessions initiated
- 55 recorder installations completed
- 146 hours of video content recorded
- 1,254 views initiated system-wide

**Smarthinking** – UIU’s online tutorial service, Smarthinking ([www.smarthinking.com](http://www.smarthinking.com)) is the University’s solution for live, on-demand online tutoring services. The University is increasing Smarthinking services from 1,000 to 3,000 hours annually to support student demand. In the time period July through February, 2011-12, students logged 906 sessions with Smarthinking. In the same period for 2012-13, students logged a total of 838 sessions. As the University expands the platform availability globally, we anticipate the usage to increase significantly.

**Equella** – UIU’s content management system, Equella ([www.equella.com](http://www.equella.com)) is a digital repository that provides one platform to house your teaching and learning, research, media and library content and permits the automatic updating of online course content from a centralized content repository. UIU recently went through a refresh of the implementation...
hours and is about half way through an additional 20 hours of consulting services. Last year the Equella content management system was not consistently available for artifact contribution or linking content items in PLS. Term 4, 2012-2013 marked the first term that Equella is fundamentally operational as a resource throughout the global University. Currently, the Course Home menu items for 361 courses are linked to seven Equella artifacts. If there is new content or a change required to any of these 7 artifacts a single centrally managed file can be updated and the new version can be distributed to all courses immediately in lieu of editing separate files in the individual courses. The goal for 2013-2014 is to use Equella for Master Course content management and introduce content management system utilization to all faculty.

**Turnitin** – UIU’s plagiarism prevention/detection service, Turnitin ([www.turnitin.com](http://www.turnitin.com)) is a leading academic plagiarism checker technology for teachers and students. Online plagiarism detection, grammar check, grading tools, data are provided below showing an annual usage comparison:

<table>
<thead>
<tr>
<th>Period</th>
<th>Faculty users</th>
<th>Student users</th>
<th>Submissions</th>
<th>Originality reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2011 – March 1, 2012:</td>
<td>173</td>
<td>2378</td>
<td>6262</td>
<td>6259</td>
</tr>
<tr>
<td>July 1, 2012 – March 1, 2013:</td>
<td>176</td>
<td>2773</td>
<td>7076</td>
<td>7034</td>
</tr>
</tbody>
</table>

**Respondus** – UIU’s assessment development utility. Respondus 4.0 is a useful tool for creating and managing exams for printing to paper or publishing directly to a variety of elearning systems including ANGEL, Blackboard, Desire2Learn, Moodle, Pearson Learning Studio and others. Upper Iowa University maintains a site license for Respondus 4.0 which permits UIU’s instructors to install the software on their work and home computers. Instructors can sign up for their monthly newsletter at ([www.respondus.com](http://www.respondus.com)). UIU maintains a site license for Respondus and has rights to dispense unlimited copies to faculty for installation on their work and home computers. Multiple distribution points preclude tracking utilization and no data are available.

**WordPress** – Web based Blog management utility to improve communication with stakeholders on the [UIU CDE Blog](http://upperiowauniversityblogs.org/cde). The CDE Blog ([http://upperiowauniversityblogs.org/cde](http://upperiowauniversityblogs.org/cde)) was introduced at the conclusion of Term 2, 2013. The purpose is to improve communication and collaboration with stakeholders, constituents, and peer institutions worldwide. WordPress serves as the blog site management utility. During the period from December 17, 2012 – March 8, 2013 there have been 460 visits to the site from over 40 States and 12 foreign countries.

### 3R4 Performance Results for Stakeholder Satisfaction

**What are your performance results for stakeholder satisfaction?**

In response to the Systems Appraisal Feedback for 3R4 citing the need provide comparative information and results, UIU has developed systematic and standard collection processes of data and performance indicators to support Upper Iowa’s results in building stakeholder needs.

**Project #13 – Strategic Enrollment Management Policies (3P3)**

Processes were developed to identify and analyze stakeholders’ needs:

- Ensuring admissions related policy needs are written, vetted, and formalized (Project #4).
- Ensuring registration, advising and census related policy needs are written, vetted, and formalized (Project #5).
- Ensuring enrollment operations related policy needs are written, vetted, and formalized (Project #6).
- Ensuring appropriate approval and implementation processes are in place.

**Results thru 4/1/2013:**

- Five admissions related policy needs were written, vetted, and formalized (Project #4).
- Sixteen registration, advising and census related policy needs were written, vetted, and formalized (Project #5).
- Nine enrollment operations related policy needs were written, vetted, and formalized (Project #6).

**University Dashboard:** (3P1-3P6, 3R1-3R6)

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Dashboard Indicators</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

### 3R5 Performance Results for Building Relationships with Stakeholders

**What are your performance results for building relationships with your key stakeholders?**

**Faculty Online Orientation Performance Results (3P4):**

All new faculty members participate in UIU’s online Faculty Orientation Program. Faculty access the Orientation Program via ([http://uiu.edu/faculty/facultytraining/](http://uiu.edu/faculty/facultytraining/)). The username is "faculty" and the password is "success." There are three main components to the faculty training. After each section the faculty takes a quiz to confirm participation and successful completion and understanding. The following three components of the orientation are:
AQIP Action Project: Learning Management System Performance Results (3P4):

An informal AQIP Action project was conducted to select a single online Learning Management System (LMS) and to identify the resources needed to expand availability of the single LMS to all students and faculty throughout the global University. A process was established to select a single LMS platform and to develop a three-year implementation and resource timeline to build, maintain, and strengthen relationships with key internal University stakeholders—students, faculty, and staff. The process involved University stakeholders identifying an LMS capable of supporting current and future needs to support the following: (see also Business Redesign Project #10 under 1P9)

- NA Reports - From Wednesday thru Friday during the first week of each online term the not attending (NA) eligibility report. The purpose of the NA eligibility report is to identify students that have not validated attendance in their online course. The criteria are active students in the current term that have not validated attendance (discussion posting, assignment submission or assessment completion) one or more times to any area of the online classroom during the first seven days of the term. NAs are imported into Jenzabar at 8:00 a.m. on the 8th day of the term (Monday of Week 2).
- AW Reports - During weeks 2 through the end of week 5, a student online activity report (SOAR) is sent to staff with advising responsibilities. The purpose of this daily report is to identify students at risk of being administratively withdrawn (AW) for not participating and improve course completion rates by intervention from academic advising staff. Students that accumulate 14 consecutive days in the “Count of Days since last Submission” field are processed as AW daily at 8:00 a.m.
- At-Risk Auto Email - The At Risk Auto Eemailer permits the generation and automatic distribution of an email to students and their instructors who meet the timeframe criteria for being "at risk". An "at risk" student is any student whose time in a course is below a minimum standard of minutes during a given duration. The purpose of the report is to improve student retention in the online classroom by proactively identifying students who are not spending the minimum amount of time online in a course. Identify at risk students, reduce program dropout rates and increase returning enrollments. Data report:

<table>
<thead>
<tr>
<th></th>
<th>Term6 2011-12</th>
<th>Term1 2012-13</th>
<th>Term2 2012-13</th>
<th>Term3 2012-13</th>
<th>Term4 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA's processed (did not attend class in the first week)</td>
<td>152</td>
<td>122</td>
<td>98</td>
<td>124</td>
<td>94</td>
</tr>
<tr>
<td>AW's processed (14 days of inactivity)</td>
<td>100</td>
<td>141</td>
<td>123</td>
<td>130</td>
<td>ongoing</td>
</tr>
<tr>
<td>At Risk Auto Eemailer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of messages sent per term</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term6 2011-12</td>
<td>1461</td>
<td>1739</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term1 2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project #24 – Advancement Module Re-Implementation Performance Results (3P5):

- Data for alumni giving, alumni donors, percent of giving, and contributions are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, pp. 84-85).

3R6 Comparisons with Other Institutions of Higher Education. 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 institutions and, if appropriate, of organizations outside of higher education?

In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators (see 7P5 for an overview of the selection process). As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions:

- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University
The Benchmark institutions developed under (7P5) are used throughout the University to provide comparative data during the processes of writing Goals and Objectives (budget requests), creating policies, developing curriculum, redesigning business flow, etc. (See 7R1, 7R2 for performance results.)

### 3I1 Recent Improvements for Understanding Students’ and Other Stakeholders’ Needs

**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?**

**Through the assessment process cited in 3P1, the formal University AQIP action project on tutoring services identified four areas which resulted in systematic and comprehensive improvements in processes and performance for understanding student tutoring service needs:**

1. Increased student usage of peer tutoring and web-based tutoring services available to students in all learning modalities via Smarthinking.
2. Instituted standard paragraph for all University syllabi outlining available tutoring services.
3. Developed a comprehensive (location specific) website directory of tutoring services at [http://www.uiu.edu/resources/tutoring/tutoring-services.html](http://www.uiu.edu/resources/tutoring/tutoring-services.html).
4. Allocated $30,000 resources per year to provide online tutoring for the global campus. Additional resources have been identified to meet increased tutoring needs.

**Through the assessment process cited in 3P1, the formal University AQIP action project on Integrating Disabilities Services identified five areas which resulted in systematic and comprehensive improvements in processes and performance for understanding student disabilities service needs:**

2. Created a Disability Services webpage to increase awareness of disabilities services (see [http://uiu.edu/resources/disabilityservices/newsletter.html](http://uiu.edu/resources/disabilityservices/newsletter.html)).
3. Created an electronic University-wide Disability Services Newsletter published periodically (see [http://uiu.edu/resources/disabilityservices/index.html](http://uiu.edu/resources/disabilityservices/index.html)).
4. Adopted a centralized approach to disability services with a dedicated half time disabilities services coordinator.
5. Developed assessment measures of student usage and the number of students disclosing disabilities on an annual basis to better monitor staffing needs and resource allocations.

**Through the process cited in 3P1, the formal University AQIP action project on Enhancing Career Development Services identified three areas which resulted in systematic and comprehensive improvements in processes and performance for understanding student Career Development service needs:**

1. Developed a University website to address comprehensive services available to all stakeholders ([http://uiu.edu/studentlife/careerdevelopment/index.html](http://uiu.edu/studentlife/careerdevelopment/index.html)).
2. Created an online graduation application/employer survey application implemented January 2013.
3. Implemented a UIU Career Development LinkedIn page for alumni and student employment opportunities, internships, and career information.

**Through the process cited in 3P1, the SOS efforts contributed to the increase in first year retention rate from 56% to 67%.**

**Through the process cited in 3P4, the informal AQIP action project of selecting a single online Learning Management System (Pearson Learning Studio) resulted in the following three areas of systematic and comprehensive improvements in processes and performance for students and stakeholders needs (See “AACRAO Project #10 PLS Resource Document”):**

1. The University previously utilized supported three Learning Management Platforms: Jenzabar LMS (E-Racer); Pearson Learning Studio (PLS); Moodle (Nursing program). The University’s IT Department is no longer required to support three different LMS online platforms.
2. Faculty, staff, and students are progressing on a timeline to only utilize and support a single platform. In accordance with the established timeline, the Nursing Department faculty received the necessary support and training to successfully migrate all their academic content from the Moodle LMS to the PLS LMS in accordance with the established timeline (completed by December 2012).
3. The University has provided adequate resources and is on schedule to make the single online LMS (PLS) platform available to all residential faculty by Term 1, 2013, and available to all University faculty globally by Term 3, 2014 (see “[PLS Transition Plan](#)” and “[AACRAO Project #10 PLS Resource Document](#)”).

**Through the establishment of Student Complaint processes throughout the global institution (3P6 and 3R6), the following improvements have resulted:**
1. University has a written systematic student complaint process that meets HLC and Federal regulations.
2. University has a process to review complaints as a whole and make changes to policy, procedures or employee behavior.

Project #24 – Advancement Module Re-Implementation Performance Results (3P5):

Major improvements as a result of the re-implementation include:
- Utilizing Experian QAS for downloading NCOA (National Change of Address) to Jenzabar for scrub and email appends (cost savings realized due to decreased returned mail).
- Wilson Bennett Technology (phone-a-thon software) contact information is imported into Jenzabar (increased number of phone calls being made).
- UIU now has the ability to target alumni communications to specific geographic regions because county codes have been designated in Jenzabar.

3I2 Impact of Culture and Infrastructure on Understanding Students’ and Other Stakeholders’ Needs. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

The continuous improvement culture of AQIP now permeates Upper Iowa University's infrastructure and aids stakeholders and constituents in identifying processes, setting targets, and realizing improved performance results to help students learn.

Identifying Infrastructure Processes

The institution’s tuition discount programs (military, Corporate Advantage Program [CAP], Celebration Campaigns, and ongoing service area tuition analyses processes ensure student tuition remains affordable as demonstrated by UIU’s student debt and tuition rates within all its domestic service areas remains in the bottom third with its competitors. See “Tuition Analyses Processes and Recommended Tuition Rates.” Thus, coordination among institutional units along with effective processes (3P1-3P6) and regular evaluation allows UIU to set targets for improved performance results. See also 8P5, for additional Key Performance Targets.

Setting Targets

In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (7P5):
- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

In its annual publication, the Upper Iowa University Fact Book 2012-2013 provides comparable longitudinal benchmark data as a result of (7P5). The Benchmark institutions developed under (7P5) are used throughout the University to provide comparative data during the processes of writing Goals and Objectives (budget requests), creating policies, developing curriculum, redesigning business flow, etc.

AQIP Category 4: VALUING PEOPLE

Introduction: Since the 2009 Systems Portfolio, Upper Iowa University has matured from the reacting phase to the Systematic phase. UIU hired an Executive Director of Human Resources in September 2011 who was promoted in October 2012 to Vice President Human Resources. As part of the Executive Leadership Team, this person is a dedicated human resource person for the University to assess, prioritize, and implement human resource programs and processes in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement. Processes 4P1-4P5 regarding employee recruiting, hiring, retaining, and orientation are systematic now. Proactive processes have been developed and these processes are coordinated between departments. Process 4P6 is being addressed by two Business Redesign Projects #14 (completed) and #27 (underway). In conjunction with UIU’s Business Redesign Plan (see 4P6 and Systems Portfolio Category 6), Project 27 is focusing on fully implementing the HR functions and features available in UIU’s ERP database system, Jenzabar. The re-engineering of this Jenzabar HR module will provide data capture of all staff, faculty, and administrative employee information/credentials in Jenzabar, the hiring process will be automated via online forms, the eligibility for re-hire status automated, and contracts to be created and issued online. The projected completion date for
this project is fall 2013. Process 4P10 is a work in progress as the HR Department develops a University-wide Employee Performance Evaluation to be implemented 2013-2014. Additionally, the HR Department is working to develop appropriate assessment measures and a departmental dashboard.

4P1 How do you identify the specific credentials, skills and values required for faculty, staff and administrators?
In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU has identified the specific credentials, skills and values required for faculty, staff, and administrators using the following processes and procedures.

Staff:

1. UIU has established “Hiring Guidelines” for Upper Iowa University.” The Hiring Guidelines form is accessible on myUIU → Campus Life → UIU Hiring Forms → Hiring Guidelines. Upper Iowa University Hiring Guidelines mandate that all positions conform to the Upper Iowa University Equal Opportunity statements and Upper Iowa University Non-discrimination Policy. Job descriptions for all University positions are stored on the University’s internal G: drive.

2. A “Personnel Hiring Justification” (PHJ) form is completed. The PHJ form is accessible on myUIU→ Campus Life →UIU Hiring Forms → Personnel Hiring Justification. The PHJ must include the job description, core competencies (SKAs), and credentials required/preferred. The PHJ also includes members of the search committee.

3. After the Search Committee completes interviews and a vote has been taken to determine the recommended candidate, the Search Committee Chair will submit the “Selection Form” to the appropriate Equal Opportunity (EO) Officer for signatures approving the Chair to make an offer to the candidate. The Selection Report Form is accessible on myUIU → Campus Life → UIU Hiring Forms → Selection Form. The Selection Form lists the name of the candidate and the recommended salary within the Presidential pre-approved salary range.

Faculty: Same procedure as for staff.

Administrators: Same procedure as for staff. Note: Executive positions may also utilize a search firm.

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

Address Core Component 3C under 4P2 and 4P10

3.C The institution has the faculty and staff needed for effective, high-quality programs and student services.

- Staffing and position descriptions are aligned with goals and objectives tied to the strategic initiative and the University mission. (4P2)

- The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
  - Fulltime and adjunct faculty staffing is based on unduplicated headcount, national data (ACT and AACRAO) and benchmark data (See “UIU Peer Identification Full Report with Appendix 9-14-10”). (See 3P2).
  - The academic governance structure through the Curriculum Committee(s) provides the oversight, approval pathways, and feedback to enhance curricular proposals. (1P1-1P4, see also 2P2, 5P5)
  - UIU has transitioned to a data-driven culture involving faculty members and collecting evidence of student learning outcomes across the University. (1P13, see 7P1-7P5)

- All instructors are appropriately credentialled, including those in dual credit, contractual, and consortial programs.
  - UIU has in place structured hiring procedures so that legal and ethical expectations are met. (4P2)

- Instructors are evaluated regularly in accordance with established institutional policies and procedures.
  - Faculty teaching is regularly evaluated across the institution. (See 1P11 for full details.)

- The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
  - Faculty workshops are conducted each year. (See 3P3-Faculty Professional Development)
  - Professional development opportunities are provided for faculty. (See 4P12)
  - Summer stipends and competitive grants fund faculty efforts for improving teaching and incorporating the use of technology in the classroom. (See 4P12)
Instructors are accessible for student inquiry.
- All learning experiences (face-to-face, online, hybrid) require instructor’ office hours or virtual office hours to be posted in their syllabi. Faculty Handbook 2012-2013. (See also 3P2, 4P5)

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

All student support areas have designated staff affiliated with national organizations, respective to their area of expertise and attend annual professional development conferences. (See Professional Organizations Chart)

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In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement, identifies the hiring process to ensure specific credentials, skills, and values required for faculty, staff, and administrators using the following processes and procedures:

**Staff:**
1. A “Personnel Hiring Justification” (PHJ) form is completed. The PHJ form is accessible on myUIU → Campus Life → UIU Hiring Forms → Personnel Hiring Justification. The PHJ must include the job description, core competencies (SKAs), and credentials required/preferred. The PHJ also includes members of the search committee.
2. The Search Committee uses the job description and job requirements from the PHJ to develop interview questions and screen candidates to meet the stated credentials, skills, and values.
3. After the Search Committee completes interviews and a vote has been taken to determine the recommended candidate, the Search Committee Chair will submit the “Selection Form” to the appropriate EO Officer for signatures approving the Chair to make an offer to the candidate. The Selection Report Form is accessible on myUIU → Campus Life → UIU Hiring Forms → Selection Form. The Selection Form lists the name of the candidate and the recommended salary within the Presidential pre-approved salary range.

**Faculty:** Same procedure as for staff.
1. The Faculty Handbook for 2012 – 2013 approved through faculty governance outlines the requirements and credentials for tenure and promotion.
2. Faculty has developed templates to provide acceptable and preferred academic preparation.

**Administrators:** Same procedure as for staff. Note: Executive positions may also utilize a search firm.

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

In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement, has integrated the following protocol for recruitment, hiring, and retention of employees.

**Recruitment for Staff, Faculty, and Administration:**
1. The “Personnel Hiring Justification” form is approved and forwarded to the EO Officer to begin the recruiting process.
2. External employment notices are placed by the EO Officer in various journals, through recruiting agencies and online websites and journals.
3. The EO Officer coordinates the candidate documents into “MyUIU” and provides access for the identified search committee members.

**Hiring for Staff, Faculty, and Administration:**
1. The identified search committee reviews the PHJ and the position description.
2. The search committee conducts a review of the candidate applications in “MyUIU.”
3. Using the criteria in the job description and position competencies the committee selects the top candidate(s).
4. The candidates are brought to campus for in-person interviews with identified departments and administration.
5. The chair of the search committee completes a selection form and submits for approval by various levels of the University.
6. The chair of the committee makes the offer to the identified top candidate.

**Staff Retention:**
1. The Staff Welfare Committee conducts Exit Interview Process to identify reasons for loss of employees.
2. Information from the exit interview is presented to the Executive Leadership Team to consider areas for improvement.
3. The Committee solicits feedback from employees for recommendations to improve working relationships and issues to be addressed by the Staff Welfare Committee including development opportunities.

**Faculty Retention:**

1. The 2012-2013 Faculty Handbook approved through faculty governance integrated a formal 3rd year tenure track review completed by the tenured/senior faculty within the School to help mentor tenure-track faculty.

2. The Faculty Welfare Committee addresses concerns of faculty including addressing financial inequalities. The Committee developed a faculty approved recommendation to administration to provide financial benefits for faculty achieving rank promotion.

**Administration Retention:** Same procedure as for staff.

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

In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement, has integrated the following process to orient faculty, staff and administrative personnel to UIU’s history, mission and values.

**Employee Orientation:**

1) A formal "Peacock Proud” Employee Orientation” has been developed and implemented for all faculty and staff to ensure each UIU employee receives consistent information.

2) New hires attend the orientation typically within 6 months of their start date.

3) International staff and faculty are brought to the residential campus (funded by the Office of International Programs) on a set rotation to participate in the Employee Orientation.

4) Center staff and faculty are brought to the residential campus typically in their first six months to participate in the Employee Orientation.

5) The Benefits and Payroll Coordinator has developed and made available to all supervisors a “New Hire” checklist that assists in making sure departments are covering the key elements in a consistent manner.

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

In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement, UIU has established processes for changes in personnel by developing a University Expansion Standard Operating Procedures and Metrics for Growth and Quality. The process establishes Upper Iowa University procedures, timelines, faculty/staffing metrics, and budgeting information to ensure the University builds and maintains strong relationships between its students and faculty/staff, and also ensures adequate resources are provided to ensure, quality, services, and growth. Specifically, the following metrics have been established for all learning experiences and locations. ( "UIU AE National Expansion Standard Operating Procedures”):

- **Fulltime and Adjunct Faculty Staffing:** Fulltime and adjunct faculty staffing is based on unduplicated headcount, national data (ACT and AACRAO), benchmark data ( “UIU Peer Identification Full Report”), and academic unit input.

- **Non-faculty Staffing:** Non-faculty staffing is based on unduplicated headcount, national data, benchmark data, and academic unit input (Center Directors, Career Services Coordinator, Teacher Education Coordinator, Assistant Directors, Academic Advisors, Admissions Advisors, Office Managers, Specialists, and more). (UIU Growth Metric for Staffing and Faculty)

- **Facility Specifications and Resources:** Facility specifications and resources are all based on metrics and standards to ensure academic quality and services required for all learning experiences. (See “Westown Construction and Specs Westown Parkway 2nd Floor” and “Westown Construction and Specs Westown Parkway 3rd Floor.”)

- **Faculty Teaching:** Faculty teaching, service, scholarship, office hours, and standards are all in accordance with the University Faculty Handbook 2012-2013.

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

In response to the Systems Appraisal Feedback Report for 4P6 citing the need to develop processes by which UIU designs work processes and activities so they contribute to organizational productivity and employee satisfaction, UIU utilized the Business Redesign Program (see 6P4-6P5 for full details) as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Projects #14 and #27 (see below). These projects allow any stakeholder to submit changing needs and the Project Teams are responsible for analyzing and acting on those requests per the processes below. AACRAO reviewed current practices against best practices in the Strategic Enrollment Management field that support the initial and continued enrollment of students at the undergraduate and graduate levels.
The 27 project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility of data and performance information. Weekly Business Redesign Program updates are emailed to the University community by the program sponsor (Senior Vice President for Strategic Positioning and Chief Enrollment and Marketing Officer 2011-2012; Senior Vice President Academic Extension, 2013). The University community is able to access and review the Program outline, Program schedule, the project templates, and all minutes on myUIU. Input from all stakeholders is accepted and welcomed by the Business Redesign Project teams.

Project #14– Integrated Recruitment Communication Plan

The Integrated Recruitment Communication Plan Project was designed to create a robust communication flow to prospective students at Upper Iowa University. The goal of the communication plan is to create an automated, market specific, stage sensitive, traceable communication plan across all prospective student stages within the recruitment funnel from prospect to matriculation for the University. A variety of different communication methods are being included for a “high touch” experience including telephone calls, emails with unique landing pages, postcards, letters, and viewbooks. Specific initiatives to develop appropriate processes include:

- Review each of the action codes and delineate a specific action list of communication moments to motivate a student at each stage to take the appropriate action to move to the next stage.
- Identify areas in which the same piece of communication can be used for multiple audiences, with modest content substitutions.
- Incorporate necessary enhancements into a website redesign if funded, including mobilization, ADA compliance, capacity for additional video, virtual open houses, and a chat/talk with a counselor function.
- Implement and integrate Jenzabar Action Lists and Actions.
- Create University-wide Admissions Tab through JICS.
- Ensure online self-service options for prospective students.
- Create tracking elements for each communication.
- Document processes/SOP.

Project #27 – Re-Implementation Payroll/Personnel Modules

This project was tasked with automating payroll and human resource functions in Jenzabar. Specific strategies to develop appropriate processes include:

1. Develop and implement electronic timecards
2. Develop and implement accruals
3. Develop and implement online paystubs
4. Develop and implement electronic hiring process (apply online, automate responses, screen electronically, etc...)
5. Create all employee contracts electronically
6. Utilize Jenzabar database to maintain employee demographic data and faculty employment data
7. Create SOP and training manual for the Payroll/Personnel Modules

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

Address Core Component 2A under 4P7
2A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- The University ensures ethical practices. (4P7)
- The University protects its integrity by securing data. (See 7P7)
- UIU continually addresses risk in order to protect the University’s integrity. (See 8P7)

Family Educational Rights and Privacy Act (FERPA)

Upper Iowa University adheres to the Family Educational Rights and Privacy Act (FERPA). FERPA affords students certain rights with respect to their education records. Full details are available on UIU’s website: http://www.uiu.edu/academics/academics/ferpa.html.

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request to access.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University or comply with the requirements of FERPA.

Higher Education Opportunity Act Compliance (HEOA)
Upper Iowa University observes and complies with the Higher Education Opportunity Act (HEOA). The following HEOA compliance topics are publicly posted on UIU’s website at http://uiu.edu/aboutuiu/president/heoa.html.

- Articulation Agreements
- Disciplinary Procedures
- Financial Aid Code of Conduct
- Fire Safety
- Graduation Rates
- Illegal File Sharing
- Missing Persons Procedure
- Net Price Calculator
- Notification of emergency/dangerous situations
- Publication of College Costs
- Textbook Information
- Graduates enrolled in graduate schools or professional education programs

Address Core Component 2E under 1P11 and 4P7

2.E The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The University ensures ethical practices. (4P7)
  - The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
    - UIU has a unified governance process to approve curricular changes and to make sure budgetary considerations are approved before changes are implemented. (1P11, see also 1P14, 2P2)
  - Students are offered guidance in the ethical use of information resources.
    - Information Literacy sessions are available to all students. (4P7, see also Library Services)
  - The institution has and enforces policies on academic honesty and integrity.
    - UIU has a defined cheating and plagiarism policy which is enforced. (4P7, see also Academic Regulations)

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?

School of Education: In the Teacher Education Program (TEP) full-time faculty serve as course coordinators and collaborate with adjunct faculty within the various learning experiences. A group page has been established on myUIU for TEP instructors containing current course syllabi, procedures, program forms, templates for institutional reports, study guides for major assessments (e.g., Praxis, C-Base), tutorials, and the TEP Assessment System. The full-time faculty serving as course coordinators review syllabi from adjuncts prior to the start of each term to verify inclusion of University policies, program standards, key components (assignments) for the course, and methods for assessing the key components.

School of Science and Mathematics: The School of Science and Mathematics uses adjunct liaisons to communicate expectations to adjunct instructors in the various learning experiences. The responsibilities of the adjunct liaison is to assist adjunct faculty with course development and course implementation, provide orientation to adjunct faculty with respect to academic policies and procedures, work with adjunct faculty to develop artifacts for assessment, investigate ways to support professional development of adjunct faculty, and represent adjunct faculty concerns. The nursing program has established course coordinators similar to the TEP. Nursing course coordinators develop course shells in PLS and mentor adjunct instructors.

School of Liberal Arts: The School of Liberal Arts uses full-time faculty, in coordination with department chairs, to review department syllabi to ensure that syllabi are in-line with School and Department policies. The School also reviews adjunct qualifications to ensure academic quality. Department chairs will work in concert with school representatives on both the general education assessment team and the major assessment team to insure that assessment protocols are being observed by adjunct faculty. Each department within the School will establish a specific email distribution list to communicate directly with adjunct faculty to ensure concerns can be addressed. Furthermore, new adjunct training as well as professional development programming, to be developed by full-time faculty within the School, will be provided to center and online adjuncts.

School of Business: On January 1, 2013, Upper Iowa University transitioned away from a Business Division structure to a School of Business. Currently, the School of Business is reviewing alternative governance methods that would effectively
and efficiently engage UIU’s large pool of adjunct instructors in the process of providing oversight and accountability to ensure consistency and quality of UIU’s programs in all learning experiences.

One option that is being explored is the formation of approximately 30 nodal clusters. Each nodal cluster would have a lead adjunct connected to 9 adjuncts. Adjunct node leaders would go through training to ensure the goals and expectations of each program are consistent across all learning experiences. Each node leader would then be connected to a coordinator who would work with each department chair to ensure academic quality and accountability across all learning experiences.

Pearson Learning Studio: The Center for Distance Education (CDE: online and Independent Study) works with over 300 faculty each term. Faculty assigned to teach in the CDE are located throughout the United States and in other countries. The CDE provides faculty development opportunities and communication with input from academic departments, student evaluations and performance, and feedback from faculty. Continued training and professional development is provided through various channels including weekly email updates, CDE blog, communications from the UIU adjunct faculty liaisons, attendance at Center faculty development programs, UIU 101 Orientation to Teaching Online resource available in Pearson Learning Studio (PLS), (access requires faculty password to the PLS system at www.uiuonline.com), an Instructional Design Tutorial resource available in PLS (access requires faculty password to the PLS system at www.uiuonline.com), and one-on-one sessions using Zoom or Skype technologies. Faculty requests and student demand have resulted in the acquisition of a variety of complementary technologies available to all students from within each online course (see 3R3):

- Lecture Capture System (Panopto)
- Online Tutoring Services (Smarthinking.com)
- Content Management System (Equella)
- Plagiarism Prevention and Detection services (Turnitin)
- Assessment Development Utility (Respondus)
- WordPress (web-based blog management)

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

The Systems Feedback Appraisal report indicated the need for UIU to develop a standardized and systematic approach to identifying and implementing training needs. UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO). The University is nearing the end of its "Business Redesign Program"—a series of 27 projects completed over approximately an 18-24 month timeline. Back office policies, processes, and procedures underwent complete restructuring to ensure further seamlessness and the support needed to align with objectives stated in the University’s strategic plan (see 7R2 for alignment and crosswalk of the 27 projects to UIU’s nine strategic initiatives and AQIP's nine categories). The following projects developed a systemized training schedule for implementation, training SOPs, and in some cases training videos. All employees (staff and faculty) can access the training materials via myUIU. (See 6P4-6P5 for full details.)

- Project #1: Student Refund Project
- Project #9: LiveText Implementation
- Project #10: Learning Management System (Pearson Learning Studio)
- Project #11: Common Data Elements
- Project #12: Admissions Module
- Project #14: Integrated Recruitment Communication Plan
- Project #16: Registration Module
- Project #17: Business Process Redesign
- Project #19: Advising Module
- Project #20: University Student Holds
- Project #22: Financial Aid Module
- Project #23: Student Life Module
- Project #24: Advancement Module
- Project #25: Business Module
- Project #26: University Catalog Integration
- Project #27: Payroll/HR Module

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

In response to the 2009 Systems Appraisal Feedback regarding Category Four, “Valuing People,” UIU in conjunction with UIU’s Strategic Plan and the AQIP culture of continuous improvement has integrated an evaluation system within the faculty governance structure including a self-evaluation and evaluation by the School Dean through the year the faculty applies for tenure. If the faculty obtains tenure the evaluation process continues on a 5 year basis.
An evaluation process is being developed to be implemented for staff and administration University-wide. The system is targeted for implementation at the end of the 2013-2014 academic year.

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

A formal tenure process is in place for faculty to reward service. Faculty that hold rank are hired on tenure track appointments. The process to promotion and tenure provides recognition among peers within the School and University recognition when promotion and/or tenure are granted. The Faculty Welfare Committee is composed of five faculty members representing the Schools, and oversees faculty concerns of development and welfare. During the 2011-2012 academic year the Welfare Committee brought through faculty governance a proposal to include a merit increase with faculty rank promotions. The proposal has been presented to the President and the Board of Trustees.

**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?**

**Professional Development Opportunities:** UIU utilizes professional development to motivate faculty, staff, and administrators. The University is committed to providing students with outstanding faculty and staff, and encourages professional development opportunities at all levels. Each department's annual budget includes professional development funds to be used at each department’s discretion. Formal processes which have been developed to support future opportunities while enhancing a strong focus on students and learning include:

- **Summer Faculty Scholarship Stipend:** Each year, Upper Iowa University faculty have the opportunity to apply for a Summer Faculty Scholarship Stipend, an allocation of $10,000 that is designed to encourage and support faculty participation in scholarly activity over the summer. These funds are available to help defray reasonable costs associated with research and/or scholarly activity aimed at promoting the continued intellectual development of full-time faculty members.

- **Faculty International Grant (FIG):** Through its vision statement and strategic plan, Upper Iowa University is firmly committed to a global approach to higher education and development of “global citizenship” across the UIU community. UIU believes experiencing diverse cultures firsthand is the ideal way to appreciate diversity and increase awareness of the multi-faceted world we share. UIU offers a grant program to encourage full-time faculty members to study, lecture, present and teach internationally. As a result, UIU faculty members are able to bring a variety of diverse resources and experiences into their classrooms to help students grow into global citizens.

  The Faculty International Grant (FIG) is available annually to individual faculty members and also supports a group experience abroad each year. The **individual grant** application supports faculty travel, lodging and expenses associated with international teaching and research. The **group grant** application allows up to eight full-time faculty members to travel together to an international destination where they can conduct collaborative or independent research. To help increase the impact of FIG initiatives, faculty members are expected to conduct an open-forum seminar for the UIU community upon returning to their home country.

- **Teaching with Technology Grant:** Upper Iowa University awards **Teaching with Technology Grants** to encourage use of advanced technologies in the classroom to enhance student learning and overall academic quality. Preference is given to proposals which demonstrates the use of new technology being introduced for the first time by the applicant(s) in their teaching, or expansion of the present use of technology as it relates to scope, function, etc., the extent to which the proposal is cost effective, and the potential impact of the project/activity upon the learning experiences of students.

- **Tuition Remission Program:** The University has a proven effective process for encouraging staff to seek additional higher education through the tuition remission program. Employees must complete one year of full-time employment to be eligible for the Tuition Remission benefit. The UIU’s Faculty or Staff Employee Handbook outlines requirements and amount of tuition remission available. Employees must submit a **Tuition Remission Application** along with an application for admission to the respective institution, financial aid FAFSA form, and the registration process at the respective institution.

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

UIU has implemented the following processes, committees, and programs to provide for and evaluate employee satisfaction, health and safety, and well-being.

- **Staff and Faculty Welfare Committee:** Feedback is solicited from employees via the Staff and Faculty Welfare Committee at staffwelfare@uiu.edu. Concerns, complaints, and suggestions are discussed and actions are determined based on the feedback.
• Diversity Council: Upper Iowa University is committed to the principles of diversity and inclusiveness in its employment program, academic program, and its service to students. These principles are consistent with the institution’s Mission Statement, which affirms that “Upper Iowa University provides student-centered undergraduate and graduate educational programs through flexible, multiple delivery systems in an environment in which diversity is respected, encouraged and nurtured.” The University’s Strategic Plan places particular emphasis upon the importance of building a more diverse and global college community. The Council, which is made up of Upper Iowa’s faculty, staff, and administrators, will meet periodically to discuss ways to deepen the University’s commitment to promoting diversity in all of its forms, and will act as an umbrella under which the University’s many diversity-related initiatives will be organized.

• The Office of Diversity: Surveyed students, faculty, administration, and staff on racial climate, in order to update results from over a decade ago. Researchers are touting the benefits of a proactive rather than a reactive approach to dealing with important campus issues such as diversity. See Upper Iowa University Diversity Statement.

National Coalition Building Institute Diversity Training
Two training sessions were conducted designed to help personnel understand the dynamics of oppression by working through a series of personal and small-group explorations.

Employee Wellness Program: UIU understands the benefit of having happy, healthy employees. Healthy employees improve productivity, lower healthcare costs, and improve the image of the institution. Health programs, tools, and events are regularly scheduled to:
• Increase employee's awareness and knowledge about the relationship between lifestyle and health
• Improve health and quality of life
• Increase morale
• Lower work absences
• Reduce direct medical costs
• Programs are available to all employees on myUIU

4R1 What measures of valuing people do you collect and analyze regularly?
UIU is in the process of developing the appropriate measures for the HR processes that have been developed and outlined in Category 4. The data will be collected and analyzed regularly. The measures will include, but are not limited to:

• Human Resources Dashboard: Measures are being developed for 4P1-4P4 (recruiting, hiring, retaining employees/faculty, employee/faculty turnover, orientation); 4P8-4P9 (training of employees/faculty); 4P12-4P13 (professional development and employee wellness). All institutional dashboards use the same key:

<table>
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<th>Current Value</th>
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<td>NN</td>
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<td></td>
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</tbody>
</table>

• (4P5) Planning for Change: UIU has developed faculty, adjunct, and employee metrics for expansion. (See UIU Growth Metric for Staffing and Faculty.)

• (4P6) Work Processes: The Business Redesign Project #27, “Re-Implementation of Payroll/Personnel Modules” is underway and scheduled for completion by the end 2013. An SOP and assessment measures will be developed to track automation of work processes, activities, and organizational productivity.

• (4P7) Ethical Standards: UIU has in place a formalized student complaint procedure that tracks student complaint data. A similar process will be developed to track employee satisfaction. A whistle blower policy is also being discussed.

• (4P10) Employee Evaluations: A standardized Performance Evaluation Process/Form is being developed to be implemented for staff and administration University-wide. The system is targeted for implementation at the end of the 2013-2014 academic year. Data from the Performance Evaluations will be collected and analyzed annually.

• (4P11) Merit Increases: The Welfare Committee brought through faculty governance a proposal to include a merit increase with faculty rank promotions. If the proposal is approved, data will be collected and analyzed annually.

4R2 What are your performance results in valuing people?
Performance results are limited at this time because assessment measures are still under development (see 4R1).

4R3 What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?
Evidence is limited at this time because assessment measures are still under development (see 4R1).

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?

Benchmark Peer Institutions: In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, eight institutions as Upper Iowa's Benchmark institutions. See (7P5) for an overview of the selection process. As the dashboard and assessment measures are developed in 4R1, comparison data will be compiled from UIU’s benchmark peers.

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

Since the 2009 Systems Portfolio, UIU has made significant progress in formalizing processes for Category 4 that have resulted in improvements across the University:

Improvements to 4P1-4P2
- Created “Hiring Guidelines for Upper Iowa University”
- Created “Personnel Hiring Justification Form”
- Created “Selection Form”
- Updated the “Faculty Handbook” for 2012-2013.

Improvements to 4P3
- Created “Exit Interview Process”

Improvements to 4P5
- Created “UIU National Expansion Standard Operating Procedures”
- Created “UIU Growth Metric for Staffing and Faculty”

Improvements to 4P6
- Automated UIU’s communication plan for prospective students and sent out from the Integrated Enrollment Center (direct mail, email, phone, etc.)

Improvements to 4P8-4P9
The following Business Redesign Project teams created a systemized training schedule for implementation, training SOPs, and (in some cases) training videos.
- Project #1: Student Refund Project
- Project #9: LiveText Implementation
- Project #10: Learning Management System (Pearson Learning Studio)
- Project #11: Common Data Elements
- Project #12: Admissions Module
- Project #14: Integrated Recruitment Communication Plan
- Project #16: Registration Module
- Project #17: Business Process Redesign
- Project #19: Advising Module
- Project #20: University Student Holds
- Project #22: Financial Aid Module
- Project #23: Student Life Module
- Project #24: Advancement Module
- Project #25: Business Module
- Project #26: University Catalog Integration
- Project #27: Payroll/HR Module

Improvements to 4P13
- Established Office of Diversity
- Created Diversity Council
- Conducted training sessions facilitated by the National Coalition Building Institute (NCBI)

AQIP Category 5: LEADING AND COMMUNICATING

Introduction: Since the previous AQIP Systems Portfolio, UIU has aligned and integrated its processes for leading/communicating (5P1-5P10) and concentrated on developing consistent baseline data and other metrics for determining improvement in the area of leading and communicating. There is intentional alignment of new initiatives with both AQIP and the Strategic Plan. Process 5P1-5P2 identifies the strength of UIU’s mission, vision, and diversity
statements and their integration with planning processes. Processes for 5P3 were developed by three AQIP Action Projects and Business Redesign Project #14 which have been completed. UIU has formalized the Administrative Decision-Making Process and the Faculty Decision-Making Process under 5P5. The Office of Institutional Effectiveness was established to address several areas of the University’s 2009 Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift [from a teaching to a student-learning based culture] and to measure progress,” specifically, AQIP Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), Category 5 (5P6), and Category 7 (all categories). Processes and measures track progress on key strategic and operational goals.

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

Address Core Component 1A under 5P1 and 5P2

1.A The institution’s mission is broadly understood within the institution and guides its operations.
   - All employees are oriented to the University mission. (5P1, see also 4P4)
   - The strategic initiatives developed from the mission and vision statements are the organizing structure for the University. (5P1, 5P2)
   - The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
     - A collaborative, inclusive, public process was utilized to update the University’s mission and strategic plan (http://uiu.edu/strategic-planning/index.html) and the strategic refreshment currently in progress (http://www.uiu.edu/aboutuiu/president/strategicplan.html). (5P1, 5P2)
   - The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
     - General Education outcomes are tied to the mission. (5P1, see also 1P1)
     - Major/Program outcomes are aligned to the mission and the strategic initiatives. (5P1, see also 1P2, 1P13)
     - Curricular and co-curricular goals are aligned to address the mission/vision expectations. (5P1, see also 6P4-6P5)
   - The institution’s planning and budgeting priorities align with and support the mission.
     - The strategic initiatives developed from the mission and vision statements are the organizing structure for the University. (5P2)
     - New programs are developed and resources allocated based on data-driven research and alignment with mission/vision (Big Board Process). (5P2, 5P6, see also 8P6)
     - Existing programs are supported based on their ability to meet Goals and Objectives Processes. (5P2, 5P6, see also 8P6)

UIU has a clearly stated mission and vision that is communicated across all facets of the University. All new employees are oriented to the mission and vision during the New Employee Orientation (see 4P4). The mission and vision statements are available on the website (http://www.uiu.edu/aboutuiu/mission_vision.html), prominent on the walls of many buildings, and included in the presentation to key audiences that include board, faculty, staff and students. The mission and vision statements are reviewed annually by the Board of Trustees with input from faculty and staff. In 2011, UIU added a Diversity Statement that reinforces its commitment to respect and nurture diversity, as stated in the University Mission.

The Mission Statement and the Vision Statement have been the drivers of each step of the planning process that occupied the agendas of the 2008 Strategic Plan and the Strategic Refreshment (currently in progress). The question which is persistently asked is: “Does the strategic plan/strategic refreshment that has emerged hold the dual promise of faithful consistency with the mission statement and fulfillment over time of the inspirational demands of the vision statement?” (See the University’s Strategic Plan and the four current Task Forces assigned to the Strategic Refreshment [8P1]).

In addition, AQIP Action Projects and the Business Redesign Program ensure academic programs, student support services, and enrollment profiles are consistent with UIU’s mission and vision statements:

- Enhancing the General Education Outcomes and Simplifying Their Assessment (AQIP Project, see 1P1)
- Designing Effective Major/Program Assessment and Program Review Processes (AQIP Project, see 1P2, 1P13)
- Career Development AQIP Project (AQIP Project, see 1P2, 1P13)
- Measuring Effectiveness of Tutoring Services (AQIP Project, see 1P2, 1P13)
Integrating Disability Services (AQIP Project, see 1P2, 1P13)

Executive Project Summary (AACRAO Business Redesign Program) (See 6P4-6P5)

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

Address Core Component 1A under 5P1 and 5P2
See 5P1 for Details

Address Core Component 2C under 5P2

2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
   o New Board members have been added to enhance areas of expertise in globalization and strategic management. (5P2)

➢ The governing board’s deliberations reflect priorities to preserve and enhance the institution.
   o Full Board meetings are held during the fall of each year and during the spring of each year. (5P2, see also Board ByLaws, Article XII)
   o Board committee meetings are held a minimum of three times a year (fall, winter, and spring). (5P2)
   o The outcomes of the full board meetings set the pace, tone, and the direction for the academic year in accordance with the University’s strategic plan. (5P2)

➢ The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
   o The Board and Board committees through the Powers of Trustees ensure the reasonable and relevant interests of the institution’s internal and external constituencies are reviewed, considered, and appropriate action taken. (5P2, see also Board ByLaws, Article I)

➢ The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
   o All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time.
   o No Trustee shall vote on any matter, under consideration at a Board or committee meeting, in which such Trustee has a conflict of interest. (5P2, see also Board ByLaws, Article XV)

➢ The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.
   o The Board ByLaws (Article XI) assigns day-to-day management to the administration and faculty oversight to the faculty. (5P2, see also Board ByLaws, Article XI)
   o Protocol Relative to the Board of Trustees’ Oversight of Academic Programs was adopted 4/10/2013. (5P2)

Address Core Component 5C under 5P2 and 5P6

5.C The institution engages in systematic and integrated planning.
   o The University engaged in a significant strategic planning process engaging a large, representative group of stakeholders. (5P6)

➢ The institution allocates its resources in alignment with its mission and priorities.
   o The strategic initiatives developed from the mission and vision statements are the organizing structure for the University. (5P6)
   o New programs are developed and resources allocated based on data-driven research and alignment with mission/vision (Big Board Process). (5P2, 5P6, see also 8P6)
   o Existing programs are supported based on their ability to meet Goals and Objectives Processes. (5P2, 5P6, see also 8P6)

➢ The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
   o UIU has established the Office of Institutional Effectiveness and Assessment to ensure its processes for assessment of student learning, evaluation of operations, planning, and budgeting are regularly monitored and improved in collaboration with other units across the institution. (5P6, see also 7P1-7P7 for details and crosswalk of Strategic Plan, AQIP Categories, AQIP Projects, and Business Redesign Program.)
The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

- UIU’s planning process is data driven utilizing the Fact Book, Benchmark Peers, UIU’s National Expansion Standard Operating Procedures, and data from external constituencies. (5P6)

The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

- UIU has developed an extensive dashboard process through which each area assesses its processes related to the mission and vision, the Strategic Plan initiatives, and the departmental goals, objectives, and current capacity. (5P2, see also 8P5, 8R1, 7P2, 7P3, 7R1)

Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

- University dashboards provide comparative data regarding emerging factors to inform decisions about continuing, terminating, enhancing, or adding projects. (5P2, see also 8P5, 8R1, 7P2, 7P3, 7R1)

Setting Direction: The previous Systems Appraisal Feedback noted the University’s ability to set direction in collaboration with key stakeholders (by sharing and soliciting information via open forums, retreats, budget presentations, and annual development of individual goals and objectives) as one of its strengths. UIU continues to enhance this strength through its Strategic Plan Refreshment processes. The University developed a Board-approved Strategic Plan in 2008, which is directly tied to the mission and vision statements and which is reflected in nine strategic initiatives which guide the allocation of resources. (See details of the Big Board Process and Goals and Objectives Processes regarding resource allocation and alignment under 8P6.) The 2008 Strategic Plan was developed through an extensive process that solicited and responded to feedback and from all key UIU audiences. In 2012, UIU launched a Strategic Plan Refreshment process that mirrored the all-inclusive process that led to the 2008 plan. The refreshment process included creation of a public website that reported on all planning discussions and allowed for comments from visitors to the page. Those comments were reviewed and, if needed, responded to by the leadership of the refreshment process. With the transition in executive leadership, the refreshment process was briefly put on hold, and has been re-engaged by the newly appointed President, Dr. William Duffy. For details on the Strategic Plan Refreshment, please see Category 8P1.

Governing Board: The Board of Trustees (BOT) membership has shifted in order to support the University’s mission and strategic vision. Since fall 2009, new members have been added to enhance areas of expertise in globalization and strategic management. To better serve the voices of certain crucial stakeholders, two faculty seats (non-voting) and a student seat (non-voting) were added to the Board in 2011 (see Article II, Sections 8 and 9 of the Board ByLaws). BOT structure has been updated to include 12 committees in order to support the mission and vision of the University; committee meetings are held a minimum of three times a year (fall, winter, and spring). Fall committee meetings are held on the residential campus, while the winter and spring meeting locations may change to coincide with an alumni event and the meeting of the full board. The committee meetings are informal; notes are taken but minutes are not recorded.

Board meetings are held in the fall and spring and are used as an opportunity to engage and court alumni to become actively involved in the University through an alumni reception. Within the full board meeting, each committee chair shares progress of tasks set by committees. Full board meeting minutes are recorded and include all the work done by the committees. The outcomes of the full board meetings set the pace, tone and the direction for the academic year in accordance with the University’s strategic plan.

The different levels of activity of the full board are communicated to the University through the Executive Management Team meetings as well as communication from the president to the University community. The president welcomes feedback, as shared governance is important to furthering the goals and initiatives of the University. Modifications to the BOT and particularly to its committees (see BOT Committees), have resulted in the current structure (see UIU Board of Trustees).

“The Board of Trustees shall have and exercise the corporate powers prescribed by law. Its primary functions shall be policy making and responsibility for sound resource management of the corporation (referred to in this and the following articles as "University"). The Board of Trustees shall further determine the general, educational and financial policies of the University, and shall have the power to carry out any other functions which are permitted by these bylaws or by the Articles of Incorporation, except as limited by law.” –Board ByLaws, Article I (Powers of Trustees). In regard to day-to-day management of the institution and faculty oversight of academic affairs, the Protocol Relative to the Board of Trustees’ Oversight of Academic Programs was adopted 4/10/2013.
University Dashboards: In addition, the University has developed an extensive dashboard process through which each area assesses its processes related to the mission and vision, the Strategic Plan initiatives, and the departmental goals and objectives, which have been developed to support the strategic initiatives. These dashboards are provided to the Executive Leadership Team (formerly the President’s Cabinet), the Board committees, and the Board. The departments use the dashboards to provide comparative data and to inform decisions about continuing, terminating, enhancing, or adding projects. (See also 8P5, 8R1, 7P2, 7P3, 7R1.)

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

Address Core Component 1B under 5P3 and 5P8

1.B The mission is articulated publicly.
   - The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
     - Communication regarding the mission, vision, and strategic initiatives is open and constant. (5P8)
     - Employees are oriented to the University mission. (5P8)
   - The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
     - The Board and Board committees through the Powers of Trustees periodically review the purposes, mission, and vision of the University to ensure they remain current. (5P2, see [Board ByLaws, Article I](http://www.uiu.edu/aboutuiu/mission_vision.html)). (5P8)
     - In its commitment to diversity, UIU added a [Diversity Statement](http://www.uiu.edu/aboutuiu/diversity.html) in 2011. (5P8)
   - The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.
     - UIU’s mission and Strategic Initiative #1, “Seamless Movement of Students and Faculty,” recognizes and seeks to better serve the University’s intended and diverse constituents. (5P3, see also 8P1)

The previous Systems Appraisal Feedback for 5P3 cited the need for UIU to implement formal and systematic processes to accurately assess and meet the needs of key stakeholders; thus, UIU has implemented the following initiatives in accordance with the University’s mission, vision, and diversity statements as well as Strategic Initiative #1, “Seamless Movement of Students and Faculty.”

AQIP Action Project Enhancing Career Development: Enhancing Career Development became an AQIP Action Project in March 2011 (closed out in March 2012). An interdisciplinary group examined ways to understand students’ and other stakeholders’ needs of Career Development services. Surveys were conducted with employers, with internal stakeholders, and with all students and alumni. The data was used to develop a menu of recommendations not only for strengthening services for residential students but for expanding some services to AE students and even alumni. Implementation of some of those recommendations is under way, and the information will shape the program moving forward. (See 2P1 for complete processes and [Career Development AQIP New Project Template](http://www.uiu.edu/aboutuiu/mission_vision.html)).

AQIP Action Project Measuring the Effectiveness of Tutoring Services (METS): Measuring the Effectiveness of Tutoring Services became an AQIP Action Project in March 2011 (closed out in March 2012). Aspects of this project include the collection of survey data, the analysis of survey data, the proposal for recommendations specific to each Learning Experience, and the engagement of individuals from the residential campus, the Academic Extension (Centers, On-line, and Independent Study), and the International Programs. In addition, the team created a clearinghouse page of tutoring services available across the University. (See 2P1 for complete processes and [METS-AQIP New Project Template](http://www.uiu.edu/aboutuiu/mission_vision.html)).

AQIP Action Project Integrating Disability Services: Integrating Disability Services became an AQIP Action Project in March 2011 (closed out in March 2012). The goal of this project was to develop a comprehensive disabilities manual (web-based) for all UIU modalities outlining the disability services provided to qualifying students as well as defining the policies/procedures to be followed in order to provide clear communication to all constituents and to ensure compliance with federal law in meeting accommodations. Because of the multiple modalities UIU maintains and because the number of students with disabilities is on the rise, it is crucial that UIU has an accurate (ADA compliant), consistent, and well-defined model to utilize across all modalities. Having a common resource that addresses the changes outlined in the
ADAAA of 2008 and future federal regulations will enable and enhance UIU's ability to better understand and serve the needs of its students. (See 2P1 for complete processes and Integrating Disability Services AQIP New Project Template.)

Honors Program: Based on student data from the Strategic Enrollment Committee indicating attrition was occurring with both higher achieving students and lower achieving students, UIU used an alumni gift to create an Honors Program to offer greater academic challenge to retain more academically gifted students. The program has written criteria for acceptance and an application process (see www.uiu.edu/honorsprogram).

Student Needs Assessment: On the residential campus, the Office of Student Development conducts a Needs Assessment Survey every other year. The information gathered is discussed and used as the basis for decision making about programming and services to address student needs and concerns.

Student Complaint Procedures: UIU has developed formal and systemized processes for Student Complaint Procedures that detail the steps in which a student can bring forward a complaint about a policy or procedure that has been inappropriately or unjustly applied or a change against an individual’s behavior. The Dean of Student Life utilizes the complaint process to document the numbers and kinds of complaints the University is receiving to determine if there are specific issues or concerns that need to be addressed. (See 3P6 for complete processes.)

Business Redesign Program (Project #14): Upper Iowa University is undergoing a comprehensive Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), designed to foster continued improvements, and move the University towards a more strategic enrollment management approach, integrating UIU’s worldwide enrollment functions that support student recruitment and retention. Strategic Enrollment Management (SEM) at Upper Iowa University is defined as a comprehensive, integrated, streamlined and coordinated operational process of recruitment, matriculation, retention, student services, alumni relations and resource planning vital to the student centered nature of the global academic enterprise.

Utilizing Business Redesign Project #14, Integrated Recruitment Communication Plan, to address the needs identified by prospective students, the University took steps to improve the communication process from search through inquiry, application, acceptance and matriculation. The University established an integrated, automated communications flow (commflow) process that instantly responds to prospective students and that automatically follows them through the process, updating their stage in the process as they move to matriculation. (See 6P4-6P5 for complete processes.)

Integrated Enrollment Center (IEC): To support the commflow process, as well as to centralize all back shop operations and decision-making about students across the University, the Business Redesign Program identified the need to create a single office to perform common functions, the Integrated Enrollment Center. The IEC combined six separate offices from several locations. These offices included: document and information processing; recruiting; advising and registration; financial aid; an inbound call center; and a lead conversion outbound contact team. UIU is using technology to create a student-focused, paperless enrollment process that will serve UIU students from the time they first inquire and become interested in the University through graduation and alumni affiliation. The IEC will provide the University with a seamless enrollment process that maximizes efficiency, enhances student services, and reduces costs by minimizing duplication.

Retention Committee: The University established a retention committee, initially known as the Fayette 2012 Committee, charged to regularly assess recruitment and retention issues, discuss ways to address those issues, and map out processes for addressing and alleviating those issues. The following strategies will be used to develop formal processes:

1. Improve the percentage of exit interviews conducted to gain better data/insight on why students are leaving.
2. Create and implement a faculty Blue Ribbon Team designed to engage UIU’s non-athletic freshman population.
3. Create and implement a Save our Students (SOS) Team designed to act as a triage team for a myriad of student high risk indicators, and to create a process for the University community to identify and refer such students to the SOS Team.
4. Research creating a General Studies major to include UIU’s undecided students into the academic umbrella to create a more academic definitive home for them.
5. Develop multiple student Focus Groups to gain qualitative insight on UIU’s sub-population needs to better understand how to adjust UIU’s practices.
6. Create additional engagement opportunities (clubs/team) to allow for more diversified and formal co-curricular offerings at UIU.

Student Leadership: The Office of Student Development (OSD) developed a series of Leadership training events for students, with both internal and external speakers addressing aspects of leadership. UIU uses an evaluation form at the
Spring Leadership Conference, which feeds information into the process in order to develop student leadership programming.

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

Facilities Planning Opportunities: Upper Iowa’s traditional commitment to student learning is the fundamental purpose and impetus for UIU initiatives across the University. At the heart of decision-making regarding capital improvements on the residential campus, is the commitment to improving the environment so that the campus is conducive to learning and supports the well-balanced student, which is identified as a key factor for student success by the Strategic Plan Initiative #3 "Comprehensive Quality Enhancement of the Academic Program." As a result, UIU invested in new residence halls, a new football stadium, a new student center, a new Liberal Arts building, and, as financing permits, a new Science Center. Expanding access to high-quality education for students is also at the heart of decisions to expand the number of UIU centers (Quad Cities, Baton Rouge, Mesa) and to consolidate, improve and relocate other centers (Des Moines, Waterloo, New Orleans). (See UIU Sightlines LLC FY11 Facilities MB&A Presentation, for complete facility planning details.)

New Center Location Opportunities: Upper Iowa University has formalized its processes to build and maintain its relationships with students throughout the global campus by developing a University Expansion Standard Operating Procedures and Metrics for Growth and Quality. The process establishes Upper Iowa University procedures, timelines, faculty/staffing metrics, and budgeting information to ensure the University builds and maintains strong relationships between its students and faculty/staff, and also ensures adequate resources are provided to ensure, quality, services, and growth. (See 3P2 for specific metrics/ processes which have been established for all learning experiences and locations. (See also UIU AE National Expansion Standard Operating Procedures and UIU Growth Metrics):

Professional Development Opportunities: The University is committed to providing students with outstanding faculty and staff, and encourages professional development opportunities at all levels. Each department's annual budget includes professional development funds to be used at each department’s discretion. Formal processes which have been developed to support future opportunities while enhancing a strong focus on students and learning include:

- **Summer Faculty Scholarship Stipend:** Each year, Upper Iowa University faculty have the opportunity to apply for a Summer Faculty Scholarship Stipend, an allocation of $10,000 that is designed to encourage and support faculty participation in scholarly activity over the summer. These funds are available to help defray reasonable costs associated with research and/or scholarly activity aimed at promoting the continued intellectual development of full-time faculty members.

- **Faculty International Grant (FIG):** Through its vision statement and strategic plan, Upper Iowa University is firmly committed to a global approach to higher education and development of “global citizenship” across the UIU community. UIU believes experiencing diverse cultures firsthand is the ideal way to appreciate diversity and increase awareness of the multi-faceted world we share. UIU offers a grant program to encourage full-time faculty members to study, lecture, present and teach internationally. As a result, UIU faculty are able to bring a variety of diverse resources and experiences into their classrooms to help students grow into global citizens. The Faculty International Grant (FIG) is available annually to individual faculty members and also supports a group experience abroad each year. The individual grant application supports faculty travel, lodging and expenses associated with international teaching and research. The group grant application allows up to eight full-time faculty members to travel together to an international destination where they can conduct collaborative or independent research. To help increase the impact of FIG initiatives, faculty members are expected to conduct an open-forum seminar for the UIU community upon returning to their home country.

- **Teaching with Technology Grant:** Upper Iowa University awards Teaching with Technology Grants to encourage use of advanced technologies in the classroom to enhance student learning and overall academic quality. Preference is given to proposals which demonstrates the use of new technology being introduced for the first time by the applicant(s) in their teaching, or expansion of the present use of technology as it relates to scope, function, etc., the extent to which the proposal is cost effective, and the potential impact of the project/activity upon the learning experiences of students.

- **Tuition Remission Program:** The University has a proven effective process for encouraging staff to seek additional higher education through the tuition remission program. Employees must complete one year of full-time employment to be eligible for the Tuition Remission benefit. The UIU’s Faculty or Staff Employee Handbook outlines requirements and amount of tuition remission available. Employees must submit a Tuition...
Academic Distinctiveness Opportunity: Launched in 2010, Academic Distinctiveness was a research project aimed at identifying the perceptions of UIU among the general public, peers at other higher education institutions, military education officers, high school guidance counselors and community college transfer coordinators, members of the board, donors, alumni, prospective students, current students, and staff. The survey results were analyzed and a list of recommendations developed to enhance academic offerings and perception of those offerings. (See full details in 8P8, 9P7.) Through a two-year ongoing discussion, the project evolved into an effort to define UIU students, what the University expects of them, and what they expect of UIU. The initiative dovetailed with other conversations in the Refreshment Process and among the faculty. Currently, the Academic Distinctiveness initiative has evolved into an initiative to define a common set of desired outcomes for UIU graduates. These common expectations would be used to shape academic and student life programming in future.

Transition from Divisions to Schools Opportunity: In 2011, the four academic divisions began the transition from divisions to schools. The last transition was completed in March 2013, when the Division of Liberal Arts transitioned to the School of Liberal Arts (See 5P5). Each school has subdivided into departments based on academic areas or programs.

- The Andres School of Education is broken into five departments each with its own department chair: Teacher Education; Master of Education; Master of Higher Education Administration; Athletic Training Education & Health; and Physical Education & Recreation.
- The School of Science and Math has subdivided into four departments each with its own department chair: the Department of Biological Sciences; the Department of Physical Sciences; the Department of Mathematics & Information Technology; and the Department of Nursing.
- The School of Liberal Arts has subdivided into five departments each with its own department chair: Psychology & Human Services; Sociology & Criminal Justice; Anthropology, History, Philosophy, Religion & Political Science; Department of Language, Literature & Communication; and the Department of Art.
- The School of Business has subdivided into five departments each with its own department chair: Finance & Accounting; Management, Marketing & Business Administration; Management Information Systems; Master of Public Administration; and Master of Business Administration.

5P5 Decision Making Process: 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?

**Address Core Component 5B under 5P5 and 5P9**

5.B The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- Shared governance is important and practiced to further the goals and initiatives of the University. (5P5)
- The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
  - UIU has developed a clear administrative decision-making process and a clear faculty decision-making process that engages internal constituencies in the institution’s governance. (5P5, Diagram 5.1 and Diagram 5.2)
- The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
  - The Board of Trustees shall determine the general, educational and financial policies of the University. (See 5P2, Board ByLaws, Article I (Powers of Trustees)
  - Its primary functions shall be policy making and responsibility for sound resource management of the University. (See 5P2, Board ByLaws, Article I (Powers of Trustees)
  - BOT structure has been updated to include 12 committees in order to provide oversight. (See 5P2)
- The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.
  - Collaboration across the University is expected and reinforced through the established decision-making processes, leadership development, and training opportunities. (5P5, 5P9)
  - Efficiencies across the University are sought and achieved through analysis, innovation, and sharing. (5P9, see also 7P1-7P7 for collaboration and crosswalk of Strategic Plan, AQIP Categories, AQIP Projects, and Business Redesign Program.)
As noted by the Systems Appraisal Feedback for 5P5 citing the need to have clear decision-making processes, UIU has developed two processes: an administrative decision-making process and a faculty-decision making process that engages internal constituencies in the institution’s governance. Diagram 5.1 illustrates Upper Iowa University's decision-making process.

**Diagram 5.1 Upper Iowa University Administrative Decision-Making Process**

**Work Group/Task Force/Committee:** The planning process begins with the work group/task force/committee. There are more than 100 interdisciplinary councils, task forces, committees and work groups (see attachment) that are charged with development and implementation of policies, processes, and procedures and with generating new initiatives. Upon identification of an initiative that needs research, development, and input from others across UIU, a work group, task force or committee is formed to study the matter and develop recommendations for approval and action. Representation is drawn from faculty, students, and staff of departments that may be affected. When appropriate, the committee includes representation from students, alumni and the board. As the group deliberates, regular reports are made to the authorizing body and eventually make their way up the chain of command to receive final approval for implementation by the appropriate approval body.

**Department/Vice President:** The members of the work groups/task forces/committees communicate to each of their respective departments. Upper Iowa has eight overarching departments: Academic Affairs, Academic Extension, Advancement, Athletics, External Affairs, Finance, Human Resources, and International Programs. The Strategic Planning Refreshments, the Business Redesign Program, the Academic Distinctiveness Project, and the AQIP Steering Committee and individual AQIP Action Projects, all reflect this collaboration in action. Whenever possible, the University utilizes Open Forums (frequently utilizing live, interactive broadcasts) to solicit University-wide input and to disseminate important information.

**President/Executive Leadership Team:** Upper Iowa University during the last seven years has relied on a Cabinet to inform the President and to share in decision-making through monthly meetings and ongoing conversation. Transparency (of who was involved in the processes, the deliberations, and the decisions) was ensured through use of the web and myUIU, which included the current organization chart, a Cabinet webpage, the AQIP pages, an Academic Distinctiveness website, a Strategic Planning Refreshment website, and posting of monthly Cabinet meeting minutes. In 2012, the Cabinet has transitioned to an Executive Leadership Team consisting of the Chief Academic Officer, Senior Vice President for Academic Extension, Vice President for Advancement, Director Athletics, Vice President for External Affairs, Chief Financial Officer, Vice President for Human Resources, and Vice President for International Programs.

**Board of Trustees:** See detailed discussion regarding Board of Trustees under 5P2.

**Presidential Search:** The University continued that collaboration and transparency into the Presidential Search process. The Presidential Search Committee included representation from Board, students, faculty, staff and alumni; all presidential search documents are posted on the public website (www.uiu.edu/presidentialsearch), which has been regularly updated. In developing the list of preferred attributes for the new president, the search firm solicited input from all levels of the University and adjusted the list of attributes to reflect that input. UIU has transitioned from divisions to schools with school deans, and the Board of Trustees approved to implement a new provost position. These leaders will strengthen the University to provide, through close collaboration with the President, wide-ranging leadership for the internal operations of the University, and enable the President the opportunity to focus on overarching leadership, strategic issues, and external relations. Responsibility for appropriate decision-making adheres to the chain of command outlined in UIU’s Organizational Chart. UIU faculty also adheres to a specific hierarchy and process for decision-making.
Diagram 5.2 Upper Iowa University Faculty Decision-Making Process

Academic Department/School: Beginning with the Andres School of Education, Upper Iowa began transitioning its academic divisions to schools in the fall of 2011. The last division was transitioned on March 4, 2013. Within each school, departments have been established based on academic areas or programs. Academic and curricular issues are initiated and vetted by departments, moved through the approval process of the school and then brought forward to the appropriate standing committee. Curricular issues move from department, to school, to Curriculum Committee, to AART and finally, Board of Trustees. Curricular issues do not require full approval by the Faculty and are reported to University Council as an FYI. A similar process is used for the Graduate Curriculum Committee.

Standing Committees: The standing committees are comprised of Academic Affairs, Curriculum, Student Development, Faculty Welfare, Honors and Awards and Library. The addition of the Academic Affairs Committee was approved at the February 2011 Faculty meeting. This was a result of the Faculty realizing a need to have one body reviewing academic policy for the entire University. Academic Affairs has oversight over admissions requirements, transfer credit, and graduation requirements. A list of policies brought forward from Academic Affairs and approved by Faculty include: raising the minimum grade point average requirements for graduation honors (Summa cum laude—3.90; Magna cum laude—3.70; Cum laude—3.50), raising the minimum grade for transfer courses to a C-, waiving the general education requirements for students seeking a second degree from Upper Iowa, and waiving the general education requirements for students transferring to Upper Iowa with an associate of arts degree.

University Council: The core voting members of University Council are comprised of the Faculty Chair, Vice Faculty Chair and the Chairs of the five standing committees. University Council was transitioned from Council for Residential Studies (CRS) to University Council in April of 2010. The approved proposal included adding the Senior Vice President for Academic Extension and the Vice President for International Programs to the make-up of the committee as non-voting members. The Dean of Faculty was added also as a voting member of the committee. University Council now serves as a forum for issues institution-wide to be brought forward for vetting and approval. Items approved by University Council are forwarded on for review and approval by the faculty.

Faculty: In April 2010, the Board of Trustees approved a change in the faculty bylaws to allow all members of the faculty, regardless of location or learning experience, voting rights at faculty meetings. This change allows all members of the faculty to be eligible to serve on standing committees and serve as chair of the faculty. Since this change, faculty meetings have been either captured for review by faculty members or streamed live using interactive broadcasts. In 2011-2012, a member of the faculty located at the Des Moines center served as chair of the Faculty.

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

Address Core Component 5C under 5P2 and 5P6
See 5P2 for Details

In response to the Systems Appraisal Feedback recommending Upper Iowa University to institute consistent standards, expectations, and processes for measuring effectiveness, the Office of Institutional Effectiveness was established to address several areas of the University’s 2009 Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift [from a teaching to a student-learning based culture] and to measure progress,” specifically, AQIP Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), Category 5 (5P6), and Category 7 (all categories).

Utilizing Institutional Data (Fact Book): University-wide, UIU relies on both internal and external data collection and analysis to guide decision-making. (See Category 7 for complete details regarding UIU’s data collection schedule (7P2), data reporting schedule (7P2), data performance results (7R1), and the crosswalk of UIU’s Strategic Plan Initiatives to the AQIP categories and the integration of evidence (7R2).

Utilizing Benchmark Peer Institutions: In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5)
for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's 
Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (See 7P5):

- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

Utilizing Data for Budgeting Decisions: Although UIU is currently in transition and developing a new budgeting process, 
previously the annual budgeting process included processes to align resource allocation to University priorities, strategic 
directions, and data-driven performance results outlined in Category 7. The “Big Board” process identified proposals to 
use resources to support the initiatives outlined in the Strategic Plan. The process allowed the entire University to assess 
the proposals, prioritize them, and provide input to the President, who used the data to refine the requests and assign 
funding. Additionally, the Goals and Objectives Processes allowed each department to submit requests for additional 
funds, based on data that provided a foundation for the request and that outlined measurable goals and objectives for what 
the investment would achieve.

Utilizing Data for Center Expansions: Upper Iowa University has formalized its processes to build and maintain its 
relationships with students throughout the global campus by developing a University Expansion Standard Operating 
Procedures and Metrics for Growth and Quality. The process establishes Upper Iowa University procedures, timelines, 
faculty/staffing metrics, and budgeting information to ensure the University builds and maintains strong relationships 
between its students and faculty/staff, and also ensures adequate resources are provided to ensure, quality, services, and 
growth. Specifically, the following metrics have been established for all learning experiences and locations. (See 3P2 for 
full details and UIU’s AE National Expansion Standard Operating Procedures).

Utilizing Data for Student Recruitment and Retention: The higher education consulting firm, Noel-Levitz, assists UIU 
with enrollment management. Data are collected and used to monitor first-year student and transfer student retention, 
persistence, and academic performance. Student populations are broken down into categories such as incoming GPA, 
ACT score, financial aid need, student-athlete, demographics, etc. This data helps UIU administration to identify areas 
that may need allocation of more resources such as tutoring assistance, honors courses, and advising support. As 
documented in the Save Our Students (SOS) Handbook, UIU has developed a set a criteria to use in identifying and 
responding to students-at-risk with appropriate resources. Over time, this process is expected to generate additional data 
that could determine if there are correlations between types of students likely to need help and trends in their ACT scores, 
high school GPAs, etc., to allow earlier screening and intervention.

5P7 How does communication occur between and among the levels and units of your institution?
University email, regular publications, the website, and increasing reliance on social media result in strong 
communications across the University community. The following processes and policies have been created to support and 
enhance communications.

Office of Communications and Marketing (OCM):

- The Office of Communications and Marketing (OCM), which is the hub for generating the majority of 
  information flow from and about the University, has developed an online project request form 
  (www.uiu.edu/ocm/formworkrequest.html) that enables any member of the University community to request a 
  communication project, which can range from a website correction, to a new brochure, or a multi-media campaign 
  for an event.
- The form is received by the associate vice president for communication and marketing who assigns the project 
  and monitors for completion.
- A similar form is available for requesting a news release be developed. (www.uiu.edu/ocm/formnews.html).
- UIU also has adopted and posted marketing and communication policies (www.uiu.edu/ocm/policies/index.html) 
  about website procedures, social media usage, and marketing process to help ensure consistency and accuracy of 
  UIU communications.
- Originally introduced University-wide via email, the forms and policies are explained to new faculty and staff at 
  orientation sessions twice a year. By following these processes and funneling most communications vehicles 
  through OCM, the University ensures greater accuracy and consistency of messaging and brand development.
- Analysis of the input from these forms help guide planning for specific communications vehicles. For example, 
  UIU changed both the faculty/staff newsletter and the alumni newsletter to email publications to facilitate access 
  and improve readability.
• UIU also used the data as a basis for creating an additional communications vehicle, a web blog called Peacock Tales, to significantly increase the capacity to promote the successes of alumni, students, and faculty.
• UIU analyzes the activity on the electronic communications vehicles to further refine communications offerings.
• UIU uses Google Analytics to provide a monthly analysis of website usage every month to track shifting trends. For example, UIU modifies navigational tools for the website based on usage analyses and is tracking the uptick in access via mobile devices as the basis for requesting resources to allow redesign of the website to be significantly more mobile friendly.

Benchmarking for Communication: As part of the Academic Distinctiveness project, data was collected from the leaders of other institutions of higher education to measure their baseline impressions of UIU. Based on the analysis of that data, UIU launched a special series of peer-to-peer publications for that audience. UIU will be conducting a follow-up survey in 2013 to measure the impact of communications and marketing initiatives. UIU also has created a communications dashboard to consistently assess communication each year and report the results to University leadership and the Board.

Simultaneous Broadcasts: In addition to the above communication vehicle, UIU relies on extensive face-to-face opportunities through departmental staff meetings, open forums on the budget and other major University decision points to keep the University informed and to solicit input from all levels. Most recently, the acting president has initiated “brown bag” meetings following each Board meeting to report on actions during the meeting and their impact for staff and faculty. Whenever possible, these face-to-face opportunities are communicated to the entire University through interactive, simultaneous broadcasts.

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

Address Core Component 1B under 5P3 and 5P8
See 5P3 for Details

Mission, Vision, and Values: The stated Mission of the University is to provide student-centered educational programs through flexible, multiple delivery systems in an environment that respects and nurtures diversity. In 2011, UIU added a Diversity Statement that reinforces its commitment to respect and nurture diversity, as stated in the University Mission. Its Vision Statement includes a commitment to developing global citizens and lifelong learners prepared for leadership. The decision-making and actions of the University are guided by both the Academic Quality Improvement Program (AQIP) and a Strategic Plan, approved in 2008, that includes nine strategic initiatives that range from enhancing academic quality, creating a seamless University environment, ensuring student-centered excellence, and enhancing the economic development of the surrounding community. The University initiated a Strategic Plan Refreshment in 2012. (See 8P1.)

Meeting with the President: Communicating the mission, vision and values of UIU is inherent through ongoing communications with faculty and staff; moreover, it is built into the process of orientation for new hires and refreshed through an annual performance development program. The checklist for new hires includes a requirement that supervisors explain the staff and/or faculty handbook as a baseline for familiarization with the mission and vision of UIU. Each new staff/faculty member has an individual meeting with the president for an introduction to the University and receives a history book about the University.

New Employee Orientation: New hires also are required to attend a formal all-University orientation within six months of hire. If the new hire is a faculty member, there is also a faculty orientation in the fall. The orientation, scheduled in fall and spring, includes presentations by all administrators about their area, the services they provide and a story about why the administrator came to UIU and why they stay. Orientation always includes presentations about the Strategic Plan, the budget, and AQIP.

Professional Development Days: UIU schedules a Professional Development Day every spring to focus on a single topic of significance to the University or a menu of breakouts from which participants select. Recent all-University topics have included "change management" and "customer service." Both orientation and professional development day draw participation from all locations, including international centers. Evaluations are conducted of every program, and the input from the evaluations guides future programming. Professional Development Day includes a “State of the University” address by the President, as well as an employee recognition event to celebrate key employment anniversaries and successes.

Emphasizing Diversity: In 2011-12, UIU put a special emphasis on the value of diversity. In addition to conducting a diversity survey and developing a diversity statement, the University developed a program about diversity issues and the Executive Director of Human Resources presented the program on campus and at centers to foster a better awareness and
appreciation of diversity issues. The National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion held two workshops on campus which were designed to help personnel understand the dynamics of oppression by working through a series of personal and small-group explorations.

5P9  Leadership Development: 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?

Address Core Component 5B under 5P5 and 5P9
See 5P5 for Details

Upper Iowa conducts regular programs on key areas that are necessary for development as a UIU leader. These include:

- Board Orientation – Each board member receives the Trustee Handbook that outlines Board of Trustees criteria, expectations, and responsibilities as well as summarizes learning from best practices.
- Board Committees – An array of Board committees participates in decision making for key administrative areas.
- Leadership Training – The Vice President of Human Resources is developing a leadership training series.
- Diversity Training – Based on the recent surveys and diversity statement, formal diversity training was offered on campus and in the centers.
- Harassment Prevention Training – Every faculty and staff member is required to take an online program of harassment prevention training at the time of hire.
- Business Redesign Program Training – As Business Redesign Projects were developed and implemented, SOP manuals and training sessions were held on campus, in the centers, and internationally as to how to best utilize the new tools and practices. The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility of data and performance information. Weekly Business Redesign Program updates are emailed to the University community by the program sponsor (Senior Vice President for Strategic Positioning and Chief Enrollment and Marketing Officer 2011-2012; Senior Vice President Academic Extension, 2013). The University community is able to access and review the Program outline, Program schedule, the project templates, and all minutes on myUIU. Input from all stakeholders is accepted and welcomed by the Business Redesign Project teams. See Category 6 for complete details of the Business Redesign Program.
- Integrated Enrollment Center (IEC) – As UIU restructured to accommodate the Integrated Enrollment Center (IEC) to centralize, automate, and simplify numerous back office functions, the University was regularly abreast of what was occurring via email and the myUIU website, which staff were affected, what changes would occur, and the renovation of the old dining hall into the new IEC. The University celebrated the opening of the IEC with a ribbon cutting ceremony. Everyone was invited to attend and meet IEC staff to better understand the new operations.
- LiveText Training – LiveText was adopted as UIU's comprehensive e-Portfolio, learning assessment, and accreditation database management system. During implementation, over 150 LiveText training sessions were offered via face-to-face sessions on the residential campus, via WebEx for centers, online, and independent study, and face-to-face sessions in Hong Kong. LiveText training is now available on an individual basis for all faculty, staff, and students.
- Cross-Functional Leadership Representation – Diverse participation in all UIU committees, task forces and work groups is strongly encouraged. It is the practice that every group must include cross-functional representation from faculty and staff from multiple areas across the University. Frequently those groups include Board members, alumni and/or student representation. Fulfillment of this expectation is seen through multi-disciplinary search committees to fill employment vacancies, to the honors and awards committee, to special event planning teams, to the Strategic Plan Refreshment task forces, to the AQIP action projects and AQIP Steering Committee.
- The Academic Distinctiveness Advisory Group – Its work groups were multi-dimensional and those areas not represented were sought out. In addition to the research components with all audiences, the Academic Distinctiveness Listening Group met with each area of the University to discuss the findings including Academic Extension, International Programs (via Skype), each academic school, staff, and students.

5P10  Leadership Succession: 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?
As noted in the previous AQIP Systems Portfolio, UIU has a written succession plan for executive positions that report
directly to the president. The succession plans are periodically updated. The most recent update was in October 2010,
and succession plans are being developed to reflect the new organizational structure. Under the Cabinet structure that was
in place until September 2012, each person identified as a successor was required to attend Cabinet meetings to remain
informed about UIU operations. The interim successor to the outgoing President was identified by the Board Chair and
was someone who had been attending Cabinet meetings. See Upper Iowa University Succession Plan.

5R1 What performance measures of Leading and Communicating do you collect and analyze regularly?
University Dashboards: (5P2) Upper Iowa University measures the impact of its initiatives through a series of dashboards
that regularly track progress toward achieving the goals and objectives of the Strategic Plan, which are reported regularly
to the Cabinet and the Board. Each UIU area has developed the specific measures for tracking the impact of their work.
Some areas report annual fiscal year results; others report at each Board meeting. The dashboards use the same key (see
below) in each dashboard. Performance results for each dashboard are listed in 5R2.

AQIP Action Project Enhancing Career Development: (5P3) Measures include graduating mandatory employment survey
and surveys administered one year after graduation and three years after graduation.
AQIP Action Project Measuring the Effectiveness of Tutoring Services: (5P3) Measures include writing tutor center
usage, math tutor center usage, Smarthinking usage, number of visits to the Tutoring Service Webpage.
AQIP Action Project Integrating Disability Services: (5P3) Measures include increased/decreased identification of
disability students and increased/decreased usage of services
Honors Program: (5P3) Measures include student enrollment data, retention, and graduation rates.
Student Needs Assessment: (5P3) Measures include conducting a Student Needs Assessment every other year to develop
data to drive decision-making about student services.
Student Complaint Procedures: (5P3) Measures include documenting and compiling data regarding case number, date of
complaint, complaint, location of complaint (center, online or ) and resolution of complaint.
Integrated Enrollment Center (IEC): (5P3) Measures include IEC Dashboard (see 5R2 below).
Retention Committee: (5P3) Measures include longitudinal data for retention rates and graduation rates for all learning
experiences and data are recorded in the University Fact Book.
Student Leadership: (5P3) Measures include tracking results from the Spring Leadership Conference Evaluation Form to
surface issues for future leadership programming, which is regularly offered to students; and creation of the leadership
services website that lists student leadership opportunities and provides an application process for mentors.
Facilities Planning Opportunities: (5P4) Measures include GSF by renovation age category, space distribution by
function, energy consumption and cost, changes to building inventory, % increase in GSF, staffing, and benchmark data.
New Center Location Opportunities: (5P4) Measures include unduplicated student headcount.
Professional Development Opportunities: (5P4)
- Summer Faculty Scholarship Stipend: Measures include tracking number of stipends awarded.
- Faculty International Grant (FIG): Measures include tracking number of grants awarded.
- Teaching with Technology Grant: Measures include tracking number of grants awarded.
- Tuition Remission Program: Measures include tracking employee usage and employee benefit amounts awarded.
Institutional Data (Fact Book): (5P6) See 2012-2013 Fact Book Table of Contents for data measures included.

5R2 What are your results for leading and communicating processes and systems?
University Dashboards: (5P2, 5R1) (To view performance results, please click on Dashboard title).

- Academic Affairs
- Academic Extension
- Admissions/Financial Aid
- Advancement Office
- Athletics
- Communications and Marketing
- Diversity Scorecard
- External Affairs
- IEC Dashboard
- Student Life University-wide Dashboard

The following tables provide performance results which are analyzed annually to support UIU's needs and expectations of
current and potential student stakeholder groups under the following categories:
AQIP Action Project Enhancing Career Development: (5P3, 5R1)
AQIP Action Project Measuring the Effectiveness of Tutoring Services: (5P3, 5R1)
AQIP Action Project Integrating Disability Services: (5P3, 5R1)

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Performance Results (click to view)</th>
<th>(some 2012 data are not available yet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
<td></td>
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<tr>
<td>Math Tutoring Center</td>
<td>2012-2013; 2011-2012; 2010-2012</td>
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<td>Smarthinking</td>
<td>2012-2013; 2011-2012;</td>
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<tr>
<td>Tutoring Website Views</td>
<td>2012-2013</td>
<td></td>
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<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
<td></td>
</tr>
<tr>
<td>Disability Services</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
<td></td>
</tr>
</tbody>
</table>

Student Needs Assessment: (5P3, 5R1) View Student Needs Assessment Results.
Student Complaint Procedures: (5P3, 5R1) See Student Complaint Log A for Grade Appeals and Academic Suspension Appeals; Student Complaint Log B for number of formal student complaints; and Student Complaint Log C for number of all other student complaints.

Integrated Enrollment Center (IEC): (5P3, 5R1) See Integrated Enrollment Center Dashboard (under development).
Retention Committee: (5P3) See Fact Book data above, pp. 58-71.
Facilities Planning Opportunities: (5P4) See UIU Facilities Presentation for performance results.
New Center Location Opportunities: (5P4) See UIU Center Growth Metric for Staffing and Faculty for 2012-13 for performance results.
Professional Development Opportunities: (5P4, 5R1)
- Summer Faculty Scholarship Stipend:
  - In 2012, four faculty members were granted Summer Scholarship stipend funds.
- Faculty International Grant (FIG):
  - In 2011, ten faculty members were granted Faculty International grants.
- Teaching with Technology Grant:
  - In 2012, three faculty members were granted Teaching with Technology grants.
- Tuition Remission Program:

Institutional Data (Fact Book): (5P6) The following table provides performance results which are compiled and analyzed annually to support Upper Iowa’s processes to measure retention, persistence, and graduation rates (3P2, 3R1):

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Book Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

Benchmark Peer Institutions: (5P6) In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (See 7R1 for performance results).

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?

Building on the identification and adoption of a formal list of peer institutions, the University publishes an annual Fact Book that now documents all peer-to-peer comparisons annually, as well as providing data for internal comparisons both on the residential campus and in the AE programs. When the aspirant schools are identified, it is anticipated that the Fact Book will also include comparative data with those institutions. (5P6)

As part of the Academic Distinctiveness initiative, the University examined perceptions of other institutions including a sampling of those identified as UIU peers as well as those which are geographically competitive. Those results will continue to serve as a basis for comparison. In addition, a Tuition Price Elasticity Study was conducted, which looks at market sensitivity toward shifting the UIU price point. This data will help inform discussions and decisions about tuition increases or other fee hikes. (5P4)
Recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

As already cited in this section, one of the most significant improvements has been the creation of the annual Fact Book. This document provides all the data that is central to the culture of measurement and accountability that is rapidly becoming commonplace at UIU. Decision making is more data driven, and evidence of accomplishments is more generally available. Information is more readily accessible and less is contained in individual computer files. The result is a much improved process for determining continuous improvement and progress on achieving significant initiatives in ways that are meaningful to students and others in the University community. There have been several concrete improvements, including:

- Creation of the Office of Human Resources, with a full-time staff person, to improve consistency of University professional development, succession, and leadership development processes. (5P2)
- Creation of the Office of Institutional Effectiveness, charged with improving consistency, accuracy and regularity of University-wide data collection to support the decision-making process (5P3)
- Identification and data comparison implementation of University Benchmark Peer Institutions. (5P3)
- Institution of a UIU formal and informal student complaint process utilizing a web-based, student complaint communication loop from notification of process to filing to resolution.(5P3)
- Creation of a Disability Services webpage to increase awareness of disabilities services (see http://uiu.edu/resources/disabilityservices/index.html). (5P3)
- Creation of an electronic University-wide Disability Services Newsletter published periodically (see http://uiu.edu/resources/disabilityservices/newsletter.html). (5P3)
- Establishment of an honors program to meet the needs of academically gifted students; 22 students were accepted in the inaugural year of the program in 2012-13; 18 remained at the midway point of the second semester. It is expected that a similar number will be accepted for 2013-14. The residential application process is being expanded to also provide opportunity to transfer students and current non-honors students on campus, which could add another three to six honors students. (5P3)
- Establishment of the automated communication flow for prospective students, which is designed to include a communication flow to current students (5P3)
- Establishment of the Integrated Enrollment Center. (5P3)
- Establishment of the Blue Ribbon Panel. (5P3)
- Establishment of the SOS Committee. (5P3)
- Development of the Save Our Students Handbook. (5P3)
- Creation of the Curriculum Committee Handbook and a Graduate Curriculum Committee Handbook for both academic extension centers and the residential campus. (5P5)
- Creation of the Graduate Curriculum Handbook. (5P5)
- Institution of new Board of Trustee members' orientation based on the Trustee Handbook. (5P5)
- Implementation of board members to perform a self-assessment annually. (5P5)
- Institution of a “brown bag session” with the President has been instituted at which the President provides information on board decisions and issues of major University-wide impact. These sessions are simultaneously conveyed during an interactive broadcast to all UIU locations. The intention is to convene a brown-bag session after each board meeting. (5P7)
- University has developed a written systematic student complaint process that meets HLC and Federal regulations. (5P6, 5P3 & 5R2, 5R3)
- University has a process to review complaints as a whole and make changes to policy, procedures or employee behavior. (5P3, 5R2)
- Through the Academic Distinctiveness project, UIU acquired baseline data by which the University can measure progress in improving public perceptions of the University among various audiences. It also conducted a Tuition Price Elasticity Study to provide data for determining the impact of tuition increases. More details are available in Cat. 8. (5P4, 5R3)
- First-year retention rate has increased. Retention for the 2009 cohort to fall 2010 was 59.83%; for the 2011 cohort to fall 2012 was 67.77%. (5P4, 5R2)
- There has been an increase in the first-time full-time graduation rate – 2004 cohort, 37.67%; 2006 cohort, 41.18%. (5P4, 5R2)
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- Identifying the needs of prospective students and responding appropriately through such actions as creation of the Honors Program, has enhanced the profile of freshman students on the residential campus. The average high school GPA has increased from 3.02 in 2010 to 3.14 in 2012. The average ACT score has increased from 20.45 in 2010 to 22.01 in 2012. (SP3, SP4 & SR2)
- Through the expansion of scholarship, UIU has opened new centers in Baton Rouge, the Quad Cities, Fort Sill, and Mesa. (SP6, SR2)
- Based on data that developing appreciation of diversity among faculty and staff needed to be addressed, the University crafted and approved an official diversity statement, conducted diversity training on campus and in the centers, and reactivated the “Safe Zone” process, through which areas of the University designate their area as safe for people of all persuasions. (SP8)

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?

Though the intentional cross-pollination of all planning activities and all University work teams and committees, the University increases the likelihood that a culture is developing that will spot emerging opportunities for improvement of services and programs. As staff and faculty become increasingly aware of the AQIP and Strategic Plan activities, they should be able to identify more overlaps and more opportunities for collaborative action to address common concerns. Likewise, they should be able to identify areas of wasteful overlap and reduce redundant efforts that cost time and resources. By having a common data base that draws the "big picture" of the University, staff and faculty can apply programs and services in their area to support the same opportunities or target the same weaknesses. Continuous improvement becomes a shared accountability. (SP5, SR2)

Through the Fact Book, dashboards, and the fostering of transparent planning and communication, UIU has a much more universal understanding of the strategic goals of the University and of the progress being made to achieve those goals. The evolution of both a detailed website and myUIU improves access to the data and the relevant reports across the University. Emphasis on AQIP and the Strategic Plan has helped to make accountability for accreditation, enrollment goals, and student access a more universal attribute and a shared responsibility.

The culture of continuous improvement continues to permeate faculty to set higher targets in leading and communicating. The following 17 faculty members have received either Teaching with Technology grants, Summer Scholarship Stipends, or Faculty International Grants and have given presentations on their experiences.

Upper Iowa University has awarded three Teaching with Technology grants to encourage use of advanced technologies in the classroom to enhance student learning and overall academic quality:

- Nigel George, Ph.D., assistant professor of mathematics and physics, received a grant for a project entitled, “Enhancing Distance Education of Mathematics.” George plans to introduce faculty to the use of cyber pads and webcams with microphones for his online course, “Discrete Math,” this summer. George said use of the cyber pads will reduce barriers between pen-and-paper technology and the online teaching format and help improve communication between the students.
- Jennifer Stoffel, Ph.D., assistant professor of biology, to receive another grant entitled, “Enhancing Presentations via the Use of Pen-based Technologies in the Classroom.” The project will use tablet monitors in classrooms in Baker Hebron as well as wireless computers and wireless digital pens that will allow faculty to write directly onto a computer screen while teaching a class. These courses will be the first use of digital pens by UIU faculty, according to the proposal.
- UIU awarded the third grant to Redmond Humphrey, assistant professor of management, for a proposal entitled, “Strengthening Student Engagement and Collaborative Skills with Participative Technology.” The project will integrate the use of wireless tablets into courses being taught through the School of Business, both on the residential campus as well as at other UIU locations.

In 2012, four faculty members were granted Summer Scholarship stipend funds:

- Billie Cowley, assistant professor of education, was one of only 25 participants invited to attend the Freedom Writers Institute in Long Beach, Calif., in June 2012. The institute provides the opportunity to train and support educators of at-risk students, with the long-term strategy of retaining passionate and dedicated teachers who are committed to transforming their students' education, and ultimately their quality of life.
- John Siblik, associate professor of art, traveled to Belize to conduct a site study of Poustinia Art Park near the capital city Belmopan, which is part of an art exchange program between UIU and Belize.
- Dr. Jennifer Stoffel, assistant professor of biology, presented a co-authored poster at the Ecological Society of America Annual Conference in Portland, Oregon.
Dr. Cindy Waters, associate professor of education, attended the 104th American Association of Family & Consumer Sciences annual meeting and exposition. While there, Waters presented during the educational sessions, "Students running on empty? Effects of eating breakfast on students and implications for FCS educators and professionals."

Ten faculty members were granted Faculty International Grants:

- Dr. Brian McQueen (Costa Rica)
- Dr. Sarahh Scher (Peru)
- Dr. Cindy Waters (France)
- Dr. Katrina Farren-Eller (Cameroon)
- Dr. Eric Njabon (Cameroon)
- Dr. Aaron Haines (Belize)
- Professor Barb Ehlers (Belize)
- Professor Adrianne Finlay (Belize)
- Professor Redmond Humphrey (Belize)
- Professor John Siblik (Belize)

AQIP Category 6: SUPPORTING ORGANIZATIONAL OPERATIONS

Introduction: Upper Iowa University's support of organizational operations derives from a comprehensive strategic planning process and its mission and vision statements, which are currently undergoing a refreshment process. UIU dedicates its resources to the preparation of students for life-long, meaningful participation in a society that is increasingly globalized. A key component of the “global citizen” is personal and social responsibility. Both the institution and the individual staff and students who are part of it seek to become vital members of the community, making positive contributions to the betterment of fellow community members.

Processes for identifying key academic and administrative support services (6P1-6P2) are clearly identified and integrated. Processes (6P3-6P5) involving administrative support services for students, faculty, staff, administrators, and other key stakeholder groups have moved into the aligned phases. Substantial efforts have been made to provide seamlessness across the institution in support areas via the Business Redesign Projects (see 6P4-6P5). Support areas’ key goals and strategies are related to institutional goals and strategies. In addition, AQIP Action Projects have been conducted to support the improvement of seamlessness in career development, disability services, and tutoring services. Processes are managed and regularly evaluated.

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

Identifying the support service needs of UIU's students and other key stakeholders continues to be one of UIU’s strengths as noted by the 2009 System Appraisal Feedback, "UIU has identified an extensive listing of key academic and administrative supports services. The institution has further identified the services each unit provides." See Table 6.1 columns 6P1-6P2 for a complete list of identified support services for students and key stakeholder groups.

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

Identifying the administrative support service needs of faculty, staff, and administrators continues to be one of UIU’s strengths as noted by the 2009 System Appraisal Feedback, "UIU has identified an extensive listing of key academic and administrative supports services. The institution has further identified the services each unit provides." (See Table 6.1 for identified administrative support services.) UIU takes pride in providing current, up-to-date administrative support services for faculty and staff, who are directly involved in providing for the need for students and other stakeholders.

Table 6.1 Key Academic and Administrative Support Service Needs
(Note: Unless otherwise specified, services are provided to the residential campus, 19 domestic centers, and centers in Hong Kong and Malaysia)

<table>
<thead>
<tr>
<th>Operational Support Processes</th>
<th>(6P1-6P2) Services</th>
<th>(6P4-6P5) Day-to-Day Management Processes and Documentation (click to view)</th>
<th>(6P4-6P5) Business Redesign Project # or AQIP Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Management</td>
<td>Admissions</td>
<td>Admissions SOP</td>
<td>Project #04</td>
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<td></td>
<td>Registration/Student Records</td>
<td>Registration SOP</td>
<td>Project #16</td>
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<td></td>
<td>Financial Aid</td>
<td>Financial Aid SOP</td>
<td>Project #22</td>
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<tr>
<td></td>
<td>Net Partner (U.S. Students)</td>
<td>Net Partner SOP/Net Partner Access</td>
<td>Project #22</td>
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<tr>
<td></td>
<td>Student Orientation</td>
<td>Orientation SOP</td>
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<td></td>
<td>Veterans Services (US citizens)</td>
<td>Veterans Benefits</td>
<td>Project #07</td>
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<tr>
<td>Student Refunds</td>
<td>Student Refund Process</td>
<td>Project #01</td>
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<tr>
<td>Communications Flow</td>
<td>University Communication SOP</td>
<td>Project #14</td>
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<tr>
<td>Student Satisfaction/Retention</td>
<td>SEM Planning Guide</td>
<td>Project #03</td>
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### Instructional Support

<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>Academic Advising SOP</th>
<th>Project #19</th>
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</thead>
<tbody>
<tr>
<td>Academic Success</td>
<td>Save our Students (SOS) Handbook Policies and Tutorials</td>
<td>Project #23</td>
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<tr>
<td>Library Services</td>
<td>Comprehensive Center Directory</td>
<td>Project #13</td>
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<tr>
<td>Tutoring Services</td>
<td>Disability Handbook</td>
<td>AQIP Tutoring Project</td>
</tr>
<tr>
<td>Disability Services</td>
<td>Guidelines for ESL</td>
<td>AQIP Disability</td>
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<tr>
<td>ESL Programs</td>
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<td>Project #13</td>
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</tbody>
</table>

### Student Life

<table>
<thead>
<tr>
<th>Hub Desk/Switchboard Services</th>
<th>Hub Desk Manual; Switchboard SOP</th>
<th>Project #23</th>
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</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>Student Life Desk Manual</td>
<td>Project #23</td>
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<tr>
<td>Counseling Services</td>
<td>Counseling Services Manual</td>
<td>Project #23</td>
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<tr>
<td>Recreation/Wellness Services</td>
<td>Intramurals/Outdoor Pursuit Guide</td>
<td>Project #23</td>
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<tr>
<td>Health Services</td>
<td>Student Health Processes</td>
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<tr>
<td>Career Development</td>
<td>Career Development SOP</td>
<td>AQIP Career Project</td>
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<tr>
<td>Activities/Clubs/Orgs</td>
<td>Student Activities/Clubs SOP</td>
<td>AQIP Sash Project</td>
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<tr>
<td>Intramurals (U.S. locations)</td>
<td>Intramurals/Outdoor Pursuit Guide</td>
<td>Project #23</td>
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<tr>
<td>Campus Housing (Residential only)</td>
<td>Residency Policy</td>
<td>Project #23</td>
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<tr>
<td>Student Leadership</td>
<td>Student Leadership Eval</td>
<td>Project #23</td>
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</tbody>
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### Facilities Management

<table>
<thead>
<tr>
<th>Custodial Services</th>
<th>GreenClean SOP</th>
<th>(Contracted)</th>
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<tbody>
<tr>
<td>Maintenance/Grounds</td>
<td>GreenClean SOP</td>
<td>(Contracted)</td>
</tr>
<tr>
<td>Facilities Master Planning</td>
<td>UIU Sightlines LLC FY11 Facilities MB&amp;A Presentation</td>
<td>(Contracted)</td>
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<tr>
<td>Construction/Remodeling</td>
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### Alumni and Advancement

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<th>Alumni Relations</th>
<th>Advancement/Alumni Processes</th>
<th>Project #24</th>
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<td>Fundraising/Grant Writing</td>
<td>Grant Guidelines/Protocols</td>
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### Marketing and Communication

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<tr>
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<th>Social Media Policy/Procedure</th>
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<tbody>
<tr>
<td>University Publications</td>
<td>Integrity Policy/Procedure</td>
<td>Project #26</td>
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<tr>
<td>Electronic Publications</td>
<td>Content Policy/Procedure</td>
<td>Project #26</td>
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<tr>
<td>Marketing Events</td>
<td>Website Events Policy/Procedure</td>
<td>Project #26</td>
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<tr>
<td>Website Development</td>
<td>Editing Website Policy/Procedure</td>
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<tr>
<td>Blogging at UIU</td>
<td>Blogging Policy/Procedure</td>
<td>Project #15</td>
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### Financial and Auxiliary Services

<table>
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<tr>
<th>Accounts Payable</th>
<th>Accounts Payable SOP</th>
<th>Project #17</th>
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<tbody>
<tr>
<td>Mailroom/Print Room</td>
<td>Mailroom Manual</td>
<td>Project #13</td>
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<tr>
<td>Follett Bookstore</td>
<td>Textbook Policy</td>
<td>(Contracted to Follett)</td>
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<tr>
<td>Work Study (Residential only)</td>
<td>Federal Work Study</td>
<td>Project #27</td>
</tr>
<tr>
<td>Food Services (Residential only)</td>
<td>Aramark Handbook</td>
<td>(Contracted to Aramark)</td>
</tr>
<tr>
<td>Facilities</td>
<td>GreenClean SOP</td>
<td>Project #25</td>
</tr>
</tbody>
</table>

### Human Resources

<table>
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<tr>
<th>Human Resource Services</th>
<th>New Employee SOP</th>
<th>Project #27</th>
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<tbody>
<tr>
<td>Benefits</td>
<td>Benefit Packet Checklist</td>
<td></td>
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<tr>
<td>Payroll</td>
<td>Payroll SOP</td>
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</table>

### Information Technologies

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<tr>
<th>Network</th>
<th>ITHC Flow Chart</th>
<th>Project #02</th>
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<tr>
<td>WAN and LAN Services</td>
<td>The Incident Life Cycle</td>
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<tr>
<td>ERP (Jenzabar/myUIU)</td>
<td>See Business Redesign Project SOPs</td>
<td>Project #02</td>
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<td>VOIP and Telephone Server</td>
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<td>Project #18</td>
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<tr>
<td>Administration</td>
<td></td>
<td>Project #15</td>
</tr>
</tbody>
</table>

### External Relations

| Community Enhancement Legislative Affairs | Contracting Policy | Project #7 |

### Security

| Critical Incidents Emergency Planning | UIU Critical Incident Plan Emergency Action SOP | Project #18 |

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6P3 How do you design, maintain, and communicate the key support processes that contribute to everyone’s physical safety and security?
The mission of campus security is to protect persons and property while maintaining an atmosphere of order on the residential campus. The goal is to provide an environment where students, faculty and staff can conduct their academic and related activities in a safe and suitable manner. A primarily pro-active, preventive operation will be utilized in attempts to achieve this mission.

Security locks and unlocks buildings, responds to incidents, and coordinates with the City of Fayette police when a crime is reported. In short, Security is very familiar with the campus and the security and safety needs of UIU students. Security not law enforcement officers, but they do take responsibility to protect the campus grounds and facilities; and the faculty, staff, alumni, students, and visitors that make up the Upper Iowa community.

Campus Security should be a helpful and pleasant experience. Understandably, there will be situations where certain intentions or desires conflict with good order and discipline for the well-being of the campus. Additionally, there will be crimes occurring on campus. We are not exempt from the type of crimes that exist. However, if students take preventive measures and support campus security initiatives, criminal activity and its resulting repercussions will be minimal.

The annual Campus Crime Report provided to the U.S. Department of Education is completed each year on time and is available on the campus crime web site for review. These reports contain the most recent campus crime statistics and are in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Each Academic Center posts their statistics on the web site and the students are notified of their location at the beginning of each enrollment period.

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?

Please see 6P5 for a detailed description of key student, administrative, and organizational support services processes. See also Chart 6.1 above for the management of and documentation of (6P4-6P5) all support service processes, SOPs, manuals, etc.

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

In response to the Systems Appraisal Feedback Report for 6P4-6P5 citing the need to develop and systematize the processes by which day-to-day management of UIU's key student, administrative and organizational support services are documented, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO). In November 2010 and January 2011 the American Association of Collegiate Registrars and Admissions Officers (AACRAO) performed on-site reviews. The Executive Project Summary states: "Two on-site reviews of the Strategic Enrollment Management (SEM) operations and practices of UIU were conducted. In the first visit, the focus was primarily on recruitment and admission of students to the University, as well as advising for new students. The second of the two visits focused on financial aid and bursar/payment practices, as well as registration and records." The findings were accepted, budget resources allocated ($1.9 million), and the University is nearing the end of its "Business Redesign Program"—a series of 27 projects completed over approximately an 18-24 month timeline. Back office policies, processes, and procedures underwent complete restructuring to ensure further seamlessness and the support needed to align with objectives stated in the University’s strategic plan (see 7R2 for alignment and crosswalk of the 27 projects to UIU's nine strategic initiatives and AQIP's nine categories).

The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility of data and performance information. Weekly Business Redesign Program updates are emailed to the University community by the program sponsor (Senior Vice President for Strategic Positioning and Chief Enrollment and Marketing Officer 2011-2012; Senior Vice President Academic Extension, 2013). The University community is able to access and review the Program outline, Program schedule, the project templates, and all minutes on myUIU. Input from all stakeholders is accepted and welcomed by the Business Redesign Project teams.

Project #01 – Student Refund Project

This project was created to provide University-wide consistency and to improve the student experience by providing automated Student Charges and Refunds. UIU's ERP system, Jenzabar, will be used to automate the financial aid application, student charges, and student refunds to be in compliance with federal requirements to issue student refunds by day 70 of a new term beginning July 1, 2011. Specific initiatives to develop appropriate processes include:

1. Create data verification processes for student charges review, discount data, entry, and student refunds
2. Automate student charges and student refunds
3. Provide training for new processes: student charges training for staff, student refunds training for staff, and student attendance training for faculty.

4. Document student charge process and student refund process (see Chart 6.1 above).

Project #02 – IT Staffing – (See 7P7 for details)

Project #03 – Strategic Enrollment Management (SEM) Structure

This project embraces strategic enrollment management as a University philosophy and planning tool for enrollment vitality. The committee is responsible for the identification of the enrollment goals and strategies integral to the mission of Upper Iowa University. This committee will identify Enrollment Management (EM) initiatives/goals to achieve long term enrollment success by ensuring appropriate support services to strengthen the academic, social, and physical experience.

The Enrollment Management Committee, Cabinet and the Program Advisory team have adopted the following definition in which Strategic Enrollment Management will manifest itself at UIU: Strategic Enrollment Management (SEM) at Upper Iowa University is a comprehensive, integrated, streamlined and coordinated operational process of recruitment, matriculation, retention, student services, alumni relations and resource planning vital to the student centered nature of the global academic enterprise. Specific goals to develop appropriate processes include:

- Goal 1: Establish a “student centered” customer service culture.
- Goal 2: Improve retention, persistence and graduation rates.
- Goal 3: Increase the enrollment of new students.
- Goal 4: Clarify and expand all components of Upper Iowa University’s global footprint.
- Goal 5: Develop cooperative linkages with surrounding communities.
- Goal 6: Increase the number of scholarships and improve the process of awarding and tracking their effectiveness.
- Goal 7: Restructure and integrate enrollment management services to achieve singular coordination.
- Goal 8: Initiate studies to examine student satisfaction and success.
- Goal 9: Document processes (see Chart 6.1 above).

Project #04 – Admissions Policies (Consolidated with Project #13)

Project #05 – Registration, Advising, and Census Policies (Consolidated with Project #13)

Project #06 – Enrollment Operations Policies (Consolidated with Project #13)

Project #07 – Confoundedness Definition (See 7P4 for details)

Project #08 – ERP Decision (See 7P3 for details)

Project #09 – Live Text Implementation (See 7P3 for details)

Project #10 – Learning Management System (See 1P9 for details)

Project #11 – Common Data Elements (See 7P4 for details)

Project #12 – Admissions Module

This project, using the Market/Learning Experiences Matrix, was to create an integrated common set of admission processes across all stages within the recruitment funnel from prospect to matriculation. Specific goals to develop appropriate processes include:

- Develop implementation and integration of document imaging.
- Complete processes and policies that affect recruitment practices only as defined above.
- Document possible connections to future Jenzabar Modules.
- Develop implementation and integration of the JICS complement to 4.0 Admissions Module.
- Reconfigure resources to align with call and data centers as defined by the AACRAO recommendations.
- Create the following proposed stages for definition and build-out in the recruitment funnel:
  - Prospect/Suspect/Lead.
  - Inquiry.
  - Applicant.
  - Decision.
  - Deposit.
  - Confirmation.
  - Financial Aid Filed.
  - Orientation.
  - Various University Required Student Action.
  - Registration.
  - Matriculation.
  - Various University Required Student Action.
  - Face-to-Face.
  - Telephone.
- Within each stage, document, analyze, and configure the inbound and outbound actions:
  - Paper.
  - Electronic.
- Create SOP for Admissions Module

Project #13 – Strategic Enrollment Management Policies

This project was created to incorporate all three preceding policy teams (Project #4, #5, and #6).

5. Ensure admissions related policy needs are written, vetted, and formalized.
6. Ensure registration, advising and census related policy needs are written, vetted, and formalized.
7. Ensure enrollment operations related policy needs are written, vetted, and formalized.
8. Ensure appropriate approval and implementation processes are in place.

**Project #14 – Integrated Recruitment Communication Plan**
The Integrated Recruitment Communication Plan Project was designed to create a robust communication flow to prospective students at Upper Iowa University. The goal of the communication plan is to create an automated, market specific, stage sensitive, traceable communication plan across all prospective student stages within the recruitment funnel from prospect to matriculation for the University. A variety of different communication methods are being included for a “high touch” experience including telephone calls, emails with unique landing pages, postcards, letters, and view books.

Specific initiatives to develop appropriate processes include:
- Review each of the action codes and delineate a specific action list of communication moments to motivate a student at each stage to take the appropriate action to move to the next stage.
- Identify areas in which the same piece of communication can be used for multiple audiences, with modest content substitutions.
- Incorporate necessary enhancements into a website redesign if funded, including mobilization, ADA compliance, capacity for additional video, virtual open houses, and a chat/talk with a counselor function.
- Implement and integrate Jenzabar Action Lists and Actions.
- Create University-wide Admissions Tab through JICS.
- Ensure online self-service options for prospective students.
- Create tracking elements for each communication.
- Document processes/SOP.

**Project #15 – Establishing and Defining the Enrollment IT Team – (See 7P7 for details)**

**Project #16 – The Registration Re-Implementation Module – (See 7P3 for details)**

**Project #17 – UIU Business Process Re-Design – (See 7P3 for details)**

**Project #18 – University Switchboard Automated Calling Tree**
This project team was tasked to provide any caller dialing a General University number to be able to self-identify their choice within 10 seconds of the call and reach a UIU employee or have their call returned within 2 working days. Specific strategies to develop appropriate processes include:

1. Callers, who know their party’s extension, must receive that option within the 10 second window.
   a. Identify call recipients by UIU position/title prior to reaching the calling tree
   b. Identify call recipients by UIU position/title for each option delineated in the calling tree
   c. Ensure appropriate voicemail messages for each option in “1” if the call is not answered by a UIU employee
2. Update and incorporate the extension list into the new calling tree.
3. Create terminology which is caller friendly and not based on UIU jargon or structure.
4. Encompass both operational and extended hours.
5. Create SOP/processes.

**Project #19 - Advising Module (See 1P5 for full details)**
This project team was tasked with providing full implementation and integration of the Jenzabar Advising module; Document imaging within the workflow of the Advising module; and the JICS complement. Students will be able to view their current degree plans, have them updated when courses are completed, and change degrees when so desired. Specific strategies to develop appropriate processes include:

**Project #20 – University Student Holds**
This project team was compiled to administer the implementation and integration of all Jenzabar University Holds. Staff and faculty will be able to view different holds on student’s records and follow proper procedure for adding and removing holds. Project Team will provide automation for any holds that do not require manual processes. Specific strategies to develop appropriate processes include:

- Determine all holds available in Jenzabar.
- Determine if any other holds are necessary.
- Develop SOP and training manual for the University Holds.

**Project #21 – UIU Strategic Enrollment Management (SEM) Geo Market Configuration**
This project team, in order to maximize effective stewardship of institutional resources, was tasked to create a geo market approach to Enrollment Management Operations that eliminates internal competition for resources while creating a
seamless approach to supporting UIU’s recruitment efforts and retention efforts in the global market. Specific strategies to
develop appropriate processes include:

- Adopt a geo market vs. individual center market focus.
- Design a recruitment geo market model.
- Design a retention geo market model.
- Reconfigure budget allocations for geo markets.
- Create SOP for Geo Market Configuration

**Project #22 – Financial Aid Module Re-Implementation**

This project team was tasked with the implementation and maximization of the Powerfaids module by utilizing/importing
data from Jenzabar, allowing access of financial aid within the Financial Aid Module; and implementing the NetPartner
compliment for students’ immediate access. Students and staff will have access to electronically view current financial
aid status when desired, and students may seamlessly access information, documentation, and request eligibility
electronically. Specific strategies to develop appropriate processes include:

- Allow students to review eligibility and request funding.
- Provide secure access to student specific information.
- Maximize the use of Powerfaids.
- Provide appropriate users the access to the Financial Aid Module.
- Maximize notification process.
- Utilize automation processes.
- Ensure financial aid data flows between Powerfaids and Jenzabar.
- Create SOP for Financial Aid module.

**Project #23 – Student Life Module Re-Implementation**

This project team was tasked with University-wide implementation and integration of the latest Jenzabar Student Life
module. The team was also tasked with implementing document imaging within the workflow of the Student Life module;
and the JICS complement. Specific strategies to develop appropriate processes include:

- Reconfigure Student Health Information to enhance the documentation of student health records and provide
remote access to student health history through Nolij Web.
- Implement procedures for entering student leadership positions under Activities.
- Convert activities participation data to Attributes.
- Streamline disciplinary processes (violations) from incident documentation, sanctioning, reporting to completion.
- Transfer disciplinary & parking violation charges to the Business Office.
- Implement procedures for room check in/out, including key assignment.
- Develop a survey so that students can complete a room reservation request via JICS.
- Develop automated processes through JICS for students to complete various items including—but not limited
to—student enrollment forms (housing, medical, UIU Alert, F/V Survey, et al), view leadership/involvement/achievements and housing assignment information, and register for leadership and other
activities.
- Develop the ability for resident assistants to write incident reports though myUIU.
- Implement new process for Notepad use to include, notes, actions, and action lists.
- Create matrix to grant permission to view/update information through the Student Life module.
- Enable the use of card readers to track various campus activities.
- Create SOP for Student Life Module.

**Project #24 – Advancement Module Re-Implementation**

This project team was tasked with University-wide implementation and integration of the latest Jenzabar Development
module and the JICS complement. Specific strategies to develop appropriate processes include:

- Allow staff the ability to pull multiple reports directly from Jenzabar EX.
- Implement new processes for Notepad usage to include notes, actions, events, and mass add options.
- Create policy and procedure for standardization of Gifts and Grants within the University.
- Update myUIU Alumni page and ensure all alumni have access.
- Integrate information from Wilson Bennett Technology (phone-a-thon software) with Jenzabar.
- Import information from NCOA (National Change of Address) to Jenzabar.
- Allow staff the ability to track scholarships and endowments in the general ledger based on a time period.
- Create process for using Giving Clubs and Matching Gifts in Jenzabar.
• Import counties in Jenzabar to provide targeting in communication to alumni.
• Create SOP and training manual for the Development Module.

**Project #25 – Business Module Re-Implementation**
This project team was tasked with University-wide implementation and integration of the latest Jenzabar Business Office module (including Accounts Payable, General Ledger, Purchasing, and Accounts Receivable) and the JICS complement, with a focus on single data input and multiple outputs in real time where available. Also, in instances where Jenzabar does not have the capabilities to complete paperless transactions, creates an integrated Nolij solution. Specific processes to develop appropriate processes include:

• Develop the ability for staff to pull multiple reports and financial reports directly from Jenzabar.
• Implement new process for Notepad usage to include, notes, actions, and mass add options.
• Develop the ability for staff to use the requisition system in Jenzabar including appropriate real-time approval tracks.
• Create an automated and paperless check request process.
• Implement and configure myUIU portlet available for the Business module.
• Integrate Cash-Net services with Jenzabar.
• Create process for cleaning up tables in the Business module.
• Implement Check Reconciliation in Jenzabar.
• Streamline options for Budgeting at UIU.
• Develop the ability to use the electronic payments for vendors.
• Investigate the cost benefit analysis for the additional Jenzabar Budget Module.
• Implement the third party billing functionality.
• Create SOP and training manual for the Business Module.

**Project #26 – University Catalog Integration**
This project team was tasked with creating one University-wide student catalog encompassing the residential campus, domestic centers, and international centers. Specific strategies to develop appropriate processes include:

1. Research digital vs. hard copies
2. Complete benchmark peer comparisons
3. Alignment of the following sections across the University:
   - General Education
   - Majors & Degree Requirements, Graduation Information
   - Course Descriptions
   - Handbook information
   - International Programs
   - Nursing
   - Academic Policies
   - Financial Aid
   - Admissions
   - Library
   - Education
   - Athletic
   - Tuition & Fees
   - Center for Distance Education
   - Graduate Programs
4. Create SOP for catalog updates.

**Project #27 – Re-Implementation Payroll/Personnel Modules**
This project was tasked with automating payroll and human resource functions in Jenzabar. Specific strategies to develop appropriate processes include:

8. Develop and implement electronic timecards
9. Develop and implement accruals
10. Develop and implement online paystubs
11. Develop and implement electronic hiring process (apply online, automate responses online, screen electronically)
12. Create all employee contracts electronically
13. Utilize Jenzabar database to maintain employee demographic data and faculty employment data
14. Create SOP and training manual for the Payroll/Personnel Modules

**Creation of Integrated Enrollment Center (IEC) (no Business Redesign Project number)**
On February 20, 2012, Upper Iowa University officially opened its new Integrated Enrollment Center (IEC) that combined and coordinated "back office" functions across the University in order to recruit new students and to provide enhanced enrollment services to current students through graduation. The IEC combined six separate offices from several
locations. These offices included: document and information processing; recruiting; advising and registration; financial aid; an inbound call center; and a lead conversion outbound contact team.

UIU is using technology to create a student-focused, paperless enrollment process that will serve UIU students from the time they first inquire and become interested in the University through graduation and alumni affiliation. The IEC will provide the University with a seamless enrollment process that maximizes efficiency, enhances student services, and reduces costs by minimizing duplication.

1. **IEC Organizational Chart Completed:** Posted on myUIU is the final organizational chart with all of the new positions and structure. Boxes are in “white” and some in “Gray.” The entire organizational chart is based from the Original AACRAO Recommendations. The White Boxes represent the positions currently filled with existing staff as part of the reorganization. The Grey Boxes, however; while part of the original AACRAO recommendation to support growth up to 10,000 students based on fall census calculations are neither filled nor funded as part of the reorganization. The key moving forward is for the recruitment centers to ensure strong communications with the IEC as staffing is reviewed for major expansions. The Organizational Chart can be found under “MISCELLANEOUS” Titled “IEC Org Chart 2-21-12”.

2. **IEC Staff Reassignments Completed:** Each employee has been met by their new supervisor and given a copy of their job description and workspace allocation. The final official copy of each approved job description has now been posted on myUIU. Each employee has received their appointment letter with their new title and job description from the President’s Office.

3. **IEC Staffing Move Completed:** All employees under the new structure that were assigned into the IEC space moved on Monday 2/20/2012. All reports that were affected both within the IEC space and at the centers have been communicated with and the change in leadership has occurred. A copy of the staffing list with each employee’s name, their location, their previous title, current title, and direct supervisor has been posted to myUIU. The Staffing List can be found under “MISCELLANEOUS” Titled “IEC STAFFING CHART 2-21-12”.

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

Student, administrative, and organizational measures are collected and distributed in a systemized process including Fact Book data, Benchmark Peer data, NSSE data, Institutional and Departmental Dashboards, etc. (see Data Collection Process and Data Distribution Process in 7R1, 7R2) and by department specific measures based on the Business Redesign Project processes (see 6R2-6R3).

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

**Project #01 - Student Refund Project Data**
- The old process of issuing paper checks and keying each one into the system individually, took a minimum of 7 working days and could take as long as 10 days. With the use of automation in Jenzabar and the use of the Higher One Disbursement feature, refunds are processed and transmitted to Higher One in one business day on average. Utilizing the Higher One debit card option, the funds are posted to students’ cards within an hour of when the file is transmitted.

**Project #03 – Strategic Enrollment Management (SEM)**
- Data for retention rates, graduation rates, student to faculty ratios, and new student enrollment by center location, gender, ethnicity, geographic region and major are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013; specifically, see retention data on Fact Book pp. 58-71).
- Data for degrees granted are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, see degrees granted on pp. 56-57)
- Data for student satisfaction performance results are available via NSSE results (see NSSE 2011, NSSE 2012 data are not available yet).

**Project #12 – Admissions Module**
- Automating the online application process through Jenzabar has decreased processing time from 8 minutes to 2.5 minutes. The Integrated Enrollment Center (IEC) Operations Team is able to process approximately 7,500 prospective students (purchased leads), 226 inquiries, and 155 applications weekly for UIU.
• Data for first year student data including composite ACT/SAT 25th and 75th percentiles, applications/accepts/deposits, and commuters vs. residents are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, see first year data on pp. 40-47).

**Project #14 – Integrated Recruitment Communication Plan**

• In the past there was only one communication flow for the University that targeted the residential campus student. With the implementation of the integrated recruitment communication plan there is now a University-wide communication flow that targets specific student markets (i.e. first-year vs. transfer, civilian vs. military, residential campus vs. domestic centers).

**Project #19 - Advising Module**

• Beginning in Term 3 of the 2012-2013 Academic Year, UIU has implemented and is utilizing the Jenzabar Advising Module for all new students. There have been 442 Advising Worksheets created since January 2013. The implementation timeline calls for 85% of all current students to have an advising worksheet created by the end of the 2013 calendar year.

**Project #23 - Student Life Module Re-Implementation**

• Disciplinary processes (violations) documentation, sanctioning, and reporting to completion are now being recorded and tracked in Jenzabar using Actions. Data will be tracked and reported via the Office of Student Development (OSD) annual assessment reports beginning fall 2013.

• Enabled the automated use of card readers to track student attendance at campus activities. Data will be tracked and reported via the Office of Student Development (OSD) annual assessment reports beginning fall 2013.

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

**Project #13 – Strategic Enrollment Management (SEM) Policies**

• Twenty four SEM Policies have been approved and implemented.

**Project #18 – University Switchboard Automated Calling Tree**

• Implementing a toll free number for the entire University has increased the number of calls processed. The IEC inbound calling team receives all calls for the University on UIU’s toll free number. Prior to implementation of the phone tree, the team answered 857 phone calls in May 2012. In November the Switchboard Automated Calling Tree went “live” and the team answered 1,374 phone calls during November. Data are tracked monthly.

**Project #22 – Financial Aid Module Re-Implementation**

• Automated PowerFAIDS to eliminate the procedure of manually reviewing and entering necessary documentation requests for processing the initial ISIR.

  o 8,467 ISIR’s x approximately 5 minutes per ISIR = 705.5 hours saved in staff time per year.

• Imported data elements to eliminate such forms like the center enrollment form, as well as using lifetime documents to minimize staff processing time and shorten the awarding timeline.

  o Shortened average awarding time-line by a minimum of 2 days.
  o 4,452 ISIR’s x approximately 5 minutes per ISIR = 371 hours saved in staff time per year.

• Reduced processing timeline by eliminating the use of spreadsheets by use of selection sets.

  o 5,436 line items x approximately 2 minutes for entry = 181 hours saved in staff time per year.

• Pulling data from Jenzabar into PowerFAIDS to determine eligibility and checking enrollment.

  o 5 enrollment periods (terms 1-5) x 56 staff hours on average = 280 hours saved in staff time per year.

**Project #24 – Advancement Module Re-Implementation**

• Data for alumni giving, alumni donors, percent of giving, and contributions are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 84-85).

**Project #25 - Business Module Re-Implementation**

• Data for room and board, tuition, and fees for all centers are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 48-55).

• Data for consolidated statements of activity, operating income/expense comparisons, net asset comparisons, and operating income and operating expenses are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 76-79).

**Project #27 - Re-Implementation of Payroll/Personnel Modules**

• Data for faculty equated nine-month average base salary and the number of full time faculty are longitudinally tracked in UIU's annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 72-73).
6R4 How do your key student, administrative, and organizational support areas use information and results to improve their services?

Student, administrative, and organizational support areas use well-defined processes, results, and improvements documented throughout category 6 to consciously manage and regularly evaluate support areas. Processes are collaborated across all learning experiences. The Business Redesign Projects continue to provide efficiencies and new innovations to ensure further seamlessness and the support needed to align with objectives stated in the University’s strategic plan. The Business Redesign Project Integration Team consists of individuals from the residential campus, domestic centers, and international program. This team meets weekly to continually monitor the effectiveness of all projects and to address any issues that may arise.

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?

Project #03 – Strategic Enrollment Management (SEM)
- Benchmark Peer data for new student enrollment, student FTE, and student to faculty ratios are longitudinally tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 16-19).
- Benchmark Peer data for retention and graduation rates are longitudinally tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 60-61).

Project #12 – Admissions Module
- Benchmark Peer data for first year student data including composite ACT/SAT 25th and 75th percentiles and commuters vs. residents are longitudinally tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 42-43 and pp. 46-47, respectively).

Project #25 – Business Module Re-Implementation
- Benchmark Peer Data for tuition and fees, discount rates, and room and board are longitudinally tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 54-55).

Project #26 – University Catalog Integration
- Benchmark Peer Data for number of approved majors offered and graduate programs offered are tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, specifically, pp. 10-11).

Project #27 – Re-Implementation of Payroll/Personnel Modules
- Benchmark Peer Data for faculty equated nine-month average base salary and the number of full time faculty are longitudinally tracked in UIU’s annual Fact Book (see Upper Iowa University Fact Book 2012-2013, pp. 74-75).

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

Project #01 Student Refund Project (6P4-6P5, 6R2)
Implement consistent distribution of student refunds as a result of newly implemented policies.

- AE Student Attendance Verification Policy
- AR Financial Aid Posting Policy
- AR Hours Definition Policy
- AR Student Refund Policy
- Jenzabar Student Billing Policy
- Online Student Attendance Verification Policy
- Student Enrollment Verification Policy
- Term Calendar Definition Policy

Project #14 – Integrated Recruitment Communication Plan (6P4-6P5, 6R2)
- Automated communication plan for prospective students and sent out from the Integrated Enrollment Center (direct mail, email, phone, etc.)

Project #16 – The Registration Re-Implementation (6P4-6P5, 6R2)
- Partnered with the National Student Clearing House.
- Transcript ordering service now provides an electronic means to track request and provides automated communication to inform students where their transcripts are at in the process stage. Telephone calls have minimized because the students are able to track their own transcript progress. Clearing house collects all fees and submits them back to UIU monthly; thus, eliminating UIU’s billing system for transcript fees. The tracking system provides UIU with information regarding how many transcripts are sent out from UIU and where the transcripts are at in the processing stage.
- Student Self-Service now allows students to order their own enrollment certifications for free. The student will be authenticated through myUIU and will not need another username or password to accomplish this.
• Enrollment Certification now provides students the ability to document their enrollment at UIU as either full-time, half-time, or less than half-time. Students easily access Clearinghouse with a link posted in myUIU. This is a free service offered to UIU that will benefit students and staff.

• Degree Verification now provides third parties the ability to determine if a student has their degree completed. There is no charge to UIU for this service; the third party requesting the information is charged a fee. The third party degree verification service has decreased the number of calls to the Registrar's Office from approximately 50 requests per month to approximately 5 per month.

Project #18 – University Switchboard Automated Calling Tree (6P4-6P5, 6R3)
The reconfiguration of the automated calling tree provides the following efficiencies:
• Callers are able to self-identify their choice within 10 seconds of the call.
• After hour/weekend messages are answered within 2 working days.

Project #19 – The Advising Module (6P4-6P5, 6R2)
Improvements realized as a result of the implementation of the Advising Module in Jenzabar:
1. Electronic Advising Worksheet for students and advisors.
2. Self-service resources for students to track their status and requirements for degree completion.
3. Self-service resources for students to complete their own degree audits.
4. Self-service resources for students to complete "What If" scenarios with the Major Exploration in myUIU.
5. Automation of the course substitution/waiver policy through Nolij Web.
6. Sustainability improvements because of decreased paper usage.

Project #22 – Financial Aid Modules Re-Implementation (6P4-6P5, 6R3)
Major improvements as a result of the reimplementation include:
• The match records automation process imports necessary data into PowerFAIDS from Jenzabar. This includes UIU email addresses, ethnicity, and ID numbers. This process also identifies students completing FAFSA information that have not yet applied to the University, helping us to identify inquiring students.
• The procedure for processing student aid reports has been automated. Documents are selected for student requests with predetermined criteria built in the system to minimize the manual selection and data entry for requesting verification information.
• The batch re-determination process uses data sets in the system to determine if additional documentation is necessary for the verification process. This includes identifying the need for tax information and the low income worksheet.
• The automation within Project 22 has also helped streamline the manual procedure of awarding. Data elements necessary for awarding are now being imported from Jenzabar into PowerFAIDS. These elements include counting cumulative credit hours earned toward degree, total credit hours in an academic year, total career credit hours earned, location code, expected graduation date, conferred graduation date, scholarship information, GPA, ACT/SAT score, enrolled credit hours per enrollment period, and residency status.
• Automation procedures have been developed to generate emails to inform students and advisors of enrollment statuses affecting future financial aid eligibility.
• The manual process of reporting disbursed aid to the Iowa College Student Aid Commission has now been automated. Each enrollment period the process of reporting eligibility to this outside source will be formatted and uploaded into a report for export, eliminating the manual process of data entry.

Project #23 – Student Life Module Re-Implementation (6P4-6P5, 6R2)
Major improvements as a result of the reimplementation include:
• Reconfigured Student Health Information to enhance the documentation of student health records and provide remote access to student health history through Nolij Web.
• Student leadership positions are now available under Activities in Jenzabar.
• Activity participation data has been converted to Attributes in Jenzabar and Infomaker reports are able to pull data.
• Disciplinary processes (violations) documentation, sanctioning, and reporting to completion are now being recorded and tracked in Jenzabar using Actions.
• Developed automated process to transfer disciplinary & parking violation charges to the Business Office via Jenzabar.
• Developed automated processes through JICS for students to complete various items including—but not limited to—student enrollment forms (housing, medical, UIU Alert, F/V Survey, et al).
leadership/involvement/achievements and housing assignment information, and register for leadership and other activities.

- Enabled the automated use of card readers to track student attendance at various campus activities.

Project #24 – Advancement Module Re-Implementation (6P4-6P5, 6R3)

Major improvements as a result of the reimplementation include:

- Utilizing Experian QAS for downloading NCOA (National Change of Address) to Jenzabar for scrub and email append (cost savings realized due to decreased returned mail).
- Wilson Bennett Technology (phone-a-thon software) contact information is imported into Jenzabar (increased number of phone calls being made).
- UIU now has the ability to target alumni communications to specific geographic regions because county codes have been designated in Jenzabar.

Project #25 – Business Module Re-Implementation (6P4-6P5, 6R3, 6R5)

Major improvements as a result of the reimplementation include:

- Automation of Account Holds for students who owe money to the University.
- Automation of NA and AW grades in the online program.
- Updated validation of payment attributes information to gain efficiency and consistency.

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?

AQIP has inspired a culture of continuous improvement and the University-wide strategic plan provides the infrastructure to help select specific processes to improve and to set targets for improved organizational operations and improved student and administrative support processes. As noted in Category 1I2, “this culture certainly has permeated the academic and administrative infrastructure of the University to the point that University personnel now willingly initiate process improvement even outside of an AQIP action project arena.” Performance Results for Support Processes lists Upper Iowa’s academic and administrative support processes and the many process improvements and results that have occurred as a result of UIU’s careful and strategic selection of informal and formal AQIP projects and strategic initiatives.

AQIP Category 7: MEASURING EFFECTIVENESS

Introduction: In response to the System’s Appraisal feedback, UIU established the Office of Institutional Effectiveness and Assessment. UIU’s processes for measuring effectiveness has matured and are aligned and integrated across the University. Processes for selecting, managing, and distributing data for instructional, non-instructional, planning and improvement, and providing access to the data have well-designed and systematic processes (7P1-7P4). Efficiencies across the University have been achieved through the implementation of LiveText, UIU’s Assessment Management Database (AMS) system. Processes and measures routinely track key strategic and operational goals via UIU’s annual Fact Book, Institutional Dashboards, and UIU’s Benchmark Peers (7P5-7P7). Through the utilization of AQIP Action Projects, UIU’s Strategic Plan, and the Business Redesign Projects, coordination among departments and schools across the residential campus, Academic Extension centers, the online and independent study programs, and the international programs is a major emphasis.

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

In response to the Appraisal Feedback for 7P1-7P2 recommending Upper Iowa University to institute consistent standards, expectations, and processes for measuring effectiveness, the Office of Institutional Effectiveness and Assessment was established. A proposal was put forth by the AVP of Institutional Effectiveness at the April, 2011, President's Cabinet Meeting to implement LiveText, a comprehensive e-Portfolio, learning assessment, and accreditation database management system. This new process was approved, adopted, and implemented and has been the collaborative effort of faculty members, academic affairs, administration, the GenEd Assessment Team, the Assessment Office, and the AQIP Steering Committee—all of whom have realized the need to implement an electronic assessment management system to address several areas of the University’s 2009 Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift [from a teaching to a student-learning based culture] and to measure progress,” specifically, AQIP Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), Category 5 (5P6), and Category 7 (all categories).

Selection, Management, and Distribution Process: Beginning with the General Education Program, LiveText implementation began in fall 2011. Faculty teaching General Education courses completed a LiveText training session to...
learn how to assist students in uploading GenEd assignments, how to assess the assignments using a common GenEd Assessment Rubric specific to each of the eight GenEd outcomes, and how to view the aggregate assessment results of their students. LiveText replaces the manual method of GenEd Assessment in which faculty had to review each assignment, fill out a paper rubric, manually tabulate aggregate results of the rubric, and complete a self-assessment paper form each semester as well as submit hard copies of student artifacts to the Assessment Office. Now, all of that is accomplished electronically via LiveText.

Aggregate assessment reports are now available in LiveText by individual course level, by learning experience (center location), by academic school, or by student learning outcomes. Further, aggregate assessment can be analyzed by filtering demographic attributes (i.e., students' ethnicity or gender) for relevance to performance. Feedback to faculty, departments, and administrative areas are now timely. Assessment reports are archived electronically in the LiveText "Exhibit Room." Visitor passes can be distributed to external reviewers (see section 7R1). Upper Iowa University utilizes the AQIP cycle of Plan → Do → Check → Act.

See Chart 7.1 General Education Assessment Process Alignment within AQIP Process depicting how UIU’s General Education Assessment Plan fits into this process which is repeated every term.

Similar processes following the Plan-Do-Check-Act have been developed for selecting, managing, and distributing performance information to support other instructional and non-instructional programs and services outlined in Chart 7.2.

Chart 7.2 Implementation Timeline for Selection, Management, and Distribution Processes of Instructional and Non-Instructional Programs and Services via LiveText

- **General Education Program** – (Fully implemented)
- **Senior Capstone Project** – (Piloting 2011 and 2012; full implementation fall 2013)
- **Wellness Strategies (FYE)** – (Fully implemented)
- **Major/Program Assessment** – (AQIP Action Project; full implementation fall 2013)
- **Education Field Experience** – (Fully implemented)
- **Student e-portfolio professional templates** – (AQIP Action Project; implementation fall 2013)
- **Faculty professional e-portfolios** – (Full implementation fall 2013)
- **Faculty promotion/tenure professional e-portfolios** – (WIP, template available in LiveText; date of transition from all paper portfolios to electronic portfolios to be determined)
- **Nursing Assessment Program Portfolios** – (WIP, to be implemented 2014)

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

Core Component 5D (Address under 7P2 & 7P4)

5.D The institution works systematically to improve its performance.

- UIU established the Office of Institutional Effectiveness and Assessment in 2010 to institute consistent standards, expectations, and processes for measuring effectiveness. (See 7P1)
- UIU implemented LiveText as its electronic assessment database management system in 2011 to incorporate assessment processes across the residential center, 19 U.S. centers, and in Hong Kong and Malaysia. (7P2, see also 7P1, 7P3)
- UIU has transitioned to a data-driven culture to provide the basis for decision-making operationally and academically. (7P2, see also 7P1, 7P3)
- Performance is measured and assessed across the institution. (7P2: Chart 7.3 "Annual Data Collection Process"; 7P4, and 1P4, 5P6).

- The institution develops and documents evidence of performance in its operations.
  - Evidence of acquired knowledge and skills is collected, distributed, and analyzed to make improvements. (7P2: Chart 7.4 "Annual Data Distribution Process"; 7P4, see also 1R1, 1R2, 1R3, 1R4.)
  - UIU established its first University Fact Book in 2010 (published annually) to document evidence of performance in its operations. (7P2, see also 7R1.)
  - UIU established eight Benchmark Peer institutions. (7P2, see also 7P5.)

- The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.
  - Institutional effectiveness for academic and operational matters is tracked and used as the basis for improvement. (7P2)
In response to the Systems Appraisal Feedback concerns regarding 7P1-2, Upper Iowa University has developed a systematic and standard collection process of data and performance indicators to support Upper Iowa’s planning and improvement efforts. The data are managed and compiled by the Office of Institutional Effectiveness. Chart 7.3 below displays UIU’s Annual Data Collection Process:

Chart 7.3 Upper Iowa University’s Annual Data Collection Process

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<th>Data Collection Process</th>
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</tbody>
</table>

Data and performance results are distributed using the following processes to support planning and improvement efforts (see Chart 7.4 below).

Chart. 7.4 Upper Iowa University’s Annual Data Distribution Process

- The course-level LiveText aggregate assessment reports for faculty (i.e., GenEd, Teacher Education Department, FYE, Senior Projects) are dynamic and available at any time in LiveText to the faculty of record teaching a GenEd course.
- The University-wide LiveText aggregate assessment reports for each student learning outcome are available at the end of each term in the LiveText Exhibit Room.
- GenEd Task Team Assessment Reports are made available one full term after the term in which the assessment took place and are available to all constituents on the G:Drive and myUIU.
- CLA survey results are reported annually in October to the Office of Academic Affairs, the Executive Leadership Team, and to the UIU community.
- NSSE survey results are reported annually in October to the Office of Academic Affairs, Executive Leadership Team, and to the UIU community.
- Course Evaluations are aggregated and returned to Academic School Deans within 10 working days after the end of each term.
- Census data are compiled the 10th day after the start of each term and are reported via email to the University community.
- Graduate Outcome Survey data are reported annually in August to the Dean of Faculty, faculty members, and the UIU community.
- Graduate Employment Survey data are reported annually to external surveys (i.e., U.S. News & World Report, etc.) and upon request by any stakeholder.
- The University Fact Book is published annually each December and distributed to the Executive Leadership Team to distribute to staff, School Deans/Dean, Faculty, and the Board of Trustees.
- Benchmark data are published annually in the Fact Book.
- Dashboard Indicators are reported annually in September to the Executive Leadership Team and Board of Trustees’ fall meeting.
7P3 How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

In response to the Systems Appraisal Feedback Report for 7P3 citing the need to develop the processes by which departmental needs, related to the collection, storage, and accessibility of data and performance are made known, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Projects #8, #9, #16, and #17 (see below). The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility of data and performance information. Weekly Business Redesign Program updates are emailed to the University community by the program sponsor (Senior Vice President for Strategic Positioning and Chief Enrollment and Marketing Officer 2011-2012; Senior Vice President Academic Extension, 2013). The University community is able to access and review the Program outline, Program schedule, the project templates, and all minutes on myUIU. Input from all stakeholders is accepted and welcomed by the Business Redesign Project teams. For a detailed report on the Business Redesign Program, see 6P5.

Project #8 ERP DECISION
At this time, based upon the research and input the project team has compiled and reviewed, Jenzabar EX will remain UIU’s current Enterprise Resource Planning (ERP) Software.
1. UIU is undergoing re-engineering of the current business workflow and process management systems “University-wide” (see 6P4-6P5).
2. UIU will pursue and investigate with Jenzabar the specific needs of UIU with regard to the unique nature of UIU’s enterprise operations and seek to collaboratively develop the various options and upgrades needed to support UIU now and in the future (see 6P4-6P5).
3. UIU does not currently utilize the full potential of Jenzabar. With re-implementation of this system and usage capabilities increased, UIU should discover better and more efficient and effective functionalities that are not currently being utilized to support operations see 6P4-6P5).
4. UIU should treat the re-implementation of Jenzabar as a “new” implementation and engage staff, faculty, and students with strategies for focused training on how to “correctly” use the system within the scope and framework created by UIU see 6P4-6P5).

Project #9 LIVETEXT IMPLEMENTATION
Upper Iowa University partnered with LiveText to provide data-driven assessment results necessary for decision making processes on UIU’s path of continuous improvement, and in accordance with UIU’s Strategic Plan. Beginning with General Education Assessment in fall 2011, LiveText makes it possible to now efficiently streamline the collection of thousands of artifacts covering eight General Education outcomes at the residential campus, 19 centers in the U.S., and international centers in Hong Kong and Malaysia. For detailed processes supporting instructional and non-instructional programs and services via LiveText, see 7P1. For the full LiveText implementation process and timeline see LiveText Process and Timeline.

Project #16 REGISTRATION RE-IMPLEMENTATION MODULE
This Project Team is designed to provide full implementation and integration of the latest Jenzabar registration module; implementation and integration of document imaging within the workflow of the registration module; implementation and integration of the JICS complement; and the adoption of an Electronic Processing of Transcript Request Software. Specific initiatives to develop appropriate processes include:
1. The ability for a student to maintain full-time status through seamless transition and enrollment between all learning experiences.
2. Validation of all degree requirements as delineated by the University Catalog.
3. Course prerequisites and co-requisites are accurately coded into the course file and rules to prohibit.
4. Unauthorized course registration are implemented and tested within Jenzabar.
5. Term set-up is completed well in advance of each semester, allowing for registration within the semester/term or any sub-terms prior to the start of each fall, spring and summer registration periods.
6. All official transcript evaluation and petitions to alter records is completed from imaged records or electronic forms.
7. Posting and evaluation of transfer credit occurs within two working days of admission to UIU and a complete set of official transcripts.
8. The ability to export/import data into all software within the University (PowerFaids, IPEDS, LMS, etc).
9. The activation of Sports Tracking within the Jenzabar Module.
10. Development of codes that ensure the full functionality of the degree audit in Advising Module.

For detailed processes supporting instructional and non-instructional programs and services, see Registration SOP.

Project #17 UIU BUSINESS PRACTICES TO SUPPORT ENROLLMENT FUNCTIONS
This Project Team worked to design workflow, processes, and policies to streamline business functions to support enrollment throughout the University through automation, centralization & integration of business practices in order to increase productivity and the effectiveness of UIU’s staff. Specific initiatives to develop appropriate processes include:
1. Appropriate points of contact for business questions and transfer protocol, access to information, and self-service availability.
2. Reengineering the current overpayment process.
3. Receipt of credit card payments
4. Receipt of paper checks
5. UIU University-wide student bills collection process
6. Invoicing tuition from third parties (companies, government offices, etc.)

For detailed processes supporting instructional and non-instructional programs and services, see Business Processes Automation SOP.

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

Core Component 5D (Address under 7P2 & 7P4)
See 7P2 for Details

In response to the Systems Appraisal Feedback Report for 7P4 citing the need to ensure the results of analyses are communicated throughout the institution and at the organizational level, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Projects #7 and #11 (see below). The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility and analysis of data and performance information.

Project #7 CONFOUNDEDNESS DEFINITIONS
This Project Team worked to create a University-adopted glossary of commonly used terms that is accessible to all students, faculty, administration and staff. Specific initiatives to develop appropriate processes included:
Strategy A: Clarify terms in common use across the University that are currently being used with different meanings
1. Determine current usage of terms
2. Determine best practices, as appropriate, in use of such terms by similar and/or benchmarking organizations
3. Determine necessary exceptions, clarifications, enhancements applicable to UIU needs
4. Submit final definitions to Project Integration Team for approval

Strategy B: Communicate redefined terms across the University to reduce confusion
1. Create glossary and post to myUIU
2. Consider whether and how to incorporate into new employee orientation, faculty/staff handbook etc.
3. As needed, plan/implement face-to-face meetings with primary users of newly defined terms

Strategy C: Incorporate redefined terms universally across UIU communications (print and electronic) to integrate messaging
1. Identify where terms need to be changed in print and electronically
2. Create schedule for desired revisions, using normal revision cycles for each publication where possible
3. Implement changes

Strategy D: Update any internal documents, policies, etc. as needed - may require referral to Project policy teams
1. Identify where terms need to be changed in print and electronically
2. Create schedule for desired revisions, using normal revision cycles for each publication where possible
3. Implement changes

Project #11 COMMON DATA ELEMENTS
This Project Team worked to develop a comprehensive “Upper Iowa University User’s Guide to the Jenzabar Common Module.” Specific initiatives to develop appropriate processes included:
1. Data standards and values that will create internal consistency on how the data are defined, coded and inputted.
2. Departmental access rights for input, edit, view and extraction of the data.
3. “Help” information and training procedures for new users with access to the common data elements module.
4. Processes, policies, and schedules for updating and approving changes to the “User’s Guide.”
For detailed processes to ensure the results are communicated consistently throughout the institution and at the organizational level, see Common Data Elements SOP.

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?

Benchmark Peers
The Upper Iowa University Benchmark Selection Committee began with an important task: “Through research, identify a set of ‘peer’ institutions that are most similar to UIU (enterprise wide) based upon a set of determined demographic metrics.” Because Upper Iowa is a unique institution, identifying peers proved to be a complex and time-consuming task.

In 2009, Upper Iowa began a partnership with Hanover Research to supply the expertise and man-hours necessary to gather and analyze all of the relevant information. Beginning with an initial universe of almost 7,000 institutions of higher education present in the Integrated Postsecondary Education Data System (IPEDS), Hanover and Upper Iowa experimented with a number of different methodologies to narrow the field to a more manageable number. The final methodology employed a five part screen, isolating only institutions in the IPEDS database that meet the following characteristics:

- Enrollment over 2,000
- Private non-profit or Public
- Four-year, degree granting
- Non-research institution (as defined by Carnegie Classifications)
- Between 50% and 90% Adult Age Students (ages 25-64)

Only 59 institutions met all five characteristics. To further narrow the field, Hanover Research performed a web scan to gather information about each of the 59 institutions in terms of their extension/branch campus activity, their use of online and/or hybrid courses, and their military-friendly policies and structures.

Based partly on this information as well as its own research, the UIU Benchmark Selection Committee cut the list of 59 institutions to just 16. Reasons for eliminating institutions included, but were not limited to, the following:

- Lack of extension campuses
- Lack of online emphasis
- Lack of a central campus
- An overly localized focus on a single city or state
- A significantly different academic emphasis or structure
- Affiliation with a multi-institution state system
- A single-sex main campus
- A significantly more selective admissions process (as reflected in ACT scores)

After Hanover Research conducted extensive data gathering efforts for each institution, the final 16 were evaluated and ranked by the UIU Benchmark Selection Committee. Each of the 16 received one of four ratings based on an evaluation of the available data. Institutions receiving the lowest ranking were eliminated because, for a variety of specific reasons, they were deemed to not sufficiently resemble UIU.

The 11 surviving institutions were then directly contacted by the Benchmark Selection Committee to further research additional specific detailed data focused on the various modalities. Personal contact determined if the 11 potential institutions were interested in becoming a peer institution with UIU. After evaluating the information, the Benchmark Selection Committee narrowed UIU’s peer list to 8 institutions:

- Columbia College
- Lakeland College
- Park University
- Saint Leo University
- Wayland Baptist University
- Limestone College
- Davenport University
- Indiana Wesleyan University


Aspirant Benchmark Institutions: A current AQIP Action Project, Aspirant Benchmark Institutions, was formed to identify aspirant peer institutions with characteristics Upper Iowa University endeavors to emulate (maximum of ten). The following characteristics and variables will be considered: acceptance rate, retention (freshman and non-traditional), 6-year graduation rates, student to faculty ratios, SAT/ACT, high school GPA, graduate degrees awarded and enrollment, graduate employment rates, diversity (students, faculty, staff), faculty recognitions and awards, external funding (grants
and contracts), and residential/per credit tuition rates. Institutions for consideration will include the following: student population of 50-90 percent adult learners, Master degree granting and above, non-profit public or private, minimum of 2,000 students.

Upon determination of the aspirant benchmark institutions, (summer 2013), the Office of Institutional Effectiveness will determine UIU baseline data for all aspirant benchmark characteristics and criteria (acceptance rate, retention rates, graduation rates, student to faculty ratios, SAT/ACT, high school GPA, graduate degrees awarded and enrollment, graduate employment rates, diversity [students, faculty, staff], faculty recognitions and awards, external funding [grants and contracts], and residential/per credit tuition rates). Each year, an annual update will be posted in the UIU fact book to identify progress towards achieving or surpassing aspirant institution’s criteria and characteristics. For a detailed report on the aspirant benchmark selection process, see Methodology Aspirant Peer List Creation.

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

In response to the Systems Appraisal feedback for 7P6 citing the need for UIU to ensure department and unit analysis of data aligns with the institutional goals for instructional and non-instructional programs, a crosswalk of UIU’s Strategic Plan Goals and AQIP categories was developed. The full Strategic Plan Update provides a comprehensive overview of data and analysis alignment. (See Crosswalk in 7R2.)

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

Ensuring the timeliness, accuracy, reliability, and security of UIU’s information systems continues to be a strength for Upper Iowa University as noted by the 2009 System Appraisal Feedback, "UIU assures the security of its Jenzabar EX institutional ERP system through daily system checks of all UIU internal systems, synchronizing in real-time servers and data between two separate physical locations and all critical IT equipment is attached to uninterruptible power supply units."

UIU has utilized an ERP product, Jenzabar EX, since 2002 to provide a common data base for all administrative and academic support functions and processes. UIU also provides access to secure common work spaces (G drive) via network servers and the UIU web portal (myUIU). UIU utilized the AQIP process to develop a solution to provide grades online through the acquisition of the Jenzabar Internet Campus Solution (JICS) software (myUIU). During this process it was realized that additional information was needed online, and as a result an implementation team was formed, an AQIP action project was created, and the JICS software (myUIU) web portal was implemented.

In 2007, UIU conducted an external review of its IT operations. This review aided in the development of the IT strategic initiatives. This initiative highlighted the need for additional administrative capacity and improved systems security. Each division/department (Process of Collection) is responsible for entering data into relevant Jenzabar modules in a timely and accurate manner. Data security is managed by the IT department. This is accomplished by maintaining security at a user, group, and task list level. Users in the various departments at UIU only have access to electronic information and data related to their area.

The IT System Administrator performs and completes, on a daily basis, system checks of all UIU internal systems--including, but not limited to, all University servers, networking equipment for both local and wide area networks, storage systems and data backup systems. Security logs from the University firewall and Intrusion Detection System are automatically emailed to the IT Director and the IT System Administrator on a daily basis for their review.

All UIU servers and data are synchronized in real-time between two separate physical locations. In the event the primary location becomes unavailable, operations can continue from the secondary location with minimal downtime. All critical IT equipment is attached to uninterruptible power supply units. These units protect critical IT equipment from electrical power surges and brownouts. Further, the University has a 1 mega-watt power generation system capable of providing electricity to the entire residential campus in the event that the local electrical power service is interrupted or becomes unavailable. UIU has a fully integrated backup solution for all UIU servers and data. This solution is configured to back-up on a daily, weekly, and monthly schedule. These backups follow a disc-to-disc-to-tape routine. Tapes are securely stored at an off-site bank vault. All UIU systems are refreshed on a set rotation to keep current with new technologies and to maintain optimal performance.

To further strengthen the timeliness, accuracy, reliability, and security of Information Systems, UIU utilized the Business Redesign Program as recommended by American Association of Collegiate Registrars and Admissions Officers (AACRAO), specifically Projects #2 and #15 (see below). The project teams are responsible for creating processes and requesting the creation of new policies as needed related to the collection, storage, and accessibility and analysis of data and performance information.
Project #2 IT STAFFING
This project team was established to hire three new resources for the IT department that will support UIU’s Jenzabar ERP processes and applications.

Project #15 ESTABLISHING AND DEFINING THE ENROLLMENT IT TEAM
This project team was established to define the appropriate processes for the following initiatives

1. The Role of Enrollment IT within the concept of thee Business Redesign Program and Strategic Enrollment Management:
   a. Identify point persons for service needs
      - Jenzabar EX (all applicable modules)
      - Jenzabar JICS (Student portal)
      - Nolij (document imaging)
      - PowerFaids (financial aid)
      - Data Exchange Operations (all software)
      - LMS Support (enrollment integration into Jenzabar, etc)
      - Informz/I-modules (e-communication tools)
   b. Create policies, priorities, and timing expectations for project requests to ensure timely services
   c. Identify infrastructure shortfalls and provide recommendations as needed
   d. Create end-user identity and access management
      - Integrated processes and policies to ensure appropriate user levels
      - Security levels identified and created

For detailed processes supporting instructional and non-instructional programs and services, see Business Processes Automation SOP.

7R1 What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?
Referencing the systematic and standard collection processes of data and performance indicators to support Upper Iowa’s instructional and non-instructional planning and improvement efforts in (7P1-7P2), the following measures provide longitudinal data which are analyzed regularly based on the reporting schedule referenced in (7P1-7P2) (some 2012 data are not available yet):

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LiveText: Major/Program Assessment</td>
<td>Data to be collected beginning 2013</td>
</tr>
<tr>
<td>LiveText: Senior Project</td>
<td><a href="https://college.livetext.com/visitor-pass.html">https://college.livetext.com/visitor-pass.html</a></td>
</tr>
<tr>
<td>( Full implementation 2013)</td>
<td>Visitor Pass Entry Code: C0A9AAF8</td>
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<tr>
<td>CLA</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
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<tr>
<td>NSSE</td>
<td>2012-2013; 2011-2012</td>
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<tr>
<td>Course Evaluations</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Census Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
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<tr>
<td>Graduate Outcome Survey (1 yr, 3yr)</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
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<tr>
<td>Fact Book Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
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<tr>
<td>Benchmark Data (Data included in Fact Book)</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
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<tr>
<td>Institutional Dashboard Indicators</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

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

Utilizing the process of alignment in (7P6) which depicts the crosswalk of UIU’s Strategic Plan and the AQIP categories, the chart below shows the integration of evidence (highlighted in red) as provided by each of the AQIP Action Projects, the Business Redesign Projects, LiveText, the Fact Book, and the Benchmark Peers as discussed in 7P1-7P7.
<table>
<thead>
<tr>
<th>AQIP CATEGORY</th>
<th>Strategic Plan #</th>
<th>Strategic Initiative Description:</th>
<th>Cat 1</th>
<th>Cat 2</th>
<th>Cat 3</th>
<th>Cat 4</th>
<th>Cat 5</th>
<th>Cat 6</th>
<th>Cat 7</th>
<th>Cat 8</th>
<th>Cat 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td>1</td>
<td>Introduce policies and programs that create the seamless movement of students and faculty Business Redesign Projects: 1, 4, 5, 6, 13, 21 (6P4-6P5) AQIP Projects: Aligning Majors, Career Development, Tutoring Services, &amp; Disability Services (Cat. 1,2,3,5,6) LiveText (7P1-7P7)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Business Redesign Project (1-27) AQIP Action Projects</td>
<td>2</td>
<td>Challenge the curriculum &amp; pedagogy to achieve the vision objective of &quot;developing global citizens&quot; AQIP Action Project: Career Development, Disability Services (Cat. 1,2,3,7) Aspirant Benchmarks (7P1,7P5) LiveText (7P1-7P7) Fact Book (7P1-7P2) Benchmark Peers (7P1-7P2)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>LiveText</td>
<td>Fact Book</td>
<td>Benchmark Peers</td>
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<td>Benchmark Peers</td>
<td>3</td>
<td>Comprehensive improvement of the academic program Business Redesign Projects: 9, 10 (6P4-6P5) AQIP Projects: Major/Program Assessment, Aligning Majors, Learning Management System, Disability Services, e-Portfolio Templates, Aspirant Benchmarks, and Math Assessment Project (Cat. 1,3,4,5,6,7) LiveText (7P1-7P7) Fact Book (7P1-7P2) Benchmark Peers (7P1-7P2)</td>
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<td>4</td>
<td>Contribute to the development of &quot;global citizens&quot; by providing co-curricular learning opportunities that complement the formal academic program Business Redesign Projects: 23 (6P4-6P5) AQIP Projects: Career Development, Tutoring Services, Disability Services, Aspirant Benchmarks (Cat. 1-7) Fact Book (7P1-7P2) Benchmark Peers (7P1-7P2)</td>
<td>X</td>
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<td>5</td>
<td>Recommend policies and programs that strengthen the enrollment, financial aid, registration and advising services that contribute to the development of &quot;global citizens&quot; Business Redesign Projects: 3, 12, 16, 17, 19, 20, 22, 25, 27 (6P4-6P5)</td>
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<td>AQIP Action Projects: Disability Services (Cat. 6-8)</td>
<td>Aspirant Benchmarks (7P1,7P5)</td>
<td>LiveText (7P1-7P7)</td>
<td>Fact Book (7P1-7P2)</td>
<td>Benchmark Peers (7P1-7P2)</td>
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<td><strong>6</strong></td>
<td>Strengthen the IT infrastructure to provide security and the communications and administrative capacities for a seamless global campus</td>
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<td><strong>7</strong></td>
<td>Develop the practices and programs to effectively communicate the UIU mission and vision to all constituent stakeholders</td>
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<td><strong>8</strong></td>
<td>Develop a comprehensive UIU advancement resource</td>
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<td><strong>9</strong></td>
<td>Develop strategies and plans to enhance the quality of greater-Fayette as the residential, life-style and economic center of UIU’s future</td>
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7R3 How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (7P5):

- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

In its annual publication, the *Upper Iowa University Fact Book* provides comparable longitudinal benchmark data as a result of (7P5). The Benchmark insworktitutions developed under (7P5) are used throughout the University to provide comparative data during the processes of writing Goals and Objectives (budget requests), creating policies, developing curriculum, redesigning business flow, etc.

As a result of the Business Redesign Program under Project #16 (see 7P3), Project Team members visited UIU’s benchmark institution, Park University, to observe and compare its process flow of document imaging, admissions, and registration processes. View Benchmark comparative results at: Park University Results.

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

The major improvements since UIU’s 2009 Systems Portfolio for Measuring Effectiveness have been the creation of the Office of Institutional Effectiveness, the development of the UIU Fact Book, the completion by the Benchmark Selection Committee and subsequent approval from the President’s Cabinet of the eight Benchmark
institutions, and the partnership and implementation of LiveText for assessment management. Specific improvements are listed below for each Business Redesign Project. Each of these improvements permeates all facets of the University having been developed, implemented, and now maintained to provide standard tracking and reporting systems for academic, administrative, and educational support functions to promote quality management and continuous improvement.

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT (7P1-7P7, 7R1-7R3)
The establishment of this office provides oversight for the selection, management, and distribution of data and performance information to support instructional and non-instructional programs and services. The position of Director of Institutional Effectiveness was approved and filled in August 2010. In August 2012, the offices expanded to include the Office of Assessment and the Director was promoted to Assistant Vice President of Institutional Effectiveness and Assessment. The AVP is responsible for providing guidance to Upper Iowa University in the assessment of student learning, for providing data measures important to strategic planning and policy decisions, for reporting institutional data both internally and externally, and for managing the institutional research function of Upper Iowa University.

CREATION OF UNIVERSITY FACT BOOK (7P1-7P2, 7R1)
- Upper Iowa University Fact Book 2010-2011
- Upper Iowa University Fact Book 2011-2012
- Upper Iowa University Fact Book 2012-2013

ESTABLISHED BENCHMARK PEERS (7P5, 7R3)
- Columbia College
- Davenport University
- Indiana Wesleyan University
- Lakeland College
- Limestone College
- Park University
- Saint Leo University
- Wayland Baptist University

These external benchmark schools are being used routinely as data sources of comparative measurement tools including curricular revisions and academic policies, formal and informal AQIP Action Projects, funding processes (i.e., Big Board process and Goals and Objectives process), Business Redesign Projects, and the Strategic Planning Refreshment.

Project #2 IT STAFFING (7P7, 7R2)
Three new IT positions were approved and filled in Fall 2011 as part of the Business Redesign Program (Project #2) to ensure the timeliness, accuracy, reliability, and security of the additional systems and new business process functions that have been added through AQIP initiatives.

Project #7 CONFOUNDEDNESS DEFINITIONS (7P4, 7R2)
1. Terms were developed and defined for the new UIU Learning Experience Matrix (view definitions here).
2. Policies were developed to support the redefined terms:
   a. Adult First Time Admissions Student Forgiveness Policy
   b. Endorsement Matriculation to Graduate
   c. ESL Matriculation to ICEP
   d. First-Time Full-Time Cohort Policy
   e. Non-matriculated Student Policy
   f. Student Cohort Policy
3. An ongoing committee was developed to provide an interdepartmental entity to continue to address verbiage conflicts that could interfere with consistent interpretation and policy application.

Project #8 ERP DECISION (7P3, 7R2)
1. Training has been completed for current staff, faculty, and students on how to "correctly" use Jenzabar as UIU's ERP database system through each of the Jenzabar modules.
2. Training videos are available for new staff, faculty, and students (view sample).

Project #9 LIVETEXT IMPLEMENTATION (7P1-7P3, 7R1-7R2)
1. Created "Single Sign On" feature from myUIU to LiveText for staff, faculty, and students.
2. Created electronic rubrics for: General Education Assessment, Major/Program Assessment, Wellness Strategies (FYE), Senior Projects.
3. Created electronic educational surveys for: Teacher Education Program, Wellness Strategies (FYE), and Senior Projects.
4. Instituted ERP coding for General Education course codes.
5. Automated Jenzabar email to distribute student LiveText™ keycodes (every Friday).
6. Automated course schedule upload (14 days before start of every term).
7. Automated student roster upload (runs nightly) to account for changes in enrollment.
8. Decreased turn-around time for feedback to Departments/Schools from the GenEd Assessment Task Teams to one semester using LiveText as opposed to 1-2 years using manual methods for GenEd Assessment.
9. Increased participation rates of GenEd assessments of faculty by over 50% (see GenEd Assessment participation chart).
10. Specific improvements in the GenEd Assessment Program include:
   a. Revision of Computer Skills Rubric
   b. Revision of Natural Sciences GenEd Assessment Rubric
   c. Revision of History GenEd Assessment Rubric
   d. Implementation of Wacom pen tablets in UIU’s mathematics department. With the aid of the pen tablet, students electronically record their assignments, and upload them directly to LiveText. Prior to the implementation, instructors and staff were required to scan each assignment and import the documents into LiveText.
   e. Establishment of liaisons to support adjunct faculty in the School of Science and Math
   f. Creation of Honors Courses as General Education courses
   g. Creation of "General Education Introductory Manual."
   h. Addition of the following new GenEd courses:
      ENG 250 Environmental Literature
      ENG 213 Mythology (Arts & Humanities Task 3)
      ENG 214 World Literature (Arts & Humanities Task 1)
      ENG 170 Introduction to Creative Writing (Arts & Humanities Task 2)
      ENG 291 Urban Cinema (Arts & Humanities Task 3 or Cultural Awareness and Sensitivity Task 1)
      HIST 245 Global Women’s Activism (History)
      HIST 214 World at War, 1914-1945 (History)
      ID 200 Costa Rica
      ART 250 Environmental Art in Belize
   i. Removal of the following courses as GenEd courses:
      ENG 202, ENG 203, ART 213, ART 234, ART 372, BIO 106

Project #11 COMMON DATA ELEMENTS (7P4, 7R2)
Generation of the Data Entry Standards for the Common Module.

Project #15 ESTABLISHING AND DEFINING THE ENROLLMENT IT TEAM (7P7, 7R2)
Development of a lead/backup spreadsheet that notes who the primary and secondary individual is for support related to each Enterprise System “modules” (see below for examples)

<table>
<thead>
<tr>
<th>Product</th>
<th>Group</th>
<th>Description</th>
<th>Lead</th>
<th>Back-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX PF SQL</td>
<td>Core Enrollment</td>
<td>PowerFAIDS</td>
<td>Jim Quistorff</td>
<td>Matt Cowley</td>
</tr>
<tr>
<td>EX RE</td>
<td>Core Enrollment</td>
<td>Registration</td>
<td>Jason Knight</td>
<td>Matt Cowley</td>
</tr>
<tr>
<td>EX SL</td>
<td>Core Enrollment</td>
<td>Student Life</td>
<td>Sean Sailsbury</td>
<td>Matt Cowley</td>
</tr>
</tbody>
</table>

Project #16 REGISTRATION RE-IMPLEMENTATION MODULE (7P3, 7R2)
1. Instituted Sports Tracking: Tracks athletic rosters for internal reporting.
2. Instituted Prerequisite Checking: Allows students to register for classes for which they have met the prerequisites.
3. Instituted Degree Verify: Companies may verify UIU degrees by contacting Clearing House.
4. Instituted Electronic Transcript Orders: Students may request transcripts through Clearing House with credit card payment; Automated emails sent confirming receipt and stage of processing.
5. Instituted Student Self Service: Log on available to Clearing House website that provides students with information concerning enrollment; verification form may be printed by student.
6. Instituted Electronic Forms: Course withdrawal, Application for graduation, Personal Info Update for Returning Students, Request to Participate in Graduation Ceremony.
7. Established Course Master Schedule Building: AE locations now build and maintain their own course master schedules in Jenzabar.
8. Developed Nolij workflow process for automation of moving information between Admissions module and Registration module.
9. Built transfer tables in Registration module
10. Developed "Personal Information Update Agreement" for each registration period.
11. Automated Dean's List and Probation coding.
12. Developed Graduation Tracking: Internal tracking of candidates for each of the six graduation dates each year.

Project #17 UIU BUSINESS PRACTICES TO SUPPORT ENROLLMENT FUNCTIONS (7P3, 7R2)
1. Automation of Account Holds for students who owe money to the University.
2. Automation of NA and AW grades in the online program.
3. Developed validation of payment attribute information to gain efficiency and consistency.

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 continuous improvement culture of AQIP now permeates Upper Iowa University's infrastructure and aids stakeholders and constituents in identifying processes, setting targets, and realizing improved performance results to help students learn. Through the Fact Book, Benchmark Peers, LiveText, institutional dashboards, and the fostering of transparent planning and communication, UIU has a much more universal understanding of the strategic goals of the University and of the progress being made to achieve those goals. The evolution of both a detailed website and myUIU improves access to the data and the relevant reports across the University. Emphasis on AQIP and the Strategic Plan has helped to make accountability for accreditation, enrollment goals, and student access a more universal attribute and a shared responsibility. By having a common data base that draws the “big picture” of the University, staff and faculty can apply programs and services in their area to support the same opportunities or target the same weaknesses. Continuous improvement becomes a shared accountability.

AQIP Category 8: PLANNING CONTINUOUS IMPROVEMENT

Introduction: Upper Iowa University's planning for continuous improvement is derived from a comprehensive strategic planning process and its mission and vision statements, which are currently undergoing a refreshment process. UIU has made substantial positive steps toward developing University-wide processes for continuous quality improvement. Care has been taken to assure integration of on-going University restructuring into continuous improvements processes designed to seamlessly unite learning experiences that were previously under relatively independent administrative and academic governance structures.

Key planning processes and the processes to include community members in the selection of short- and long-term goals are clearly identified and integrated. Significant improvements have been realized (8I1). Processes for defining the process of how personnel from across the University are assigned responsibility for the creating, promoting, using and monitoring of action plans, as well as coordinating and aligning action plans across the University and multiple learning experiences (8P3-8P4) are aligned and promote coordination among internal and external constituencies. Processes for selecting measures, performance targets, and the systematic collection of data and distribution of data results (8P5) are integrated across the University. Resources, risk, and measures to assess external change and competitive factors (8P6-8P8) are aligned and the processes stated below are stable, managed, and regularly evaluated.

8P1 What are your key planning processes?
In response to the 2009 Systems Appraisal Feedback noting 8P1 as a strength, UIU’s key planning processes remain rooted in the University’s Strategic Plan which identifies nine initiatives critical to and derived from the institution’s statement of mission and vision for the future, and foci of ongoing institutional activity. In support of the Strategic Plan, 27 project teams were identified (see 8P3) to pursue action plans within UIU’s Business Redesign Program, a University-wide undertaking born out of the Lead Generation Readiness Review conducted in November 2010 and January 2011 by AACRAO (American Association of Collegiate Registrars and Admissions Officers) Consulting. This strategic enrollment management oriented review of UIU’s operations and practices (i.e., recruitment, admissions, financial aid, advising, bursar/payment practices, registration, and records) resulted in the creation of 27 teams of faculty and staff hand-picked to address institutional shortcomings as well as opportunities for growth, a process linked to UIU’s Strategic Plan and the nine AQIP categories. (See also 8P3, 8I1, and Category 6: Supporting Institutional Operations for complete details of the Business Redesign Program.)

Since the 2009 Systems Portfolio, UIU's Strategic Plan processes and initiatives have resulted in numerous improvements that have enabled the attainment of results and the institution’s ability to measure performance in keeping with the AQIP philosophy of continuous quality improvement. (See 8R1 for details.)
In April 2011, UIU began an open discussion to update the then three-year-old strategic plan. The updating was not intended to repeat the detailed process of creating a new strategic plan (UIU had accomplished that in 2007/08), but rather to "refresh" the existing plan with transformative ideas that would build upon accomplishments and thus continue UIU’s strategic advancement. This strategic plan refreshment process can be found at http://www.uiu.edu/aboutuiu/president/strategicplan.html and a timeline follows.

Since the initial “refreshment” conversation began in April 2011 a number of objectives have been achieved:

- In May/June 2011, approximately 55 interviews were conducted in order to develop a "findings" report that created a consensus for the next strategic priorities of UIU;
- On August 31, 2011, the "findings" (available as a PDF download) were presented to the campus wide community so that they understood the strategic priorities, appreciated the shortened "refreshment" process, and saw for the first time the four strategic planning objectives that emerged from the "findings" report;
- The four planning objectives from the "findings" report were assigned to four free standing Task Forces:
  - Task Force One: Student-Centered Excellence: UIU's First Priority
  - Task Force Two: Institutional Architecture: Continue Progress and Make Transformative Recommendations for UIU: Set a Transformative Strategic Path for UIU
  - Task Force Four: Communications: Improve an Already Excellent Practice of University-wide Communications
- In September 2011, there was consensus that the Steering Committee of the "refreshment" would consist of all members of the AQIP Steering Committee, volunteers from the Board of Trustees, the Chairman of the Board of Trustees, the President of UIU, Student Government Association representatives and the addition of others members of the UIU community that would assist with the need for specific talent on the Steering Committee (Strategic Planning Steering Committee and Task Force Members can be reviewed here);
- On November 10, 2011, the first meeting of the "Refreshment" Steering Committee was held to discuss the goals and objectives of the four work plans and to meet separately to create a first draft consensus within each of the four groups of the expectations for their performance up to the next meeting;
- On April 20, 2012, the current status of the planning process was presented to the Board of Trustees; the Trustees had the opportunity to both comment and offer their suggestions for transformative strategic ideas;
- On May 8, 2012, the results accomplished by each of the four Task Forces were reported, comments were made, and there was discussion of the expectations for the performance of each Task Force until the next steering committee meeting (May 8 Notes and Expectations for September);
  - Task Force One: Student-Centered Excellence
  - Task Force Two: Institutional Architecture
  - Task Force Three: Financial Stability
  - Task Force Four: Communications
- On September 26, 2012, updates from Task Forces One and Two were shared with the Steering Committee and Board of Trustees members.
- The current status of the Strategic Planning "Refreshment" process is available on the UIU website and comments are invited, so as to ensure that there is University wide appreciation for the planning progress made and planned;

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

In response to the 2009 Systems Appraisal Feedback for 8P2 noting that UIU has developed both short- and long-term strategies, and that UIU would benefit from a clearly defined process for involving community members, UIU has engaged community members in the formulation and execution of both short- and long-term strategies.

- **Oversight:** UIU’s vice president for external affairs, in accordance with Strategic Initiative #9, is specifically mandated to provide leadership on initiatives designed to enhance the quality of greater community as the residential, life-style and economic center of UIU’s future while effectively advancing UIU’s mission through collaboration with external stakeholders.
- **Regularly Scheduled Meetings:** This level of University interaction necessitates the orchestration of regular meetings for the exchange of ideas. Accordingly, UIU has organized and/or participated in town hall meetings on community-related projects (e.g., the bike trail, façade improvement, downtown master planning, and a strategic alignment committee). The vice president attends city council meetings on behalf of UIU.
- **Community Committee Membership:** The vice president personally serves on various community committees:
  - Fayette Downtown Façade Committee
Fayette Trails Committee
Fayette County Comprehensive Planning Committee
Supporting Community Events: The vice president attends community events, fundraisers, and other initiatives designed to promote or support the community.

Through this process of regular interaction with local community leaders, UIU’s Office of External Affairs, the vanguard of local engagement, has made a number of significant achievements including a grant for Fayette business, funding for a bike trail, and creation of a new position for community development (see 8I1). See also 2P2 regarding non-instructional distinctive objectives for external stakeholders.

8P3 How do you develop key action plans to support your organizational strategies?
In response to the 2009 Systems Appraisal Feedback for 8P3, noting the opportunity to clearly define the process of how personnel from across the University are assigned responsibility for the crafting, promoting, using and monitoring of action plans to achieve University-wide implementation, UIU utilized this opportunity to develop a uniform process which characterized each of the 27 Business Redesign Projects (see 6P4-6P5) aligned to further implement UIU’s Strategic Plan:

1. Project membership is voluntary.
2. Project membership is limited to seven members.
3. Project members can serve on a maximum of three projects simultaneously.
4. Project membership includes representation from multiple geographic locations and multiple learning experiences.
5. Project members are nominated (or volunteer) based upon the specific task/objective/project and the candidate’s relevant/applicable experience, training, and skill set(s) in order to maximize the likelihood of success.
6. Oversight committees include the Project Integration Team and the Program Advisory Team.

There is a standing invitation ([http://www.uiu.edu/strategicplanning/refreshment/index.html](http://www.uiu.edu/strategicplanning/refreshment/index.html)) for volunteers to partner with assigned members of project groups, task forces and committees pursuing AQIP initiatives in keeping with the spirit of volunteerism embraced by the Higher Learning Commission.

8P4 How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization’s various levels?
In response to the 2009 Systems Appraisal Feedback for 8P4 noting the opportunity for UIU to align its planning processes across the University, UIU has developed formal processes (see 8P3) to include representation from multiple learning experiences, multiple locations, and both branches of the organizational structure (academic and administrative). The University’s organizational structure accommodates the incorporation of relevant staff in the development of action plans that support institutional strategies, ensuring the various learning experiences and locations can actively participate in the decision making processes that not only impact the University as whole but also specific locations and learning experiences.

UIU’s organizational structure is divided into three layers (board, executive, and schools/departmental) and two branches: academic and administrative (see Figure 8.1 below). The institution, although ultimately governed by a board of trustees, receives direction from the president and is empowered to internally formulate policies and procedures as well as render decisions through a myriad of committees and councils acting in unison to support the University’s academic and administrative functions. See [UIU's Organizational Chart](http://www.uiu.edu/strategicplanning/refreshment/index.html), [UIU's Committee Chart](http://www.uiu.edu/strategicplanning/refreshment/index.html), and [Figure 8.1 Upper Iowa University Organization Structure](http://www.uiu.edu/strategicplanning/refreshment/index.html).

8P5 How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?
In response to the 2009 Systems Appraisal Feedback for 8P5 noting the opportunity for UIU to select measures and to set performance targets, UIU has implemented University-wide key performance targets (as well as departmental key performance indicators) and has adopted a system-wide measuring process utilizing University-wide and departmental dashboards, Fact Books, and Benchmark Peer institutions approved by the Board of Trustees.

Key Performance Targets:

- **Unduplicated Headcount:**
  - Residential Campus: FY13: 1,050, FY14: 1,100
  - Domestic Centers, Center for Distance Ed: FY13: 3,850, FY14: 4,975
  - International Centers: FY13: 975, FY14: 1,050

- **Faculty/Student Ratio:**
  - Residential Campus: 15:1
• Domestic Centers, Center for Distance Ed  20:1
• Retention Rates: (1st and 2nd year) University wide – 65%
• Graduation Rates: University wide – 45%
• Number of Full-Time Faculty (Residential Campus): 73
• Average Base Faculty Salaries: $65,500
• Average ACT: First-Time Full-Time Students – 22.5
• Resources in Library: Bound volumes – 60,000; Audio/Visual – 16,000

University Dashboards: The University has developed an extensive dashboard process through which each area assesses its process related to the mission and vision, the Strategic Plan initiatives, and the departmental goals and objectives, which have been developed to support the strategic initiatives. The dashboards are designed to track key performance indicators and readily identify office, department and institutional successes or lack thereof at any given time. The departments use the dashboards to provide comparative data and to fuel decisions about continuing, terminating, enhancing or adding projects. Dashboards are presented during the quarterly meetings of the Board of Trustees. Dashboards are available for each of these areas: (see also 8R1)

• Academic Affairs
• Academic Extension
• Admissions/Financial Aid
• Advancement Office
• Athletics
• Communications and Marketing

University Fact Book: The Upper Iowa University Fact Book 2012-2013 (now in its third edition) presents quantifiable data reconciled among University departments to present a reliable source of information for operational and strategic planning. University-wide, UIU relies on both internal and external data collection and analysis to guide decision-making. (See Category 7 for complete details regarding UIU's data collection schedule (7P2), data reporting schedule (7P2), data performance results (7R1) , and the crosswalk of UIU's Strategic Plan Initiatives to the AQIP categories and the integration of evidence (7R2).

Benchmark Peer Institutions: In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, eight institutions as Upper Iowa's Benchmark institutions (See 7P5).

8P6 How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

Address Core Component 5A under 8P6

5.A The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

 o The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. (8P6)

➢ The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

 o UIU has diverse revenue streams. (8P6)
 o The Facilities Master Plan improvement project allowed for the design of new classrooms and labs to enhance student learning. (8P6)
 o Technological infrastructure connects the internal stakeholders and supports their efforts. (8P6, see also 7P7)
 o The University protects its integrity by securing data. (8P6, see also 7P7)

➢ The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

 o Planning at all levels is aligned with the strategic initiatives and the University’s mission. (See 8P1)

➢ The institution’s staff in all areas is appropriately qualified and trained.

 o UIU has in place structured hiring processes so that skills, knowledge, ability, and legal/ethical expectations are met. (See 4P1-4P2 for evidence of appropriately qualified and 4P8-4P9 for appropriately trained)

➢ The institution has a well-developed process in place for budgeting and for monitoring expense.
Upper Iowa University

**Fiscal Resources**: Upper Iowa has great diversity in its revenue streams, which are generated by the University's multiple learning experiences and six annual enrollment periods. This has resulted in a financial resilience that helped the University escape the financial setbacks inflicted on most colleges and universities by the recent recession. Rather than cut programs, salaries and staff during the recession period, the University was at the peak of its growth, adding educational centers, increasing the number of faculty, creating new academic programs, providing salary increases, and conducting UIU's largest-ever capital improvement program. After years of strong growth, enrollment growth in 2011-2012 slowed from most recent trends, resulting in a stagnation of enrollments on the residential campus and a decline in extended campus enrollments. Combined with significant increases in costs and other internal factors, UIU posted an operating loss in the 2011-12 budget year. Academic Extension and International Programs (IP) have already taken action that has resulted in a turnaround in their enrollment numbers, returning to positive growth. See UIU Fact Book: [UIU](#) for results of new buildings to date and renovations to domestic centers. See also complete details.)

**Foreign Operations Risk Management**
In response to the 2009 Systems Appraisal Feedback for 8P7 noting the concern of risk management in regards to UIU's foreign operations, UIU has developed a process to conduct a thorough analysis of risk management whenever entering a new learning experience, center location, or international location. The risk analysis is performed utilizing internal and/or external resources (i.e., Hanover Research).

**8P7 How do you assess and address risk in your planning processes?**

In response to the 2009 Systems Appraisal Feedback for 8P7 noting the concern of risk management in regards to UIU's foreign operations, UIU has developed a process to conduct a thorough analysis of risk management whenever entering a new learning experience, center location, or international location. The risk analysis is performed utilizing internal and/or external resources (i.e., Hanover Research).

**Foreign Operations Risk Management:**

- **Revenue Margin Risk**: With regard to risk concerning its foreign operations, UIU's overall revenue from its overseas centers and partnerships is marginal (see percentages below).
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Percentage of overall revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>4%</td>
</tr>
<tr>
<td>2011-12</td>
<td>5%</td>
</tr>
</tbody>
</table>

- **Facility Risk**: UIU owned and operated locations are self-sustaining (i.e., revenues pay expenses).
- **Currency Exchange Risk**: Revenues remain in the host country, shielding the institution from currency fluctuations and minimizing UIU’s tax burden/liability.
- **Competitor Risk-Hong Kong**: Competition exists everywhere internationally, but UIU seeks out opportunities in underdeveloped markets. For example, direct competition in Hong Kong is extremely limited. There are only two U.S.-based universities—Kaplan and Savannah College of Art and Design (SCAD) —physically present offering full-time, four-year programs (not to be confused with dual-degree partnerships) that can be completed entirely in Hong Kong. Moreover, SCAD’s degree options are limited to fine arts—a major unavailable at UIU. Additionally, Kaplan and SCAD target traditional first-time full-time college students, while UIU is mainly focused on adult learners and online undergraduate and graduate degree seekers.
- **Competitor Risk-Malaysia**: In Malaysia, UIU operates the sole 4+0 American Degree Program and is partnered with an award-winning, nationally accredited institution. UIU’s student population comes exclusively from its partner, SEGi University College, thus creating a pipeline of students. At this time Asian students resoundingly prefer face-to-face instruction over online delivery platforms, minimizing the institution's exposure to the threat of distance learning. Furthermore, the Malaysian Qualifications Agency does not recognize online coursework.

**Domestic Risk Management**:

- **Goal**: Reduce administrative expenses, and allow student tuition dollars to be invested in academic areas.
- **Purpose**: To provide better customer service for all stakeholders.
- The annual institutional risk review and renewal process is underway with the Millhiser-Smith Agency. Coupled with this review will be standard compliance audits related to OSHA and Workers Compensation, and policy reviews that cover: property and equipment, general liability, flood, electronic data processing, commercial crime, commercial automobile, workers compensation (34+ states), commercial umbrella, foreign liability, professional liability, and builders risk coverage. During this review, new procedures related to the institutions personnel, such as MVR policies, will be done in conjunction with the newly formed Office of Human Resources. The benefit to students comes from a detailed review of the professional liability coverage that provides insurance to students who study in work environments as a part of the academic programs. Reducing claims and properly covering the institutions activities preserves student tuition dollars to be invested in academic area.

**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?**

In response to the 2009 Systems Appraisal Feedback for 8P8 noting the need to include measures to assess external change and other competitive factors, UIU has partnered with and engaged the services of AACRAO (American Association of Collegiate Registrars and Admissions Officers), Noel Levitz, Hanover Research, STAMATS, and the Education Advisory Board in an effort to assess changes in the competitive landscape that could represent institutional risks, challenges, or opportunities.

- **Noel Levitz** (aligns to Strategic Initiative #5, see 3P1), is a higher education consulting firm that assists institutions in meeting goals for enrollment and student success, and consults with UIU on an ongoing basis:
  - Setting awarding parameters,
  - Identifying incoming student goals (non-athlete first year, student-athlete first-year, non-athlete transfer, and student-athlete transfer),
  - Pinpointing net revenue goals (per student),
  - Monitoring enrollments (e.g., persistence and retention), and
  - Developing scholarship matrices.

- **Hanover Research** (aligns to Strategic Initiative #5), a provider of professional strategy and market research services, has aided UIU by conducting research into:
  - Diversity Strategic Planning, providing background on the development of a diversity strategic plan (see also 1P1, 1P4, 1P10, 4P13, 5P8, 5P9);
  - Diversity Scorecards, examining design and implementation strategies for diversity scorecards at higher education institutions;
Major and program assessment, the AQIP Action Project Team for "Designing Effective Major/Program Assessment" reviewed the research study, *Proposing, Managing and Evaluating Academic Programs*, completed by the Hanover Group (see 1P1, 1P2, 1P4, 1P13, 1P18).

Public Safety and Security Benchmarking, investigating campus safety and security offices among 11 of Upper Iowa University’s peer institutions;

Public Safety and Security – Incident Reporting, examining the incident reporting procedures at 11 of UIU’s peer institutions;

Peer List Creation and Benchmarking, providing an overview of the process through which Hanover Research and UIU reached a final peer list of eight institutions (Columbia College, Davenport University, Indiana Wesleyan University, Lakeland College, Limestone College, Park University, Saint Leo University, and Wayland Baptist University) (see 8P5); and

California and Arizona Expansion Market Research – Methodology and Key Findings (see 8P7), analyzing the demographics and educational market in eight cities in California and Arizona.

- **STAMATS** (aligns to Strategic Initiative # 5), a higher education marketing company specializing in student recruitment and fund raising, assisted UIU develop:
  - Academic Distinctiveness portfolio, a collection of foundational tools to direct academic distinctiveness marketing efforts as well as serve as the strategic underpinning of UIU’s academic distinctiveness creative efforts.

- **Education Advisory Board** (aligns to Strategic Initiative #5), (a research roundtable of which UIU is a member) provided a commissioned, customized research project, *Improving Academic Program Review*, to assist the AQIP Action Project for Designing Effective Major/Program Assessment."

- **AACRAO**: (aligns to all Strategic Initiatives), a higher education consulting organization designed to foster continued improvements, and move the University towards a more strategic enrollment management approach, integrating UIU’s worldwide enrollment functions that support student recruitment and retention.
  - Business Redesign Program—a series of 27 projects completed over approximately an 18-24 month timeline. Back office policies, processes, and procedures underwent complete restructuring to ensure further seamlessness and the support needed to align with objectives stated in the University’s strategic plan (see 7R2 for alignment and crosswalk of the 27 projects to UIU’s nine strategic initiatives and AQIP's nine categories).

**8R1 What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?**

In response to the 2009 Systems Appraisal Feedback for 8R1 citing the need to develop measures of effectiveness of planning processes and systems, UIU has developed extensive measures that are collected, analyzed, and reported regularly. (See Category 7 for complete details regarding UIU's data collection schedule (7P1), data reporting schedule (7P2), data performance results (7R1), and the crosswalk of UIU's Strategic Plan Initiatives to the AQIP categories and the integration of evidence (7R2).

**University Dashboards Measures:** (8P5) Dashboards were implemented in 2012. The dashboards provide performance data for specific departmental and institutional metrics showing the current value, the highest value in the past 10 years, the lowest value in the past 10 years, the five-year average, and comparison to the Benchmark peer target performance indicator. Dashboard key:

<table>
<thead>
<tr>
<th>Highest value past 10 years</th>
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<th>Current Value</th>
<th>NN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value past 10 years</td>
<td>NN</td>
<td>Benchmark</td>
<td>NN</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of years data kept</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Average 5 most recent years</th>
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</table>

**University Fact Book:** (8P5) The *Upper Iowa University Fact Book 2012-2013* (now in its third edition) presents quantifiable data reconciled among University departments to present a reliable source of information for operational and strategic planning. University-wide, UIU relies on both internal and external data collection and analysis to guide decision-making. See 2012-2013 Fact Book Table of Contents for data measures included. (See 8R2 for longitudinal performance results of all measures.)

**Benchmark Peer Institutions:** (8P5) In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (8R2) performance results of all benchmark measures:
8R2 What are your performance results for accomplishing your organizational strategies and action plans?

University Dashboards Measures: (8P5, 8R1) (click on longitudinal data below).

University Fact Book: (8P5, 8R1) (click on longitudinal data below).

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Book Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>Benchmark Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
<tr>
<td>(Data included in Fact Book)</td>
<td></td>
</tr>
<tr>
<td>Institutional Dashboard Indicators</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

8R3 What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

Key Performance Targets:
- Unduplicated Headcount:
  - Residential Campus       FY13: 1,050     FY14: 1,100
  - Domestic Centers, Center for Distance Ed FY13: 3,850     FY14: 4,975
  - International Centers    FY13: 975       FY14: 1,050
- Faculty/Student Ratio:
  - Residential Campus       15:1
  - Domestic Centers, Center for Distance Ed 20:1
- Retention Rates: (1st and 2nd year) University wide – 65%
- Graduation Rates: University wide – 45%
- Number of Full-Time Faculty (Residential Campus): 73
- Average Base Faculty Salaries: $65,500
- Average ACT: First-Time Full-Time Students – 22.5
- Resources in Library: Bound volumes – 60,000; Audio/Visual – 16,000

8R4 How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Benchmark Peer Institutions: (8P5, 8R1) In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President's Cabinet approved, the following eight institutions as Upper Iowa's Benchmark institutions (see results 7P5, 7R1, 7R2 and 8R2 above for longitudinal data):

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?

Utilizing the process of alignment which depicts the crosswalk of UIU's Strategic Plan and the AQIP categories, Chart 7.1 in (7R3) shows the integration of evidence (highlighted red in the chart) as provided by each of the AQIP Action Projects, the Business Redesign Projects, LiveText, the Fact Book, and the Benchmark Peers as discussed in 8P1-8P8. University-wide, UIU relies on both internal and external data collection and analysis to guide decision-making. (See Category 7 for complete details regarding UIU's data collection schedule (7P2), data reporting schedule (7P2), data performance results (7R1), and the crosswalk of UIU's Strategic Plan Initiatives to the AQIP categories and the integration of evidence (7R2).

8I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

In response to the 2009 Systems Appraisal Feedback, Upper Iowa University has made numerous improvements to processes and procedures that have enabled the attainment of results and the institution’s ability to measure performance in keeping with the AQIP philosophy of continuous quality improvement. These improvements below are identified and categorized, first, by their Category 8 Planning Process and, second, by their alignment to strategic initiatives (SI).

Improvements to 8P1: Key Planning Processes
- Conferring of the same degree for the same major in the RU and EU (see SI 1.2.a) through the AQIP project Aligning Majors with the University's Strategic Plan.
• Aligned course content and administrative policies to reconcile differences between the residential campus and the Academic Extension centers (see SI 1.2.b) through the AQIP project Aligning Majors with the University’s Strategic Plan.

• Created a single executive level function responsible for oversight and leadership for academic affairs across the UIU enterprise (see 3.2.e) as seen in the formation of the position of senior vice president for the residential University and the chief academic officer.

• Developed a comprehensive fund-raising program that uses the mission, vision and goals and objectives of the plan as a case statement to attract incremental financial support from alumni, parents, corporations, foundations and governmental entities (see SI 8.2.a) by
  o Establishing a comprehensive advancement department including positions for vice president for advancement, development/major gift positions, director of alumni relations, director of annual giving, director of corporate and foundation relations and a shared position with athletics for athletic fundraising;
  o Launching a public phase of the first ever comprehensive capital campaign with a goal of $25 million ($23.8 has been raised to date);
  o Recording the largest gift in the University’s history, $7.5 million;
  o Increasing alumni giving percentage from 3% in 2009 to 5% in 2012;
  o Increasing residential campus alumni participation from 7% in 2009 to 15% in 2012;
  o Increasing faculty and staff giving from 33% in 2009 to 57% in 2012;
  o Growing total gifts received year on year from 2009 to 2012;
  o Tracking alumni engagement indicators on alumni records;
  o Raising gift activity through enhanced prospect identification and outreach.

Improvements to 8P2: Selecting Short-Term and Long-Term Strategies involving Community

• Attracted students, faculty, administrators and a wide variety of guests to Fayette by leading a long-term strategy that attracts economic and cultural strengths to the greater-Fayette community to enhance its presence as a desirable location to live and work (see SI 9.2.a).

• UIU’s vice president for external affairs now works closely with community members in the development of the institution’s short- and long-term strategies when related to the economic growth and development of greater-Fayette. Specifically, the vice president actively collaborates with Fayette’s UIBD Grant Advisory Committee, a group consisting of community members, local economic development officials, the Fayette city clerk and mayor, and local businesses, on the creation of the Upper Iowa Business Development grant or UIBD (http://www.uiu.edu/uibd/), a cash grant principally for businesses that open, expand or relocate to Fayette, Iowa. Awards range from $15,000 to $100,000 and has also been utilized for rent abatement and technical support. The grant, offered through UIU’s e-Center, funds clear and convincing business plans that address the Fayette market, capitalization and long-term viability to spur economic development in Fayette, create local jobs and help to make Fayette a lively commercial sector. The e-Center also works with grant recipients to find further incentives at the local and state level to ensure the long-term viability of the business.

• As part of the prospective recipient identification process, the UIBD Grant Advisory Committee holds town hall meetings and circulates internet- and paper-based surveys to the community soliciting nominations for new and existing businesses as UIBD grant recipients; this type of informal surveying has proven an important component of the Fayette-UIU relationship. Once the grant deadline is reached the UIBD Grant Advisory Committee reviews applications, provides recommendations, and participates in the selection process. UIU, however, ultimately determines the recipients. Since its inception in 2007, the grant has been awarded four times resulting in the creation of over 40 new jobs and over $1.1 million in new retail sales in Fayette. The UIBD grant application process is codified and available online.

• In collaboration with Fayette city and local property owners, UIU has secured two grants for the construction and expansion of the Fayette Volga River Multiuse Trail. The first grant of $75,000 was awarded by the Department of Natural Resources REAP (resource enhancement and protection) program in 2011 (http://www.uiu.edu/ocm/news/2012/oct/IowaDOTgrant.html). One year later a second grant of $700,000 was awarded by the Iowa Transportation Commission to extend the trail approximately 2.5 miles. Once completed the trail is anticipated to support area economic development by providing an expected 80,000 annual visitors to the Recreation Area with direct and easier access to the stores and businesses in the city of Fayette.

• UIU has recently filled the newly created position of coordinator of community development and continuing education. This position reports to the vice president for external affairs and is responsible for a wide array of duties, including but not limited to: overseeing and supervising the administration of Heartlanding
(http://www.heartlandinguiu.org/), leading community development partnerships and projects with the City of Fayette as well as area communities, and developing student entrepreneurship activities. This position also works in conjunction with Academic Extension to develop and lead non-credit and professional continuing education offerings in order to enhance both the success and awareness of UIU’s Corporate Advantage Program and to develop dual enrollment opportunities.

**Improvements to 8P3: Developing Key Action Plans (Committee Membership Processes)**

- Initiating new leadership training programs for all UIU student centers using telecommunications technologies (see SI 4.2.d), adding a seat on the Board of Trustees for the Student Government Association and promoting Iowa’s IUGO leadership conference, Leadership Iowa, and a UIU leadership speaker series.

**Improvements to 8P4: Coordinating Planning Across the University**

- Established optimum alignment of the residential campus and the Academic Extension calendars while recognizing the presence of mitigating factors such as military schedules, international schedules, NCAA regulations, annual “teaching weeks” and the combination of day/evening classes (see SI 1.2.c) through the Academic Affairs Committee.
- Designed and implemented a student-centered academic and financial aid advisory function that is technology-driven, allowing for common practices across the University and providing for uniform training for advisors, recruiters and financial aid counselors (see SI 1.2.e) through the creation of the Integrated Enrollment Center (IEC).
- Designed and implemented policies and practices that allow for and promote the seamless movement of students and faculty by addressing current obstacles in contract barriers for differences between the residential campus, Academic Extension, and international faculty, visa conflicts for both students and faculty, and compensation (see SI 1.2.f) through the Business Redesign Program and the IEC.
- Designed and implemented UIU policies that in a seamless environment address barriers or inconsistencies caused by: (1) differences in internal financial aid eligibility; (2) external financial aid eligibility restrictions by state and federal regulations; (3) the absence of UIU commonality such as admission applications, enrollment qualifications or for procedures that move students and faculty across modalities (see SI 1.2.g) through the IEC.
- Established student learning outcomes consistent with the UIU definition of a “global citizen” beginning with UIU’s general education requirements (see SI 2.2b) through the formation of a General Education Assessment Team and implementation of LiveText.
- Established major/program assessment outcomes for each academic major/program (see SI 2.2c) through AQIP Action Project Designing Effective Major/Program Assessment Processes.
- Conducted a programmatic review of all academic majors/programs to improve the academic quality of the curriculum and the educational experience, make recommendations for reform and enhancement and connect those recommendations to a projection of desired student outcomes (see SI 3.2.b) through the ongoing AQIP project.
- Implemented cross-representation on curriculum committee, graduate curriculum committee, University Council, and an administrative academic review team for all academic issues. Also implemented a Facilities Committee to address concurrent needs for additional office, classroom, and residence hall space as needed (see SI 3.2.f).

**Improvements to 8P5: Objectives, Measures, and Targets for Strategic Planning**

- Developed metrics that align faculty growth with enrollment growth (see SI 3.2.a) through the addition of new faculty see UIU’s Growth Metric for Faculty and Staff.
- Development and annual publication of the University Fact Book. (see SI 1 - SI 9).
- Establishment of eight Benchmark Peer institutions. (see SI 1 - SI 9).
- Development of University-wide and departmental Dashboards. (see SI 1 - SI 9).

**Improvements to 8P6: Selecting Strategies Based on Resources and Needs**

- Developed a plan to assess the strength and quality of the administrative, facilities and equipment support for faculty (see SI 3.2.d) resulting in nearly $70 million in capital improvements, multiple administrative positions, and the procurement of equipment.

<table>
<thead>
<tr>
<th>New Building</th>
<th>GSF</th>
<th>Year Acquired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>34,081</td>
<td>2010</td>
</tr>
<tr>
<td>Student Center</td>
<td>59,862</td>
<td>2010</td>
</tr>
<tr>
<td>Student Village #1</td>
<td>28,895</td>
<td>2010</td>
</tr>
<tr>
<td>Downtown Building*</td>
<td>6,718</td>
<td>2010</td>
</tr>
<tr>
<td>Total GSF Added</td>
<td>129,556</td>
<td></td>
</tr>
</tbody>
</table>
• Execution of the already developed comprehensive enrollment plan to grow the non-athletic student body at the residential campus and ongoing work with president and faculty leadership to set annual enrollment targets consistent with the transformation of the academic program and the revenue requirements of the financial plan (see SI 5.2.a) through the creation and hiring of a senior vice president for strategic positioning and chief strategic enrollment and marketing officer who began cultivating a culture of strategic enrollment management University-wide and captained multiple interconnected initiatives towards achieving 1,100 students on the residential campus alone;

• Developed a comprehensive review of all UIU admissions and acceptance policies and recommended changes to accomplish the seamless movement of students (see SI 5.2.b) through the IEC;

• Reconciled conflicts with financial aid, billing and athletic eligibility (see SI 5.2.c) through the IEC;

• Consolidated professional academic advisors (see SI 5.2.d) through the IEC;

• Executed the comprehensive IT action plan (see SI 6.2.a) through Eduserve;

• Created a training program designed to inform UIU faculty and administrators of the purposes and institutional benefits of a UIU branding, marketing and communications strategy (see SI7.2.a) through WebEx sessions, face-to-face sessions, and SOPs;

• Ongoing efforts at developing a comprehensive UIU brand strategy including the language of a brand “promise”, an assessment of the continuing relevance of the UIU logo, an analysis of competitive branding, a design of a communications strategy to reach target audiences, an assessment of current perceptions of UIU as an athletic institution, and the designing of a plan that shifts perceptions to include UIU’s academic reputation (see SI 7.2.b) by securing a STAMATS (see 8P8) assessment of UIU’s brand perception initiating the continuing development of a brand promise, termed “academic distinctiveness,” that aims to identify (1) a set of graduate outcomes that could be used as the hallmarks of a UIU education, (2) characteristics that make UIU distinct, and (3) the learning experience that a student will have in any UIU learning environment which has led to:
  o Three years of pursuing integrated advertising across the Academic Extension (centers and distance education), through use of radio and TV advertising placed collaboratively in key markets based on achieving not only consistency of message but also achieving minimum reach and frequency in each market;
  o Marketing initiatives, which currently utilize more print, coordinated through the Office of Communications and Marketing to continue a unified message and image;
  o A consistent focus on marketing within 100 miles of the residential campus and within 40 miles of each AE center;
  o Creation and implementation of an integrated, automated University-wide recruitment communications flow (CommFlow), which relies on consistent messages and graphics for residential and AE marketing;
  o Creation and implementation of policies and processes to ensure integrity of message and design (see http://www.uiu.edu/ocm/policies/index.html).

Improvements to 8P8: Addressing Changing Requirements in Strategies and Plans

• Working within the constraints of the NCAA Division II rules and regulations, implemented processes to globalize the UIU athletic program including connecting Academic Extension students to the program and developing the potential for global recruitment of student-athletes (see SI 4.2.a) by (1) streaming football, volleyball, basketball, and wrestling competitions over the internet, (2) providing tryout opportunities to non-recruited international students as players and student-assistants, and (3) proactively recruiting student-athletes from such countries as Australia, Brazil, Columbia, England, Guatemala, Italy, Mongolia, the Netherlands, Scotland, and Venezuela.

• Expanded the programmatic reach of the Office of Student Development to meet the demands of changing student demographics (see SI 4.2.b) by
  (1) Connecting non-traditional students and international students by
    ▪ Creating new Office of Career Development webpages (e.g., Hiring International Students, Internship Center, Graduate School Resources, and a welcome video) that contain various resources for international students,
    ▪ Establishing an Office of Career Development Group network on LinkedIn,
    ▪ Developing the Office of Career Development Facebook Group Page,
    ▪ Initiating a process for future “Spreecast” online video/chat career events (e.g., networking, resume, interviewing, job search), and
    ▪ Presenting to Des Moines and Waterloo student teachers (2011, 2012, and 2013);
(2) Intensifying career development activities for residential students

- Creating enhanced Career Development webpages, including a “Students and Alumni,” “Internship Center,” and “Frequently Asked Questions (FAQ)” pages, presenting “Land the Job You Want” (2013),
- Conducting “Showcasing your Experience” (2012 and 2013), holding Networking and LinkedIn Pizza Chats (2012 and 2013),
- Conducting wellness strategies courses to all first-year students (2011 and 2012), creating internship opportunities in the Office of Career Development (8 students total, 6 terms, 2012-2013),
- Participating in the Wellness Extravaganza (2012 and 2013),
- Presenting to classes (e.g., Science Senior Capstone, Introduction to Communications, Sports Management, Student Teachers, Public Speaking, Business and Professional Communication), organizing “Big Dream Gathering: Career Component (2012),
- Conducting a “Resume Review” event (2012), holding Senior Social Events: Career Component (2012 and 2013),
- Conducting mock interviews for Business and Professional Communication Course (2011),
- Presenting to the Accounting Club (2011), and
- Providing an overview of career services to international students (2011 and 2012);

(3) Networking the programs to UIU alumni by

- Creating enhanced Career Development webpages, including “Students and Alumni” and “Frequently Asked Questions (FAQ)” pages,
- Establishing an Office of Career Development LinkedIn group,
- Participating in two UIU Alumni LinkedIn groups, meeting regularly with the alumni director to discuss ways to collaborate on networking programs for UIU alumni,
- Collaborating with Advancement and Alumni to promote career development resources and programs to alumni (e.g., Graduate Employment Survey and the Phone-a-thon), and
- Developing the framework for a future “Speed Networking” event that features alumni and students.

• Focusing recreation and wellness programs on the concept of “global citizens” and offer programs to all UIU RU, EU and international students centers using telecommunication technologies (see SI 4.2.c) through the creation of a fully integrated, customizable and trackable wellness communication system (i.e., Student Health 101) that provides engaging content to students throughout the school year and employs peer-education and social media to deliver health messages to the residential campus and AE.
• Strengthening co-curricular programs and services dedicated to international students (see SI 4.2.e) by creating new positions within the Office of International Programs, offering integrated on- and off-campus activities, language exchanges, community outreach, service learning opportunities, sponsoring an international culture night and international education week, and advising the International Student Association.

812 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?

The culture at UIU embraces the mission of preparing students for life-long, meaningful participation in a society that is increasingly globalized. Involvement in AQIP has added a focus on continuous improvement to this culture and mission. This background influences the selection of improvement projects by putting a priority on projects and processes that will make positive contributions to the betterment of fellow community members, including both internal and external stakeholders.

The AQIP Steering Committee is a major part of the infrastructure that selects improvement projects and sets targets for improved performance results. The President’s Cabinet (which transitioned to the Executive Leadership Team in fall 2012) and the Board of Trustees also influence the selection of improvement priorities through the budget process. Because this budget process is open to input from all faculty and staff, the selection process is collaborative and reflects the input of many diverse groups.

Both the culture and infrastructure contribute to the institution’s ability to practice continuous improvement in all AQIP categories. The culture reflects a long tradition of community involvement and provides a strong foundation of desire for improvement in this area. The infrastructure builds upon that cultural foundation, giving form and substance to the desire and creating some of the processes needed to achieve continuous improvement.
Introduction: Upper Iowa University continues to build collaborative relationships with external educational organizations from which UIU receives students and outside stakeholders who depend on the supply of UIU’s students and graduates based on UIU’s strategic planning process and its mission and vision statements. UIU dedicates its resources to the preparation of students for life-long, meaningful participation in a society that is increasingly globalized. A key component of the “global citizen” is personal and social responsibility. Both the institution and the individual staff and students who are part of it seek to become vital members of the community, making positive contributions to the betterment of fellow community members.

Processes for creating, prioritizing, and building relationships with educational organizations from which UIU receives students and outside stakeholders who depend on the supply of UIU’s students and graduates (9P1-9P2) are clearly identified and integrated. Significant improvements have been realized (9I1). Processes for organizations that provide services to UIU and its students (9P3-9P5) are aligned and promote coordination among internal and external constituencies. Processes for ensuring that needs are met (9P6-9P7) have matured from the reacting stage to the systematic stage. A variety of tracking systems will be implemented in 2013-2014 to ensure each partnership is providing services to UIU and its students (9P3-9P5) are aligned and promote coordination among internal and external constituencies. Processes for ensuring that needs are met (9P6-9P7) have matured from the reacting stage to the systematic stage. A variety of tracking systems will be implemented in 2013-2014 to ensure each partnership is increasing student and alumni opportunities, has value to the employer, and is being extremely effective in providing the best education possible.

9P1 How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

UIU’s Office of Admissions has placed an increased emphasis on strengthening this previously identified “Strength” response by enhancing customer service, building relationships, and responding to the increased competitiveness in the post-secondary education market.

- Maintaining Relationships: Maintenance of relationships includes routine visits, working luncheons, and frequent personal communication that allow stakeholders to receive updates on campus programs, invitations to campus events, and information benefiting the students with whom they meet. The face-to-face contact provided allows the Office of Admissions to build strong relationships with the decision makers and influencers at educational organizations important to UIU.
- Building New Relationships: New partner institutions are identified a number of ways; most often it is the admission advisors, academic advisors, and center directors that identify potential partners. For established locations, new potential partners are identified by academic advisors noticing an increase in the number of students coming from an area feeder school. For new locations, procedures have been established for reaching out to initiate new relationships.

UIU recognizes the mutual value of helping those who can influence the decision-making of prospective students and there are provisions in the standard partnership contract to assure advising by UIU of the partner’s students interested in UIU. UIU advisors will also provide catalogs, materials, and other information to partner advisors to facilitate their understanding of UIU requirements and academic programs. Where there is enough interest or a request, UIU advisors can visit partner schools as needed. Additionally, many faculty members have built relationships with, or are a part of, a variety of agencies and companies which are potential corporate partners; these need to be explored further.

- Partnership Advantage Program: Schools that have a signed articulation agreement (signed by both schools) with UIU are members of UIU’s Partnership Advantage (PA) program. Students enrolling through a PA institution are exempt from the usual application fee. In addition, a tuition discount is available for all employees of PA institutions. Course transfer guides for PA institutions are posted on the website where students and staff from both schools can easily access them. By having these agreements and transfer guides in place, students are able to determine how coursework will transfer and can thus maximize their transferability to Upper Iowa University. View linked Chart 9.1, "Educational Organizations and Other Organizations from which UIU Receives Students," for a complete list or organizations, their processes priority, measures/results, and improvements.

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?

As noted by previous reviewers of UIU’s AQIP Systems Portfolio, UIU continues its strength in its willingness and ability to find new methods of delivering timely and relevant educational instruction to many audiences.

- AQIP Action Projects: UIU uses AQIP Action Projects to create, prioritize and build relationships. The retired “Career Development Action Project” (discussed at length in Category 2) examined stakeholder needs via surveys (results in 9R2) and offered recommendations to the AQIP Steering Committee. Due to resource allocations,
implementation of these recommendations will be gradually phased in. The current AQIP Action Project for "Developing Student e-Portfolio Templates" (discussed in Category 2) is designed to provide employers a new way to electronically view the skills, knowledge, and abilities of UIU students.

- **Corporate Advantage Program**: UIU’s Corporate Advantage Program creates valuable partnerships with employers to help both current students and graduates. To ensure UIU’s new students have the highest opportunity for success, the University works directly with local and national employers to provide discounted tuition for working students or savings for the employer if tuition assistance is offered. UIU continually works to identify partners through evaluation of alumni employment records, current student employee records, and employers networked in through friends of the University. When a potential partner is identified UIU meets and discusses the potential agreement and begins cultivating the relationship. Partners of UIU enjoy a variety of benefits including insight in curriculum being taught so it is specific to company’s industry and field, internal UIU job postings and onsite recruiting opportunities, and access to UIU’s alumni network.

- **Military Stakeholders**: With the implementation of the Independent Study program in 1972 and the opening of UIU's first center on a military installation in 1992, UIU has provided flexible postsecondary education options for the entire military family (active, Guard, reserve, retirees, Department of Defense Civilians, veterans and their spouses). Today, Upper Iowa University is recognized as a top Military Friendly University by both Military Advanced Education and GI Jobs. UIU has centers located at Fort Riley and Fort Leavenworth, KS; Fort Polk and Jackson Barracks (state National Guard headquarters), LA; Fort Sill, OK; and UIU's Center for Distance Education (CDE) provides online and independent study options as well (currently, approximately 76% of military tuition assistance dollars are spent on distance education options).

Over the last decade UIU has created strong partnerships with the Air Force (Air University—Associate to Baccalaureate Cooperative (AU-ABC) portal), Army, National Guard, and Reserves (GoArmyEd Letter of Instruction Institution), Marine Corp, Navy (Navy College Program Distance Learning Partnership [NCPDLP]), and Coast Guard (Coast Guard Institute). Additionally, as a Department of Defense Voluntary Education Partnership MOU signatory and Service members Opportunity Colleges Core Institution, UIU has shown its commitment to service member students. This is also shown by UIU's tuition discounts for military and veterans, and UIU's Deployment Policy which covers military and family members whose enrollments are impacted by short notice deployments, training, or moves.

As in institution, UIU maximizes opportunities to network and stay abreast of the military market by exhibiting and actively participating in such venues as the annual Council of College and Military Educators symposium, the tri-annual Department of Defense Worldwide Educational Symposium, and Education fairs located on military installations across the country. These provide key opportunities to establish direct contacts with installation Directors of Education/Education Services Officers and counselors and to determine needs and opportunities at individual military locations. Additionally, on July 1 of this year the position of Director of Military Affairs and Business Development was established to serve as the University point-of-contact for all military and veteran partnerships and initiatives. View linked Chart 9.2, "Educational Organizations and Employers that Depend on the Supply of UIU Students and Graduates," for a complete list or organizations, their processes priority, measures/results, and improvements.

9P3 How do you create, prioritize, and build relationships with the organizations that provide services to your students?

Systems Appraisal Feedback for 9P3 noted a lack of evidence demonstrating how UIU prioritizes or sustains relationships with organizations that provide services to students; Chart 9.3 Organizations that Provide Services to UIU Students, provides such evidence. Organizations that provide services are created and prioritized based on student needs, and UIU builds relationships with providers that have the ability to customize student services.

UIU consistently uses student Key Surveys, Needs Assessments, and Student Government Association (SGA) input to monitor the quality of services provided to students. Students also have a voice on the Board of Trustees and through various committees across the institution.

The Office of Student Development partners with various student-centered organizations, using assessment to determine needs. When a need or gap is identified, the University reaches out to the current partner to provide a fix, or will bid out a new service to area providers. With UIU current providers, UIU representatives meet with them on a scheduled basis and/or receive reports a regular timetable. It is the University culture for faculty, staff, and administration to promote positive relationships with service providers. Services are evaluated based on equipment down time, timeliness of services, ease of use, student complaints, and surveys.
See Chart 9.3 Organizations that Provide Services to UIU Students which details the organizations, determining services factor, prioritization factor, and evaluation measures.

**9P4 How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?**

As recommended in the Systems Appraisal Feedback for 9P4, a contracting policy was approved in March 2011 in order to more clearly define the process for evaluating and comparing its business partners. Additionally, center directors maintain relationships with local vendors and suppliers. The evaluation and comparison of business partners is practiced at request for bids for services. Facilities management and services, with oversight from the CFO, is still a work in progress. As UIU expands, the importance of relationships with those providing materials and services becomes a priority. See Chart 9.4 Vendors, Major Partnerships, and Military Partnerships Providing Services to UIU by center.

**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?**

UIU has worked to formalize processes for creating, prioritizing, and building relationships with external agencies for local and overseas service areas, in order to address concerns noted by the Systems Appraisal Feedback for 9P5. The School of Education was used in the process building template below.

1. **Create Advisory Committee.** The dean for the school of education leads the charge for creating and building relationships with PreK-12 schools, the educational organizations and employers of UIU students and UIU graduates. Each University location—learning experience—at which the Teacher Education Program (TEP) is offered has a Teacher Education Advisory Committee that meets twice a year. The agenda is a collaborative effort among all locations with additional items added to each location’s agenda that are specifically pertinent to the location, if needed. At these meetings information is shared by all and suggestions for UIU's Teacher Education program to meet PreK-12 schools’ needs are given.

2. **Prioritize Needs:** PreK-12 schools are sites for practicum, field experience, and student teaching placements for UIU’s students. Providing information to personnel in the schools prior to placement, providing comprehensive TEP support during the placement, and in a final conference at the end of the placement learning, suggestions the cooperating teacher may have aid the TEP in determining changes to make. Responding to requests from schools to partner with them for a variety of reasons also builds and maintains relationships: 21st Century grant applications and implementation, professional development school progress, a mentoring program, providing tutoring to PreK-12 students, and reading assistance for PreK-12 students.

3. **Build Relationships:** UIU's Teacher Education Program utilizes what has been learned from the Advisory Committee meetings and the prioritization of needs to build relationships. Minutes from the six advisory meetings are shared at Teacher Education Department meetings, and suggestions from PreK-12 committee members are studied and implemented.

4. **Define Results:** The result for the Teacher Education Program is a needed teacher licensure endorsement or the addressing of—or greater emphasis on—a specific program, curriculum, technology, or initiative in the courses in the TEP. Feedback from practicum, field experience, and student teaching supervisors who spend time in the schools with TEP students, PreK-12 students, teachers and principals is channeled to the Teacher Education Department members through the Department’s monthly meetings as well.

5. **Acknowledge Improvements:** Improvements to field contracts, handbooks, length of placements, and what is required in a particular placement have all been the result of comments and suggestions acquired in the field. Similarly, what is learned in the various additional partnership opportunities is brought to all Teacher Education Department members when they are together at meetings. Most notably UIU's students’ Education Club opportunities have expanded greatly due to the additional variety of partnerships. The number of activities with some relationship to these partnerships undertaken by the Education Club and the number of involved Education Club students have increased each of the last four years.

**9P6 How do you ensure that your partnership relationships are meeting the varying needs of those involved?**

In response to the Systems Appraisal Feedback for 9P6 citing the need to develop evaluation processes for UIU's partnerships, a Coordinator for Community Development and Continuing Education was hired in 2012 to develop systematic approaches to better enable the evaluation and planning for improvements for these partners. The current focus is placed on UIU's Corporate Advantage Program.

- **Create:** New partnerships, and benefits for employees to attend UIU as well as to assist with increasing employment opportunities for students and graduates
- **Prioritize:** Use records showing current student employment, alumni employment, and corporation size to identify the best partnerships for UIU. Upper Iowa also focuses on corporations that have employees with educational needs that are aligned the programs UIU offers.
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- **Build**: UIU is working directly with students and the employer to ensure the employees are receiving the best education possible. Partners of UIU enjoy a variety of benefits including continuing insight in curriculum being taught, specific to company’s industry and field, internal UIU job postings and onsite recruiting opportunities, and access to UIU’s network of alumni. Corporate partnerships with UIU create a winning situation for all involved through the ongoing relationship and continued effort to benefit everyone.

- **Improvements**: Upper Iowa will be implementing a variety of tracking systems to ensure each partnership is increasing student and alumni opportunities, has value to the employer and is being extremely effective in providing the best education possible.

**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?**

Academic Distinctiveness: Launched in 2010, Academic Distinctiveness was a research project aimed at identifying the perceptions of UIU among the University community, general public, peers at other higher education institutions, military education officers, high school guidance counselors and community college transfer coordinators, members of the board, donors, alumni, prospective students, current students, and staff. The survey results were analyzed and a list of recommendations developed to enhance academic offerings and perception of those offerings. (See also 5P4-5P5, 8P8.). Through a two-year ongoing discussion, the project evolved into an effort to define UIU students, what the University expects of them, and what they expect of UIU. The initiative dovetailed with other conversations in the Strategic Refreshment Process and among the faculty. Currently, the Academic Distinctiveness initiative has evolved into an initiative to define a common set of desired outcomes for UIU graduates scheduled to be completed fall 2014. These common expectations will be used to build relationships between and among departments within Upper Iowa University.

**9R1** **What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?**

In response to the Systems Appraisal Feedback recommending Upper Iowa University to institute consistent standards, expectations, and processes for measuring effectiveness, the Office of Institutional Effectiveness was established to address several areas of the University’s 2009 Systems Appraisal Feedback Report in which “the development of evidence to support data-driven assessment and decision-making processes will enhance UIU’s efforts to implement this cultural shift and to measure progress,” specifically, AQIP Category 1 (1R1), Category 2 (2R1), Category 3 (3R4), Category 5 (5P6), Category 7 (all categories), Category 9 (9R1).

- **Utilizing Institutional Data (Fact Book)**: (9P1) University-wide, UIU relies on both internal and external data collection and analysis to guide decision-making. (See Category 7 for complete details regarding UIU’s data collection schedule (7P2), data reporting schedule (7P2), data performance results (7R1), and the crosswalk of UIU’s Strategic Plan Initiatives to the AQIP categories and the integration of evidence (7R2).

- **Utilizing Benchmark Peer Institutions**: (9P1) In fall 2010, the Benchmark Selection Committee completed its process to identify other comparable higher education institutions for University-wide comparisons of key performance indicators. See (7P5) for an overview of the selection process. As a result, the Benchmark Committee recommended, and the President’s Cabinet approved, eight institutions as Upper Iowa's Benchmark institutions (See 7P5).

- **External Affairs Dashboard**: (9P1-9P8) Upper Iowa University measures the impact of its initiatives through a series of dashboards that regularly track progress toward achieving the goals and objectives of the Strategic Plan, which are reported regularly to the Cabinet and the Board. Each UIU area has developed the specific measures for tracking the impact of their work. Some areas report annual fiscal year results; others report at each Board meeting. The dashboards use the same key (see below) in each dashboard. Performance results for the External Affairs dashboard are listed in 8R2.

<table>
<thead>
<tr>
<th>Highest value past 10 years</th>
<th>NN</th>
<th>Current Value Benchmark</th>
<th>NN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value past 10 years</td>
<td>NN</td>
<td></td>
<td>NN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average 5 most recent years</th>
</tr>
</thead>
</table>

- **AQIP Action Project Enhancing Career Development**: (9P2) Measures include graduating mandatory employment survey and surveys administered one year after graduation and three years after graduation.

- **The Office of Admissions**: (9P1) Measures include the number of prospective students from educational organizations that indicate an interest in Upper Iowa University.

- **Admissions Counselors**: (9P1) Measures include formal, written evaluation, which includes numeric and narrative results, as a part of each counselor’s year-end territory report that has identified specific high schools or community colleges to develop/maintain relationships.
- Corporate Advantage Program: (9P2) Measures include tracking the total number of partnerships, the number of current students working at partner organizations, and number of alumni working at the partnerships.

9R2 What are your performance results in building your key collaborative relationships, external and internal? As recommended in the feedback appraisal report, UIU has a more robust set of data which is provided by the Office of Institutional Effectiveness.

Institutional Data (Fact Book): (9P1, 9R1) The following table provides performance results which are compiled and analyzed annually to support Upper Iowa’s processes:

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Book Data</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

External Affairs Dashboard: (9P1-9P8, 9R1) (See External Affairs Dashboard for performance results). AQIP Action Project Enhancing Career Development: (9P2, 9R1) (Some 2012 data not available yet.)

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Outcome Survey</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

The Office of Admissions: (9P1, 9R1)

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications/Admits/Enrolled</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

9R3 How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Benchmark Peer Institutions: (9P1, 9R1) The Benchmark institutions developed under (7P5) are used throughout the University to provide comparative data during the processes of writing Goals and Objectives (budget requests), creating policies, developing curriculum, redesigning business flow, building collaborative internal and external relationships, etc. Feedback is continually solicited from the Office of Institutional Effectiveness for inclusion of new data points.

<table>
<thead>
<tr>
<th>Data Collection Process</th>
<th>Longitudinal Data (click to view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Data (Data included in Fact Book)</td>
<td>2012-2013; 2011-2012; 2010-2011</td>
</tr>
</tbody>
</table>

9I1 What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

- Creation of new CD webpage, featuring an “Employers and Recruiters” link. The link allows employers to connect with UIU for consultation and assistance in setting up internships, recruiter postings, providing additional career-related resources, speaking opportunities, sponsorship opportunities, surveys. (9P2)
- Creation of a LinkedIn Office of Career Development Group as a professional networking group that offers UIU students, alumni, recruiters, and other UIU stakeholders a virtual place to meet, interact and share ideas on issues relating to career development, internships, graduate school, and employment opportunities. (9P2)
- Provided financial assistance in dental recruitment effort; new dentist was procured. The community survey recognized need due to retirement of local dentist; identified partners to bring in new dentist (Delta Dental, City of Fayette, University of Iowa, Iowa Area Development Group). UIU has a budget created for Opportunities and Threats such as this, proposal drafted for approval to have UIU provide financial assistance in dental recruitment effort. Proposal approved by President and CFO based on the Opportunities & Threats funding process. (9P5)
- Creation of three new business relationships (9P4):
  - Equis (http://www.ugl-equis.com/), a worldwide real estate management company, to assist in expanding UIU locations nationally. Equis will assist UIU and work in UIU’s best interest to do the following:
  - Bryan Cave, LLC, to create “full-service” leases (currently, all UIU leases are “triple-net leases”). Bryan Cave, LLC, has extensive experience in real estate leasing negotiations. Bryan Cave, LLC uses a lease document to negotiate full-service lease agreements with prospective facility owners/managers.
o Fox Architects (www.fox-arch.com), to create a facility prototype for general design / space requirements, furniture / finish standards (one-time expense) that will be utilized for each of the Centers. Fox Architects will develop floor plans once a facility is identified, and assist with the procurement of furnishings, if needed.

- Established the first position of Director of External Affairs and supported the election of this member of the staff to State’s House of Representatives (appointed vice chair of education and appropriations) and began hosting an annual reception for legislators. (9P1)
- Established a regional economic development corridor and website promoting businesses/communities located along corridor (2010). (9P4)
- Awarded the first Upper Iowa Business Development (UIBD) grant in 2008; a second grant in 2009, creating two new retail businesses on Fayette’s Main Street; and a third in 2010, establishing four new retail establishments on Fayette’s Main Street, including a University operated coffee shop/bookstore. (9P4)
- Established Heartlanding, a student-and-faculty-operated information technology services center supporting local businesses and not-for-profits (2009). (9P4)
- UIU awarded Duane Kramer Sports Tourism Award for hosting 2008 NCAA Division II Wrestling Championships in Cedar Rapids, IA. (9P4)
- Ten (10) corporate training partners have been added since 2004. (9P2)
- UIU signed an agreement with the Lawton, Okla., plant of the Goodyear Tire and Rubber Company that makes Upper Iowa University a preferred provider of educational services to Goodyear employees and their spouses (2011). (9P4)
- Upper Iowa University joined Northeast Iowa Community College as both institutions provided five two-year full tuition scholarships that, combined, equal a fully-funded four-year education for five of the children of a local West Union, Iowa family chosen by the Extreme Makeover Home Edition television show. Additionally, hundreds of UIU students and UIU personnel volunteered time and funds throughout the week-long project to assist in the construction of the widow Audrey Gibbs and her six children's new home. (2011). (9P2)
- UIU, NICC, and City of Manchester opened Manchester Regional Education Partnership (2011). (9P2)

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?

UIU’s relationship with its new student wireless Internet provider provides a good example of prioritizing and building relationships with organizations serving students (See 9P3). Student surveys, SGA feedback, and exit interviews with students leaving UIU indicated that the current wireless provider on campus was unreliable and a source of frustration. A survey conducted by the Technology Committee in late 2010 made clear that the Internet service provided to the residential students was not meeting their expectations. A meeting with the current provider in early 2012 was held and concerns were expressed. Unfortunately, no improvement came about as a result of the meeting. The Technology Committee requested the IT Director move forward in identifying alternative providers. Apogee’s managed ResNet services were identified as a potential option for UIU and they were invited to campus to meet the stakeholders. UIU accepted their proposal and implementation began in October 2012. Their customer support has been exceptional in comparison to the other vendor. They meet monthly with the University’s IT team to review any outstanding tickets and discuss any outages that may have taken place in the previous month. Their comprehensive solution to providing Internet access to the residence halls and their proven record of working successfully with higher education have made them a good fit for UIU. The provider even utilizes UIU students in the IT and MIS majors to assist with monitoring of equipment and conducting wireless Internet speed tests.

The UIBD Grant advisory committee has formalized its process by publishing a Request for Proposal and Application on its website. The office of external affairs stores metrics regarding job creation, retail creation, and student employment to track success of UIU economic development initiatives. Four new businesses have received grant funding in the amount of $195,000 since its inception. Improvements have been made to the metrics used to track the success of the grant program, created to enhance the University community. Retail sales, job creation, internship and employment opportunities for students, and new tax base for the community have all been tracked. Additionally, the number of new employees at UIU and where they decide to live has been tracked as a performance metric since 2009. The data are tracked to determine if the livability of the community has improved. Changes to the UIBD grant program have been a result of BOT feedback, with an emphasis not only on creating new retail businesses in Fayette but new retail businesses that make Fayette a destination community.