



MISSOURI
QUALITY
AWARD

NORTHWEST

MISSOURI STATE UNIVERSITY



2005 Missouri
Quality Award
Application
Summary

P Preface: Organizational Profile

P.1 Organizational Description

a. Organizational Environment

(1) Main educational programs and services. Northwest Missouri State University is a learning-centered institution founded in 1905 as a normal school to train teachers for 19 counties in northwest Missouri. Since that time the University has evolved into a comprehensive, coeducational, state-assisted, regional university. Northwest's primary focus is undergraduate education that includes 42-hours of general education plus a major and minor. The University offers 103 undergraduate majors, 36 master's programs, 3 specialist's degrees and a cooperative doctorate in Educational Leadership. Business, Education, Geography and Agriculture graduate the largest number of students each year. Three baccalaureate degree programs (Business Management, Accounting and Computer Science) and two master's programs (Geographic Information Systems and Education) are available over the web. The BA programs also are delivered through 2+2 agreements with 22 community colleges. A number of undergraduate and graduate courses and programs are offered at off-campus sites in classroom settings or through interactive video.

Northwest is a national leader in utilizing technology to deliver, improve and accelerate learning. In addition to completely asynchronous on-line courses, approximately 40% of regular courses are "web-enhanced." Over 80 of the University's major classrooms are "electronic"; that is, equipped with projectors, ports to the Internet, document cameras and a VCR or videodisc player. All classrooms will be electronic when current building renovation projects are completed. Through the Center for Information Technology in Education (CITE) assistance is provided to faculty as they integrate technology into their courses. These services help provide learning at times and places that are convenient for students.

(2) Organizational context/culture. Northwest's "Culture of Quality" program was launched in 1987 and has undergone several cycles of evaluation and renewal. The University's longtime commitment to continuous improvement is reflected in our Mission, Vision and Cultural Core Values (Figures P-1 and P-2), outcome-driven Seven-Step Planning Process (SSPP), and continued participation in Baldrige-based self-assessment programs. Ten Baldrige-based feedback reports have constituted a vital part of our evaluation and improvement processes. Northwest won the Missouri Quality Award in 1997 and 2001 and received site visits during the 2003 and 2004 Baldrige Award cycles.

MISSION
Northwest Missouri State University is a learning-centered community of scholars offering undergraduate and selected graduate programs. The University is committed to preparing broadly educated and engaged citizens for a world of constant change, applying information technology to improve learning processes, and promoting continuous improvement to enhance performance in all of its activities. Northwest seeks to expand access to learning and promote research designed to address the needs of our students and stakeholders.
VISION
Northwest Missouri State University will be an internationally recognized innovator in continuously improving higher education.

Figure P-1 Northwest's Mission and Vision.

CULTURAL CORE VALUES
• We focus on our students and stakeholders.
• We care about each other.
• We are a learning organization, continually improving our University and ourselves.
• We collaborate and work together to accomplish our goals.
• We master the details of what we do.
• We are open and ethical.
• We are leaders in our field.

Figure P-2 Northwest's Cultural Core Values.

(3) Faculty and staff profile. Northwest has the lowest percentage of part-time faculty (2.3 percent) of the 41 institutions in its peer group. In tandem with its region, 5 percent of the workforce is from underrepresented groups. No collective bargaining units exist at Northwest and no "special" health and safety requirements are present. As a complex living/learning environment, the University has a complex set of jobs including formal instruction, housing, food service, instructional support, environmental support services, entertainment, police, counseling, alumni, fund raising, event planning and coordination, et cetera. Targeted training is provided for each of these functions.

FT EMPLOYEE EDUCATIONAL PROFILE					
	HS	BA	MA	PhD	Total
Faculty	----	5	83	160	248
Support Staff	187	63	7	----	257
Administrative/ Professional Staff	11	90	92	25	218
Total	198	158	182	185	723

Figure P-3 Full-time Employee Educational Profile.

We view our faculty and staff as critical stakeholders and seek to systematically meet their key requirements that are shown in Figure [5.3-1](#).

(4) Major technologies, equipment, and facilities.

Northwest is situated on a 370-acre campus containing 50 major buildings and support structures, a 448-acre laboratory farm 2 miles north of campus, and a 315-acre rural lakefront tract of land designed for student and community education/recreation activities. We continuously improve our facilities following a comprehensive master plan and have invested more than \$130 million in renovations over the past 12 years to meet the changing needs of our students and stakeholders.

Northwest installed the nation’s first comprehensive Electronic Campus in 1987. Today the system includes University-issued laptop computers to every student living on-campus and personal computers or laptops in all university offices. All faculty have a University-provided notebook computer. The system is augmented with 27 specialized PC labs and over 80 electronic classrooms. Hardware consists of more than 3,500 computers, 50 Intel and Alpha servers, and a 20 MBS Internet link.

(5) Regulatory environment. The University is subject to a variety of state regulations and mandates from the Coordinating Board for Higher Education (CBHE). The CBHE's functions include statewide planning for higher education; policy analysis and data reporting; approval of new degree programs; student financial assistance; operating and capital appropriation recommendations to the governor and General Assembly; state aid for public libraries; and proprietary school certification.

The North Central Association of Colleges and Schools (NCA) accredits Northwest. For our last decadal review we proposed using a Missouri Quality Award (i.e., Baldrige) application in lieu of a traditional self-study. The proposal was accepted, we piloted the approach, and the positive outcome resulted in the NCA design of an alternative accreditation process. The National Council for the Accreditation of Teacher Education (NCATE), the Missouri State Board of Education and its Department of Elementary and Secondary Education (DESE), and the Association of Collegiate Business Schools and Programs (ACBSP) also accredit Northwest. Additionally, several academic departments have specialized accreditation. Each accrediting association imposes certain regulations on the University. These range from the way work is organized and distributed to the methods of assessing student performance. Finally, we respond to a variety of federal, state, and local regulations related to the disclosure of information, the environment, finances, security, food, and athletics. We also comply with the Americans with Disabilities Act.

b. Organizational Relationships

(1) Governance system. An eight-member Board of Regents appointed by the Governor to staggered, six-year terms governs Northwest. One-half are mandated to be Democrats, the other half Republicans. The Governor also appoints a non-voting student representative for a two-year term, and the Commissioner of the State Department of Elementary and Secondary Education is an ex-officio member. The Board of Regents has broad authority to hire/fire all employees, review and approve annual plans, enter into contracts, issue bonds, discontinue programs, set tuition rates and the length of academic terms, and oversee all aspects of the institution. The Board delegates day-to-day operation of the University to the president who in turn delegates to the vice-presidents. The president operates through a cabinet that meets weekly. A faculty senate, support staff council and student senate provide advice and have delegated responsibilities.

(2) Key student segments and stakeholders. For the Fall 2004 trimester, Northwest enrolled 5,238 (4,599 FTE) undergraduates and 1,014 (390 FTE) graduate students for a total of 6,252. The University’s Missouri Academy for Science, Mathematics and Computing enrolled 91 gifted high school juniors and seniors. Online courses attracted 853 students in the fall of 2004

“Traditional” students make up the largest segment of Northwest’s student body. Of undergraduates, 88 percent are between ages 18 and 24 (median age 20); 37 percent live in on-campus housing; and 55 percent are female. Northwest is “moderately selective” with the average matriculant scoring 22.2 on the ACT (the national median is 20.9), and 77 percent ranking in the upper half of their high school class. Forty-five percent of incoming freshmen are first-generation college students.

Segmentation occurs at two points: marketing and responding to differing living/learning needs. Figures [P-4](#) and [P-5](#) summarize internal and external segments and their key requirements. Although parents occasionally view requirements differently, generally they share the same requirements as their children.

STUDENTS	KEY REQUIREMENTS
All Students and Parents	Instructional effectiveness
	Academic advising
	Safety and security
	Attractive, well-maintained, student-centered environment
	Concern for the individual
	Easy to use, reliable, and timely campus services
	Registration, Financial aid
	Interesting and enjoyable campus life
Successful placement	

STUDENTS	KEY REQUIREMENTS
Transfer	Focused orientation
	Course articulation
Minority	Respect for diversity
	Opportunities to express identity
Resident	Work opportunities
	Social interaction and engagement
Off-campus	Access to technology
	Space for social interaction
	Parking
International	Visa processing
	Focused orientation
	Opportunities to express identity
At-Risk	Academic support
	Advising
On-line	Technical support
Academy	Living/social environment
	Advising
	Academic support

Figure P-4 Student Segment Key Requirements.

KEY STAKE-HOLDER	KEY REQUIREMENTS
Employers	Qualified internship/job candidates
Grad Schools	Qualified candidates
Alumni	Information about Northwest
	Networking opportunities
	Opportunities for involvement
	Objects of pride (sports, etc.)
CBHE	Alignment with state plans/initiatives
	Positive trends on CBHE measures
Community/Region	Economic development
	Learning opportunities
	Community development
Feeder Schools	Knowledge re program offerings
	Knowledge re admission standards
	Dual credit opportunities
	Inservice training

Figure P-5 Stakeholder Key Requirements.

(3) Role of partners in learning-centered processes. Northwest suppliers and partners are categorized as follows:

- Suppliers
 - feeder schools in our catchment area and in Kansas City;
 - community colleges; and
 - service providers
- Partners
 - Continuous Quality Improvement Network (CQIN)
 - Datatel Corporation;
 - other Missouri universities;
 - Excellence in Missouri Foundation; and
 - student learning organizations.

Key service provider suppliers include ARAMARK (food service, custodial, grounds maintenance, and power plant) and Barnes and Noble (bookstore). Both of these organizations are fully integrated into Northwest’s key processes, including strategic planning, leadership committees and teams, performance improvement and innovation, and knowledge management. These key suppliers follow our SSPP and adhere to reporting requirements in the same manner as all Northwest departments. Key requirements for these suppliers are shown in Figure [6.2-1](#).

(4) Key relationships and communication mechanisms. Northwest has special relationships with K-12 schools in our catchment area and in Kansas City that encompass recruitment, communicating expectations regarding performance standards, dual credit requirements, and targeted training to improve middle school science and math. These relationships are further explained in Category 3. We collaborate with 45 community colleges to develop web-based programs and articulate curricula. We partner with CQIN to promote continuous improvement and with Datatel to develop and pilot quality-focused workshops. We manage a partnership with the University of Missouri System, Truman State University, and Central Missouri State University to develop and deliver off-campus graduate programs and through a separate agreement through North Central Community College, Missouri Western State College and the University of Missouri System to deliver undergraduate programs. Northwest partners with the Excellence in Missouri Foundation (Missouri Quality Award) to promote performance excellence throughout the state and is represented at every level of activity, including the Board of Directors, Board of Overseers, Panel of Judges, and Board of Examiners.

Northwest also partners with a variety of organizations where students participate in practicums and internships to meet learning objectives. Off-campus graduate courses (synchronous and asynchronous) are frequently developed and offered jointly with other universities. Key relationships with businesses are also fostered at the academic department level. Departments nurture these relationships for student internship and employment placement as well as for recruiting advisory teams to ensure that we are meeting employer expectations.

Regular channels of communication are in place for all partners and suppliers, and students and stakeholders, including regular meetings, designated liaison responsibilities, and CEO level reviews as further explained throughout the application. For more detail see Figures [1.1-1](#), [3.1-1](#), [3.1-2](#), [3.2-1](#), and [4.2-1](#).

P.2 Organizational Challenges

a. Competitive Environment

(1) Competitive position. Our historic service area encompasses 19 counties in northwest Missouri. Recently, we have expanded into Greater Kansas City, southwest Iowa and southeast Nebraska. (Seven of our ten largest feeder schools are in Kansas City.) However, web-based courses and degrees and collaborative articulation agreements are expanding our service area even further.

Competitors in Missouri include the other moderately selective universities: Central Missouri State, Southeast Missouri State, and Southwest Missouri State University. We also compete for students with nearby Missouri Western State College and to a lesser extent with the University of Nebraska-Omaha. Although Northwest is a medium-sized university by national standards, it is one of the smaller public universities in Missouri. Enrollment is near capacity on campus and has remained fairly constant over the last several years.

(2) Factors that determine success. Several distinguishing features have contributed to Northwest's competitive success: (1) the Electronic Campus, (2) a reputation as a friendly, relatively small, unusually attractive and well-maintained campus, (3) quality programs and services, (4) moderate tuition rates, and (5) agility in responding to changes in our marketplace. Our success in meeting and exceeding student expectations is reflected in the fact that we have the highest freshman success rate for moderately selective institutions in the state. Recent evidences of our agility include our expanding use of information technology; three-year degree programs; web-based and satellite offerings; partnerships with community colleges; a trimester calendar; and the Missouri Academy for Science, Mathematics and Computing (MASMC). We have systematically built and continue to maintain these advantages through our planning processes.

NORTHWEST'S DECISION DRIVERS
• Student Success
• Satisfaction (students, faculty, and staff)
• Financial Performance
• Enrollment

Figure P-6 Northwest's Decision Drivers.

(3) Key sources of comparative and competitive data. In addition to data supplied by the CBHE on Missouri institutions, in 2000 we retained John Minter Associates to identify 41 national peer institutions. We compile IPEDS, College Board, National Survey of Student Engagement, Noel-Levitz student and staff satisfaction and alumni survey data on these institutions. Residence hall satisfaction data are also collected from these

institutions when available. Since test companies won't release comparative scores for these institutions, we use national norms to compare student academic achievement. Outside benchmarking has been done for IT, residence halls, HR, custodial, grounds, maintenance and food service. The SSPP is based upon benchmarking similar processes at AT&T, IBM and G.E.

b. Strategic Challenges

Currently, Northwest is pursuing seven SIs as shown in Category 2. These have been designed to address our key strategic challenges and are aligned with our Decision Drivers shown in Figure P-6. The first challenge is to maintain our current level of enrollment. A number of factors will make this more difficult in the future: the population in this region continues to decline; our admissions standard excludes 60 percent of the high school graduates from our region; the state has implemented a scholarship program that provides two years of free tuition and books at a community college for qualifying high school graduates; and competition from on-line providers and other institutions is intensifying, particularly in the Kansas City area. In order to continue to attract quality students in such an environment, we must continue to differentiate ourselves from our competition by producing exceptional student satisfaction and student success.

A second, and more recent, strategic challenge is to maintain financial viability in the face of draconian state reductions in funding. During FY02, 14.4 percent of the dollars appropriated to the University were withheld mid-year. Additionally, 10 percent of our base was reduced for FY03 and 2.1 percent for FY04. A benefit of our long-term planning horizon is that over a 15-year period we accumulated reserves to cushion these cuts. Two SIs focus specifically on improving productivity and efficiency.

c. Performance Improvement System.

Figure P-7 depicts the Northwest Quality Systems Model (NQSM); the method we use to develop and deploy strategy and action plans across the University. The Strategic Planning Council (SPC) is responsible to carry out the process as described in Category 2. Key elements of the NQSM include renewal of Northwest's mission, vision, and cultural core values, and identification of opportunities and challenges in six areas: demographic, economic, technological, political/legal, social, and competitive. Internal challenges are identified through the Baldrige feedback process and the evaluation of satisfaction and performance data. This process provides a strategic context within which longer-term challenges can be identified. The outcome of the annual application of the NQSM is reaffirmation or refinement of the Decision Drivers and Strategic Key Quality Indicators (KQIs).

These KQIs represent Northwest's long-term objectives in each of the Decision Driver areas as described in Category 2. Short- and/or long-term Strategic Initiatives (SIs) that respond to challenges identified in the planning process are aligned with these KQIs.

Northwest's performance improvement system has four components that reach all levels of the institution. The first of these is the Baldrige assessment process, which is accomplished annually and addresses the entire University. Assessments occur each year, either through the state or national (Baldrige) award programs, or through an independent Baldrige-based assessment.

Second, the SSPP is used to monitor the performance of all of Northwest's processes, and provides each faculty and staff member the tools to improve their processes on a daily basis. The SSPP is described in Category 6. It should be noted that the SSPP is also used as a strategy deployment and action plan development method as described in Category 2.

Third, the Annual Report process requires each academic department and service unit to document its performance on an annual basis. These reports include factors that are influencing the unit's current and future outlook, future directions that have been set for the unit, as well as the current status of the unit. The President, Provost, and related Cabinet member annually meet with each department or unit to review these reports. This process provides an opportunity to celebrate accomplishments and think proactively about what should be improved and addressed in the future.

Fourth, the Strategic Planning Council focuses on improvement priorities during its monthly meetings. The

council is divided into seven sub-teams that are aligned with the seven Baldrige Categories. A 45-minute segment in each monthly meeting is devoted to reviewing performance results. Topics are scheduled one year in advance and include a review of results relating to SI progress, student satisfaction, student academic performance, finance, support processes, suppliers and partners, faculty and staff, academic support processes, computing, athletics, public relations, and legislative activities. Improvement targets and strategies are discussed, and appropriate administrators and/or groups are charged with refining improvement action plans.

This four-pronged approach ensures that opportunities for improvement and innovation are generated on a daily basis through application of the SSPP, on a monthly basis through formal SPC reviews, and on an annual basis through the Baldrige assessment and Annual Report.

Our approach to organizational learning and knowledge sharing, explained in Category 4.2, is to systematically incorporate quality-focused learning activities and knowledge sharing into faculty, staff and student orientation and as agenda items for the SPC, Leadership Forum, Dean's Council and Department Chairs meetings. The annual Celebration of Quality Day showcases how quality activities impact students. Knowledge sharing is a part of Cabinet, Dean's Council and Department Chairs meetings and is systematically incorporated into the regular meetings the President and Provost have with departments/units. Daylong workshops on various aspects of quality are held throughout the year.

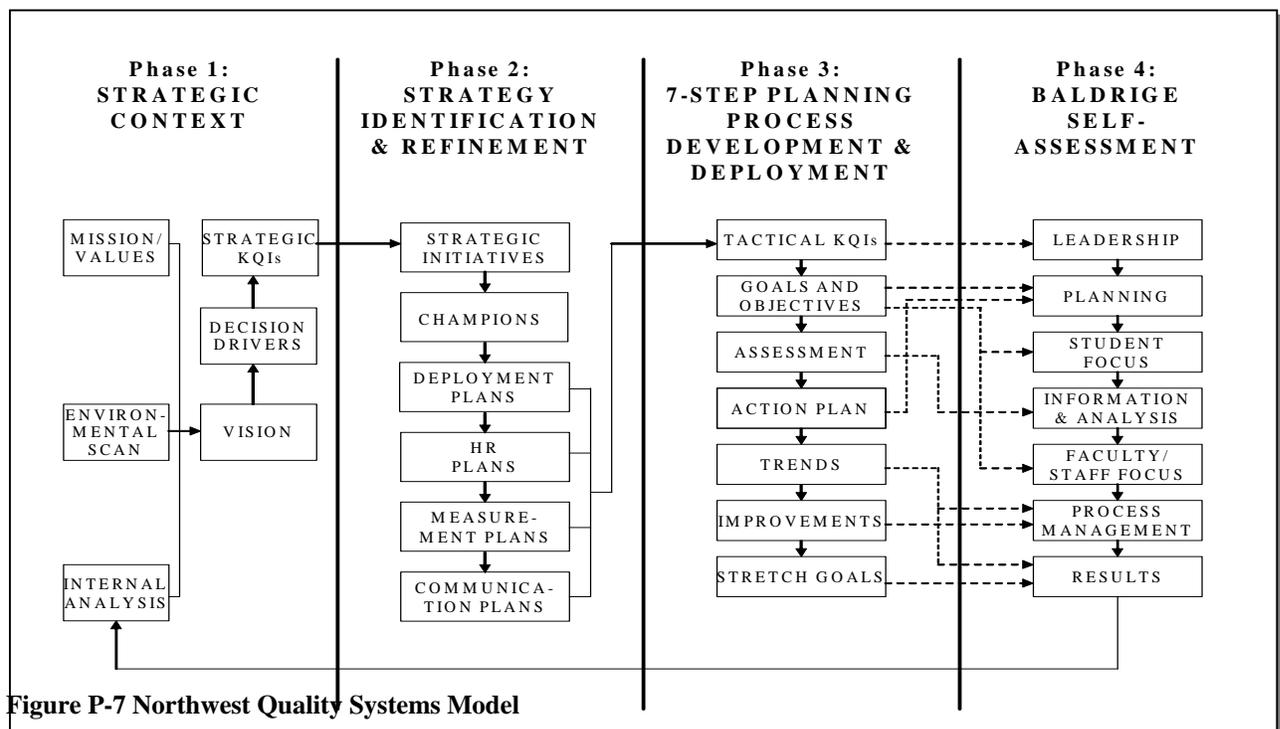


Figure P-7 Northwest Quality Systems Model

1 LEADERSHIP

1.1 Senior Leadership

a. Vision and Values

(1) How senior leaders set, deploy, and commit to organizational vision and values. Northwest embarked on its quality journey in 1984 when President Dean Hubbard presented a vision of an institution based on quality principles. A 25-member planning team formalized that vision into a 1987 document entitled “The Culture of Quality.” Today, quality is a way of life at Northwest. A well-defined organizational structure, consisting of three key leadership teams, is at the heart of our leadership system and ensures a focus on our vision and cultural core values:

- **President’s Cabinet** – composed of the President, Provost, five vice presidents, and two directors. Responsible for every facet of Northwest’s operations.
- **Deans Council** – composed of the Provost, six deans, three directors, and a department chair representative. Responsible for the development, delivery, and improvement of instruction and learning.
- **Strategic Planning Council (SPC)** – composed of the Cabinet, the Deans Council, present and future presidents of the Faculty Senate and Support Staff Council, the chairs of related Faculty Senate committees, the Student Senate president, the student Regent, and other campus leaders. This group implements the NQSM described in Category 2, including setting and deploying the vision and values, sets and communicates University directions and action plans, sets and communicates high expectations for performance, and maintains a focus on learning.

These three leadership teams collaborate with the following teams to ensure two-way communications and agile responsiveness to changing student and stakeholder needs:

- **Academic Chairs’ Council** – composed of all department chairs. Addresses all issues relating to the operation of academic departments.
- **Student Administrative Services (SAS)** – composed of directors of units that interact with students. Addresses interdepartmental linkages and service enhancements.
- **Faculty Senate** – composed of faculty representatives from every department and a number of supporting committees. Addresses issues relating to instruction and student learning and development.
- **Support Staff Council** – composed of staff representatives. Addresses the concerns of staff as contributors to the living/learning environment.

- **Student Senate** – composed of student representatives. Addresses issues of concern to all students.
- **Leadership Forum** – composed of the Cabinet, Deans, all department/unit chairs and directors, student regent, and faculty and student senate presidents. Responsible for communicating priorities and providing input from the campus community.

Northwest’s four foundational statements—Mission, Vision, Cultural Core Values, and Decision Drivers (see Figures [P-1](#), [P-2](#), and [P-6](#))—are reviewed and refined during the SPC’s annual retreat that includes a variety of stakeholders, including students, key suppliers and community members. During that retreat, the SPC also updates Northwest’s environmental scan and adopts short and longer-term Strategic Initiatives (SIs). The President, in consultation with the SPC, assigns champions for each SI who chair a team charged with developing plans for deploying, measuring, and communicating their initiative. The champions take the lead, not only in pursuit of the SIs, but in demonstrating commitment to the four foundational statements and managing to the strategic plan. In combination with the SPC’s monthly meetings, this process allows us to anticipate and respond to the changing needs of our students and stakeholders and to set related performance expectations based on goals for all dashboard and profile measures. The work of the SPC along with our foundational statements are communicated and deployed throughout the University via our leadership team structure. The overlapping membership on the various teams ensures that plans are deployed, knowledge is shared, and that feedback and communication flows in both directions as described in Item 2.1. This dynamic system is illustrated in Figure [1.1-1](#).

(2) How senior leaders promote an environment that fosters legal and ethical behavior. Northwest’s Cultural Core Values require ethical behavior on the part of all faculty and staff. Senior leaders have established a measurement system to ensure legal and ethical behavior as depicted in Figure [1.2-1](#). Legal and ethical requirements are addressed in both administrative and faculty handbooks, which establish policies to assure ethical treatment of students and stakeholders. Northwest ensures adherence to its standards through internal and external assessments (Figure [7.6-1](#) & [7.6-2](#)), including accreditation and audits, and reinforces the standards through constant communication from leadership and through demonstration of the proper behaviors by senior leaders. All personnel have access to various hearing councils and appeals procedures, and printed policies pertaining to expectations for interactions between students, faculty, and staff are widely available. In addition, the Human Subjects Committee monitors all research projects to ensure that they meet federal guidelines and provide ethical treatment of people and animals.

EXPECTATIONS	SET BY	DEPLOYED/REINFORCED	COMMUNICATED
<ul style="list-style-type: none"> • Organization Mission and Vision • Cultural Core Values • Decision Drivers • Strategic KQIs 	<ul style="list-style-type: none"> • SPC • President’s Cabinet • Deans Council • Board of Regents 	<ul style="list-style-type: none"> • SSPP/Annual Reports • Work design • Faculty Handbook • Faculty and Staff Recognition Ceremonies • Leadership example • Tower Service Awards • Commitment to Quality Award • Student Employment Recognition Ceremony 	<ul style="list-style-type: none"> • Presidential addresses • SPC Retreats • Leadership Forum • New Faculty Orientation • Freshman Convocation • University Chairs’ Council • Student Administrative Services • Northwest This Week • Website
<ul style="list-style-type: none"> • Performance expectations 	<ul style="list-style-type: none"> • President’s Cabinet • Deans Council • Board of Regents • SPC 	<ul style="list-style-type: none"> • SIs • College Chair Councils • Deans Council • University Chairs Council • Strategic Educational and Service KQIs • Student membership on teams and committees • SSPP/Annual Reports • Visits to departments/units 	<ul style="list-style-type: none"> • Strategic KQIs • Leadership Forum • Presidential addresses • Visits to departments/units • New Faculty Orientation • New Staff Orientation • University Chairs’ Council • Dashboards and Profiles • Northwest This Week • Northwest Missourian and area media
<ul style="list-style-type: none"> • Focus on students, learning, and development 	<ul style="list-style-type: none"> • SPC • President’s Cabinet • Deans Council • Faculty Senate • SAS • Board of Regents 	<ul style="list-style-type: none"> • SSPP • Faculty Senate Committees • Organizational structure • University Chairs’ Council • Leadership Forum • Deans Council 	<ul style="list-style-type: none"> • Strategic KQIs • Dashboards and Profiles • Deans Council • University Chairs’ Council • SAS • College Deans Councils • Website • Northwest Missourian • Northwest This Week and area media

Figure 1.1-1 Senior Leader Deployment and Communications Methods

(3) How senior leaders create a sustainable organization, an environment for performance improvement, accomplishment of strategic objectives, innovation, and organizational agility, learning, and participate in succession planning. Senior leaders are charged with the responsibility to continuously move the organization forward to attain ever higher levels of performance on a continuous basis and to sustain those levels over time. The NQSM and the SSPP are designed to provide senior leaders, as well as all faculty and staff members, the mechanisms by which to make this happen. The NQSM produces the SIs, goals, and targets to sustain the organization and drive higher levels of performance at every level. Senior leaders implement the plans that are established, continuously review progress against those plans, and make adjustments as needed to enhance the ability to achieve plan targets. The SSPP, described in Item 6.1, produces continuous performance improvement and innovation at the process level, and the Knowledge Management Process (KMP), described in Item 4.2, promotes knowledge sharing and implementation of better practices across the institution. The result is an organization that has demonstrated sustained performance excellence for many years, developed a strong

culture of continuous improvement and innovation, and consistently achieved its strategic objectives. University-wide and discipline specific accreditation processes provide external validation for learning and improvement methods.

Northwest senior leaders are heavily focused on learning and innovation. Indeed, this charge is embedded in our core values and vision statement: “We are a learning organization,” “We are leaders in our field,” and “Northwest...will be an internationally recognized innovator in improving higher education.” These bold expectations are implicit in each Cabinet member’s job responsibility and are part of their evaluation. We celebrate successes and specifically train Cabinet members in how to foster these attributes. In addition, we have created the Northwest Innovation Process (NIP) to formally encourage and guide all faculty and staff on how to develop and implement innovations. The NIP is depicted in Figure [1.1-2](#).

Innovations are typically created during application of the SSPP. The SSPP is built around organizational learning with steps six and seven specifically focused on innovation

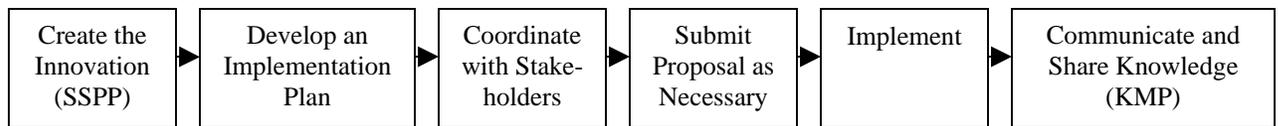


Figure 1.1-2 Northwest Innovation Process (NIP)

creation. The SSPP is fully deployed across campus with every unit having completed at least four cycles. A manual to guide faculty and staff in applying the SSPP is provided along with one-on-one support to individuals or departments. Once an innovation is created, faculty and staff develop an implementation plan, which includes identification of stakeholders (those who are impacted by the innovation and change requirement), timelines for implementation, and resource requirements. Once the plan is complete, faculty and staff are required to coordinate it with all stakeholders to obtain feedback and concurrence for implementation. Necessary changes to the plan are made, then an implementation proposal is submitted to obtain approval for expenditure of resources if needed. We fund innovations through Culture of Quality grants or operational funds as appropriate. Once the necessary approval is granted, implementation takes place in accordance with the implementation plan, and we then communicate the good news across campus. Knowledge sharing is accomplished through faculty showcases during Board meetings and during the beginning of trimester faculty assemblies. We developed the comprehensive KMP summarized in Figure 4.2-1 to promote knowledge sharing and facilitate communications pertaining to innovation creation and to further enhance overall organizational learning.

In order to stimulate ideas we send teams of administrators and faculty to CQIN-sponsored summer institutes at places like Saturn, Disney, Starbucks, Southwest Airlines, and 3M. As a result of our emphasis on innovation and learning, Northwest is recognized as a leader in innovation. Great Britain, the European Union, Korea and numerous U.S. institutions have benchmarked our systems. We also have several “firsts” to our credit including the Electronic Campus, the on-line masters in GIS, our alternative fuels program (Figure 7.5-5), and our approach to integrating activity-based costing into quality systems (our SSPP called “Q-ABC.” We also have the distinction of being among the first to apply quality principles in education, place entire programs on-line, and organize consortia to jointly develop and deliver graduate education using blended delivery approaches.

Agility is another important characteristic of Northwest’s leadership system. Northwest is able to act with agility because leaders cultivate a culture of empowerment throughout the institution, make a heavy investment in technology, which provides timely information across the organization, and maintain an organizational structure that is conducive to efficient decision-making at the point of greatest impact. Northwest embraces change through tools such as the

NQSM and SSPP, and encourages the identification of change requirements. Further, the performance improvement system described in the Organizational Profile contributes to the ability to act with agility through daily, monthly, and annual performance reviews.

As described in Item 5.1, Northwest has implemented a formal succession planning process called the Leadership Development Program. Senior leaders are directly involved in this program by identifying candidates to enter the program, and by serving as mentors, trainers, and evaluators of the participants. The President and the Board review the progress that participants make at least annually and choose individuals from the program to fill higher level positions as they become vacant. Half of the current members of the senior leadership team were selected from within.

b. Communication and Organizational Performance

(1) How senior leaders communicate with, empower, and motivate faculty and staff, and reinforce high performance. Northwest senior leaders use multiple methods to ensure two-way communications up and down the organization as shown in Figures 1.1-1 and 4.2-1. Of particular note, the organizational structure component of the leadership system provides for strong collaboration among and overlapping membership on the leadership and administrative teams described in Area 1.1a. This fosters two-way communication throughout the institution (Figure 7.6-5 & 7.6-7). Senior leaders constantly encourage faculty and staff to share their concerns and have an open door policy to facilitate interaction.

Northwest has long been a proponent of an empowered workforce. In the mid-90s the president and a team of faculty leaders formally redesigned our governance process from the bottom up (i.e., “the moment of truth”) to encourage and facilitate lower-level decision-making, agility and innovation on the part of individuals and teams. Job descriptions were written so that each administrator’s charge begins with providing the support needed on the front lines to sustain continuous improvement. (For example, “What support do faculty teams need from their dean...?” “What support do the deans need from the provost?” etc.) As a result, the entire administrative structure was streamlined and realigned around empowerment, continuous improvement and innovation. As part of the process, budgetary control also was decentralized to allow colleges and departments greater spending discretion. Faculty and staff are empowered to make changes to processes and procedures as part of the SSPP. This process ensures that departmental and unit improvements and innovations are

aligned with University KQIs, and that a structured approach is followed for evaluation, progress tracking, identifying better practices, and setting stretch goals.

Senior leaders motivate faculty and staff by affording them ownership in the success of the institution through the empowerment initiatives in place. Every employee understands his or her contribution to overall organization success because they have “line of sight” from their individual responsibilities to the organization’s objectives. The “Culture of Quality” has instilled a strong sense of pride throughout Northwest and the Cultural Core Values provide a set of expectations that all aspire to realize. Senior leaders are also directly involved in the faculty and staff recognition program, presenting or otherwise participating in events where individuals are recognized with the awards summarized in Figure 5.1-1. For example, the President personally presents the following awards: Tower Services Awards, Commitment to Quality Awards, Student Employment Awards, and Faculty and Staff Recognition. Additionally the Provost and members of the Cabinet and Deans’ Council present the following awards: Undergraduate Research Recognition, Celebration of Quality, and other awards as desired by the sponsoring organization. In addition, the senior leaders play a role in developing the structure of the reward and recognition program by reviewing input and feedback from faculty, staff and students and providing guidance on improvements that should be made. Further, the President and Cabinet may be called upon to make a final decision on award recipients when requested by the responsible committee.

(2) How senior leaders create a focus on actions to accomplish objectives, performance improvement, attaining the vision, and balancing value for students and stakeholders. Senior leaders serve as champions for the SIs developed during the NQSM. As such, they play a pivotal role in identifying the actions needed to deploy, communicate, and measure progress against the SIs. They monitor those actions, which are directly linked to the objectives, improved performance, and the vision through the dashboard system. Early on, Northwest’s senior leaders recognized the need to create and balance value for students and stakeholders and thus created the SSPP. The first step in this process requires process owners to identify their customers and validate the requirements they believe their customers have related to process outputs. The requirements are known as Key Quality Indicators (KQIs) and reflect the most important needs of our students and stakeholders. The SSPP is applied at all University departments and units including key suppliers, and is fully described in Category 6. Through this strong focus on student, stakeholder and customer needs, Northwest personnel continually produce process outputs that create and balance value. KQIs are measured and monitored at various levels of the University through the Dashboard measurement system described in Item 4.1. The SSPP requires all faculty, staff and key suppliers to validate their KQIs, thus balancing value across student and stakeholder groups. New employees are

introduced to the SSPP during orientation. Senior leaders also continue to explore new technologies to help students, faculty and staff become more efficient, accomplish work, and improve performance.

1.2 Governance and Social Responsibilities

a. Organizational Governance

(1) How Northwest addresses key governance factors. The role of the Board of Regents in overseeing the University’s actions is described in the Organizational Profile. The President is accountable to the Board for the actions of the senior leaders and overall operations of the institution. The Board meets nine times yearly to review those actions and operations. These meetings focus on the following actions: establish and review policies; receive reports; approve budgets, plans, and new positions; and oversee the general management of the University. To assure fiscal accountability, Northwest undergoes audits from an independent auditor and the Board meets with the auditor twice per year to review audit results. Actions of the Board are totally transparent, and Board members are selected in accordance with Missouri statutes, which require independence from the university, approval by the Governor and equal distribution of political party affiliation. To protect stakeholder interests, the Board holds an annual retreat with the Cabinet to review strategic plans and performance. The Board also reviews and evaluates the president and the leadership system and further ensures stakeholder interests are safeguarded through its review of Dashboard measures. To ensure transparency, meeting minutes of the Board of Regents and other leadership teams can be found in the University Archives or via the internet.

(2) How Northwest evaluates the performance of senior leaders and the Board. Northwest has implemented multiple methods to evaluate senior leader performance and comprehensively addresses this issue. The President is formally evaluated annually by the Board, the Cabinet and Deans in the following areas: Academic Leadership and Planning; Budgetary and Fiscal Management; Communication; Decision Making and Problem Solving; External Relations; Personnel; Specific Programs/ Initiatives; and Interaction with the Board. Cabinet members are evaluated by the President and their direct reports in these same areas. In addition, the faculty evaluates the President, Provost, Deans and Chairs annually. All leaders are evaluated relative to Dashboard measures. This approach ensures that senior leaders are consistently focused on the institution’s Decision Drivers as all Dashboard measures are linked to them. Further, all members of the leadership team receive feedback for improvement through an annual goal setting/performance review conference conducted by team leaders and supervisors. In turn, the leaders provide systematic, regular, and appropriate feedback to their departments/units to achieve continuous improvement. Faculty and staff satisfaction surveys and focus group results are also

analyzed to identify opportunities for leadership improvement. Annually, the Board conducts a self-assessment and periodically the Board engages an AGB consultant to evaluate its performance and provide training. All feedback is used to improve leadership and management effectiveness, including communications, teamwork, and supervisory skills. As a group, senior leaders annually evaluate and improve the effectiveness of the leadership system during an annual Cabinet planning retreat. Baldrige assessments and the Baldrige Criteria have been used as a framework for reviewing performance and planning leadership improvements for more than ten years. Northwest also uses the SPC meetings, quality workshops and summer CQIN institutes to drive leadership improvement. For example, SPC members are asked periodically to identify opportunities for improvement in the discharge of their responsibilities. As a result, SPC discussions have included topics such as conflict resolution, quality and cost, the history of quality at Northwest, project management, and time management. Leaders also participate in the Leadership Development Program described in Item 5.1.

b. Legal and Ethical Behavior

(1) How Northwest addresses adverse societal impacts, anticipates and prepares for public concerns, ensures compliance, and addresses risks. In order to gauge our impact on the region, we conduct studies on topics such as economic impact, needs for teachers, in-service and graduate training opportunities, and satisfaction with Northwest graduates. The results of these studies are reviewed with the Board and SPC. Where appropriate, we use committees with regional representation to assist in planning and policy reviews. For example, such a committee advises the Health and Safety Manager who identifies occupational safety issues and analyzes risks to the public in areas such as the handling of hazardous materials, fire safety, and disaster response. The Health and Safety Manager converts this information into regular safety training. Similar groups have guided alternative fuels research, centennial planning, community relations, community betterment projects, and athletics. This allows us to understand public concerns so we can proactively address them in planning. We also meet the standards of regulatory and accrediting bodies (see P.1a (5)). The University is audited annually and adheres to industry standards and practices (e.g., GASB and NACUBO Standards and Practices). NACUBO recognized our quality efforts in 1996 through its first-place award for management/resources use.

Community/regional leaders are integrated into planning activities such as the SPC's annual process for updating our environmental scan. Additionally, to help identify public concerns, the Cabinet meets monthly ("Eggs and Issues") with community leaders to identify and plan collaborative activities. Senior leaders regularly monitor national, state, and regional trends and share these with the Cabinet, Deans Council and SPC. A student affairs professional monitors information from the Association for Student Judicial Affairs

about legislative changes that impact current policies and communicates the changes to leadership for action.

Northwest has identified three potential areas of risk: substandard curriculum, inadequate safety provisions, and negative impacts on the environment. To minimize risk, curriculum is developed locally, but is reviewed by the Coordinating Board for Higher Education and accrediting agencies before being implemented to assure that standards are met. Similarly, to minimize safety and environmental risks, Northwest takes part in voluntary assessments, conducted by a third party, in conjunction with the EPA and DNR to proactively review our safety and environmental programs and Northwest is the only institution of higher learning in the region to do so.

(2) How Northwest promotes and ensures ethical behavior.

We approach ethical issues systematically through targeted communications and well-defined processes. Ethical conduct is cited as one of the University's Core Values, which states, "We are open and ethical." Ethical expectations are cited in course syllabi and faculty and staff handbooks and emphasized during orientations. We measure conformance to ethical standards by applying guidelines and requesting preventative audits from groups such as the NCAA and EPA (Figure 7.6-2). We have clear guidelines for seeking and hiring personnel that reflect ADA and EEO standards. We have had no formal complaints since the ADA was enacted and have been recognized as a leader in serving students with handicaps.

Faculty, staff, or students who violate ethical or legal standards (Figure 7.6-6) are prosecuted and informed of available appeal and hearing processes. The Deans Council reviews fair hiring practices on a regular basis. Specific types of complaints and/or appeals are managed through a well-defined appeals structure. Academic complaints, including grade disputes, are first heard by the departmental level Student Relations Committees, with appeal to the Department Chair. Charges of plagiarism and other forms of academic dishonesty have specific processes for adjudication, which are delineated in the Undergraduate Academic Catalog. Complaints involving infractions of the University Judicial (student conduct) Code are also reviewed by one of three levels of hearing committees. The student judicial hearing and appeal procedures are outlined in the Student Handbook.

c. Support of Key Communities

We identify key communities and determine areas for involvement during our planning retreat. We target programs and services that will further our Mission's emphasis on agriculture, business, and education. In addition, Northwest supports the community through membership in a number of organizations formed to strengthen the local community and region including the Nodaway County Economic Development Council, the Maryville Chamber of Commerce,

the North Missouri Graduate Partnership, the Northwest Missouri Education Consortium, KC REACH, the Four Corners Healthy Communities Initiative, the Excellence in Missouri Foundation, Campus Compact, and BRUSH. To better serve lifelong learners, we operate the McKemy Center for Lifelong Learning that houses programs serving professional groups in the community, region, and state, in a state-of-the-art facility complete with a materials preparation center, distance learning classroom, and a distance learning conference room. Within the McKemy Center is the Regional Professional Development Center and Rural Capacity Building Center where short-term workshops and training opportunities are offered to the region. Additionally, we demonstrate our responsibilities to the region and state through recycling, the Missouri Arboretum and our award winning Alternative Fuels Program (Figure 7.5-5). We also provide consulting services for small businesses through the Small Business Development Center (SBDC).

Nationally and internationally, senior leaders and faculty serve the education community on a variety of committees and task forces organized by the US Department of Education, the American Council on Education and similar organizations. We belong to three national consortia, CQIN, the Renaissance Group, and NCCI, to share/collaborate on improving the overall quality of higher education. In addition, we host many visits from representatives of educational institutions, make

presentations, and contribute to publications about our quality journey. We exchange faculty/students with Mexico, Romania, Turkey, the Czech Republic, Poland, Korea, Western Europe, Japan and China.

Our senior leaders, faculty and staff work to improve these communities through service learning projects and innovative programs such as America Reads and BRUSH. We meet regularly with community leaders and serve in leadership roles in a wide range of community/region improvement activities. Examples include the Four Corners (i.e. states) Healthy Communities project, development of a regional airport, downtown renewal, alternative crops development, and supporting economic development.

Figure 1.2-1 identifies our processes, measures, and targets for legal, regulatory, ethical, risk assessment, safety, and accreditation requirements, and for community support.

SOCIAL RESPONSIBILITY	PROCESSES	MEASURES	TARGETS
• Legal, Regulatory and Ethical	• University Compliance Program	• % Compliance	• 100%
	• Proactive Financial Accountability	• Financial Audits	• No discrepancies
		• Bond Rating	• A3 Rating
• Safety	• Health and Safety Manager	• Requested audits	• No discrepancies
	• Campus Safety	• Incident Reports	• No major Incidences
	• CBHE Curriculum Review	• Recordable Injuries	• Zero
• Risk Assessment	• EPA Assessments	• % Approved	• 100%
	• Accreditation Program	• # of Discrepancies	• 0
• Accreditation	• Accreditation Program	• Accreditation Results	• Full Accreditation
• Community Support	• Eggs and Issues	• Satisfaction	• 100%
		• Collaborative Initiatives	• 6/year
	• Volunteer Activities	• Number of Activities Offered	• 12
		• Faculty, Staff, & Student Participation	• 550
	• SBDC	• Annual Economic Impact	• \$1.3m
		• Individuals Employed Regionally	• 100

Figure 1.2-1 Public Responsibility Processes, Measures, and Targets.

2 STRATEGIC PLANNING

2.1 Strategy Development

a. Strategy Development Process

(1) Northwest's Planning Process. The Northwest Quality Systems Model (NQSM), shown in Figure P-7, is Northwest's strategy and action plan development process. The Strategic Planning Council (SPC) is responsible for implementing and making changes to the NQSM. Participants include representatives of the entire University community as described in Item 1.1, plus our key partners and other stakeholders. Phase 1 of the NQSM produces the following strategic components: Decision Drivers that provide long-term focus for the entire University; Strategic Key Quality Indicators (KQIs) that establish long-term requirements in each of the Decision Driver areas; Strategic Initiatives (SIs) that specify focus areas and actions within the Strategic KQIs; Tactical KQIs that specify requirements needed to achieve the SIs within each University department; and Action Plans within each department to achieve the requirements of the Tactical KQIs.

The Decision Drivers and Strategic KQIs reach out to four years and beyond; SIs and Tactical KQIs, derived and implemented by the SPC, are typically two to four years in duration; the action plans, which are derived at the departmental level and tracked through the annual report process, are normally one-year activities. The four-year time horizon was established to correspond with the four-year Coordinating Board for Higher Education (CBHE) review cycle. The University reports to the CBHE every four years concerning the status of its Decision Drivers and Strategic KQIs. SIs and Tactical KQIs are reviewed yearly at the Strategic Planning Retreat and, as necessary, at other SPC meetings. Action plans are reviewed through the annual report process. This methodology promotes alignment among the University and individual departments by linking the short-term annual action plans with long-term University objectives.

The NQSM itself has been sharply honed through several improvement cycles. The President's Cabinet evaluates the process each year and improves it to meet the changing needs of the University. Baldrige assessment (Figure 7.5-7) provides feedback on how the process is perceived from an external perspective. Examples of refinements that have been made include reducing the number of steps in the process, inclusion of additional stakeholders in the annual planning retreat, and expanding the data gathered and analyzed during Phase 1 to more effectively address the key factors identified in the Baldrige Criteria that are critical to our success.

(2) Key factors addressed in the planning process. Each fall, different aspects of the NQSM are highlighted during the SPC retreat. Students, faculty, staff, administrators,

members of the Board of Regents, alumni, corporate partners, key suppliers and stakeholders from the community actively participate. These "Voices of Access" ensure that input is received from all sources.

Phase 1: Strategic Context. Strategic planning teams are formed to gather and analyze data in specific areas of importance. Northwest's Mission, Vision (Figure P-1) and Cultural Core Values (P-2) are included as part of the communications sent to the strategic planning teams to emphasize the need to be student-centered, to focus on our Culture of Quality that expects continuous improvement, and to take advantage of technological advances. These teams are responsible for providing information that is the foundation of the context needed to make important strategic decisions. The first data source is the Environmental Scan, which focuses outwardly on external trends, data, and educational issues to ensure that Northwest understands its position in state, national and global contexts. Northwest's first Environmental Scan occurred in 1984 and was conducted by a task force comprised of Northwest faculty. Currently, the Environmental Scan is conducted each year and is a review of the following six areas: demographic, economic, technological, political/legal, social, and competitive. This process is conducted by teams of experts in each of these areas who compile trends and facts about their area and summarize them in broader, more encompassing statements called "Megatrends." The "Megatrends" are used by the SPC to shape the planning and prioritizing process. The Board of Regents annually reviews this information to better understand the environmental issues that the University faces.

The second data source is an Internal Analysis, primarily based on Baldrige feedback, which not only details our strengths and weaknesses, but also includes feedback from the Missouri Department of Higher Education, accrediting agencies, stakeholders, and satisfaction and performance data. These are used to define the position of Northwest relative to our foundational principles and external competition. Student achievement and student and stakeholder satisfaction are major areas of focus since these are critical factors in our ability to achieve long-term success.

These data sources form the basis of the Strategic Context. Each of the megatrends, when combined with Internal Analysis Feedback and the wide range of representation feedback from the SPC, produce the necessary external and internal analyses needed to make sound planning decisions. Northwest's strengths and weaknesses are addressed in the Internal Analysis, especially in the Baldrige Feedback and the satisfaction and performance data that are gathered and analyzed. Opportunities and threats are primarily addressed in the six megatrends, which highlight areas in which opportunities exist and which may signal emerging threats to future success. The political/legal megatrend provides insight regarding emerging educational reform and the regulatory environment, while the technological megatrend addresses

STRATEGIC EDUCATIONAL KQIs
Communications Competencies (Figures 7.1-2 & 7.1-13)
Critical/Creative Thinking Competencies (7.1-3 & 7.1-14)
Problem Solving Competencies (7.1-14)
Computer Competencies (7.1-9)
Self-Directed Learning Competencies (7.1-12)
Competence in a Discipline (7.1-4 & 7.1-10)
Personal/Social Development (7.1-11)
Teamwork/Team Leading Competencies (7.1-7 & 7.1-15)
Multicultural Competencies (7.1-16)
Cultural Enrichment (7.1-8 & 7.1-17)
STRATEGIC SERVICE KQIs
Treating you with respect, fairness, and honesty (7.2-2 & 7.4-6)
Performing our tasks with competence and skill (7.2-2 & 7.4-6)
Communicating clearly and courteously the services provided (7.2-7)
Listening actively to your requests, comments, and concerns (7.6-5 & 7.6-7)
Being flexible and open to new ideas (7.6-5 & 7.6-7)
Providing what we agree to deliver in a timely manner (7.2-2 & 7.2-6)
Maintaining a safe and orderly, healthy, well-functioning, and attractive campus (7.1-18 & 7.2-2 & 7.6-4)
STRATEGIC ENROLLMENT KQIs
Serve place bound learners through cooperative efforts (7.3-6)
Expand catchment area with focus on Kansas City (7.6-8)
Continue to recruit an expanding number of traditional students who meet requirements (7.5-1)
Identify and recruit gifted HS sophomores for MASMC (7.6-8)
Emphasize diversity by attracting minorities, international students, and first generation college applicants (7.3-5)
STRATEGIC FINANCIAL KQIs
Maintain sufficient E&G reserves to cushion economic downturns (7.3-1 & 7.3-2)
Sustain a A3 bond rating (7.3-2 & 7.6-1)
Receive our share of annual appropriations relative to peers (2.2-1)
Increase support from Northwest Foundation (2.2-1)
Provide competitive compensation for faculty and staff relative to our peers (7.4-2)
Be a leader in Higher Ed by the proportion of budget expended for instruction (7.3-3 & 7.3-7 & 7.3-8)
Maintain the historic beauty of the campus and facilities through renovation and restoration efforts (7.6-4)

Figure 2.1-1 Strategic Key Quality Indicators and Corresponding Measures

new technology opportunities and major shifts in technology. Student and community demographic data are gathered in support of the demographic megatrend, and our markets and competitors are addressed in the economic and competitive megatrends. The regulatory environment is also a focus area for the social megatrend. All of this information, plus the University’s Mission, Vision and Values, is reviewed and discussed by the SPC when working through the NQSM model. This information and other historical SPC information is collected and distributed at appropriate times by the leader of the SPC.

In order to effectively address long-term organizational sustainability and continuity in emergencies, Northwest focuses on strategic planning through application of the NQSM. The process includes a detailed assessment of current and emerging organizational needs, a focus on the future, and the agility to adjust as needed to address unforeseen requirements as they arise. Specifically, the development of the KQIs makes clear the requirements Northwest must fulfill in order to sustain its success in the long-term. For example, the Strategic Financial KQIs include requirements to “maintain sufficient E&G reserves to cushion economic downturn” and “sustain an A3 bond rating,” which are both critical factors in sustainability. During planning, financial data are gathered to allow us to make judgments regarding our ability to meet these KQIs and actions needed. Similarly, the Crisis Management Plan (Northwest’s Emergency Preparedness document) is reviewed as part of the Internal Analysis, which includes the adequacy of the existing plan and the data collected to support the Environmental Scan pertaining to potential threats. This review permits determination of any changes needed to the plan.

Northwest’s agility to execute the strategic plan is continually assessed as it is being developed (Figure [7.6-8](#)). The assessment includes a review of what was achieved in prior years, an evaluation of resources required to execute the plan, a projection of the scope of work needed to achieve the objectives, and a determination of what is attainable overall. As SIs and actions are developed they are evaluated in the context of this assessment and included in the plan only when we are confident that effective execution is likely. In addition, even though most issues are discussed in the Environmental Scanning Process, unforeseen events can have a significant impact on the University and its operations. Therefore, the Strategic Initiative Process details how issues can become SIs via a “traditional track (at a SPC meeting or retreat)” or a “fast track (electronic meeting).” This allows maximum agility for the SPC and its members to execute the strategic plan and make sure that appropriate decisions are made. As the Strategic Initiative Process states, SIs can become “departmentalized” negating the necessity for the SPC to have complete ownership thus making the SPC more efficient by dedicating its resources to new SIs or changes in the education environment.

Annually, the SPC surveys stakeholders to evaluate the performance of the SPC in relation to its original charge. The instrument asks information specific to the communication methods of the SPC and the implementation of Strategic Initiatives. This information is reviewed by the SPC and changes are made as necessary to improve the effectiveness, efficiency, and agility of the group.

b. Strategic Objectives

(1) Key objectives. Phase 2: Strategy Identification and Refinement. Northwest’s Strategic KQIs for the four Decision Drivers are shown in Figure [2.1-1](#). These Strategic KQIs and

the Decision Drivers, although more permanent, are formed and reviewed by the SPC during Phase 1 of the NQSM. Potential strategic KQIs and Decision Drivers are created from the Environmental Scan Megatrends and Internal Analysis described in 2.1.a.(2). The SPC annually reviews, discusses, validates and prioritizes existing Decision Drivers and Strategic KQIs and examines potential additions. Any changes to the Decision Drivers or KQIs are distributed to the campus community, and beyond if necessary, for feedback. During this process, timetables and goals are set (and reviewed) annually in relation to each Decision Driver and Strategic KQI.

Phase 2 of the NQSM reviews and validates the SIs much the same way as the Strategic KQIs and Decision Drivers are created. The current seven SIs and corresponding actions are shown in Figure 2.1-2 (page 11). Also shown are the Decision Driver measures and 2007 (shorter-term) targets.

A "champion" is responsible for the implementation of each SI, who oversees the development of four interlocking plans: (1) a Deployment Plan, (2) a Human Resources Plan, (3) a Measurement Plan, and (4) a Communications Plan. The Deployment Plan details the specific goals and activities that will be used to achieve the SI. The Human Resources Plan details the personnel requirements and budget resources that will be needed to accomplish the SI. The Measurement Plan establishes a baseline, a two-year projection and a five-year projection for accomplishing the SI. The Communications Plan describes who (both externally and internally) needs to know or will be informed about the SI and what channel or how this information will be communicated. As these four plans are developed, the SI itself is continuously re-examined and refined.

(2) How strategic objectives address challenges. As explained in the Preface, Northwest's two most significant strategic challenges are maintaining enrollment and ensuring a strong financial position, hence both are incorporated into the Decision Drivers of Enrollment and Financial Performance. Student success and satisfaction, in turn, are key elements in maintaining enrollment at high levels, and are also identified as Decision Drivers. As seen in Figure 2.1-2, all SIs are linked to one of the four Decision Drivers, thereby ensuring that the key challenges will be addressed through the identified action plans. As the KQIs are validated, the differing needs of students and stakeholders are prioritized and balanced to provide maximum value to each of these groups. A cross-representation of all stakeholders are present at SPC meetings and at the annual retreat to ensure that all relevant information is made available to the SPC. Appropriate members of the SPC are asked to provide feedback in their respective areas of expertise (i.e. students are asked to assist with the enrollment SI).

2.2 Strategy Deployment

a. Action Plan Development and Deployment

(1) How action plans are developed and deployed.
Phase 3: Seven-Step Planning Process Development and Deployment. Once SIs have been established they are permanently implemented and sustained at the department, unit and individual level through the SSPP. Tactical Key Quality Indicators are derived from the Deployment, Human Resources, Measurement, and Communications Plans of the SIs and reflect the goals that each department/ unit must achieve to successfully implement the action plans. The SSPP requires that each level of the organization establish objectives, assess performance, identify action plans, track performance, identify improvement priorities, and set stretch goals. Phase 3 aligns the entire University with the overall strategic objectives established in Phases 1 and 2 of the NQSM. Tactical KQIs (Seven-Step Plans) are reviewed annually during both academic and service department visits, organized and conducted by the President, Provost and the supervising Cabinet Member.

Financial resources are allocated to SIs at both the University and department levels. The process begins with the Cabinet, where funds are allocated to SIs during a series of budget-focused Cabinet meetings. During each budget cycle, Northwest plans to hold a cash reserve in case extra funds are needed for contingency planning. Since the academic budget process is highly decentralized, the academic deans are empowered to add or reallocate funds at the department level to ensure that all necessary resources are available to support the Tactical KQI requirements identified within each department. A high priority is given to each SI to ensure that it can be executed in the established timeframe and plans are reinforced during the annual report process.

(2) Deployment of modified Action Plans. As mentioned before, Action Plans are reviewed annually during the annual report process. During these visits, departments can suggest changes that need to be made to policy, financial planning, SIs or Strategic KQIs. That information is discussed by Cabinet and is incorporated into the next financial or planning cycle. Decision-making is also highly decentralized and rapid shifts in external factors can be dealt with at the department level before they require input at the institutional level. If institutional input is needed before the annual department visit, information regarding the issue is brought before the cabinet for review and necessary changes are made. Any change in Action Plans is documented and reported through the Annual Report process.

(3&5) Key short and long term action plans and measures. Top-level action plans and measures are shown in Figure 2.1-2. The measurement system is aligned as explained in Item 4.1 through the Dashboard and Profile system. Each Seven-Step Plan requires a linkage to the appropriate University KQI(s) as well as a link to key stakeholders. All measurement is

recorded departmentally and stored on the University Intranet through the Dashboard system (Category 4). Pre-determined targets, best-in-class data, and local, state and national benchmarks, are also visible, in relation to local data, on the Dashboard system. Organizational alignment and performance alignment are reviewed and reinforced during the department visit process.

Changes identified in planning have resulted in modifications to the SIs and other programs. First, economic downturns have led to significant cuts in the state budget, especially to higher education. To address reduced allocations and improve efficiency and productivity, activity-based costing is being integrated into the SSPP using a grant received from the Sloan Foundation. This project is part of our Financial Flexibility SI. Second, teacher preparation is one of Northwest's core programs. The need for innovative teacher education programs prompted its selection as an SI. We collaborate with area high schools to implement recommendations to improve high schools and teacher preparation. Finally, distance education in its many forms provides Northwest an opportunity to serve non-traditional, place-bound students. Our Integrating Technology SI specifically addresses the challenges presented in this arena. Northwest is developing programs in both conventional and digital formats to remain a national leader in applying technology in higher education.

(4) Key HR plans. Human Resources is an SI and has a number of corresponding action plans, a few of which are shown in Figure 2.1-2. In addition, four tactical KQIs related to HR have been established as a result of Northwest's most recent planning effort. They are: competitive compensation, workplace development, recognition and rewards, and comprehensive benefits, as further described in Category 5. Action plans have been developed for each of these KQIs using the SSPP.

b. Performance Projection

Figure 2.2-1 projects Northwest's performance to 2006, and compares it to Northwest's 2004 performance and that for best comparison schools. Projections are set based on CBHE, Northwest performance and peer group performance.

KEY MEASURES	NW 2004	CURRENT COMPARISON	NW 2006 PROJECTION
Recruitment	2490	N/A	2700
Retention	71.0%	73%	75%
General Education	69.8%	N/A	70%
Teacher Education	65.1%	69%	70%
Major Field Test	65.6%	65%	70%
Freshman Success	74.6%	70%	75%
Graduation Rate	60.7%	58%	60%
Student Satisfaction - Freshmen	5.45 rating	5.07 rating	5.5 rating
Faculty Satisfaction	0.82 rating	N/A	0.82 rating
Staff Satisfaction	69%	68%	70%
Appropriations	\$28m	N/A	\$30m
Capital	\$0	N/A	\$15m
Auxiliary	\$1.6m	N/A	\$1.8m
Fund Balance	\$0.8m	N/A	\$2m
Endowment	\$16.5m	\$11.5m	\$23m

Figure 2.2-1 Northwest's Performance Projections

DECISION DRIVERS/ KQIs	MEASURES	2007 TARGETS	STRATEGIC INITIATIVES	GOALS (ACTIONS)	
<u>Enrollment</u> • Enrollment KQIs	# of Kansas City Students	375	Enrollment Management	<ul style="list-style-type: none"> Expand Catchment Area w/ KC Focus Increase number of student meeting moderately selective criteria ID & Recruit Gifted HS Students for Academy Attract Underrepresented Groups Serve Place-Bound Learners Develop Graduate Programs in Niche Markets Place priority on retention of undergraduate students 	
	# of FTE Students	5200			
	% of Freshmen Meeting Standards	80%			
	# of students enrolled in Academy	120			
	<u>Student Success</u> • Educational KQIs	% of student body represented by minority and international students	10%	Diversity	<ul style="list-style-type: none"> Improve Marketing & Recruitment of Underrepresented Groups Increase Intercultural Experiences for Students Align Diversity Plan Establish Partnerships in Urban Schools Refine Support Structure to Meet Minority/International Student Needs Foster an Environment of Inclusion Provide High Quality Academic & Cultural Study Abroad Programs
		# of New Markets	5		
		Undergraduate Recruitment #	1250		
		Graduate Recruitment #	1000		
<u>Satisfaction</u> • Educational KQIs • Service KQIs	Percentage of Students above 50 th Percentile – General Education (CBHE target: 60%)	63%	Integrating Technology	<ul style="list-style-type: none"> Provide Electronic Portfolio Opportunities for Students Increase proportion of faculty incorporating instructional technology within their campus courses Develop infrastructure to provide distance students with university services comparable to those received by on-campus students Increase enrollment in online courses Increase the number of online, ITV, and blended courses and degree programs Assist academic departments in the redesign of high demand courses 	
	Freshmen Success Rate	80%			
	Six-Year Graduation Rate (CBHE target: 55%)	60%			
	• Educational KQIs • Service KQIs	Teacher Education Composite Score (CBHE target: 60%)	62%	Teacher Education	<ul style="list-style-type: none"> Collaborate with area high schools Become Key Provider of Teachers & Staff for Urban Schools Develop Innovations for Addressing Teacher Shortages, Retention in First Three Years, & Continuing Education Provide Students w/ Experiences in Urban Schools
		Percentage of Students above 50 th Percentile - Major Field Exams (CBHE target: 60%)	70%		
<u>Financial</u> • Financial KQIs	Student Satisfaction	5.9 Rating	Human Resources	<ul style="list-style-type: none"> Use Market Oriented Data for Setting Salary Trends Pilot Competency Based Work/Job Design Pilot the Kirkpatrick Evaluation Model Adopt the Two-Year Cycle for Market Based Internal Adjustments 	
	Faculty Satisfaction	.7 Rating			
	Staff Satisfaction	80%	Communication (Centennial Celebration)	<ul style="list-style-type: none"> Improve internal and External Communication Increase marketing efforts in target markets Increase media contacts Educate NW community on communication vehicles Plan Celebration for 2005-2006 	
	Community Satisfaction	80%			
	Online Student Satisfaction	80%			
• Financial KQIs	State Appropriations	\$30M	Financial Flexibility	<ul style="list-style-type: none"> Increase E&G Fund Balance Increase Indebtedness Fund Balance Increase Participation of Alumni and Friends in Activities Increase Alumni and Corporate Giving Integrate SSPP with Q/ABC 	
	Capital Funding	\$28M			
	Auxiliary Fund Bal.	\$6.0M			
	E&G Fund Balance	\$2.5M			
	Endowment Assets	\$2.1M			
	Foundation Fund	\$1.1M			

Figure 2.1-2 Northwest Strategic Plan

3 STUDENT, STAKEHOLDER, AND MARKET FOCUS

3.1 Student, Stakeholder and Market Knowledge

a.(1) How Northwest selects student/market segments. Phase One of our NQSM strategic planning process (see [P-7](#) and [Item 2.1](#)) includes an environmental scan that identifies demographic and competitive trends that could impact Northwest. During the process, we examine data gathered from census reports, ACT and College Board-supplied market analysis, focus groups, and national surveys of prospective college students. From these data, markets are identified, including potential segments. The University defines segments as groups that require special accommodation at some point during their interaction with Northwest, beginning with recruitment and continuing, when necessary, throughout each segment’s experience at the University. The individual colleges also segment students according to class standing and major field of study. After a segment is identified, the accommodations needed are specified, plans are developed to meet those needs, and assessment strategies are designed to measure satisfaction and effectiveness.

We use the ACT EIS and College Board survey to identify our competitors and monitor their enrollment trends. These data also allow us to identify our feeder schools, compute our yield rate and calculate the market potential of students who meet our admission standards. These data are synthesized and converted into marketing and financial aid strategies to attract students who might go elsewhere. Additionally, we obtain a report from the National Student Clearinghouse to identify the institutions that each student who does not matriculate to Northwest attended. In addition, we collect responses from these same students, via phone and mail, to learn why they selected another school, why they decided not to attend Northwest and at what school they plan to enroll. Both sets of data are aggregated and shared with the Deans Council, Enrollment Management Leads Team and Leadership Forum. The data are also disaggregated by major and ACT college choice and shared with various departments.

During the year, the Dean of Enrollment Management reports regularly to the Provost regarding marketing and enrollment results. A weekly report is sent to the Cabinet that compares recruiting results for each segment with previous years. She and her staff monitor changing demographics, comparative trends, changes in academic preparation and student preferences that may require further segmentation. This information is shared with the Cabinet, Dean’s Council, and SPC and routinely leads to mid-course corrections and/or tactical initiatives for targeting segments that appear to present growth opportunities or that need specialized attention.

As noted in P.1b(2), 88% of our students are “traditional.” Even “off-campus” students live in close proximity to campus in apartments that serve as proxy residence halls, study full-time, and orient their lives to the University. All students, regardless of classification, share the key requirements listed

for traditional students in [Figure P-4](#). The selected student segments and the special accommodations we make to meet their specific needs are noted in [Figure 3.1-1](#).

SEGMENT	SPECIAL ACCOMMODATIONS
Transfers	Special marketing materials
	Tailored orientation
	Special advising for course articulation
Minorities	Multicultural center programs
	Mentoring
Residents	Coordinated work opportunities
	Special programming to facilitate interaction and campus engagement
	Issuing notebook computers
Off-campus	Access to technology (labs)
	Adequate parking
	The Student Union for socializing
International	International Center and Plaza
	Aid with visa application / government agency regulations
	Special orientation to NW and U.S.
	Special programming to share cultures
On-line	Special support with technology
	Special advising
Academy	Special orientation / social experiences
	Tailored residential living
	Academic support and special advising
Non-Traditional	Special Section of Freshman Seminar
	Association of Non-Traditional Students
At-Risk	Special section of freshman seminar
	Advisement and academic support
	Supplemental Instruction
	Reduced course load

Figure 3.1-1 Student Segments

SEGMENT	SPECIAL ACCOMMODATIONS
Employers	Career Center
	Career Fairs
	Internship placements
Grad Schools	Aligned curriculum
Alumni	Association/Chapters
	Magazine
	Opportunities for involvement
CBHE	Reports
	Aligned plans
Community/Region	SBDCs
	Off-campus graduate programs
	Healthy Communities initiative
	Community development/beautification
	Economic Development (Biopharming)

Figure 3.1-2 Stakeholder Segments

(2) How Northwest monitors students' and stakeholders' requirements and expectations. As part of a PDSA cycle, we gather and analyze data from prospective students, from parents of newly enrolled students and from freshmen shortly after matriculation. The ACT AIM survey provides information regarding academic areas where potential students feel they will need help as well as the out-of-class activities they want to participate in. The College Board survey is sent to accepted applicants four months before matriculation. (Both surveys provide comparative data regarding our competitors.) We survey parents during SOAR (orientation) and through our [Campus Connections Newsletter](#). Students who are admitted but fail to matriculate are contacted to find out why. Additionally, our admissions representatives regularly visit feeder high schools, participate in college fairs, and communicate frequently with feeder school guidance counselors via email and telephone. Through these ongoing interactions, feedback is received and reported to the Dean of Enrollment Management for integration into a segment-specific recruiting plan. Also, we survey high school counselors by phone to determine their satisfaction with our Admissions operation as well as the recruiter who visited their schools. The survey is conducted the same academic term as the recruiter visited the school. Annually, a mailing is sent to all high school counselors in our recruitment area containing a postage paid postcard that may be sent back to request additional information about Northwest. From these two listening posts, we are able to learn more about the needs of high school counselors and their schools. Finally, students in advanced marketing classes conduct surveys of stakeholders and the community on topics identified by the SPC regarding ways the University can better serve its region.

NATIONAL SURVEYS/ DATA SOURCES	SEGMENT
CIRP	Freshmen
Noel-Levitz Student Satisfaction Inventory	Freshmen and ½ of juniors
Student Development Task and Lifestyle Assessment	Academy students
National Survey of Student Engagement	Freshmen and Seniors / minorities
Resident Student Satisfaction Survey	Residents / minorities / international
TIPS program	Transfers
ACT AIM	Prospects
Web Mid-Course Survey	On-line students
College Board	Accepted Applicants
ACT Alumni Outcomes Survey	Alumni

Figure 3.1-3 National Surveys/Data Sources

Our listening and learning system is comprehensive, multi-faceted, and longitudinal. Figure [3.1-3](#) displays national surveys and data sources used to understand requirements and expectations and to make competitive comparisons. Student

and stakeholder requirements are summarized in Figures [P-4](#) and [P-5](#).

In addition to feedback gained through national surveys and databases, a variety of locally developed listening posts provide information regarding student requirements and expectations, as noted in Figure [3.1-4](#). Individual departments such as the Medical Center, Counseling, President's Office (Comment Card submitters), and TDC send surveys to their clients. Short surveys are posted regularly on the Electronic Campus to quickly measure student preferences regarding a wide range of topics from computer services to dining. Senior seminar and capstone courses provide faculty, chairs, and deans with forums for monitoring seniors' reactions to their experiences at Northwest. The needs of non-traditional students are assessed through a special section of Freshman Seminar, as well as through frequent interaction with the Association of Non-Traditional Students. The VP and Assistant VP for Student Affairs serve as advisors to the Student Senate, attend their weekly meetings, and follow up on concerns. Residential Life personnel monitor student reaction to life in our 13 residence halls through annual focus groups, surveys, and weekly interaction with student-run hall councils. Staff advisors meet weekly with the Residence Hall Association (RHA) and work with the students to address student concerns. The coordinators of international and minority affairs communicate with the multicultural student organizations' presidents on a weekly basis to discuss current events, issues of concern and planning initiatives. Student media—the campus newspaper, yearbook, radio and television stations—provide additional forums for students to communicate about the quality of services provided and initiatives being considered. Students are represented on the Board of Regents, SPC, and University and Faculty Senate committees where they are encouraged to express their opinions.

LOCALLY DEVELOPED SURVEYS/DATA SOURCES	SEGMENT
Freshmen Seminar Survey	Freshmen
Junior Class Survey	½ Juniors
Student Placement Report	Graduate
Student Opinionnaire of teaching	All students
Advising survey	All students
Pre- and Post- On-Line Survey	On-line stds
SOAR Survey	Parents

Figure 3.1-4 Locally Developed Surveys

The Provost, deans, chairs, and Registrar monitor facilities utilization, course and program selection patterns, grades, use of academic facilities and services, and student satisfaction with academic processes. The Dean of Enrollment Management tracks persistence, voluntary departures, and transfers. The Director of the TDC measures the effectiveness of the Supplemental Instruction provided for at-risk students. The Vice President for Student Affairs monitors residence hall utilization, dining services, the bookstore, and discipline

statistics. The President and his staff monitor complaints received through comment cards, letters, emails, and telephone exchanges. Survey and listening post data are accessible to the Northwest community in electronic form through the University's computer network. Reactions and interpretations are encouraged.

Individual departments/units also use these data and analyses to plan and align their activities. The Enrollment Management LEADS team analyzes and integrates these data into a comprehensive marketing strategy that targets the specific requirements of each potential student segment. Student Affairs isolates emerging social trends so that they can develop co-curricular programming that proactively addresses behavioral issues that might impede student success. Examples include peer education programs focused on leadership development, healthy relationships, wellness, sexual harassment/assault prevention, alcohol and drug abuse, and issues of diversity. The Intercultural and International Student Center also provides programming that is informed by segmented minority and international student data analysis, as well as aggregated student data analysis. In addition, programming for students in Greek organizations and Residential Life are developed as a result of ongoing segmented data analysis. Where responsibilities between these groups overlap, joint meetings are held. Students are actively involved in planning all such programs that respond to issues confronting them. The SSPP is followed in developing plans.

The Provost meets regularly with the Dean of Enrollment Management to identify academic needs that need to be addressed. Once strategies are formulated they are reviewed by the SPC during its annual planning retreat and/or during its monthly meetings if mid-course adjustments are required. If necessary, input is solicited from the Leadership Forum, Dean's Council and Cabinet. During his State of the University addresses at the beginning of each trimester the President highlights changes in programs or emphases that reflect these analyses.

Key stakeholder requirements are summarized in Figure [P-5](#) of the Organizational Profile. Our stakeholders include employers, graduate schools, alumni, the CBHE, feeder schools, and our local community and region. The KQI identification and validation step of the SSPP is the principal method used to understand and monitor stakeholder requirements and expectations. This step involves receiving input from advisory groups and through surveys, focus groups and other stakeholder interactions in order to ensure KQIs are appropriate. Our listening posts for monitoring and tracking stakeholder requirements and expectations are similar to those we use for students. Academic departments have advisory boards/councils that meet once or more each year and provide valuable insight about changes in their respective career categories. Departments monitor their graduates' acceptance rate into, and subsequent success in, graduate schools and utilize membership in professional organizations to proactively address changes in academic preparation

necessary for graduate education and/or professions or careers. Alumni requirements are solicited through the ACT Alumni Survey, from the Northwest Foundation Board, during frequent alumni chapter meetings, and through the alumni magazine.

The University is a founding partner in the Four Corners (states) Healthy Communities initiative and participates on the Economic Development Council and Chamber of Commerce. Through these organizations we receive information about needs in our service region. Local business and civic leaders participate in monthly "Eggs and Issues" forums and our annual strategic planning retreat where we track current and changing needs and expectations. Our SBDC also surveys businesses and industries to identify education needs in our region. Our faculty conduct economic impact studies and monitors national trends and feed this information into our NQSM planning process.

Finally, a principal student and stakeholder complaint management mechanism is our Comment Card system. On average, each week 30 Comment Cards are sent directly to the President's office where they are recorded, answered, and then forwarded to the appropriate unit for additional analysis and response. Comment Cards provide ongoing feedback from students, employees, and stakeholders regarding the quality of services provided. In addition, the staff in the President's Office continually tracks and analyzes Comment Card data and reports important trends to the Cabinet. Through trend analysis, the Cabinet determines if any systemic changes are required. Concerns expressed through letters, emails, on the phone, or through other channels are processed through this system.

Cabinet members are responsible for analyzing and synthesizing information from the national surveys and local listening posts into coherent patterns relevant to their area of responsibility. Their interpretations are reported to the Cabinet, Deans Council, Leadership Forum, and ultimately the SPC where they are integrated with the environmental scans developed by teams of faculty, stakeholders, and students. In that setting all plans are integrated, aligned and prioritized. Megatrends are extrapolated and Strategic Initiatives developed that reflect the potential impact on our four Decision Drivers. All of this is brought together and projected four years out in the annually updated Strategic Plan as described in Item 2.1.

(3) How Northwest keeps its listening and learning methods current. The Office of Assessment, Information and Analysis (OAIA) is responsible for data collection, storage and display. The office works with other campus leaders to systematically review all instruments and surveys. When campus leaders request feedback on annual reports, five-year reviews, or when a unit engages in a major revision of their SSPP, issues such as these are addressed: Do the data collection instruments and surveys align with our KQIs? Are they relevant to the segment being queried? Do they produce timely and actionable data for

the user? Are they user-friendly? Will they provide trend data? Will we be able to make comparisons? Can we identify leading as well as trailing indicators? Can data collection methods be combined with other instruments to minimize the data collection effort? Can we reduce turnaround time? Can we use technology to increase convenience and/or efficiency?

We watch the marketplace and change or upgrade national surveys when improvements are made. We also research ways to improve assessment. Members of our Enrollment Management and Student Affairs teams conducted focus groups and a survey of parents recently, which led to our initiating the development of a Parents Association and reengineering our parents' publication. In the case of the SSPP, we applied for and received a multiyear grant from the Sloan Foundation to integrate activity-based costing into the process, thus converting it to a robust quality/productivity process. The result has been featured in national publications, workshops, and symposia. We also regularly benchmark programs and processes at other institutions in and out of our industry.

3.2 Student and Stakeholder Relationships and Satisfaction

a. Student and Stakeholder Relationships

(1) How Northwest builds relationships. We focus on building relationships with students and stakeholders through a series of interactions that include collaborating with middle and high schools to offer programming on campus such as summer camps, ACT Prep Shops, bus tours for underrepresented students, academic competitions, Upward Bound programs, and articulation with community colleges. All newly accepted first year students receive a letter and detailed information about their majors from a department chair, a parent's brochure, Career Services information, a letter from the President and information about first-year services. They also have frequent contact with Admissions representatives through email, telephone, birthday cards, and written correspondence. Through SOAR, new student orientation, and required Freshman Seminar courses, students become active participants in their educational experience and take responsibility to plan for their future success. Through the Covenant for Learning (a pact between students and Northwest), the students' and the University's responsibilities are articulated, and each "pledges" to do what is necessary to ensure student success. Freshmen are expected to develop individualized first year success plans as a follow up to the Freshman Seminar discussion on the Covenant. In addition, student programming in our freshman residence halls and Freshman Seminar coursework are integrated to ensure high levels of support for our first year students. We place strong emphasis on helping students make a successful transition to Northwest. We cement these relationships as students' progress through their educational experience through close interaction with their advisors and work supervisors and by

involving students in student organizations and all aspects of campus life and planning. Examples of relationship building endeavors are listed in Figure 3.2-1.

SEGMENT	RELATIONSHIP BUILDING ACTIVITIES
Employers	Career Fairs, campus interviews, advisory councils, successful placements
Graduate Schools	Advisory councils, email & telephone, successful placements
Alumni	Alumni Association; Alumni chapter events, Homecoming; AdvoCats, campus tours, email & telephone
CBHE	Host functions, COPHE forums, meetings, telephone calls, reports
Community/Region	Retreats, campus events, "Eggs and Issues" meetings, News Releases, Service activities, email & telephone
Parents	Homecoming, Family Day, AdvoCats, Parents' Newsletter, Parents' Orientation, campus tours, Student Ambassadors
Feeder Schools	KC Residential Internship Program, counselor luncheons, school visits, college fairs, email & telephone

Figure 3.2-1 Stakeholder Relationship Building

The Admissions Office hosts counselor luncheons for high school counselors from feeder schools in our catchment area. This gives us an opportunity to learn about the schools' and students' needs during the college selection process. The Career Services Office hosts luncheons with employers who are on campus for events. Faculty are invited to interact with employers for the purpose of relationship building. After each Career Day, alumni who are on campus recruiting students for employment are invited to the Alumni House for a reception. This provides an opportunity for us to build stronger relationships with this dual stakeholder group.

(2) Key access mechanisms for students and stakeholders. Northwest's Service KQIs, which were developed in 1991, are reviewed annually, and were revised in 2004, represent our overarching contact requirements and form the basis for maintaining relationships with students and stakeholders. By tracking a wide range of key measures and indicators related to these KQIs, at both the institution and department/unit levels, we monitor the effectiveness of these relationships. The most common key access mechanisms include nationally normed and locally developed surveys, focus groups, email, Web Page, telephone, and Comment Cards. Additionally, the Student Services Center, Parent's Newsletter, Notices of the Day (Web Page), Alumni Magazine, Northwest This Week, and AdvoCat Reports are important vehicles we use to inform students and stakeholders about important University news and point out access mechanisms available to them.

Each department/unit, in the KQI identification and validation step of the SSPP, determines modes of access for students and each stakeholder group. Cabinet members and academic deans

work with each of their respective departments/units to ensure that deployment and measurement plans address the contact requirements of all students and stakeholder groups. The annual review process ensures that the requirements are reviewed each year.

(3) How Northwest manages complaints. Employees at Northwest are acculturated to elicit feedback from students and stakeholders and to respond, as appropriate, to complaints. When possible, an employee is expected to resolve a complaint; when beyond his/her capacity to do so, an employee reports the problem to the appropriate department/unit leader to address. The Comment Card system is our primary complaint management mechanism. From their first days on campus, students are encouraged by faculty and staff to use Comment Cards to share their thoughts and ideas, or to register complaints. The overwhelming majority of student complaints are received through Culture of Quality Comment Cards, however “electronic” Comment Cards are made available to all internal and external stakeholders via the Northwest webpage. Letters, emails, phone calls are also documented through the Comment Card Process and are handled in the same fashion. Comment Cards are sent directly to the President’s office where they are recorded, answered within 48 hours, and then forwarded to the appropriate unit for response. When a Cabinet member receives a Comment Card containing a complaint, the card is forwarded to the head of the appropriate unit. The complaint is then investigated and a response is formulated. Telephone, e-mail, and/or letters are the means used to respond to complaints. All complaints are reviewed and answered. On-campus partners receive feedback through the Comment Card System as well and in certain cases partners seek out additional information from targeted market segments. After a complaint has been addressed at the Cabinet or department/unit levels, the Cabinet member reports back to the President’s Office about the method of response and any specific actions taken. The staff in the President’s Office annually analyzes Comment Card data in the aggregate and reports important trends to the Cabinet, which in turn determines if additional corrective actions are required.

(4) How Northwest keeps its relationship building processes and access mechanisms current. Analyses of student and stakeholder satisfaction data enable us to determine if our relationship building efforts are successful. The SSPP annual review process used by all departments/units involves a performance evaluation component, which includes student and stakeholder satisfaction assessment. The SPC annually reviews student and stakeholder satisfaction and recommends improvement strategies as needed. Cabinet members continuously review their dashboards, which contain student and stakeholder satisfaction data. When satisfaction levels are below acceptable levels, Cabinet members initiate improvement actions with the input of appropriate stakeholders. In all instances, improvement actions using information gathered in the feedback loop address relationship building processes. Baldrige feedback provides input annually on the effectiveness of our overall approach for building

relationships and providing access mechanisms for student and stakeholder feedback. We also regularly benchmark best practices at other institutions, both inside and outside of academia. In addition, focus groups of students and stakeholders is a common way of obtaining feedback that leads to improvement in relationship building processes and feedback access. Comment Cards suggestions and email provide useful information as well. Faculty and staff also take advantage of listserves, conferences, and other professional sources that report best practices in student and stakeholder satisfaction management. Information technology has been used to improve relationships.

b. Student and Stakeholder Satisfaction Determination

(1) How Northwest determines student/stakeholder satisfaction and uses the information for improvement.

Student satisfaction ([Item 7.2](#)) is determined by use of the Noel-Levitz Student Satisfaction Inventory at the freshman and the junior levels, transfer orientation survey, transfer first-year experience evaluation, Junior Class Survey, Student Opinionnaires of Teaching, Resident Satisfaction Survey, and other methods listed in Figures [3.1-3](#) and [4](#). We also regularly conduct focus groups to obtain more descriptive information about student and stakeholder satisfaction. Student and stakeholder satisfaction data are systematically analyzed and displayed on Cabinet members’ dashboards. Cabinet members share these data with their departments/units, who annually review these data along with specific student and stakeholder data that they collect as part of their plans (Figures [7.2-6](#), [7.2-7](#), and [7.2-8](#)). Improvements, which may involve improving on strengths or addressing areas of dissatisfaction, in department/unit level processes and programs are identified through this process (annual review). Satisfaction results from Cabinet member dashboards are also reviewed during monthly SPC meetings and during the annual strategic planning retreat. Analysis of these results at the strategic planning level may result in SIs being developed or refined. Student and stakeholder satisfaction data are analyzed in the aggregate and by student or stakeholder segment to provide actionable information. Segmentation of data occurs at both the strategic and department/unit levels. An example of an improvement based on the analysis of segmented data is our Residential Facilities Master Plan that provides different housing options for identified student segments (Figure [7.5-3](#)).

Dissatisfaction indicators, such as gains and losses of students and Comment Card complaints, are used in the ongoing evaluation of our processes, programs and services. The Dean of Enrollment Management and the Provost are responsible for providing accurate attrition numbers, and support units continuously work to develop or enhance programs and services to support retention. Student complaints may be handled formally following an established process (e.g., discipline, sexual harassment, academic appeals) or by direct communication (e.g., Comment Cards, etc). Also, exit interviews of students leaving the University provide information that is used for improvement.

Stakeholder satisfaction and dissatisfaction of employers and graduate schools are measured and tracked through use of surveys, focus groups, graduate school admission numbers, and advisory groups. Areas for improvement as identified through the analysis of these data often result in curriculum or pedagogical changes. The Board of Regents and the CBHE have formal communication channels with both the President and his Cabinet. Feedback from the Board of Regents and the CBHE influences institutional policy, financial planning, and program and curriculum development. Alumni feedback is systematically gathered through the Alumni Outcomes Survey (Figures 7.1-9 to 7.1-17), the Northwest Foundation and the Alumni Association. The Vice President for Institutional Advancement uses this feedback to plan capital campaigns and improve interactions with alumni.

(2) How Northwest follows up interactions to receive feedback. Follow-up to student and stakeholder interaction occurs within each academic department. Many departments use their regular meetings to address issues of concern. In addition, most departments have advisory councils that provide feedback at least annually, if not more frequently. Administrative units also do this. For example, the cross-functional Student Administrative Services Team (SAS) meets monthly to identify “glitches” in the registration, enrollment and other service areas that impact student satisfaction and staff effectiveness. Interactions with students and key stakeholders are regularly assessed by individual departments/units through surveys, Comment Cards, focus groups, Web Pages and governance groups (e.g., Student Senate, RHA). At major events like Career Days, SOAR, and new student orientation, surveys are administered to students and stakeholders and collected so timely review and analysis can occur. For example, the Admissions Office sends an evaluation card to all students who have toured campus to solicit feedback for improvements. Also, students who have canceled their admissions to the university are sent a survey card to gain market information and a satisfaction level. The Vice President for Student Affairs, as administrative head of auxiliary services such as campus dining and bookstore,

monitors satisfaction and dissatisfaction for those services through surveys, Comment Cards, mystery shopper reports, and student and stakeholder comments.

(3) How Northwest compares satisfaction data. We compare satisfaction results with national norms and with our peer group of 41 institutions using the Noel-Levitz Student Satisfaction Inventory (Figures 7.2-1, 7.2-2, & 7.2-4). We compare ourselves with Masters I and national norms using the National Survey of Student Engagement. The ACT Alumni Outcomes Survey (Figures 7.1-9 to 7.1-17) provides peer institution and national comparative data regarding alumni satisfaction. Our survey of superintendents provides us with a measure of their satisfaction with our graduates compared to other providers. We use these comparisons to understand preferences (through gap analysis), identify key satisfiers relative to performance, set targets, identify opportunities for improvement, and identify opportunities for benchmarking. We also use ACT’s National Collegiate Dropout and Graduation Rates to compare with our retention rates. A school’s retention rate correlates strongly with its student satisfaction rates (Figure 7.1-6).

(4) How Northwest keeps its approaches to determining satisfaction current. Our SSPP requires a KQI identification and validation step that requires departments/ units to focus on what students and stakeholders value. In addition, the assessment step in the process ensures that we are measuring the dimensions of satisfaction that matter most to our students and stakeholders. The Annual Review process ensures that we are asking the right questions to determine satisfaction, providing feedback, and responding to student and stakeholder needs and expectations. The strategic planning process ensures that our strategic focus is consistent with what our market, student and stakeholder information is telling us. Continuous review of student and stakeholder satisfaction instruments has enabled us to make changes as needed. For example, we recently replaced the SDTLA instrument with the NSSE instrument in order to secure more actionable and comparative data.

4 Measurement, Analysis, and Knowledge Management

4.1 Measurement and Analysis of Organizational Performance

a. Performance Measurement

(1) How Northwest selects, collects, aligns, and integrates data and information. The Seven-Step Planning Process (SSPP), described in detail in [Category 6](#), drives our measurement system requirements. The SSPP also is used in strategy deployment as described in Item 2.2. The SSPP is used for improving existing processes and for developing new programs. In both cases it serves as a template for determining requirements, selecting performance measures, identifying better practices, and setting performance goals. Step 3 of the SSPP calls for the formulation of an assessment strategy to monitor formative and summative measures and indicators. In this step, the department/unit selects appropriate data for each of the Key Quality Indicators identified in Steps 1 and 2, and specifies when and how the data are to be collected and analyzed for support of decision making. A matrix is used to show the alignment of the data/information system with related process requirements. A further description of the integration of information and processes into the larger educational system is addressed in the Annual Report process. For each KQI, consideration is given to the appropriate mix of assessment types, to the point in the process where assessment is done, to the need for repeating assessments on an appropriate cycle, to the need to ensure that assessment results are forwarded to someone with assigned responsibility, and to specify appropriate or inappropriate uses of the data. Information related to daily operations is typically tracked at the departmental level, whereas overall institutional performance information is tracked through our dashboard system. A mix of data types for KQIs is encouraged, including performance measures, satisfaction measures, and cost measures.

We have developed a “dashboard” model ([page 50](#)) for summarizing balanced scorecard data/information as a tracking tool. This system is used at the department level up through the institutional level to monitor performance and support fact-based decision-making. Dashboard measures are developed as part of the Measurement Plan created during the strategic planning process described in [Category 2](#) and are linked to the Decision Drivers and Strategic Initiatives. Dashboards are also aligned to key processes and reviewed on a regular basis (see [Figure 4.1-1](#)) by various decision-making groups, and as part of the formal Annual Report process, to permit an understanding of progress relative to plans. The term “Dashboard” refers to a data display of colored indicators that presents a real-time snapshot of the current status of key performance metrics relative to targets, including the aggregate performance and the highest and lowest performance in each group of metrics; yellow or red colors indicate when “drill-down” analysis is appropriate. The President’s Dashboard is organized around our four Decision Drivers and these represent our key organizational

performance measures. Specific measures for dashboards are identified through job analysis (what information is required to support decision making) and requirements of customers and stakeholders as identified through the SSPP. The collection, analysis, and use of data are specified in the SSPP.

In addition to dashboard summative data, departments/units develop formative measures to provide a more detailed short-cycle picture of the processes being assessed. Individual faculty members, program coordinators, and curriculum teams use formative measures to analyze daily operations and to modify work in progress. Formative data are within a department and are not reported in the Dashboard system; however, these data might play a significant role in a drill-down of less than satisfactory results indicated at the summative level. The analysis of student major field performance is an example of the alignment of dashboard measures to key processes. Faculty identify which major field tests are to be used and at what point students are to be tested; tests are ordered and given according to the assessment plan. Results are reported to the academic department and are analyzed and included in the departmental Dashboard; college results are aggregated for college Dashboards, and all results are aggregated for the Provost and President Dashboards. When Dashboard metrics fall into “yellow” and “red” zones, drill-down is accomplished by studying information at the next lower organizational level. This system allows decision-makers to remain at the summative level for areas operating within or above targeted performance, while focusing exploration of detail to areas performing below expectations. This provides a potential for innovation in that available energy and attention are directed to areas needing additional analysis and interpretation. This is true at both the department and organizational levels, as well as in strategic planning processes.

Actual performance data are input into the Dashboard system by the heads of reporting departments and units and aggregated results are generated through the use of linked spreadsheets and databases, allowing for real-time data availability. The Office of Assessment, Information and Analysis (OAlA) manages the structure for Dashboard data. The main types of information and data used to drive and track educational progress are:

Outcomes and Performance- Our Educational KQIs (shown in [Figure 2.1-1](#)) are designed to maximize student learning by identifying all critical learning outcomes. Measures and indicators selected for departments involved in the delivery of undergraduate education are aligned with the Strategic Educational KQIs. Similarly, measures and indicators of interactions with students and stakeholders are aligned with the Strategic Service KQIs, which reflect the critical service requirements for university-wide application. The overall methods used to assess student and stakeholder satisfaction are addressed in [Categories 3 and 5](#).

Operational Effectiveness Business and operational data are monitored to evaluate efficiency and financial flexibility. Each budget area is monitored by comparing spending with prior patterns and with national norms, where available. Areas showing an increase over past levels are targeted for fact-finding so that timely adjustments can be made. Student credit hour (SCH) generation, student headcount, and student full-time equivalents (FTEs) are monitored each trimester, and trends are factored into near-term financial projections and resource allocation processes. In key student service and support functions, operational effectiveness data are collected and analyzed as explained in Category 6.

(2) How Northwest selects and ensures effective use of key comparative data and information. The SSPP is also used to identify comparative data requirements and sources of comparative data. Comparative data are used to create a context for analyzing trends, identifying opportunities for benchmarking, and for setting performance targets. External comparative data are used wherever relevant data are available. When external comparisons are not possible, methods such as trend analysis and internal comparisons are employed. Criteria for the selection of targets for comparative data include: (1) the source is a member of a comparative group, (2) the source is “best in class”; and/or (3) the source has comparable measures/indicators. Nationally normed instruments are used for comparative data whenever they are valid for our needs. In many cases, industry-standard comparative data are available and used. In other cases, consortia for data exchange are used. The evaluation of comparative data, their deployment, and effectiveness are included in Annual Reports. Comparative information collected within departments/ units is shared with senior leaders through these reports. Departments and units are encouraged to look outside of the education sector for comparison data, if feasible. This has been done in areas such as environmental services, ARAMARK, residential life, and HR. In all cases the goal is to uncover process improvement opportunities.

Based on feedback received from a prior Baldrige application, Northwest engaged an independent, third party consultant to select a set of peer institutions for comparative purposes. This method identified 41 peer institutions. Comparative data from these institutions are displayed in [Item 7.2](#). Since many of these institutions do not use the same tests, comparative data on student performance (Item 7.1) come from Missouri competitors as reported by the CBHE.

In the strategic planning process, a comprehensive environmental scan is reviewed and updated annually (see Category 2). Data sources for the environmental scan are primarily from sources outside the academic environment – demographic, economic, technological, political/legal, social, and competitive trends. Competitive trends frequently include academic data as well as external data.

At the Dashboard level, relevant comparative data are displayed with the most recent Northwest data. For student performance data, comparisons are made with direct competitors (see P.2a(1)), while student satisfaction results are compared to our 41 comparative institutions. The Cabinet member then evaluates the information and determines an appropriate performance target, which is entered into the system. Regardless of the method used, a mathematical analysis of actual performance to target performance is conducted, and a numeric indicator is generated. Where multiple indicators are aggregated into a single overall metric, each contributing metric is assigned a weighting. The overall weighted metric is then used to create the dashboard display. Contributing metrics are also analyzed in order to create an indicator showing when drill-down analysis is needed.

(3) How Northwest keeps its performance measurement system current with educational service needs and directions. The SSPP is reviewed annually in the Annual Report process. An environmental scan at the unit level anticipates internal and external forces for change, and positions departments and units for rapid adaptation. Advisory Councils for academic departments act as an advance information system, guiding proactive change. Dashboard measures are reviewed during annual department visits (annual report process), and are reviewed on a rotating basis at senior level meetings and SPC meetings. Changes to the measurement system can be made at any time as the need or opportunity arises; dashboards are modified on an as-needed basis.

b. Performance Analysis and Review

(1) How Northwest reviews organizational performance and capabilities. Northwest’s measurement system includes a set of critical measures that indicate overall organizational success across the Decision Drivers and a series of reviews that permits a continuous understanding of performance and capabilities. Our overall performance review structure is shown in [Figure 4.1-1](#). Senior leader reviews consist of the weekly President’s Cabinet meeting, which includes a review of the President’s Dashboard measures, the twice monthly Dean’s Council, which includes a review of the Provost’s Dashboard measures, and the monthly SPC meeting, which includes a complete review of progress to plan measures. The data presented during the Dashboard reviews are compared to past performance, future goals, competitors, and other benchmarks. Student Success is a Decision Driver, and a number of measures pertaining to student achievement are included on the President’s Dashboard, thereby giving high visibility to this area.

Dashboards are a color-coded tracking system, thereby providing an understanding of where Northwest stands relative to its targets. Depending upon the source of data, various types of analyses are performed to support these reviews and ensure that conclusions are valid. School performance and capabilities are reviewed to assess progress through the use of trend charts (academic performance and satisfaction), Pareto

analysis (Comment Cards), Gantt charts (SI key events), histograms (service performance), affinity diagrams (environmental scanning), and modified control charts (budget monitoring). Predictive relationships are used in financial planning; for example, enrollment history and projections are used to calculate appropriate tuition and fee rates. Cause and effect relationships are explored through the Annual Report process as department/unit leaders interpret results and discuss these conclusions with senior leaders.

(2) How Northwest translates review findings into priorities for improvement and innovation. While the President’s Cabinet and Dean’s Council initiate action to drive performance improvement when performance falls below the targeted levels, the primary forum for translating performance review results into priorities for improvement and innovation is the monthly SPC meeting. Portions of these meetings are always dedicated to a review of progress to plan measures and a comparison of actual performance to targets. When

REVIEW TEAMS	FREQUENCY	AREA REVIEWED
President’s Cabinet	Monthly	Dashboards and Profiles
Deans Council	Twice monthly	Provost’s Dashboard
SPC	Monthly	Performance to plan
University Chairs’ Council	Each trimester	Dashboards/Profiles
Finance Improvement Team	Monthly	Financial Dashboard/Profiles
Information Systems Team	Monthly	Information Systems Dashboard/Profiles
Student Affairs Team	Monthly	Students Affairs Dashboard/Profiles
Board of Regents	Annually and targeted	President’s Dashboard and Profiles
Planning Retreats	Annually	Dashboards and Profiles

Figure 4.1-1 Northwest’s Organizational Performance Review Structure.

performance falls below the desired level (yellow or red in the color coded tracking system), the leader responsible for that area or Strategic Initiative is required to identify alternatives to improve performance and present that information to the SPC for discussion and prioritization. The SPC

Overall performance is summarized in the President’s Dashboard. In some cases, data are disaggregated before analysis (student performance segmented by major), while in other cases data are aggregated for analysis (overall student performance). Overall group data are reported as summative information on Dashboards and individual student performance data are reported as formative/ operational information to faculty and students. Beyond the President’s Cabinet, each organizational level becomes more specialized in function and requires greater specificity of information for decision-making. When problems are observed, interpretation and advice are solicited from people closest to the situation. Figures 3.1-3 and 3.1-4 identify the instruments used to gather student satisfaction data. Where available, norms from our 41 peer institutions are used for comparisons.

meetings are also devoted to a discussion of progress pertaining to the improvement actions emanating from the most recent Baldrige assessment feedback report. Once again, the SPC has the opportunity to recommend priorities, place added emphasis, identify new requirements, or redirect activities based on progress, changes in overall organization performance, or changing needs of the institution, students, or stakeholders. This permits Northwest to respond quickly and with agility to changing needs. The broad makeup of the SPC allows for widespread deployment of the priorities established during the SPC reviews and there is an expectation that each SPC member communicate/ share knowledge to his or her areas within the institution. Northwest’s key suppliers are members of the SPC and, therefore, have direct access to the information discussed. When actions impact other suppliers, consultations are held between the appropriate Cabinet member or dean and the director/principal of the contracted service or feeder school to communicate the necessary information.

School operational performance data are identified in department/unit SSPPs and Cabinet Dashboards. Financial data are analyzed monthly. Minter ratios are used for comparative analysis of our expenditure patterns, looking at national norms as well as peer group norms. The Missouri cohort is examined as well. Institutions that appear to be performing better than Northwest are identified and may be used as benchmarks. Student Credit Hours, productivity ratios, and student FTEs are monitored each trimester. Department/unit information and data are reviewed and evaluated in the Annual Report process.

We employ a number of additional methods to further ensure full deployment of priorities and opportunities for improvement emanating from the review process. Dashboard measures are available to all faculty and staff through the local intranet, thereby offering full visibility to organizational performance and actions underway. Organizational-level analysis is also tied back to departments/units through the Annual Report process. Cabinet members provide feedback on the Annual Reports of support units. In academic departments, Annual Report follow-up visits include identification and discussion of institution-wide and department specific successes and concerns. This process ensures that discussion of department results is approached in a broad, institutional context where issues are tailored to the circumstances of the department, and that alignment of department objectives with institutional goals is clarified.

Appropriation funding is compared to other Missouri public, four-year regional institutions. Faculty salaries are compared to those of other Masters I institutions participating in the College and University Personnel Association (CUPA) salary study as well as to similar state institutions. Staff and administrative salaries are compared to appropriate survey comparison groups such as the national Watson Wyatt or CUPA surveys. Graduation rates are compared to those of moderately selective Missouri/ Masters I institutions.

Communication of financial results is achieved through presentations to the President's Cabinet, Leadership Forum and Strategic Planning Council. Periodically, financial workshops are held for the Board of Regents in order to give them adequate background information to make major financial decisions. Our financial position, market position, and future needs are shared with the Fees Committee as they consider establishing the upcoming year's tuition and fees. Annually, an overview of the fee setting process and factors impacting the fee structure are shared with the Student Senate and Residence Hall Association. Routinely, a budgeting workshop is held for the Faculty Senate Budget, Planning, and Development Committee. The University Vice-President for Finance and Support Services, Controller, Treasurer, and Associate Budget Officer are available as resources persons to the committee. Each group carries the information back to the constituents that it represents.

4.2 Information and Knowledge Management

a. Data and Information Availability

(1) How Northwest makes needed data and information available. Appropriate data and information—including Dashboards—are available through our Electronic Campus where students, faculty, support staff and administrators have easy access to the intranet and the web. Dashboards are user friendly in Microsoft® Excel spreadsheet software; faculty and staff only need to select the dashboard storage system and follow hyperlinks to their dashboard to quickly see their data in easy-to-read graphical form.

Information for other populations is distributed through various standard reports, newsletters, local newspaper articles, reports, and publications, or through responding to unique data requests (phone inquiries, student projects and interviews). Data are freely distributed upon request to any citizen as required under Missouri's Sunshine Law. Almost any data can be retrieved, compared and analyzed from our extensive student, alumni, employee, and financial record systems supported by the Information Systems Department. The President presents detailed annual reports on Northwest progress to major alumni groups.

(2) How Northwest ensures that hardware and software are reliable, secure, and user friendly. The Computer User's Group reviews new software needs and evaluates standard solutions. Current vendors of administration software are given first review to help keep systems and databases integrated with similar user screen layouts and functions. Northwest does not buy initial releases of commercial software when possible; we wait until the initial bugs have been identified and corrected. Programmers do not have access to live production software and hardware. Users do not have access to test software and hardware.

(3) How Northwest ensures the continued availability of data and information in the event of an emergency. The mission critical web-based instructional and courseware systems are outsourced to eCollege and eCompanion which maintain a complete emergency fail-over computing center. The library automation systems and database retrieval systems are outsourced to Mobius which also has emergency backup systems. The high speed Internet, voice and video fiber circuits are in a ring configuration so an alternate path can be activated in the case of an emergency. The Northwest campus network utilizes four major switches that are in different buildings and a surviving switch could be moved to the hub location in an emergency.

The second priority systems are the human resources, including payrolls, and the financial systems. System servers reside in the Administration Building and have backup hardware and backup data in the highly secure university computing center housed in the basement of the library. The next priority are the student records, alumni records, email, personal network storage and the university web site systems. All of these systems utilize a highly redundant SAN data storage system in the university computing center.

Central computing systems, including major servers, networking hubs, and firewalls, are powered through an uninterruptible power supply (UPS). Central data storage is supported on a highly redundant storage area network (SAN) system that is also powered through the UPS. All systems are backed up on a regular schedule. Protection levels are set to regulate improper or accidental updates to the data and to control access from the individual level up through total campus access. Critical network subsystems have backup or fail-over computers (such as firewalls and network domain controllers). PC backup storage space is provided for faculty, administrative, and student PC users on a centralized data storage system, which is also backed up to tape on a regular basis, and stored at a remote site. A remote SAN is being installed which will mirror all the data in the computing center SAN. By moving several remote servers and connecting them to the mirror SAN the most important services can be restored rapidly.

(4) How Northwest keeps data and information availability mechanisms current with educational service needs and directions. The Computer Users Group meets regularly to provide input for acquiring, prioritizing, and aligning data and information mechanisms. This group, comprised of professional and administrative staff from offices that rely heavily on the computing system for daily operations, reviews data and information availability in terms of service needs and directions. They review emerging needs with the programming staff, prioritize improvement proposals, explore whether new software should be purchased, and suggest improvements to data systems such as changing data elements, descriptor codes, reporting formats, and sunseting or reactivating unused data fields. This group also does long-range planning for data architecture needs and identifies

changing data needs of faculty, students, and other stakeholders. The Server Department monitors new software releases and patches that support more reliable and secure information systems. These staff members stay abreast of changing mechanisms through professional contacts, service contacts, professional journals and conferences. They consult with the Vice President for Information Services and other units to ensure that systems are reliable, secure, and maintainable. Students and faculty are surveyed to track their changing needs for computing resources. Before new systems are installed they are asked to vote their approval.

b. Organizational Knowledge Management

Northwest's Knowledge Management Process (KMP) is summarized in Figure 4.2-1 and consists of six steps:

- identify knowledge assets;
- determine the value of the knowledge types possessed by the knowledge assets ;
- collect the valuable knowledge;
- store the valuable knowledge;
- transfer the valuable knowledge as appropriate, and
- evaluate the effectiveness of the KMP.

Northwest has identified four knowledge assets. They are (1) faculty and staff (including key teams such as the SPC, Deans Council, Cabinet as well as individuals), (2) students (current, former and future), (3) stakeholders (as identified in the OP), and (4) suppliers/partners (as identified in the OP).

Northwest has also identified four knowledge types. These are (1) knowledge needed to accomplish work, (2) knowledge needed to make improvements (better practices), (3) knowledge needed to address changing needs and directions, and (4) knowledge needed to create innovations.

Knowledge collection is accomplished electronically through commercial and locally developed information management systems, computer network storage, eCompanion course and workgroup sites, web pages, and listservs, as well as in paper copies of catalogs, publications, reports and records. Teams select collection systems that are user friendly for specific applications.

Our model for knowledge storage and transfer views knowledge transfer as a "pull" function with limited "push" capability. Institutional leaders, through the use of decision drivers, help to filter what knowledge should be managed, as well as selecting better practice highlights for wide distribution. Faculty and staff share responsibility for both collecting and transferring knowledge. Students, stakeholders, and partners are primarily involved in knowledge transfer. Our model focuses on methods for employees to push knowledge into easily accessible systems, plus user-friendly ways for users to pull knowledge out. The model facilitates a culture-based self-initiated sharing of knowledge with an emphasis on using that knowledge to implement process improvements and generate higher levels of performance.

c. Data and Information Knowledge Quality

Accuracy of data is maintained by giving stakeholders access to data immediately after it is stored. For example, students enroll online in real time and the master schedule is continuously updated, student financial charge accounts and payments are available online, and final course grades are posted online as soon as they are reported. This allows for users to provide immediate feedback when accuracy is in question. For selected key systems, such as grade reports, input is visually verified from source to electronic images. Accuracy of locally written programs is a KQI for the IS area.

Integrity and reliability of critical data elements are ensured through the use of data dictionaries and data validation tables. The Computer Users Group, through regular meetings, keeps data element input definitions and validation tables up-to-date. Through the Technology SI, Northwest is implementing a relational database for its student records. The new system ensures that data elements will not be duplicated and hence will eliminate the potential for conflicting values. Data custodians are assigned to data elements for ensuring the integrity and reliability of the data input process.

All data systems function on-line in real time with user control over the input and display of output information. Real-time information such as course openings, student account information, scholarships/job information, and University news is available over the network. Large reports can be requested using batch processing through the Data Processing Center. The DP Center processes these requests with minimal programmer intervention.

Information systems are designed to ensure timeliness of academic and administrative information. The maintenance of PC and notebook computers is kept efficient through maintaining a homogeneous network. Purchases of 2000 or more computers occur on a three-year timetable; on-site replacement of parts includes the swap-out of hard drives or entire PC systems. Most repairs are accomplished at the user site by replacement.

Every PC has Norton Anti-virus installed and is updated each time the user logs into the local area network (LAN). The university email server has a specially designed anti-virus software to detect and quarantine viruses on incoming email messages. The entire campus is secured behind an outer firewall including administrative, academic, and residential facilities. In addition, administrative computing servers are behind an inner firewall. Firewall reports are reviewed on a regular basis for irregularities in data traffic patterns. Northwest has maintained and refined a strong, proactive set of policies on computing security and user activities.

KNOWLEDGE TYPES				
Knowledge Assets	Accomplishing Work	Improvement/ Better Practices	Changing Needs and Directions	Creating Innovation
All Knowledge Assets	<ul style="list-style-type: none"> • Work doc (C,T) • SSPP (T) • E-mail (T) • Campus mail (T) • EC (T) • Orientation (T) • On the Job Training (C,T) 	<ul style="list-style-type: none"> • Surveys (C) • Focus Groups (C) • Annual Reports (C,T) • Dashboards (T) • SSPP (T) • EC (T) 	<ul style="list-style-type: none"> • Surveys (C) • PACs (C) • Literature rev (C) • Env Scan (C,T) • EC (T) • NQSM (T) 	<ul style="list-style-type: none"> • EC (T) • NQSM (T) • NIP (T)
Faculty/Staff specific	<ul style="list-style-type: none"> • Annual Reports (C,T), <i>Northwest This Week</i> (T), Presidential Addresses (T) 			
	<ul style="list-style-type: none"> • Perf Appr (C,T) • Orientation (T) • Faculty pub.(T) 	<ul style="list-style-type: none"> • Comment Cards (C) • P&T process (T) • Faculty showcases (T) • Meeting agendas (T) 	<ul style="list-style-type: none"> • Audits (C) • Prof conf/assn (C) • Strategic Plan (T) 	<ul style="list-style-type: none"> • CQIN (C) • Faculty Showcases (T)
Students specific	<ul style="list-style-type: none"> • Surveys (C), Comment Cards (C), Focus groups (C) 			
	<ul style="list-style-type: none"> • Evaluations (C) • Dashboards (T) • Perf feedback (T) 	<ul style="list-style-type: none"> • Evaluations (C) • TH meetings (C,T) • Perf feedback (T) 	<ul style="list-style-type: none"> • TH mtgs (C,T) • CIRP data (C,T) 	<ul style="list-style-type: none"> • CQIN (C) • Dept visits (T)
Stakeholders specific	<ul style="list-style-type: none"> • Surveys (C), PACs (C) 			
	<ul style="list-style-type: none"> • Com Cards (C) • Directives (C,T) • Dashboards (T) 	<ul style="list-style-type: none"> • Prof contacts (C,T) • Meetings (C,T) 	<ul style="list-style-type: none"> • Prof contacts (C,T) • Meetings (C,T) 	<ul style="list-style-type: none"> • Literature rev (C) • Prof contacts (C,T)
Suppliers/ Partners specific	<ul style="list-style-type: none"> • Meetings (C), Surveys (C), NQSM (T) 			
	<ul style="list-style-type: none"> • Work doc (C,T) • Dashboards (T) 	<ul style="list-style-type: none"> • SSPP (C,T) 	<ul style="list-style-type: none"> • Prof contacts (C,T) 	<ul style="list-style-type: none"> • Benchmarking (C,T)

Figure 4.2-1 Organizational Knowledge Collection and Transfer Methods

c=collect; t=transfer

Administrative and academic system access is controlled through the use of usernames and passwords. Privileged users (e.g., system operators) must change their passwords every 30 days, and Windows 2000 users (including students) every 120 days, university staff must change their Banner passwords every 120 days. Additional passwords are required to access special data in CatPAWS, which includes student financial accounts and enrollment data. The use of wireless equipment on campus is managed by information systems and access is restricted by hardware machine addresses. The use of modems that could penetrate the networks protected by firewalls is prohibited.

Data custodians ensure confidentiality by limiting access to information controlled by privacy laws and by respecting individual preferences regarding the display of personal information. Access also is limited through the use of usernames and passwords. Defining files as hidden, read only, or read/write for various users protects them from abuse. Social security numbers are kept confidential and are no longer used as the primary identification for student, staff, and alumni records. Primary IDs are automatically and randomly assigned.

5 FACULTY AND STAFF FOCUS

5.1 Work Systems

a. Organization and Management of Work

(1) How Northwest organizes work to promote cooperation, initiative, empowerment, innovation, and our culture.

Northwest is organized around discipline-based academic departments, administrative and academic support functions, student affairs, information technology, communications and marketing, and institutional advancement. Cabinet members lead these areas and are charged with ensuring that our cultural core values are brought to life in their units. Each work unit has a mission, goals and objectives that are aligned with the University's strategic plan and refined following the SSPP. Plans are updated and performance is reviewed annually to ensure that we are current with changing needs and expectations. Cabinet members stress student- and stakeholder-focused continuous improvement while nurturing a caring environment of integrity, collaboration and teamwork. Our decentralized decision-making structure and focus on shared governance promote empowerment and foster agility and innovation.

To enhance our ability to successfully live our values, jobs are designed with requirements that extend beyond the basic skills necessary to perform a specific function to include the ability to apply our core values to everyday tasks. To promote agility, whenever possible, decisions are made at the point of impact or contact. In addition to their job skills, all faculty and staff must be able to work on teams and follow the departmental SSPP as part of their basic job requirements. These factors are reviewed in the hiring process.

Although organized by function, Northwest has a strong team-based culture built around cooperation and collaboration. Work is typically performed in one of the following team environments: work-center teams (generally self-directed and empowered to share responsibilities) initiate cross-training, improve processes, make decisions, and bring in other individuals and teams who might contribute to the success of their work; cross-functional teams (which bring different areas together to communicate across department lines and solve problems) plan events, improve processes, and provide feedback; and ad hoc teams, which are formed as needed to collaborate in goal-setting and problem solving activities. Teamwork is reinforced by our renovation plans that instruct our architects to design space that facilitates teamwork.

(2) How Northwest work systems capitalize on diversity. To capitalize on diverse ideas and cultures, we recruit visiting professors from other countries, hire eligible international faculty members, and seek to create a faculty and staff that represent the diversity we see in our student population. When committees or teams are formed we consciously appoint members who represent the diversity that exists on campus. Nearly all of our planning groups include students,

stakeholders from the community, and alumni (see Category 2). We also promote diversity in perspectives by rotating membership on major committees.

(3) How Northwest communicates and shares skills. We achieve effective communication through systematically designed and evaluated communications channels including regular department/unit meetings, college meetings, the Leadership Forum, Faculty Showcases, Celebration of Quality presentations, and all-inclusive general faculty and staff meetings. The SSPP also provides a medium for individuals to discuss, share, and formalize steps to complete departmental (or inter-departmental) action plans. Sharing knowledge and skills as well as vital organizational news is accomplished through the Knowledge Management Process, described in Item 4.2, which includes the use of efficient and current information technology systems such as email, notices of the day, and departmental web pages. The effectiveness of communication and skill sharing is determined using employee satisfaction surveys, Comment Cards, and informal feedback. Furthermore, newsletters, annual reports, memoranda, and routed research articles all encourage interdepartmental knowledge/skill sharing across jobs and locations.

b. Faculty and Staff

Northwest uses two methods to manage performance: Career Pathing and the SSPP. Career Pathing emphasizes development, feedback, and cooperative goal setting, using coaching and mentoring by faculty and staff leaders to focus on high performance and achievement of personal and organizational goals. The SSPP begins with a focus on student and stakeholder needs and integrates quality concepts into all processes (see Items 2.2 and 6.1). Both methods are decentralized to the department/unit level.

The Career Pathing faculty program includes guidelines and procedures for rank and promotion, a mentoring guidebook, and provisions for constructive feedback. All faculty are evaluated every trimester by their students and annually by their chair with the exception of tenured full professors who are evaluated on a three-year cycle. Tenure-track faculty are mentored for seven years and receive special reviews after their third and fifth years. CITE provides individual counseling and workshops to help faculty continuously improve their teaching effectiveness. The Career Pathing staff program includes procedures tailored for the specific work group, performance appraisals, and provisions for constructive feedback. Eligible staff are evaluated annually in their department for potential promotion. Departmental training and development opportunities are offered for those aspiring to continue improvements in order to be considered for another level.

Team performance against KQIs is assessed annually. Faculty, administrative, and professional leaders are given feedback based on their contributions to the overall goals of the University and achievement of their departmental KQIs developed through the SSPP. Support staff are provided feedback based on an evaluation of their performance pertaining to their specific duties and responsibilities, and their individual and team-related contributions to department goals. Since the KQIs are focused on high performance and student and stakeholder needs, and feedback is directly tied to how well faculty and staff meet their KQIs, this method of managing performance supports high organizational performance and achievement of short- and long-term organizational goals.

Northwest uses a market-based compensation system that attracts and retains top-quality faculty and staff. We use national salary data for all work groups, targeting 90-110% of appropriate market medians. This results in an equitable target for compensation while being financially responsible to our taxpayers. For us, then, student learning and development have become the expected standard, not the rewarded exception.

AWARDS	PROMOTES	ELIGIBLE
Governor's Award	Excellence in teaching	Faculty
Deans' Award	Teaching, creative activity	
Mortar Board	Scholarship	
CBHE Fellow Study Abroad	Development	
Emeritus Status	Leadership Service	
Faculty Recognition	Years of service	
Staff Recognition	Years of service	All Staff
Northwest This Week Publication	Pride Recognition	Faculty and Staff
Health and Safety Week	Awareness	
Tower Service	Quality	Faculty, Staff, Students
Commitment to Quality	Quality	
Undergrad Research Recognition	Development/Recognition	Faculty and Students
Celebration of Quality	Achievement	
Student Employee of the Year	Achievement	Students
Student Team of the Year	Achievement	
Student Supervisor Of the Year	Achievement	

Figure 5.1-1 Recognition for Faculty, Staff, Students

Our recognition program is summarized in Figure 5.1-1. The program emphasizes high performance work and student and stakeholder focus through a variety of awards, recognition events, and publications such as *Northwest This Week* and the *Northwest Alumni Magazine*. Individual and team presentations and/or research are recognized in websites distributed campus-wide and to the community. Positive Comment Cards and departmental celebrations are used to recognize personal and team achievements.

c. Hiring and Career Progression

(1) How Northwest identifies needed characteristics and skills. Professionals in each department determine the characteristics and skills needed by potential faculty. Key performance requirements are written into job postings and used for applicant screening for faculty and staff positions. A formal process of work design analysis occurs when adjustments are considered in the work design or curriculum assignments to ensure students' success and allow flexibility within a work team. The interviewing process focuses specifically on service interests and capabilities, Core Values, willingness to use technology, and department/unit KQIs.

(2) How Northwest recruits, hires, and retains faculty and staff. Northwest recruits, hires and retains faculty and staff through 1) a process of departmental request, 2) a job description review, 3) a search committee review of applicant materials, 4) a comprehensive interview process and follow through with candidates. Faculty are recruited nationally, while staff are recruited regionally or locally. The Northwest Web site is the primary venue to advertise position vacancies to a world-wide market which, in itself, promotes diversity in the applicant pool. As the largest employer in the county, Northwest continues to attract large candidate pools of faculty and staff who are aware of quality practices and eager to become part of a collaborative environment. During the hiring process, potential employees are screened for minimum academic and professional qualifications by the Human Resources Offices. All additional requirements are discussed and verified during the departmental selection process before a candidate is selected for the position. External verifications of faculty are conducted by accrediting agencies during respective accreditation visits. In hiring, we also carefully consider not only qualifications but a match to our cultural core values and an interest in continuous quality improvement and measurements.

Retention has been sustained above the national average and most turnover is caused by retirements rather than relocation (Figure 7.4-1). By recruiting a diverse faculty and staff that includes minorities, foreign born, those from urban as well as rural settings and all ages and religious beliefs, Northwest ensures that a range of perspectives and ideas will be applied to refining processes that produce ever increasing levels of student achievement and satisfaction.

(3) How Northwest accomplishes succession planning and career progression. Northwest has a systematic succession program (entitled, “Leadership Development Program”) that was formally adopted by the Board of Regents. The program involves selecting a small pool of candidates from the faculty and staff who participate in training, shadowing, and mentoring for one year. The objective is to create a pool of qualified candidates for a wide range of positions when they become open. The President and the Board reviews the progress that the candidates are making annually and as appropriate to assure that we are ready to fill vacated positions when they occur either through retirement or resignation. Half of the current senior leaders were promoted from within.

The University posts all position vacancies and encourages internal applicants to apply. In order to encourage employees to stay current and prepare themselves for promotion we provide released time and 100% tuition reimbursement for all employees to take courses to promote educational development. We also host daylong workshops on different aspects of quality management.

We encourage and support a community of learners, both philosophically and financially. We have retained faculty and staff who have chosen to systematically pursue diverse career goals and promoted employees who demonstrate transferable competencies into positions of leadership. In our system, department faculty become department chairs; faculty move into administrative/ professional roles; administrators and professionals choose to teach part-time or return to the classroom as full-time faculty; faculty blend part-time administrative duty with part-time teaching. We ensure that faculty and staff are appropriately certified or licensed during the hiring process and through the accreditation process as previously described.

5.2 Faculty and Staff Education, Training, and Development

a. Faculty and Staff Education, Training, and Development

(1) How faculty and staff education and training contribute to the achievement of action plans. Phase 2 of the NQSM, “Strategy Identification and Refinement,” requires SI champions to develop HR plans along with deployment plans, measurement plans, and communication plans. This step directly links education and training to the key needs arising from our action plans. Learning requirements identified through this process are integrated with needs garnered through the processes described in (3) below and integrated into an annual in-service training plan built around four sequential questions: What **outcomes** do we want to achieve? What learning **activities** do we have to facilitate to produce those outcomes? What is the most efficient way to **organize** to

deliver the training? How will we **evaluate** the effectiveness of the whole process?

Training that targets large segments of our faculty and/or staff always focuses on some aspect of our Culture of Quality. Desired outcomes usually can be grouped under four headings: (1) Implementing or pilot testing (PDSA) a new tool, technique or program (examples: the revised SSPP, Q/ABC, root cause analysis). (2) Improving current performance (examples: crafting tests that assess higher order cognition, writing-across-the curriculum, improving customer service delivery, using a dashboard to drive improvement, benchmarking, team building). (3) Better understanding of existing or new processes (examples: measuring student engagement using NSSE, fund raising, budget development and control). (4) Information sharing (examples: state allocation processes, NW Foundation processes and successes, facilities planning, Centennial Celebration planning). Each desired learning outcome might suggest a different type of learning activity and setting. Recent examples range from large group lecture-type presentations to active learning workshops, just-in-time work group presentations/discussions and one-on-one mentoring. The third step in the process—organization—is addressed after the necessary activities have been identified. If the learning involves curricular issues then the provost is responsible for organizing and evaluating the actual delivery of instruction. Similarly, if it involves student services the VP for Student Affairs is in charge, etc. The HR Director always performs an as-needed supporting role. She also coordinates new employee orientations, all SPC training, student employee training, and general quality training.

Our dashboard system of data management requires on-going training in measurement and the use and interpretation of data. This training usually takes place at the department/unit level with assistance, when necessary, from OAIA. Technology training is on-going as part of our Electronic Campus. CITE designs and coordinates the application of technology to educational processes using monthly workshops and on-demand personal tutoring for faculty. Similarly, Computing Services coordinates workshops and individualized training relating to existing or new software applications and hardware (Figure 7.4-9).

The Career Pathing model described in [Item 5.1](#) defines and monitors training opportunities that lead to certification, licensure, career progression, and/or skills set improvements. Full release time plus 100% tuition remission is given to staff taking university courses. Several have completed degrees through this program.

(2) How education, training, and development address key organizational needs. A team of experienced employees developed an orientation program that focuses on our Culture of Quality, core values, planning systems, ethical beliefs, diversity, support systems, safety systems, and faculty and

staff handbooks. Follow-ups to orientations ensure continual improvements, timely informational updates, and increased commitment of new employees to Northwest.

Diversity training is delivered on request to classrooms and to groups within our community. Campus-wide diversity events include informational displays, discussions, presentations, films, guest speakers, and social activities. A tailored Hiring Procedures Seminar instructs department/units leaders on the need to identify diverse pools of candidates for openings.

Protocols relating to campus and environmental safety and the ethical treatment of research subjects are addressed in orientation and during departmental planning days. Special emphasis is given to safety during Safety Awareness Week and through OSHA workshops. We conduct annual tornado drills and provide site training to ensure all staff can use proper exit and safety procedures. Other safety-related training includes safe equipment use, disposal of hazardous waste, rules for work in confined areas, maxi-van training, and the correct ways to lift and handle materials. Safety training is delivered to Environmental Services staff at the time of hire, by unit, through hands-on demonstrations, and in an annual review session. Ergonomics information relating to computer use is delivered at the time of hire and as needed for all faculty and clerical/technical staff.

We develop leadership skills through our Leadership Development Program, training provided during SPC meetings, Leadership Forum, Datatel Quality Workshops, participation in the Missouri Quality Award and Baldrige processes and CQIN Summer Institutes.

(3) How Northwest seeks and uses input regarding education and training needs. We seek and receive input regarding learning needs through a variety of surveys and channels as noted in Figure [5.2-1](#).

INSTRUMENT/CHANNEL	FREQUENCY
HR Training Surveys	Biennial
Campus Quality Satisfaction Survey	Annual
CITE Learning Styles Inventory	Annual
CITE Computer Proficiency	Self-administered
SPC Strategic Planning Retreat	Annual
Faculty Welfare Committee	Annual
SAS	Annual
Deans/Supervisor Requests	On-going
Individual Requests	On-going
Administration (new information)	On-going

5.2-1 Sources of Input regarding training needs

The design and delivery of learning opportunities frequently is dictated by the discipline-specific needs of individual departments/units. For example, biology faculty may wish to learn GIS technology. In those instances, the faculty

themselves will arrange and coordinate the delivery of instruction, often calling on colleagues from other departments to serve as mentors. Similarly, professionals from within the University frequently facilitate campus-wide training. This approach ensures that training is focused and relevant. On a regular basis, we call upon internal experts to conduct training. Systematically, knowledge assets are brought into orientations and various department experts are brought in to train as requested. As described in Item 4.2, the KMP identifies knowledge assets throughout the organization and they are routinely used to support organization-wide education and training. In addition, departments call upon various knowledge assets to provide specialized training when needed. Self-identified training needs usually relate to degree-seeking, participation in conferences, or targeted sessions to enhance understanding of organizational requirements, tools, or procedures. Again, when appropriate, local mentors are used.

Routinely, supervisors and campus leaders contact the HR office with suggestions for training and/or the need for repeated training. All department/unit directors attend the annual SPC retreat and provide input regarding training needs during breakout sessions or in written retreat summaries. All these methods help HR bring focus to employee development so that employees are kept current with organizational needs and also are able to address their individual needs. Comment Cards are also monitored for possible suggestions of training topics.

(4) How Northwest delivers education and training. Faculty and staff education and training are delivered via methods appropriate to adult learners. A variety of surveys conducted by CITE, Computer Services, the Faculty Senate Welfare Committee, and the HR Office determine specific and group needs. For example, the CITE learning styles survey helps in the selection of delivery modes. Training is available in classroom settings, through active-learning workshops, interactive TV, via asynchronous on-line, and through one-on-one mentoring which is an integral part of much of the training provided. Videoconferencing is available and used for topics ranging from ADA accommodations to technology in instruction. On-the-job training is used for skilled trades and technical support positions. Computer-based learning allows for asynchronous learning and skills/knowledge reinforcement at a conveniently placed workstation. Finally, trained facilitators are used for topics such as team development and group dynamics.

(5) How Northwest reinforces the use of new knowledge and skills on the job. One of our core values is: “We are Leaders in our Field.” In order to realize this value, we systematically reinforce acquiring and using new knowledge and skills on the job. Northwest reinforces skills through evaluations, mentors or preceptors, and supervisors who have the responsibility to observe and mentor in order to ensure that new knowledge and skills are applied on the job and retained. Establishing a “point

of contact” after training for internal direct access also supports the newly acquired knowledge or skills. We also provide recurring training as a refresher or update in certain topics such as SSPP, diversity, and others to provide reinforcement of knowledge as it relates to organizational values and effectiveness. Another way that skills are reinforced in selected situations, such as new data processing technology, is through departmental visits that reinforce knowledge and skills after training as most recently occurred with the new BANNER software conversion.

Among the reasons the KMP was created is to provide Northwest a systematic method for transferring knowledge from departing or retiring employees to new employees or to the institution itself. As shown in Figure 4.2-1, this primarily is related to the knowledge type of accomplishing work. To ensure that knowledge is collected and transferred, we ask that faculty and staff document their work processes in flow charts, checklists, lesson plans, or some other form whenever feasible. In addition, all departments are required to document seven-step plans, which include information pertaining to work procedures within the department. Further, every position has a job description which specifies job requirements and performance appraisals and feedback that reflect former employee knowledge. To supplement these methods, when applicable and available, retiring staff members provide on-the-job training to their successor to aid in acclimatizing the new employee(s) and to aid in promoting institutional history.

(6) Evaluating education and training. Success in achieving our quality goals is the benchmark against which we measure the effectiveness of training. Our dashboard provides the metrics. Additionally, at the end of every training activity participants are surveyed to determine the appropriateness and effectiveness of the training. Depending on the nature of the training, overall effectiveness is measured by: participation rates, participant satisfaction, learning, application to the work environment, and impact on overall quality. Suggestions are then incorporated into the next cycle of trainings.

b. Motivation and Career Development

We motivate faculty and staff to develop and utilize their full potential by providing opportunities for professional growth and by enabling all employees to avail themselves of learning through full fee waivers for on-campus courses and 96 hours of paid release time per year for staff for degree-seeking and non-degree seeking coursework. Funding for research, undergraduate research, publications, presentations and conference attendance is available through operations accounts, Culture of Quality funding, and faculty travel resources. Sabbatical and educational leaves are supported and encouraged.

International exchange programs offer opportunities for professional development and teaching in such diverse

locations as England, Mexico, Germany, the Netherlands, and Japan. Two professional grant writers aid faculty in submitting grants that advance professional growth and motivation. Administrators support the process by locating grants of interest and providing matching funds. Funding from grants and through the Regional Professional Development Center afford professionals the capability to enrich their careers. Participating in a cooperative doctoral program with University of Missouri-Columbia gives employees the flexibility to earn a terminal degree without discontinuing employment. Senior Leaders also promote career advancement through the Leadership Development Program which provides targeted training to potential internal job applicants.

5.3 Faculty and Staff Well-Being and Satisfaction

a. Work Environment

(1) How Northwest improves workplace health, safety, security, and ergonomics. We proactively approach workplace health, safety, security, and ergonomics by identifying workplace barriers and hazards through education and training, policy development and implementation, improved practices developed by the employees and their work groups, workplace redesign (based on feedback mechanism such as the Comment Card System), equipment modification or replacement, and workstation accommodations to meet specific needs. A Health and Safety Manager proactively addresses these issues on a continuous basis. Faculty and staff take part in workplace improvements by reporting hazards, accidents, and repetitive motion discomfort to supervisors or directly to the Health and Safety Manager. In addition, the faculty and staff each have welfare committees charged with identifying the safety and well-being needs of the group they represent. If an unsatisfied need is identified, teams are formed to define the problem and recommend feasible solutions to the appropriate administrator. If the problem cannot be addressed locally, we enlist the services of a consultant to offer training or counseling or suggest alternative treatments or workplace/ life style accommodations.

We track workplace health, safety, and ergonomics with a number of measures including: patterns of use of the emergency sick leave bank, insurance costs and comparisons, and participation in wellness programs such as flu shots/tests, exercise/fitness activities, and use of information. Measures for safety are segmented by industries/trades staff and clerical/professional/faculty and include injuries at work, worker's compensation claims (Figure 7.4-7), return to work information, and safety training hours. Ergonomics measures are segmented in the same manner and include return to work information and worker's compensation claims. We seek improved performance in each of these areas, with goals

established to achieve zero safety incidents and 100% participation in wellness activities, and 100% return to work for employees with repetitive motion injuries.

(2) How Northwest prepares for emergencies or disasters.

Workplace preparedness for emergencies or disasters is ensured through a formalized Crisis Management Plan, Violence at Work Prevention Plan, Health and Safety Awareness Week presentations and a Crisis Intervention Resource Team (CIRT). Formalized plans are introduced at trainings throughout the year in various departments, group settings and by reference to the written documents themselves. We seek to ensure organizational continuity through the development of contingency plans. Various training exercises (fire drills, tornado drills, etc) are conducted by the Health and Safety manager throughout the year to ensure that processes are well designed

b. Faculty and Staff Support and Satisfaction

(1) How Northwest determines key factors that affect well-being, satisfaction and motivation.

Two approaches are used for determining key factors that affect well-being, satisfaction, and motivation. One addresses the faculty; the other addresses the staff. Four years ago, the faculty used a collaborative process to identify their most important satisfiers so that their annual satisfaction survey could be constructed to focus on those issues. Each year, after the survey has been completed, the leadership of the Faculty Senate, in consultation with the Provost, evaluates the results, refines the list of key factors as appropriate, and publishes a “state of the faculty” overview of the survey results, which identifies and prioritizes the issues that will be jointly addressed the following year.

GROUP	KEY SATISFIERS
Staff Noel Levitz Campus Survey	Management/Leadership Support
	Empowerment/Teamwork
	Customer Focus
	Quality Productivity Results
Faculty Faculty Senate Survey	Professional Work Life
	Reward/Evaluation System
	Faculty Relations
	Faculty Governance
	Students
	Benefits
	Overall Satisfaction

Figure 5.3-1 Faculty and Staff Key Satisfiers

With regard to support staff, professional staff, and administrators, the HR Advisory Council selected a Noel-Levitz Campus Quality Survey to determine key satisfiers because the results could be segmented and because the survey aligned with the Noel-Levitz student satisfaction survey. The key factors and priorities for staff well being, motivation, and

satisfaction are derived through gap analysis using this survey tool. Figure 5.3-1 summarizes faculty and staff key satisfiers.

All information regarding satisfaction and well-being is stored locally and can be disaggregated as appropriate by the Human Resources Advisory Council or the Faculty Senate Leadership. Information is analyzed by a variety of variables and any discrepancy is brought to the attention of leadership by the representative groups and teams are formed to correct any discrepancy.

(2) Northwest services, benefits and policies. Services, benefits and policies are reviewed annually with the assistance of a benefits consultant and are summarized in Figure 5.3-2. The relevant coverage offered in policies for health insurance, life insurance, long term disability, and dental insurance are compared in the marketplace to purchase the best value for employees. The faculty and staff Welfare Committees review benefits as a group and then meet with HR to recommend changes.

BENEFIT	FEATURES
Child Care/ Education	On-site child care
	Lab School K-6
Counseling	Professional counselors
Bookstore	Employee discount
Dining	Food court
	Catering
Computing	Internet
	24/7 Help Desk
Recreational Services	Aquatic Center; Tennis Courts; Rec Center; Mozingo Outdoor Recreation
	Athletic Events
Health Center	Free flu shots
Career Services	Career assistance
Cultural Opportunities	Art Gallery, Distinguished Speaker Series, Performing Arts Center, Fine Arts Exhibits, Student Events, Library
Banking	ATM, check cashing, credit union
Professional Development	Traditional/ on-line classes
	Cooperative doctorate
	Release time during working hours
	BS and MS Degrees

Figure 5.3-2 Summary of Benefits

In addition to the benefits and services, policies tailored to employee groups enhance the work environment. For example, the sick leave policy permits employees with care-giving responsibilities to use sick leave to care for family members. Also, tuition fee reduction for employee dependents is an important and valuable benefit for employees with families and has been an incentive that attracts and retains employees. Offering a comprehensive set of benefits that

supports the Northwest culture with its focus on learning determines the menu of choices we provide. We tailor benefits, services and policies to the needs of a diverse workforce by evaluating the conditions of employment and considering work demands and time schedules. In the case of staff, we have adopted some job sharing and flexible work time schedules. Faculty members have been approved for release time, sabbaticals, and educational leaves in order to encourage high performance.

(3) Northwest's formal and informal assessment methods. As indicated in 5.3-b(1), Northwest uses two instruments to determine faculty and staff satisfaction. The Faculty Senate administers a Faculty Satisfaction Survey (Figure [7.4-3](#)), and Northwest uses a Noel-Levitz instrument to administer the staff satisfaction survey.

The Faculty Satisfaction Survey (Figure [7.4-3](#) & [7.4-4](#)) is reviewed and improved annually by the Faculty Senate Welfare Committee to ensure it continues to meet the needs of the University. Completed surveys are returned to the Chair of the Welfare Committee and analyzed by members of the committee. Productivity measures are included on departmental dashboards and used for equitably distributing the workload.

HR administers the Staff Satisfaction Survey with incentives to increase participation. Results are processed by Noel-Levitz, widely distributed, and used in the planning process to drive improved satisfaction (Figure [7.4-5](#) & [7.4-6](#)). In addition, we track faculty and staff retention (Figure [7.4-1](#)), compensation, absenteeism (Figure [7.4-8](#)), and safety to help understand faculty and staff well-being, satisfaction, and motivation.

(4) How Northwest relates assessment findings to key organizational performance results. Faculty and staff satisfaction results are integrated with other measures on the President's dashboard and are analyzed in relation to other performance results to determine the impact that human resource-related performance has on other key organizational results. Where a correlation is established to suggest that faculty and staff perceptions or views are adversely or positively impacting overall performance, actions are identified and taken to make improvements or to further capitalize on a positive impact. Faculty and staff related performance is also reviewed at other levels within the organization for the same purpose, such as the Provost, Vice President for Finance, and Human Resource Director. We also use ratio analysis to compare expenditure patterns with similar institutions in order to gauge and set targets for productivity and efficiency. Recent examples of change driven by faculty and staff related satisfaction and results data include technology support, a change in health insurance, workshops in student advising, and expanded parking. If action is needed on an item, then a cross-functional group of faculty and staff members creates appropriate action plans and takes the necessary steps to solve the discrepancy.

6 PROCESS MANAGEMENT

6.1 Learning-Centered Processes

a. Learning-Centered Processes

(1) How Northwest determines its learning-centered process. Northwest's learning-centered processes are an outgrowth of the University's mission and include **Instruction** and **Student Services**, as shown in Figures 6.1-2 & 3. Each of these processes and their sub-processes adds value to Northwest, within both a higher education industry context as well as the larger social good context. This value originates from what Northwest can offer its students and stakeholders, thus enabling the university to carry out its educational and civic missions. Students benefit from these processes through the educational gains they achieve while attending Northwest. Finally, stakeholders, such as employers and graduate schools, find value in these processes by way of the overall quality of the students who graduate from Northwest.

Northwest uses its Seven-Step Planning Process (SSPP), shown in Figure 6.1-1, to determine, design and deliver educational processes, and for evaluating and improving existing processes. Every process has a SSPP matrix that: 1) defines and validates KQIs; 2) sets goals and objectives; 3) formulates an assessment strategy; 4) defines action plans and a deployment strategy; 5) sets baselines, tracks trends and comparisons; 6) searches for better practices and; 7) sets targets and stretch goals. For each of these steps, continuous quality improvement activities such as identifying needs and expectations and defining key performance indicators are defined. In addition, cost analysis activities such as determining the unit cost of resources and calculating the cost of assessment are also defined. A manual for implementing the SSPP was developed in 1996 and has gone through several cycles of evaluation and improvement. The most recent modification of the SSPP is the addition of the cost analysis activities based on the Q/ABC study.

The design and delivery of new educational programs and offerings, and the evaluation and improvement of existing programs, demonstrates how the SSPP is such an integral part of Northwest's learning-centered processes. During Phase 1 of the NQSM we identify opportunities for developing new programs and/or the need to modify current offerings. Typically, a faculty team—which sometimes includes students and stakeholders—is formed

to develop a proposal to meet the need. As the team proceeds through Steps 1-4 of the SSPP they seek input from stakeholders, their department chair, the college dean, and the College Curriculum Committee. When a consensus is reached, the proposal is placed on the Faculty Senate Web page for 15 working days to allow for comment, challenges and suggestions from other departments and faculty. Once these are addressed, the proposal continues through the process for formal approval by the Faculty Senate, Provost, President and Board of Regents. Teacher education courses require approval from the Council on Teacher Education and, if appropriate, the Graduate Council. New degree programs must satisfy CBHE criteria that include student and market demand, societal need, program structure, financial projection, program characteristics, performance goals, accreditation requirements, and institutional characteristics. Changes may be suggested at any of these review points and, as the committees are interdisciplinary, linkages are considered. Steps 3 and 4 of the SSPP specify the assessment and delivery systems.

The SSPP adds value to Northwest's educational process

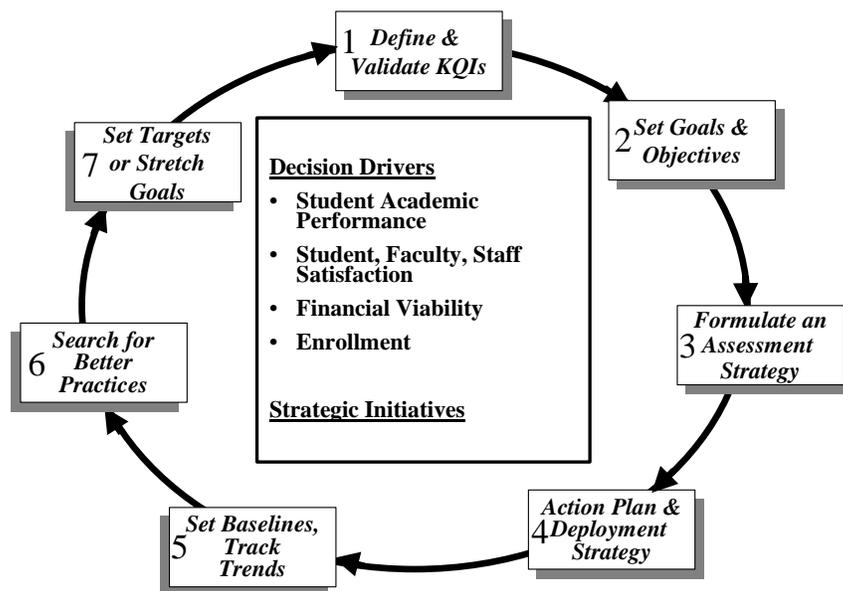


Figure 6.1-1 Northwest's Seven-Step Planning Process (SSPP)

by broadly encompassing the needs, inputs and insight of both students and stakeholders in the development and/or modification of academic programs. The feedback received from stakeholders is especially valuable in ensuring that the educational programs offered by Northwest reflect the current state of development hedged with the insight as to where future trends lie in various fields of study. This helps ensure that Northwest can

better address the educational and developmental needs of its students as they prepare for careers in lifelong learning environments.

(2) How Northwest determines key learning-centered process requirements. The Strategic Educational KQIs reflect the requirements of the instruction learning-centered process and are shown in Figure 6.1-2 along with their summative achievement measures. We ensure that these requirements are met by applying the SSPP to every program offering. The use of the SSPP by all academic departments ensures a tight linkage among KQIs, course design, achievement measurement, and improvement cycles. Step 3 of the SSPP drives the use of achievement measures, and Step 5 requires the establishment of baseline performance and the monitoring of subsequent trends.

Key considerations during development of the educational KQIs include student educational, developmental and well being needs; the changing needs of students; methods to involve students in the learning process; and differences in learning rates and styles. We seek to pinpoint such differences before a student matriculates through surveys and tests administered during Advantage Week and SOAR, as part of Freshmen Orientation and through an analysis of ACT scores. Unique needs are noted and included in materials provided to the advisors. The TDC and Counseling Center also have diagnostic tests available for students who need a clearer understanding of their own learning needs and aptitudes. For students accepted conditionally, we provide special assistance through the TDC, writing and math labs, and through credit courses designed to bolster basic competencies. Information about student services geared specifically toward the needs of transfer and returning students has been developed and is accessible on the Northwest website. This provides these students with the opportunity to go through pertinent material at their own pace.

The first activity Northwest undertakes to engage students in active learning and adjust to their changing needs is under Step 1 of the SSPP. This activity is to “define customer [i.e., student or stakeholder] categories or segments.” The second activity is to “select specific contacts for each segment.” Feedback from these contacts

LEARNING-CENTERED PROCESSES	REQUIREMENTS (KQIs)	MEASURES
Instruction	Educational KQIs	Student Achievement Measures
Curriculum	Computer Competencies	<ul style="list-style-type: none"> Using Computers indicators Alumni Outcomes Survey Computer Competencies Survey
	Competence in a Discipline	<ul style="list-style-type: none"> Major Field Tests Local major field indicators Employer ratings Junior Class Survey Alumni Outcomes Survey
Teaching/ Advising	Communications Competencies	<ul style="list-style-type: none"> English Composition assessment Academic Profile sub-score Alumni Outcomes Survey
	Critical/Creative Thinking & Problem Solving Competencies	<ul style="list-style-type: none"> Academic Profile sub-score Alumni Outcomes Survey
	Self-Directed Learning Competencies	<ul style="list-style-type: none"> NSSE Junior Class Survey Alumni Outcomes Survey
Learning Environment	Personal/Social Development	<ul style="list-style-type: none"> NSSE Junior Class Survey Alumni Outcomes Survey
	Teamwork/Team Leading Competencies	<ul style="list-style-type: none"> NSSE Alumni Outcomes Survey
	Multicultural Competencies	<ul style="list-style-type: none"> NSSE Alumni Outcomes Survey
	Cultural Enrichment	<ul style="list-style-type: none"> NSSE Alumni Outcomes Survey

Figure 6.1-2 Key Instruction Processes, Requirements, and Measures

is combined into a draft set of KQIs, which the faculty team validates by presenting them to students and stakeholders for review. Thus, differing needs are reflected in the KQIs themselves.

About 14 percent of our bachelor's degree recipients pursue a graduate degree. We have identified the graduate schools our students are likely to choose so we can prepare them to meet those entrance requirements. About 80 percent of our students enter the workforce following graduation. We have identified the type of organization and job requirements so our students are fully prepared for their careers, and regularly conduct follow-up studies with our graduates and employers. Several programs conduct site visits to interact with graduates. In teacher education, for example, beginning seminars are offered for first and second year teachers and faculty conduct visits to schools employing these teachers. Professional Development School partnerships have been developed with 14 schools in the region, and these help provide internship opportunities and the monitoring of beginning teachers. We further maintain and strengthen partnerships by providing opportunities to interact through company participation in biannual career fairs and mock interview seminars, annual departmental level advisory board seminars, and teacher placement days.

A major focus of Northwest's Center for Information Technology in Education (CITE) is to assist faculty in developing learning materials that engage students in active learning and support individual differences in learning rates and styles. Professional Advisory Councils also alert us to changing stakeholder requirements that influence the design and improvement of programs. For example, the Interactive Digital Media major was created as a result of feedback from PAC's and market requirements.

The qualifications of faculty are analyzed to ensure that the expertise necessary to deliver courses and programs is available. If such expertise is not available, implementation does not occur. We ensure preparation of faculty by requiring all tenure-track faculty to have completed a terminal degree in the discipline in which they are hired to teach. Also, as part of the interviewing process, applicants for faculty positions are queried regarding their understanding of, and commitment to, incorporating the

Educational KQIs into their teaching. New faculty complete an orientation and are mentored during the first few years of teaching by an experienced faculty member. The deans meet with new faculty to establish how the University can help them be more effective in their assigned tasks. To ensure adequate preparation time, faculty are normally informed at least a trimester in advance about what courses they will be teaching. Faculty are encouraged to participate in professional growth activities in their disciplines and in various interdisciplinary workshops offered on campus.

Our key student services and their associated sub-processes are shown in Figure 6.1-3. Key requirements are determined using the SSPP in the same manner that educational program and offering requirements are determined. The SSPP ensures that student/stakeholder input is obtained in the development of KQIs, and then validated with the users of the particular process. From a University-wide perspective, a set of Service KQIs has

STUDENT SERVICES	REQUIREMENTS (KQIs)	MEASUREs
<u>Enrollment*</u> Recruitment, Admissions, Registration, Financial Assistance, Career Services, SOAR	<ul style="list-style-type: none"> • Treating you with respect, fairness, and honesty. • Performing our tasks with competence and skill. • Communicating clearly and courteously the services provided. • Listening actively to your requests, comments, and concerns. • Being flexible and open to new ideas. • Providing what we agree to deliver in a timely manner. • Maintaining a safe and orderly, healthy, well-functioning, and attractive campus. 	<ul style="list-style-type: none"> • Student satisfaction • Sub-process specific measures
<u>Library</u> Collection/Resources, Instruction, Instructional Support		<ul style="list-style-type: none"> • Student satisfaction • Sub-process specific measures
<u>Student Affairs</u> Residential Life, Campus Activities, Health Center, Counseling Center		<ul style="list-style-type: none"> • Student satisfaction • Sub-process specific measures
<u>Information Management (Computing)</u> Help Desk, Computer Labs, Residence Halls, Instructors, Classrooms, Remote Facilities		<ul style="list-style-type: none"> • Student satisfaction • Faculty and staff satisfaction • Sub-process specific measures
<u>Academic Assistance</u> Supplemental Instruction, Student Athlete Success, Talent Development Center, Student Support Services, Upward Bound, Writing Center		<ul style="list-style-type: none"> • Student satisfaction • Sub-process specific measures
<u>CITE</u> Faculty Notebooks, Modular Learning, Web-based Courses		<ul style="list-style-type: none"> • Student satisfaction • Faculty satisfaction • Staff satisfaction • Process specific measures

Figure 6.1-3 Key Student Services, Service KQIs and Performance Measures

*The Enrollment KQIs apply to this process

been developed, which establish key requirements for student service processes. In addition, process owners implement the SSPP to identify process-specific KQIs for each support process and sub-process. These are based on specific student or stakeholder requirements determined through the SSPP, and are linked back to the Service

KQIs. Measures relating to each process and sub-process also are established. Space limitations prevent identification of all specific requirements and measures.

(3) How Northwest designs these processes to meet all key requirements. The SSPP is the method used to design these processes. KQIs include key performance requirements and reflect program quality as defined by students and stakeholders. Faculty teams further develop KQIs based upon criteria from the Faculty Senate, college deans, the CBHE, and a detailed evaluation of student needs. Information is obtained directly from students through surveys and interviews, and through a review of student performance data. Step 2 of the SSPP specifies that program KQIs must be linked to the University's Strategic Educational KQIs that encompass developmental needs such as self-directed learning, personal/social development, teamwork/team leading, and multicultural competencies (see Figure 2.1-1). Step 4 of the SSPP requires development of goals and deployment strategies. Each KQI has a goal(s) associated with it to ensure that the faculty team seeks to achieve and maintain high performance. For each goal Key Performance Indicators are identified. These are events or occurrences that must exist in order to conclude that success has been achieved. Next, deployment strategies are developed to identify how the program or offering will be delivered to achieve the KPIs, which essentially is the design of the delivery process. Deployment strategies encourage active learning through team-based learning projects, undergraduate research, internships, study abroad and public presentations. The University has also begun to encourage faculty to move static classroom content, such as lectures, to course websites in order to allow more time in class for discussions, group projects and other forms of active learning.

Northwest has remained a leader in incorporating technology into all aspects of the living/learning environment. Our CITE office plays a key role in this effort. CITE monitors developments in the field, tests and deploys new applications, and trains and assists faculty as they use technology to improve learning. Over the past six years, CITE has invested \$150,000 to fund three full-time faculty positions and approximately 10-15 stipends to individual faculty so that they can develop electronically-based course materials (Figure 7.4-9). As a result, 50 general education courses and entire programs in accounting, management and masters-level GIS are completely online. An additional 450 classes are web-enhanced (Figure 7.3-6).

The Faculty Senate develops requirements for sequencing and linking courses and programs and, as part of the process, for integrating new programs into the curriculum. Courses are linked based on their sequence of curricular concepts (based on exposure, familiarity and mastery

levels) and are then sequentially listed showing how they fit into the total curriculum. Other departments are encouraged to review this information, along with a course syllabus and suggested textbook. Where appropriate, core curricula are developed within a college that serves several degree programs.

We have written 40 general articulation agreements with community colleges that specify which courses will transfer and which are equivalent to Northwest courses. Admissions representatives communicate with community college and high school counselors, and invite them to campus.

Several approaches are used to monitor and improve efficiency. By providing Northwest students with access to online courses, many are able to work around schedule conflicts. This enables them to either graduate on time or even early. From a student perspective, our trimester system also makes it possible to accelerate progress to graduation. Two three-year degree programs also have been implemented to shorten cycle time even more. One other example of a move toward greater efficiency is the sharing of faculty in cooperative graduate programs.

Organizationally, we start with ratio analysis as a basis to gauge relative efficiency and for setting targets. When new programs are proposed, the college deans conduct a Dean's Impact Review of Course Proposals. Under a Sloan Foundation grant, we are integrating activity-based costing techniques into our SSPP. This project (Q/ABC), the first of its kind, makes it possible for faculty to do cost/benefit analysis using actionable data.

All of the information gleaned through the above processes is fed into Northwest's knowledge management framework (described in detail in [Category 4](#)) through appropriate groups such as the SPC, Deans Council, the University Chairs Council, or academic departments where better practices are highlighted and analyzed and action plans are developed to incorporate change into the design of educational programs and offerings.

The University's key student services are designed using Steps 1 through 4 of the SSPP as previously discussed. Delivery of these key processes is conducted under the guidance of the respective area leadership team.

(4) How Northwest uses performance measures and indicators to control and improve our learning-centered processes. Step 3 of the SSPP requires the faculty team to determine how to assess student achievement and satisfaction relative to the KQIs. This includes identifying measures that can be tracked and used to identify trends. Formative and summative achievement measures are used. Formative measures are those used to modify programs and offerings by making midstream improvements.

Summative measures are used to create baselines and track achievement over time. The use of classroom exams is an example of a formative measure and the departmental Major Field Achievement Test (MFAT) process is an example of a summative measure. [Item 4.1](#) describes how these processes are used to continually improve student learning.

The Provost and college deans have developed a common profile of measures for each department that align with our Decision Drivers. Measures encompass student achievement, student success and placement, student satisfaction, enrollment, and financial information. These data are distributed for analysis and trend line study and are incorporated into the department's annual reports. The President, Provost and deans review these data during their annual visits to the departments. Long-term planning based on the information allows for increased responsiveness in staffing and effective use of resources.

To evaluate general education and major program knowledge, summative student achievement measures include the Academic Profile, Major Field Tests, senior performances, portfolios, and locally developed assessments. Most courses include quizzes, tests, written papers, presentations, group projects, case study analyses, and other assignments that provide more timely formative assessments. Courses are evaluated at their conclusion and, in many instances, at the mid-point by students. This process occurs once a trimester in each course taught by untenured faculty and annually in each course taught by tenured professors. All instructors, assistant professors, and associate professors are given an annual evaluation on their teaching by the department chair. Tenured, full professors are evaluated at three-year intervals. Each student service has developed—as part of Step 3—a set of measures and indicators that are monitored on a short cycle. These measures are linked to the Strategic Service KQIs and to the area's tactical KQIs. As part of Step 5, baselines have been established and comparative performance data are collected. Working within the framework of Northwest's Knowledge Management Process and based on the University's Decision Drivers, better practices are systematically identified, at times through benchmarking, and performance goals set as improvements are initiated.

(5) How Northwest improves its learning-centered process to maximize student success. Steps 5 through 7 of the SSPP are the primary method used to evaluate and improve programs and offerings. These require the collection of comparative data and performance goals to push the organization to higher levels of performance. Assessment results and course evaluations are used as a basis for improvement of programs and offerings as discussed previously in [Area 6.1a](#) (2-4) and in [Category 4](#). These data are presented and analyzed, and instructional

improvements are determined on a regular basis at academic department meetings and department development days. Examples of successful benchmarking include a chemistry lab that uses computer simulations and the development of online courses and programs.

Employer surveys are conducted to determine how well graduates are doing compared to graduates from other universities. Members of advisory councils also represent organizations that hire Northwest graduates. Information they provide is used to make curricular improvements.

The SSPP is a collaborative, iterative process. Following Step 7, the loop closes by identifying any corrective actions, and the process starts again so that improvements are continuously made. The SSPP is fully integrated with the Northwest Innovation Process described in [Item 1.1](#) and the Knowledge Management Process described in [Item 4.2](#) to ensure that improvements and innovations are shared across campus to facilitate organizational learning and additional innovation creation. In addition, the President's Cabinet, the Deans Council, and SPC meet frequently to address and implement process improvements and better practices and to discuss, share, broadcast and foster the adoption of knowledge gained and innovative lessons learned by units across the University. An example of the effectiveness of this knowledge sharing feedback loop, and the level of agility the SSPP has added to the ability of the University to meet changing needs, was the rapid movement to a single platform to support online and Web-enhanced courses. Over a three-month period, based on feedback from faculty and students, the University moved to a position to renegotiate its contract with its online course partner, eCollege, to expand its services to the University's web-enhanced courses for free.

In addition, the Annual Report process, accreditation reviews, and the Curricular Proposal Approval Process keep redesign efforts and costs to a minimum. Ratio analysis is used to determine the relative efficiency—compared to similar institutions—of Northwest's student services. Overall costs in the student services areas are reviewed and controlled on a continuous basis by the Cabinet member directly responsible for each service. To aid in this ongoing effort, several student service areas also are participating in the University's Sloan Q/ABC project.

6.2 Support Processes

a. Support Processes

(1) How Northwest determines its key support processes. Northwest's key support processes are an outgrowth of the University's mission and are shown in Figure [6.2-1](#). Northwest uses its Seven-Step Planning Process (SSPP) to determine, design and deliver support processes, and for evaluating and improving them. Consistent with the

approach utilized to establish process requirements for educational programs and student services, the SSPP is used to ensure that input is received from and validated by student and stakeholder users of support processes.

(2) How Northwest determines support process requirements. Northwest's Strategic Service KQIs are the key requirements for support processes. In addition, process owners implement the SSPP to identify process-specific KQIs for each support process and sub-process. These are based on specific student or internal/external stakeholder requirements determined through the SSPP, and are typically linked back to the Service KQIs. Measures relating to each process and sub-process are also established. Space limitations prevent identification of all specific requirements and measures.

(3) How Northwest designs these processes to meet all key requirements. Key support processes are designed using Steps 1 through 4 of the SSPP as discussed in [Item 6.1](#). The Service KQIs shown in [Figure 6.2-1](#) play an integral role in the determination of process requirements by providing a foundation for meeting customer expectations in the areas of people interaction, task productivity and accuracy, timeliness of response, safety concerns, communication elements, and attention given to customer comments and suggestions. For example, goals, deployment strategies, assessment, results, analysis, and performance targets are linked to the appropriate Service KQIs. If a unit identifies as one of its KQIs, "to provide timely financial service," this KQI is linked to the Strategic Service KQI, "Providing what we agree to deliver in a timely manner." Specific training is provided for support staff personnel on how to apply the Service KQIs in their areas. Each area has posted these KQIs in a prominent place and Comment Cards are conspicuously located in order to solicit real time feedback. When cards are received unit directors review them with their staff in order to reinforce their importance and to identify improvements. When out-of-control processes are identified, root cause analysis is used to isolate opportunities for improvement, which are then shared across the University's support services through such entities as SPC, SAS, and the Deans Council. The iterative nature of the complete SSPP thus provides Northwest with the agility it needs to be able to respond to new challenges brought to light through our knowledge management process.

(4) How Northwest uses performance measures and indicators to control and improve our support processes. [Figure 6.2-1](#) identifies performance measures for support processes. The unit KQI may have three goals and four KPIs that are measured using both in-process and summative assessments that include Comment Card feedback, bimonthly reports, focus groups with students and/or faculty, and weekly post-program monitoring.

Daily in-process leadership feedback and monthly reporting, through explicit "Knowledge Sharing" agenda items, provide improvement opportunities for performance teams in their day-to-day operations. For example, the Communications & Marketing area measures three processes: 1) number of news releases that become printed stories, 2) ad equivalencies which calculate a value for printed stories equivalent to the cost of an ad in the same print space, 3) number of radio station news rooms that avail themselves of weekly 60 second prerecorded news stories on the subject of consumer and health issues. It is important to note that the SSPP has been deployed to our support service delivery partners—Barnes & Noble (bookstore), and ARAMARK (campus dining, building and grounds maintenance). Each partner designs, manages, and improves its processes using the SSPP and shares applicable better practices through the SPC.

(5) How Northwest minimizes overall costs associated with inspections, tests, and process or performance audits of support processes. The annual costs for Support Processes are evaluated within a financial context using trend data within the University and comparative data among peers plus state/national statistics. For example, the Purchasing Department plays a key role in minimizing expenses through competitive bidding activities. Trend data identify the annual savings. Costs associated with performance reviews, audits, emission tests, etc. are likewise evaluated routinely with a view toward achieving the desired professional outcome at a reasonable expense. Multiple year contracts, pre-determined rate increases and shared review effort between University staff and the oversight organizations are some of the techniques used to minimize costs.

(6) How Northwest improves its support processes to achieve better performance. Steps 5 through 7 of the SSPP are used to evaluate and improve the support processes. Improvements are driven by customer input, trend analysis, Northwest's knowledge management framework, professional literature, and benchmarking visits accomplished through the SSPP. The full extent of Northwest's knowledge management framework, ranging from Leadership Forum, *Northwest This Week*, the student newspaper, Policy Handbook updates, meetings, to e-mail, provides the impetus for support services to adopt and refine improvements, innovations and lessons learned that emerge through the SSPP.

b. Operational Planning

(1) How Northwest ensures adequate budgetary and financial resources are available to support operations. Northwest has been able to maintain and grow its operations during the recent educational budget crisis through a mixture of strong leadership and collaborative discussions among campus governance groups in the

budget planning process and in its workings with state representatives. This approach has been undertaken in conjunction with budget expense controls, formulation of market-driven tuition (Figure 7.3-4) rates, use of historic reserves, and increased private support to ensure adequate resources are available to meet our budgetary and financial obligations. As one of its key SIs, Northwest's Financial Flexibility SI has as two of its KQIs the maintenance of sufficient E&G reserves to allow for internal borrowing and to cushion downturns in the economy and the maintenance of sufficient Auxiliary reserves to sustain an A3 bond rating. Risks associated with current operations and new initiatives are thoroughly vetted as part of the SSPP.

The maintenance of sufficient E&G reserves has enabled Northwest to support major new initiatives that it has encountered over the past several years. For example, in response to health and safety concerns as well as space constraints, Northwest was able to commence the building of an 11,240-square-foot addition to the Fine Arts Building using internal funding sources. The financial flexibility that Northwest has maintained allowed this project to move forward from start to finish in two years. If state funding had been needed, the project would have had to be placed on hold for an indefinite amount of time.

(2) How Northwest ensures continuity of operations in the event of an emergency. The University employs a Health/Safety Manager who is responsible for auditing Northwest's safety and risk practices, developing disaster/contingency plans, designing personnel training, and overseeing the

development of safety manuals. As part of overall improvement in this area, senior leaders play a role in reviewing and revising the Crisis Management Plan. This plan, which encompasses educational, operational and financial emergency situations, comprehensively addresses emergency preparedness, is reviewed by the Cabinet and updated at least annually. For example, to ensure the continuous availability of online and web-enhanced course sites, Northwest's outsourced its course management system with eCollege, which has built-in redundancy at all failure points at its Denver, CO headquarters.

KEY SUPPORT PROCESSES AND SUB-PROCESSES	SERVICE KQIs (KEY REQUIREMENTS)	PERFORMANCE MEASURES
<u>Campus Safety</u> <ul style="list-style-type: none"> • Student Safety Awareness, Service Calls, Reporting Crime Statistics 	<ul style="list-style-type: none"> • Treating you with respect, fairness, and honesty. 	<ul style="list-style-type: none"> • Student satisfaction • Faculty satisfaction • Staff satisfaction • Process specific measures
<u>Facilities*</u> <ul style="list-style-type: none"> • Building/grounds (Service Master) Transportation, Major Capital Planning (Gould Evans Goodman) 	<ul style="list-style-type: none"> • Performing our tasks with competence and skill. 	<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Sub-process specific measures
<u>Financial Management*</u> <ul style="list-style-type: none"> • Controller/Accounting, Treasurer/Cashiering 	<ul style="list-style-type: none"> • Communicating clearly and courteously the services provided. 	<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Process specific measures
<u>Outsource Partners</u> <ul style="list-style-type: none"> • Dining Services • Environmental Services • Bookstore • Legal Services • Architectural Services 	<ul style="list-style-type: none"> • Listening actively to your requests, comments, and concerns. • Being flexible and open to new ideas. 	<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Process specific measures
<u>Utility Alternative Fuel Technology</u> <ul style="list-style-type: none"> • Fuel Source • Productive Outcome 	<ul style="list-style-type: none"> • Providing what we agree to deliver in a timely manner. 	<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Process specific measures
<u>Purchasing</u> <ul style="list-style-type: none"> • Purchasing • Central Receiving • Educational Services • Central Stores • Movers 	<ul style="list-style-type: none"> • Maintaining a safe and orderly, healthy, well-functioning, and attractive campus. 	<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Process specific measures
<u>Communication and Marketing</u> <ul style="list-style-type: none"> • Radio Broadcast Services • Publications 		<ul style="list-style-type: none"> • Student and stakeholder satisfaction • Process specific measures
<u>Human Resources*</u> <ul style="list-style-type: none"> • Competitive Compensation • Workplace Development • Satisfaction & Recognition • Benefit Programs 		<ul style="list-style-type: none"> • Student satisfaction • Faculty satisfaction • Staff satisfaction • Process specific measures

Figure 6.2-1 Key Support Processes, Requirements, and Measures.

*One or more of the Financial KQIs, shown in Figure 2.1-1, apply to this process.

7 Organizational Performance Results

Appropriate comparative data are used wherever they are available. Nationally normed (commercial) examinations have comparisons built in – student scores (major field examinations and the AP) are expressed in terms of percentile ranks (how a student scores in relation to the comparative cohort) or as having achieved a level of performance based upon measurement against specific criteria (proficiency scores). The NSSE results include comparative data (Masters institutions and National). Major survey companies regularly include National and Masters comparative data. For some examinations and surveys – but not all – special comparative reports are available provided that a minimum number of institutions in the comparison group are users of that exam or survey. For special comparative reports comparative averages are provided; none of the companies will identify performance of specific institutions and none are willing to supply information identifying a specific institution as “best-in-class.” Commercial exams and surveys are supplemented by locally developed instruments to collect specific information not available in commercial instruments. External comparisons are not available for locally developed instruments.

Throughout category 7 the comparative data are color-coded to aid in interpretation. National comparisons (all higher education organizations) are orange; Masters institution (all higher education organizations in the same Carnegie classification as Northwest) comparisons are purple; peer comparisons (institutions in our 41-institution peer cohort) are pink; competitor comparisons (moderately selective institutions in Missouri) are blue. In many cases, multiple sources of comparative data are available and only the most meaningful or most specific are presented in this application.

7.1 Student Learning Results

Several sources of data are used to track Strategic KQIs. The ETS Academic Profile is used as an institution-wide measure of student general education performance. Within Missouri, the CBHE tracks the percentage of students scoring above the national average on nationally normed instruments. Comparative data on this measure is obtained from the Missouri State Statistical Profile (MSSP). Over the last ten years our performance has increased as shown in Figure 7.1-1. A significant increase in performance is observed, but there has been no correlative change in incoming student ability in recent years. This is evidence of value-added education for Northwest students.

Figures 7.1-2 and 7.1-3 show student performance relative to Communications and Critical Thinking competencies, respectively. These are proficiency measures and indicate that our students are performing at a level comparable to Masters institutions nationally.

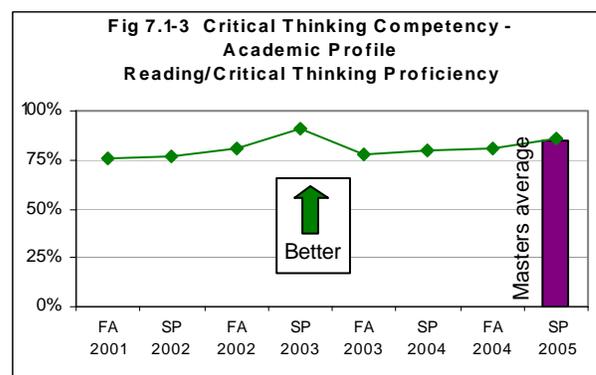
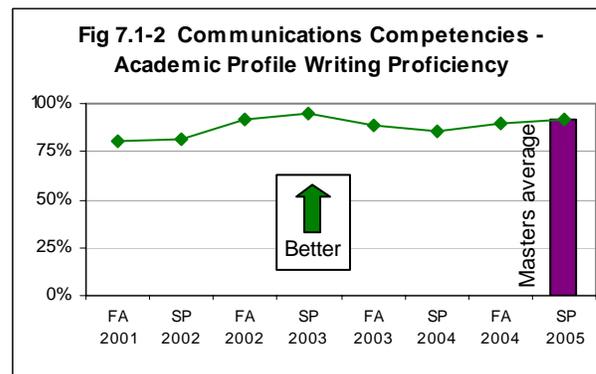
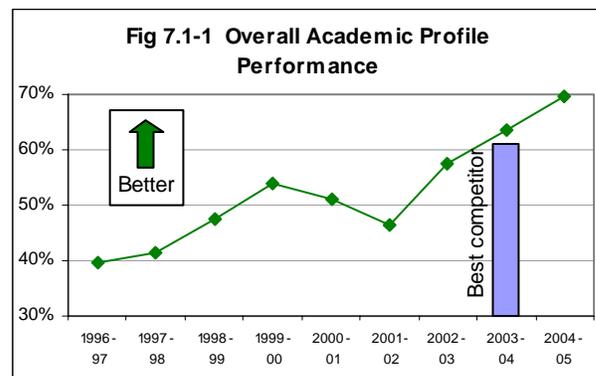
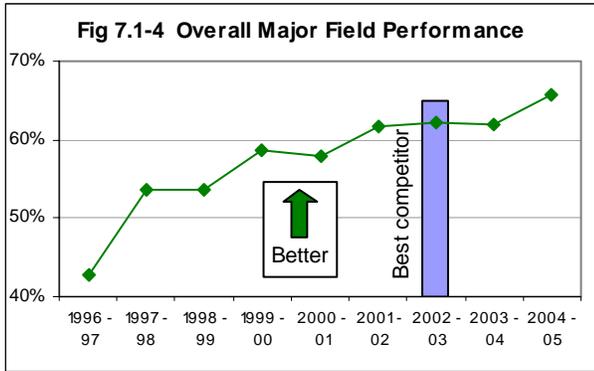
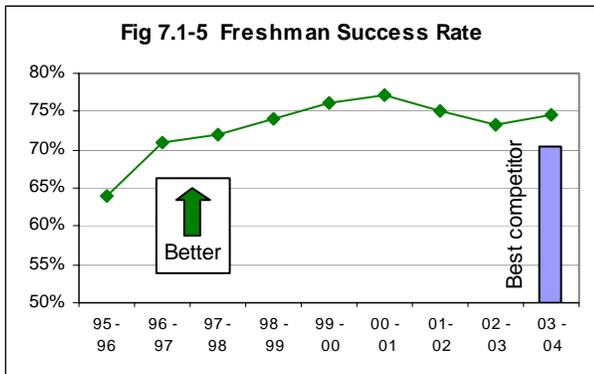


Figure 7.1-4 shows student improvement trends on nationally normed major field examinations. Improvements are due to efforts by faculty to monitor the relationship between curriculum and student performance, and to initiate improvement on a continuous basis. Competitor data come from the MSSP, and the most recently available data are from the 2002-03 academic year. Based on an analysis of comparative trends, we believe that our performance exceeds all competitors. Special comparative reports are available for a subset of exams for which a sufficient number of peer institutions use the specific area exam, but competitor comparative data are not available for those data.

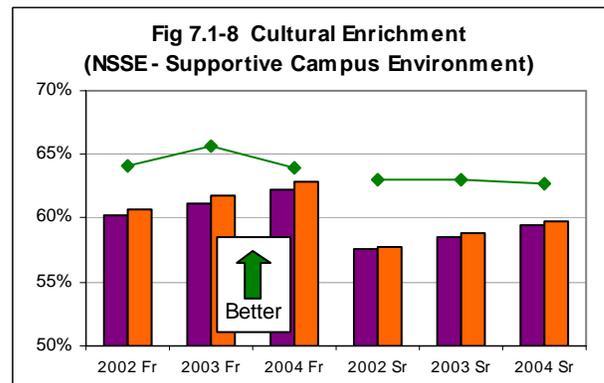
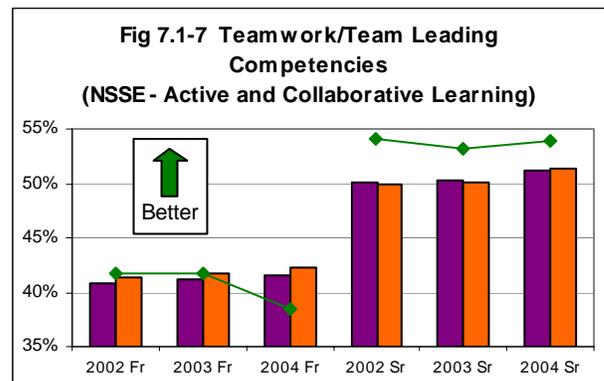
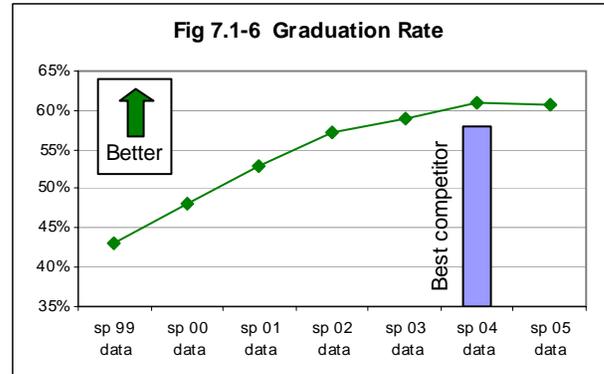


Freshman Success Rate (Figure 7.1-5) is a computed statistic that looks at the percentage of students completing 24 or more credit hours with a 2.0 or higher GPA at the end of the first year. Competitor data peaked in 2001-02 and are all declining; we have been the top performer on this measure since we have tracked comparative data (beginning Fall 1998). Observed improvement and sustained high performance are linked to Student Success Task Force initiatives undertaken in the mid 1990's.



Graduate Rate is a lagging success indicator related to Freshman Success. Figure 7.1-6 shows a steady improvement in this rate, which is stabilizing around 60%. We have been top performer on this measure since Spring 2002. These data show the CBHE calculated rate which includes students graduating from any public institution in MO, not just the native institution. In recognition of our Graduation Rate, this spring we were site visited in a benchmarking project sponsored by AASCU to study institutions whose graduation rates are significantly higher than expected.

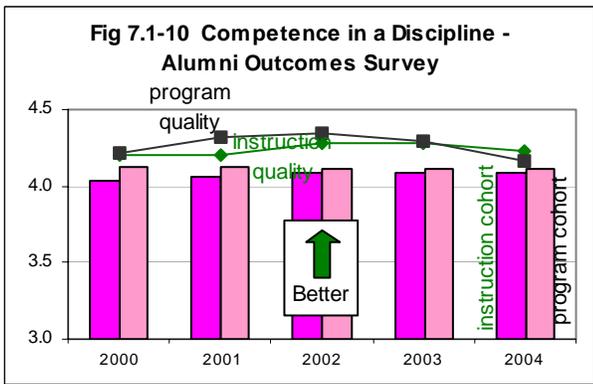
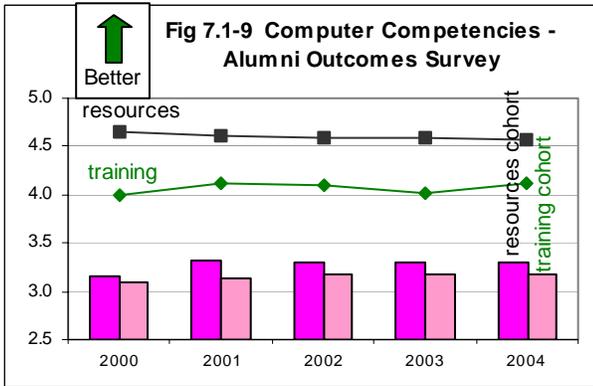
Figures 7.1-7 and 7.1-8 are both from National Survey of Student Engagement; with comparison against Masters and National. These are institution-wide measures of teamwork/team leading competencies and cultural enrichment. Except for 2004 freshman, Northwest student compare favorably to comparison groups.



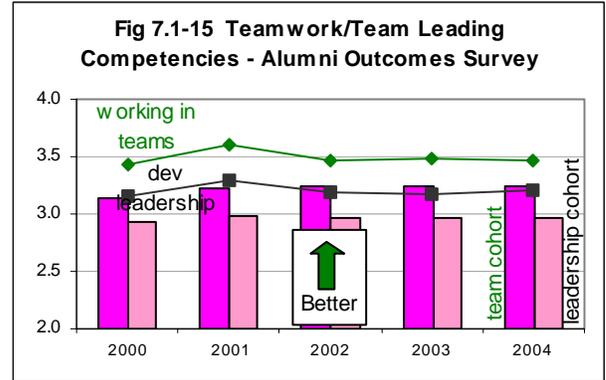
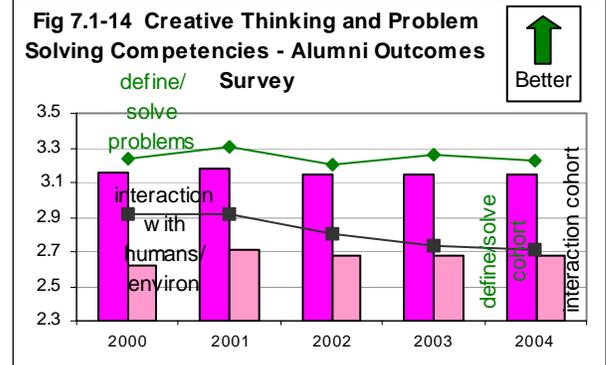
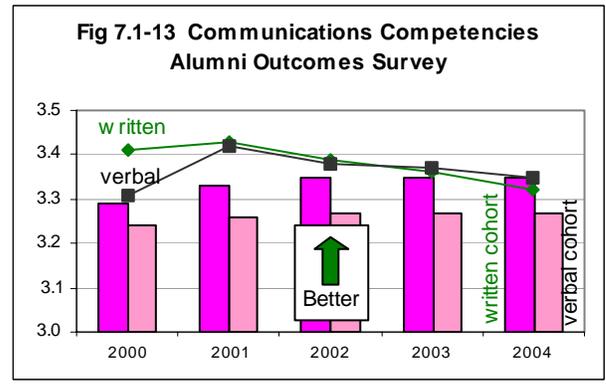
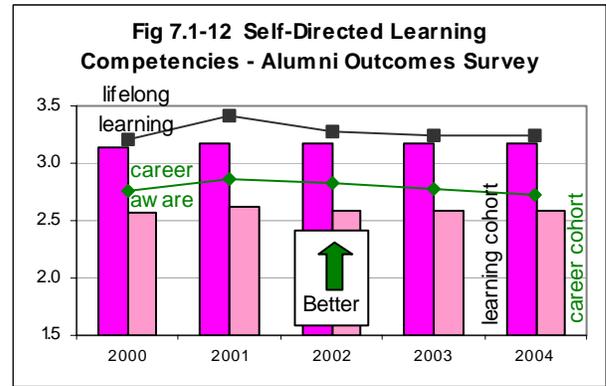
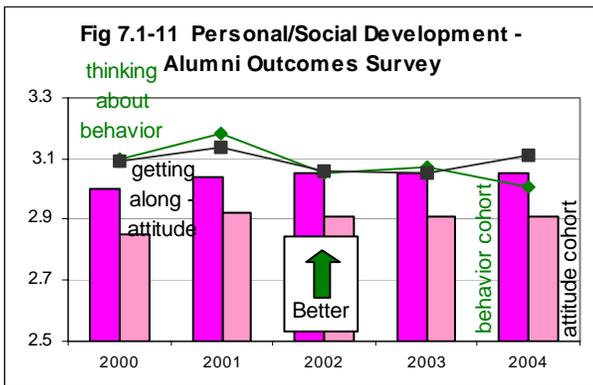
Several of our Strategic KQIs are measured using the ACT Alumni Outcomes Survey (AOS) which is a nationally normed instrument administered to all alumni three years after graduation (the year shown is the survey year). Two sections of this survey ask students to reflect on the quality and effectiveness of their college experience. We consider this a valuable source of self-report performance evaluation, based on a real-world analysis of educational effectiveness as experienced in the workforce.

Availability of comparative data is dependent upon a sufficient number of peer institutions also using the AOS. Recalculated norms have not been available for the past two years, so the most recent comparative data have been carried forward for the last two cycles.

For Figures 7.1-9 and 7.1-10 the rating scale is 1-5. Northwest shows sustained high performance on the institution-wide measure of computer competency, and we consistently outperform comparative peers on competency in a discipline.



For Figures 7.1-11 through 7.1-17 the rating scale is 1-4. In this series of figures, Northwest alumni report that the impact of Northwest on their educational growth and development is consistently higher than alumni in the comparative cohort.



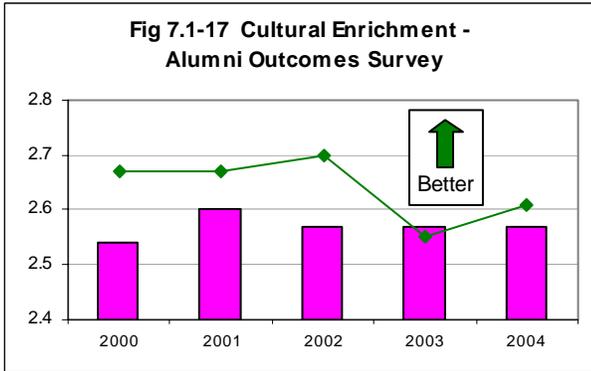
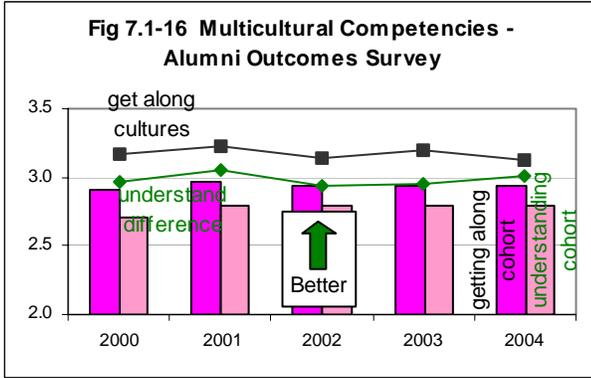


Figure 7.1-18 shows student safety statistics based on the Student-Right-To-Know Act and the Jean Cleary Disclosure Act. The average number of incidences by category is compared to a random sample of institutions selected from our peer cohort. In the period 2001 to 2003 Northwest reported fewer # of incidences than our peers in each safety category.

	Northwest - average # of incidences 2001-2003	Peers - average # of incidences 2001-2003
murder	0.0	0.0
sex	2.0	2.9
assaults	2.0	3.9
robbery	0.0	0.9
drug	14.0	37.9
Fig 7.1-18 Student Safety		

7.2 Student- and Stakeholder-Focused Results

The Noel-Levitz Student Satisfaction Inventory is an institution-wide measure of student satisfaction given to all freshmen at the end of the first term, also to half of all second-term juniors. (Juniors are randomly divided between this survey and a locally developed survey.) The SSI is a nationally normed instrument. In addition to national comparison data, custom comparison reports can be ordered if a sufficient number of targeted institutions also use this instrument. Results of individual institutions

are not released, just group averages. Comparisons to peer institutions are shown in Figures 7.2-1 and 7.2-2.

Figure 7.2-1 shows that the overall satisfaction of Northwest students is consistently higher than satisfaction of students in the peer group.

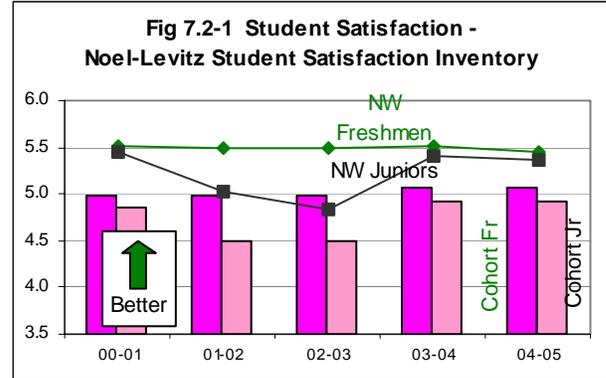
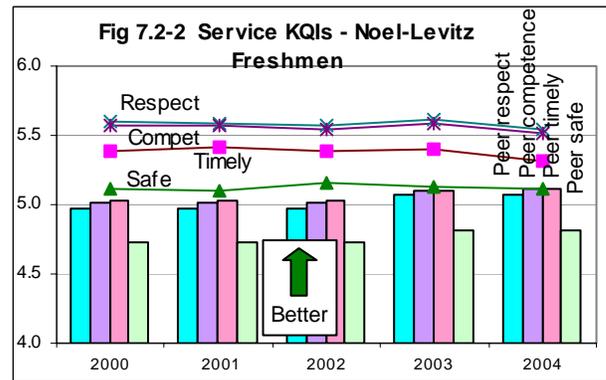
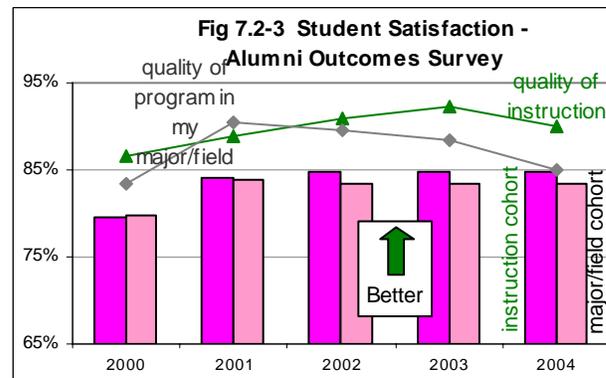


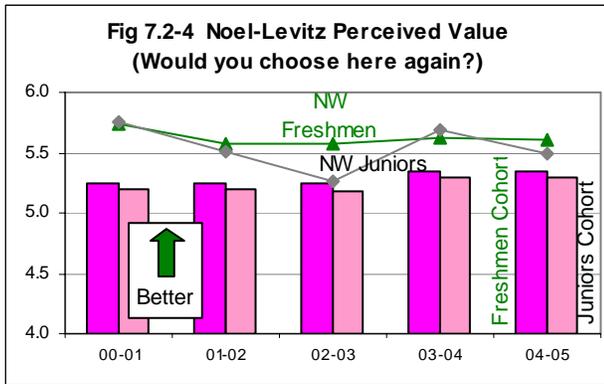
Figure 7.2-2 displays student satisfaction with key areas of our Service KQIs, including respect for students, competence of staff, timely service, and a safe environment. Northwest students are consistently more satisfied than students in the peer group.



The ACT Alumni Outcomes Survey is an important institution-wide survey for capturing feedback from recent alumni. Figure 7.2-3 shows student satisfaction with the quality of the academic program in the students' major area, and the overall quality of instruction at Northwest. Satisfaction ratings exceed those of students in our peer cohort.



Response to the question “All in all, if you had it to do over again, would you enroll here?” is shown for freshmen and juniors in Figure 7.2-4. Northwest students consistently respond more favorably than students in our peer group.



In Figure 7.2-5 a similar issue is raised with alumni in the AOS. Response to the question “Would you recommend this school to a friend or acquaintance who asked your opinion?” shows Northwest alumni respond more favorably than alumni from peer institutions. Although the difference between Northwest alumni and peers looks small, both are greater than 95% positive so the potential for a big gap is small. Response to the question “If you could begin again, would you attend this school?” is similar to the question shown in Figure 7.2-4 and extends those positive trends.

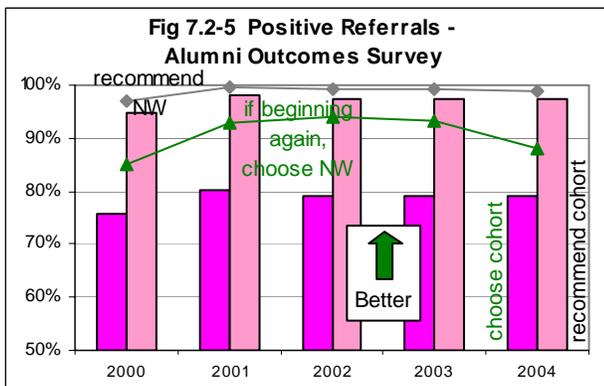


Figure 7.2-6 shows stakeholder timeliness satisfaction ratings for subunits in the Communications & Marketing area. This area recently retooled their data collection system to collect stakeholder data through online surveys.



Figure 7.2-7 shows the Purchasing departments vendor survey satisfaction results. Satisfaction ratings on professionalism and courtesy, clarity of communication, and accessibility of staff are higher than 90% “excellent”, with the balance made up of “above average” or “average” with no “below average” or “poor” ratings at all.

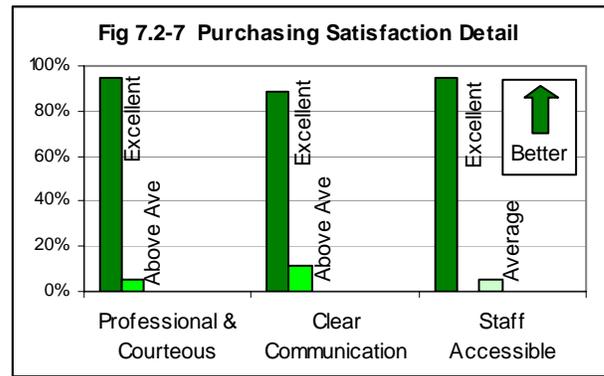
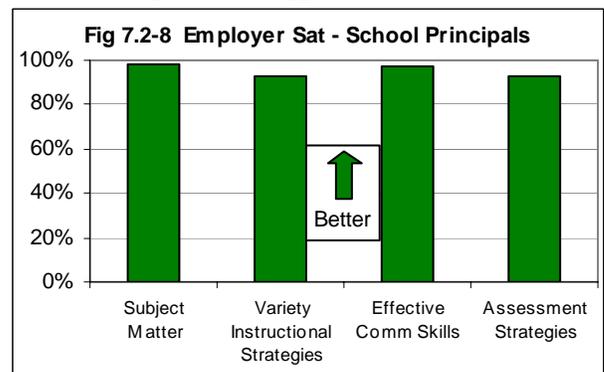


Figure 7.2-8 shows employer satisfaction with graduates. These data represent school principals’ response to our Beginning Teacher Assistance Program survey. The extent to which principals agree that beginning teachers are well prepared in selected areas is shown. First year teachers are consistently rated as very well prepared. These data are analyzed along with student self-report data to look for curriculum improvement opportunities.



7.3 Budgetary, Financial, and Market Results

Figure 7.3-1 shows overall financial trends that resulted from fiscal management processes implemented when the current President came to Northwest in 1984. From a negative position in that year, Northwest has achieved solid positive balances that grew to exceed \$2 million dollars in 1995. In response to severe financial crises in Missouri, reserves were heavily tapped in 2002. Careful planning and management have increased the fund balance even as state financial problems have continued.

During the recent state financial crisis many higher education institutions in Missouri closed programs and laid off faculty and staff to cope with reductions in core revenue. Northwest’s planning and management allowed us to address budget losses through tapping reserves, implementing a tuition surcharge, and reorganizing workload. No positions were eliminated and no programs were cut as a result of state budget reductions.

In Missouri the state does not provide public funds for certain operations including residence halls and the Student Union. These areas are called “auxiliaries” and are funded through non-appropriation sources – primarily fees.

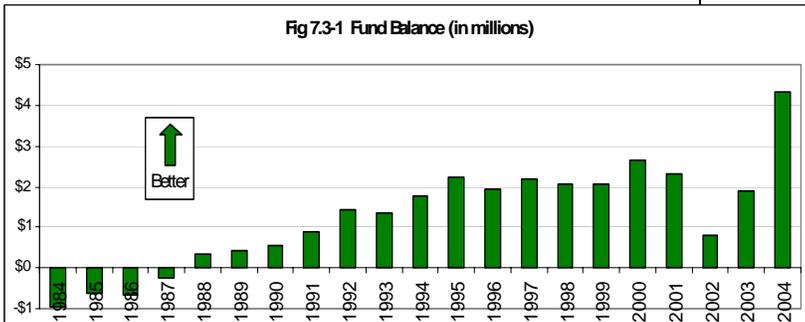


Figure 7.3-2 shows recent balances of the auxiliary reserves. The red line indicates the minimum balance required by bonding agencies. Northwest has maintained sufficient reserves and financial health to obtain an A3 bond rating – the highest available for our type of institution. Reserves were intentionally drawn down in 2000 to invest in improvements to the Student Union and residence halls. Northwest is currently beginning phase II of a residential master plan project to replace residence halls with housing that better meets the needs and expectations of today’s students.

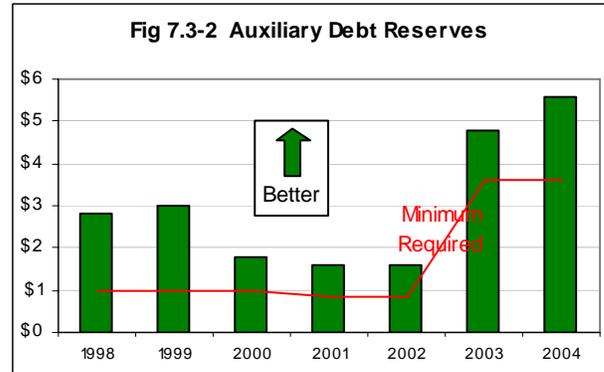
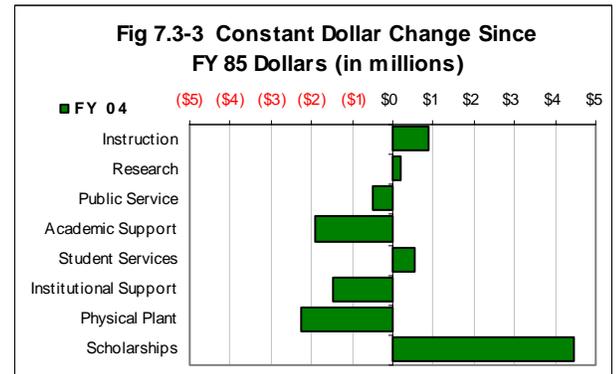
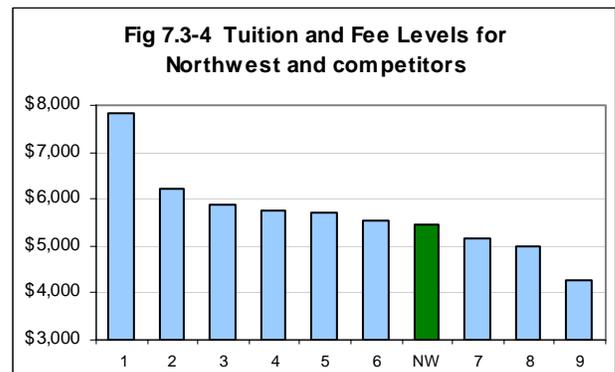


Figure 7.3-3 shows the cumulative reallocation of budgets by accounting category since FY1984-85. The chart shows reduction of administrative overhead and the channeling of those funds into the core institutional functions of instruction and student support (scholarships).

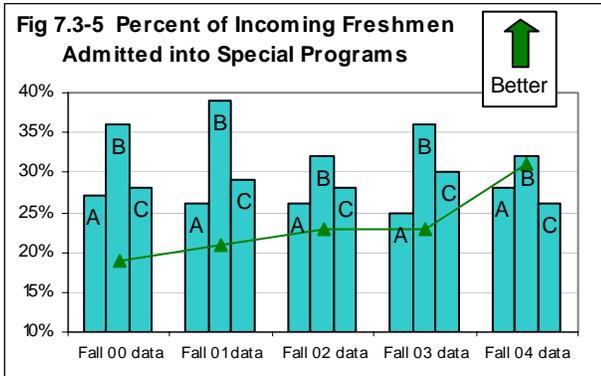


Historically we have served the students in our region by holding down the cost of tuition to remain affordable. Our effort to be priced in the mid-range compared to public institutions in Missouri is illustrated in Figure 7.3-4. The American Dream grant program was created to allow students from low income families to attend college with minimal financial stress on the family.

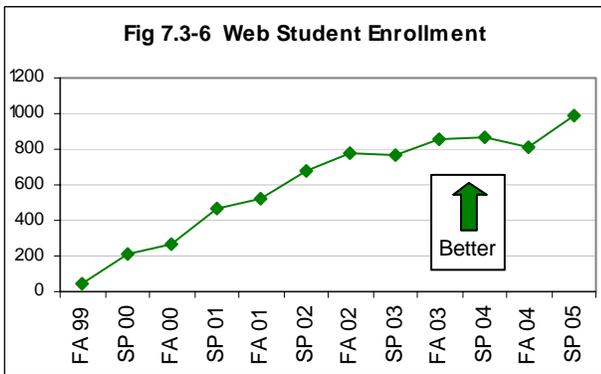


Besides striving to maintain affordability for the population we serve we have also tried to increase access

to higher education in the region. Figure 7.3-5 shows an increase in the percentage of incoming students admitted to special programs to aid the success of at-risk students. This percentage has been gradually increasing as we studied the success patterns of students who do not meet the state criteria for moderately selective admission and have created and expanded programs to aid their success. For example, an enhanced version of Freshman Seminar serves students who do not meet regular admission requirements.

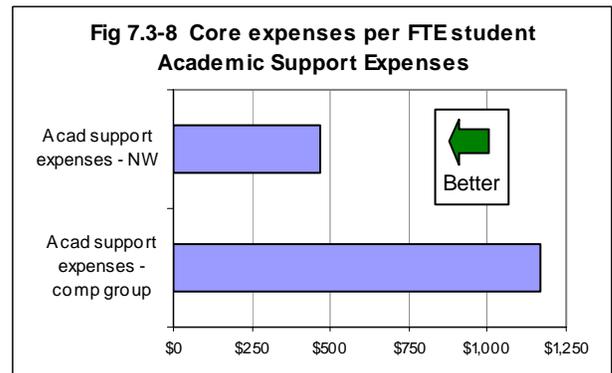
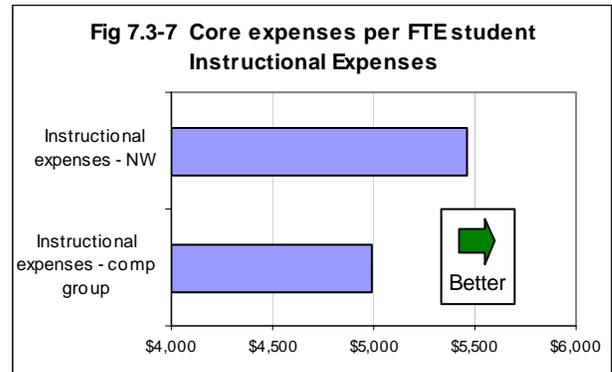


As the higher education sector began to move toward creating web-based course offerings without regard to how students could use them, Northwest has taken a measured approach by developing web offerings that could be combined to complete degree programs. Over time additional offerings have been developed to allow students to select among distributed group offerings, as well as to allow flexible scheduling options for residential students. Figure 7.3-6 shows steady growth in online enrollment over the past five years.



The National Postsecondary Education Cooperative (NPEC) produces comparative data using data from the Integrated Postsecondary Educational data System (IPEDS) in an annual feedback report. In the 2004 report Northwest is compared to 64 similar institutions. The first two figures presented in the report show that while Northwest receives approximately \$1,000 less per student from state and local appropriations than institutions in the comparison group, we devote almost \$500 more per student to instruction than institutions in the comparison

group. Figure 7.3-7 illustrates this difference. Despite less state funding we have maximized the internal allocation of budgets toward instruction compared to other institutions. Figure 7.3-8 shows where some of this difference is made up – through spending about \$700 less per student on administrative costs. (See also Figure 7.3-3.)



One of the key indicators of alumni and stakeholder support is charitable contributions. In an Associated Press release, figures from an annual survey by the Council for Aid to Education, a unit of the RAND Corporation, show that Northwest ranked 8th among Missouri colleges and universities in charitable contributions. This survey includes public and private institutions; even though most of our competitors are larger than us, our best competitor ranked 15th in this survey.

Our Kansas City initiative (see also 7.6-8) has resulted in an increase in student enrollment from that area. In 1998 five of our top 10 feeder schools were from KC. In 2004 this increased to 8 of our top 10 feeder schools. This represents a change in freshmen coming from KC compared to the total incoming class from 8% to 14%.

7.4 Faculty and Staff Results

Figure 7.4-1 shows our employee retention trend. These data are segmented by employee group and are tracked by HR as one indicator of faculty and staff satisfaction. The five-year period shows sustained high performance. The highest performance has been in the faculty segment.

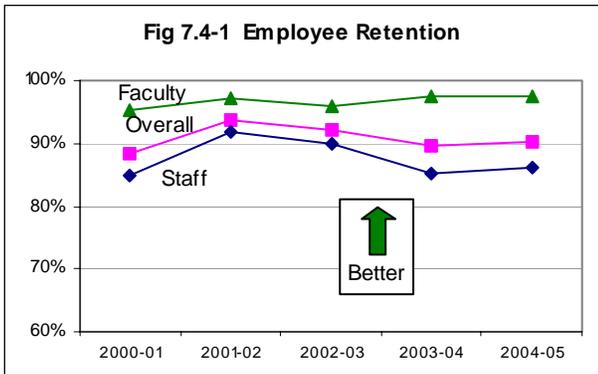
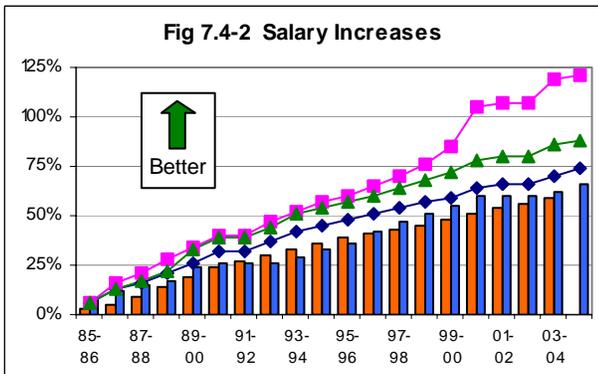


Figure 7.4-2 shows growth in salaries compared to the CPI (orange bar) and the Missouri State Merit Employees Increase (blue bar) percentages. The pink line represents support staff, the green line represents faculty, and the blue line represents administrative (professional) staff. This measure is tracked by the VP of Finance and Support Services to ensure that salary levels remain competitive and that personnel are appropriately compensated. Salaries are set using comparative salary matrices. This is based on the philosophy of market-based pay. The faculty salary matrix takes into account faculty rank and discipline at the Masters I level nationwide. The staff matrix looks at comparable positions at similar institutions.



During the 2004-2005 academic year, Northwest invested 6.5% of payroll on training and development, which includes but is not limited to conference costs and professional organization membership fees. This also equates that Northwest spends \$2,533 per employee on training and development.

Overall faculty satisfaction trends are shown in Figure 7.4-3. The satisfaction survey is locally developed by our faculty and ratings range from -2.0 (negative) to +2.0 (positive). The overall trend is upward, and above target. Subsets of items are also examined and opportunities for improvement are identified and acted upon.

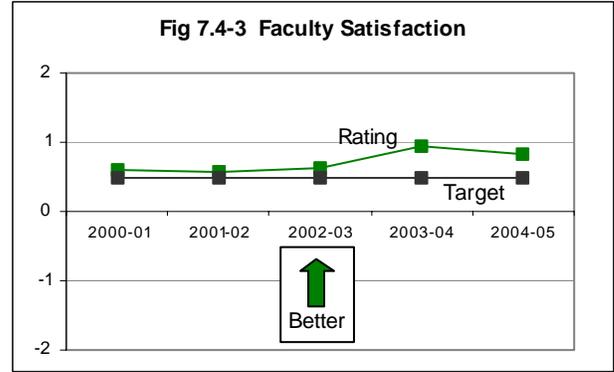
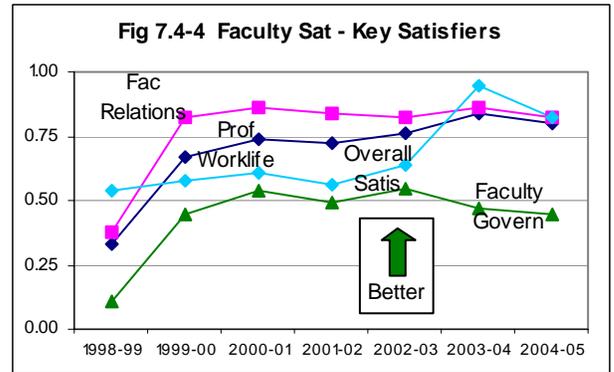
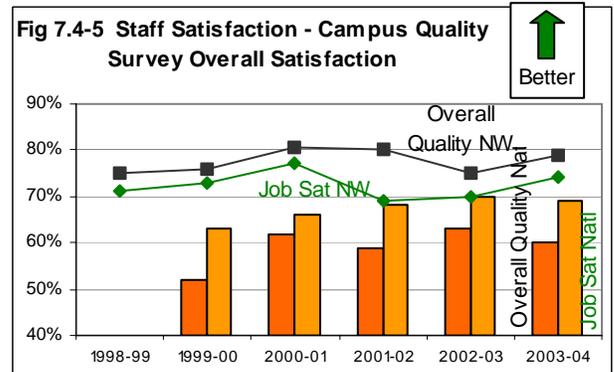


Figure 7.4-4 shows trends on key satisfiers, showing an example of segmentation of the data into subsets. In this figure the rating scale has been limited to 0.0 to 1.0 so that the individual lines are easier to see.



Staff satisfaction is measured using the Campus Quality Survey – a nationally normed commercial instrument. Figure 7.4-5 shows staff perception of the overall quality of the University and overall job satisfaction. National comparison data are shown for both measures. The survey vendor does not supply “best in class” comparative data and will not identify other institutions individually. Standard analysis includes an option for segmenting data by employee classification but we have intentionally chosen not to do so due to confidentiality issues.



Key staff satisfiers for the most recent survey administration are shown in Figure 7.4-6. Comparative data are other four-year institutions using this survey. This

figure shows Northwest staff more satisfied than the comparative group; this also holds true on the remaining four subscale which are not shown in this figure.

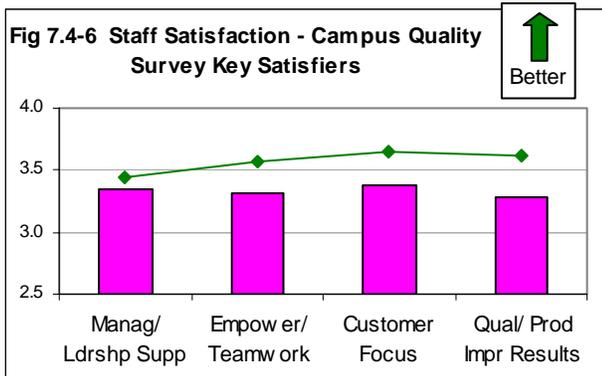
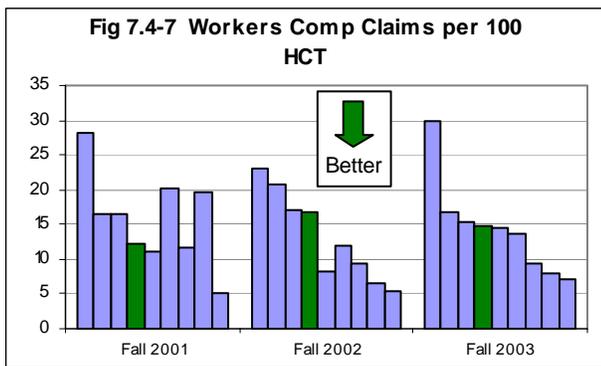


Figure 7.4-7 shows the number of employees who have filed Workers Compensation claims, compared to competitors.



Absenteeism is an indicator of satisfaction and well being in the work environment. Figure 7.4-8 presents our absenteeism rates compared to state trends. Despite a policy implemented in July 1999 allowing employees to use sick leave (rather than vacation) to attend to ill family members, our absenteeism rate is still lower than the state trend.

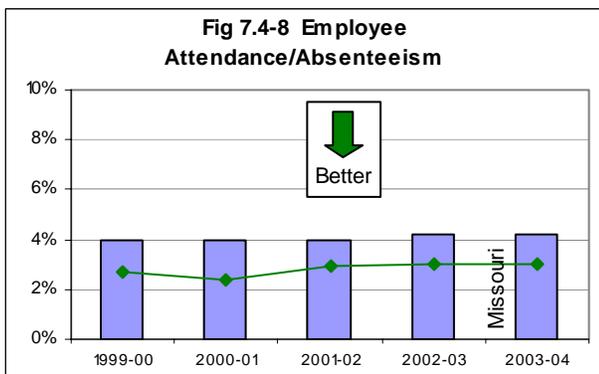
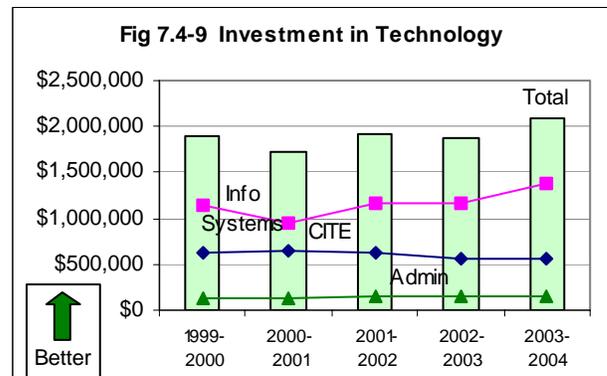


Figure 7.4-9 shows expenditures related to preparing for changes in technology and work organization. These data represent three ongoing efforts. (1) Information Systems includes computing and communications systems such as

network infrastructure, computers, maintenance, etc. (2) The CITE office assists faculty with creating, modifying, and/or enhancing courses using electronic technology. Stipends are available to “buy” release time for the development of online courses or course supplemental modules. All faculty receive notebook computers so that they can work where it is most convenient for them, and so that computers can be easily transported to classrooms as needed. One-third of the faculty receive a new computer each year, resulting in total replacement on a three-year cycle. (3) Over the past three years a significant portion of the service staff has been involved in planning and implementing a new student information system (Banner). Much of the data preparation and conversion was done using in-house talent, reflecting extensive training and a resulting high level of expertise. Vendor consultants expressed surprise that we were able to implement the system on short cycle time with very little outside assistance.

Northwest strives to maintain a competitive benefits package for all employees. Medical coverage is provided for full-time employees, early retirees, and regular retirees.

Faculty and staff ratings of empowerment by faculty leaders, supervisors, and administrators is consistently high. The faculty survey shows ratings of around 1.2 (scale of -2.0 to +2.0) for the last six years on autonomy in the workplace. Staff ratings of around 3.57 (scale of 1-5) exceed peer comparative data regarding empowerment and teamwork. On relationships with and support of administrative leaders, faculty ratings are positive between 0.8 and 0.9, and staff ratings are around 3.45, exceeding peer comparative data.



Information sharing by administration takes several forms. These are listed in Figure 1.1-1.

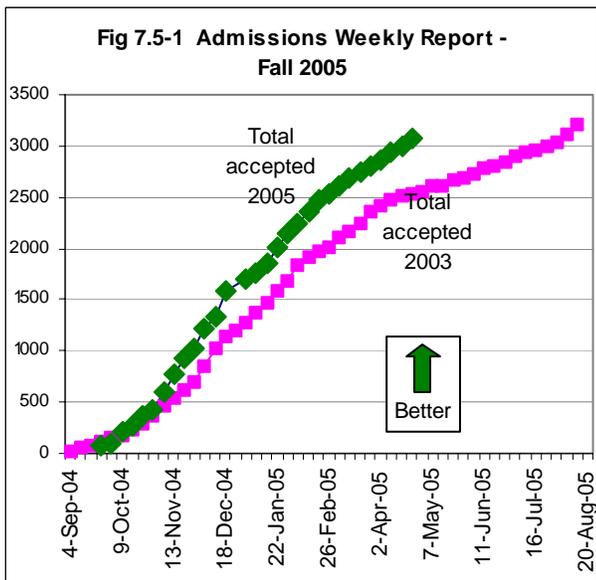
7.5 Organizational Effectiveness Results

The SSPP measurement system is used in all units – academic departments as well as service units – and all areas have identified measures for their areas. Samples of

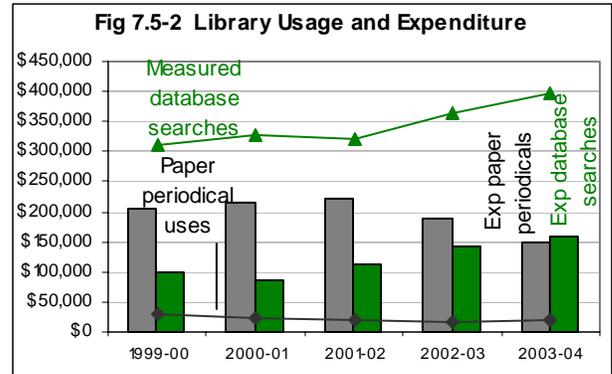
these are presented here in 7.5; additional data are available on site.

One of the important challenges faced by any higher education institution is forecasting enrollment for the coming year. We track this on a weekly basis. The total number of student applications that have “admitted” status are tracked and a cumulative total is compared to the prior year. Over time we have observed that students apply in essentially the same pattern year to year, and our conversion rate (the percentage of accepted students who actually enroll in the fall) is fairly constant at around 50%. After determining the number of students we want to enroll in the fall, we can then mathematically create targets to ensure that we come close to that number. When progress toward goal falls short, segmented data are analyzed and appropriate adjustments are made in marketing and recruitment strategies.

Figure 7.5-1 shows these data. For the fall 2004 incoming class we were in the midst of converting to Banner and for a short time encountered software problems in processing applications. The resulting “acceptance” pattern did not represent a typical year, so for 2005 we are using 2003 as a basis for comparison.



Another example of data collected and analyzed in a unit is shown in Figure 7.5-2. This figure comes from the library and illustrates the relationship between student use of paper periodicals and database searches, and library expenditures on paper periodicals and electronic databases. As student use patterns show a shift from paper periodicals to electronic databases, funds have been reallocated from paper to electronic sources. In this way, finite resources are managed so that they are expended where need is greatest.



An important indicator of efficiency in the Residential Life program is the occupancy rate. Figure 7.5-3 shows Northwest’s occupancy rate as well as the target of 85%. Multiple indicators forecast student dissatisfaction with housing and a master plan for renovating house has been implemented. The first new units came on line fall 2004.

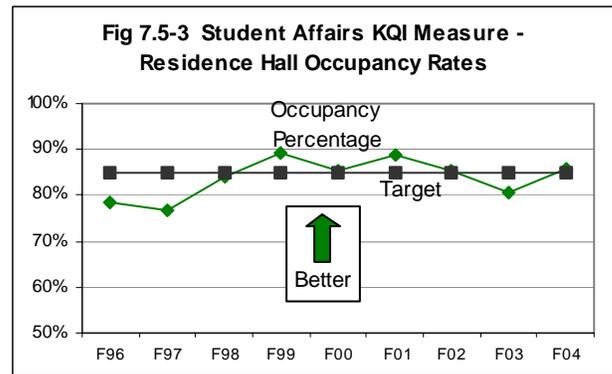


Figure 7.5-4 shows a fourfold increase in tutoring contact hours achieved with the same level of funding over nine years. This is due in part to improved management of scheduling processes, and is evidence of institutional agility in responding to an increase in demand for tutoring assistance. Academic years 1998-99 and 1999-00 saw a sharp increase in the number of students requesting assistance in preparing for the C-BASE test – one of the entrance requirements mandated by the state for entry into teacher education programs – due to the implementation of a higher cut score for program entry. During that time period, group study preparation programs were developed and implemented and the advisement system for teacher education students was reviewed and improved.

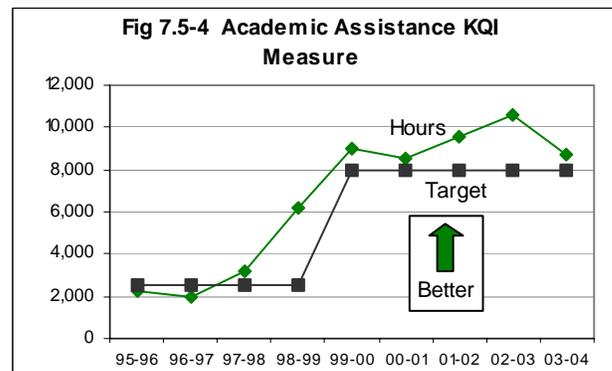


Figure 7.5-5 shows the savings realized through our Alternative Energy program, using wood chips in place of gas. Since 1995-96 the cumulative savings have exceeded 5 million dollars.

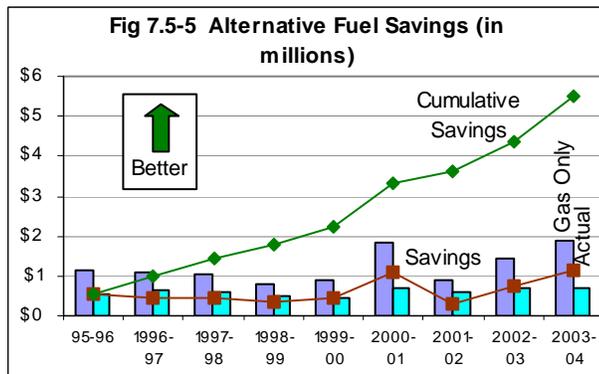
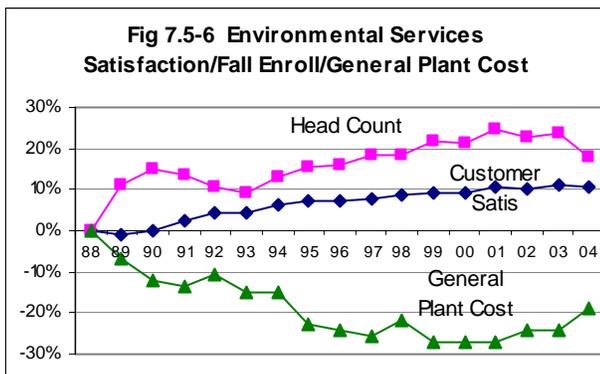
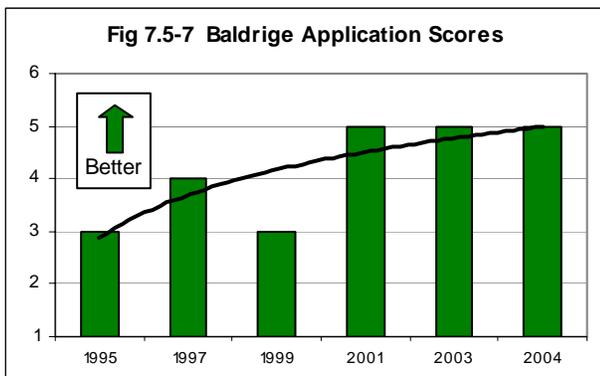


Figure 7.5-6 graphically displays the relationship between enrollment (headcount), customer satisfaction, and general plant cost. While the number of students attending Northwest has increased, satisfaction has also increased while general plant cost has decreased, indicating an improvement in efficiency.



In the early 1990s our Board of Regents adopted the MBNQA criteria as our institution self-assessment model. Since the creation of criteria specific to the education sector in the mid-90s, we have used those criteria. Figure 7.5-7 shows the band scores Northwest has received from prior Baldrige applications. A logarithmic trend line has been added.



One of the ways Northwest focuses on the future is our practice of prioritizing renovation and restoration over new construction of facilities. The long-term implication of adding to the physical plant is a commitment to increases in capital maintenance costs. Therefore it is a strategic decision to take care of existing facilities. Over the past 14 years we have dedicated over \$175 million dollars toward physical plant improvements, renovations, maintenance, and construction.

7.6 Leadership and Social Responsibility Results

Figure 7.6-1 shows Northwest's track record in fiscal accountability. An A3 bond rating is an excellent investment rating for an institution of our profile.

Audits	Result (1995-2004)
Financial Audit	No discrepancies
Bond Rating	A3 rating

Fig 7.6-1 Fiscal Accountability

Northwest is a good community citizen, with no athletic sanctions and no EEO, ADA, EPA or DNR grievances or complaints. This is summarized in Figure 7.6-2.

Compliance Areas	Result (1995-2004)
Athletics	No sanctions
EEO	No grievances
ADA	No grievances
EPA	No complaints
DNR	No complaints

Fig 7.6-2 Legal, Regulatory, Ethical Compl

Figure 7.6-3 lists degree programs that are accredited, the number of major programs in each area, the date of the last accreditation and the date of the next accreditation cycle. Accreditation is a process whereby external professional organizations certify that programs meet or exceed quality thresholds.

Accreditation Agency	# of programs	last accredited	next accreditation
Association of Collegiate Business Schools and Programs	13	1998	2008
American Association of Family and Consumer Sciences	4	2005	2014
American Chemical Society	1	2003	2007
American Dietetic Association	1	1993	2005
National Association of Schools of Music	2	1997	2007
National Council for Accreditation of Teacher Education	48	2005	2010
North Central Association	all	1997-98	2007-08

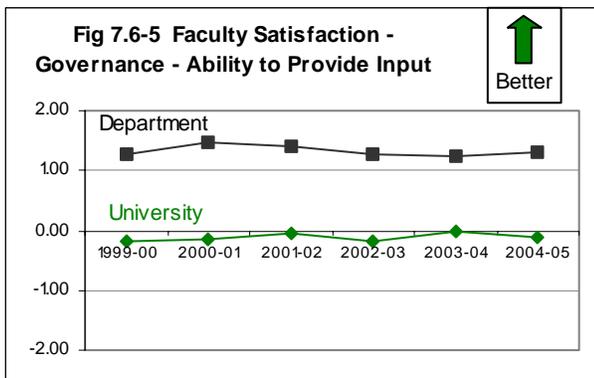
Fig 7.6-3 Accreditation

Figure 7.6-4 shows a number awards presented to Northwest for being financially and economically responsible. These awards come from a variety of sources and cover a significant span of time.

Year	Aud	Aud/Agency
1988	Review of Acad	State of Missouri Department of Student Resources
1984	Aud for Faculty Involvement	US Dept of Edu
1985	General Review - Aud for Faculty Involvement	Gov of Missouri
1998	Appraisal of Missouri State's Missouri Academic	Missouri Council on Higher Education
1997	Gov's Public Review Aud	Missouri Council on Higher Education
2000	US Pat # 6494 Process for Using Acad Values	United States Patent Office
2000	Office of the State Auditor	Missouri Board of Higher Education
2000	Outstanding Contributions to the Missouri Academic Review	Missouri Review Association (MRA)
2000	External Aud	Association of Industry Auditors (AIA)
2001	Missouri Report Card - Top Rated External Auditors	Missouri White Paper Commission on Higher Education

Fig 7.6-4 Academic Initiatives for Quality Improvement at the Campus

Figure 7.6-5 shows steady ability for faculty to provide input at the departmental level and an increasing ability to provide input at the University level. Faculty listening posts include – but are not limited to – College Deans, Faculty Senate, Annual Department Visits, and the Comment Card System.



The Director of HR tracks the number of terminations for misconduct – another indicator of ethical conduct. These data show that due to better hiring practices fewer employees need to be dismissed due to breaches of ethical conduct. Figure 7.6-6 shows the number of dismissals including both full-time and part-time employees. This measure is not one that other institutions are required to publish and no one freely gives it for comparison purposes.

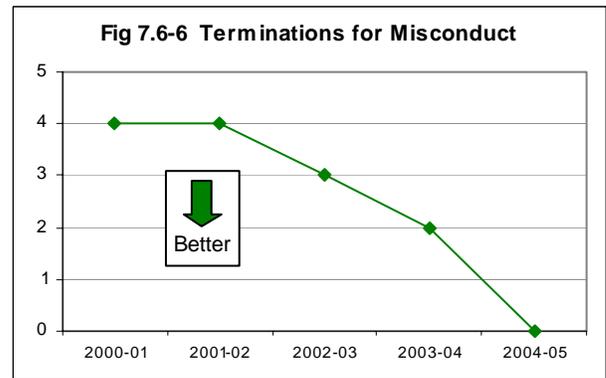


Figure 7.6-7 shows the University's agility when it comes to addressing staff concerns about various issues. These data come from the Campus Quality Survey; national comparative data illustrate Northwest's Ability to Address Concerns. Concerns can be brought forward in the formal Annual Report process or informally using the Comment Card System.

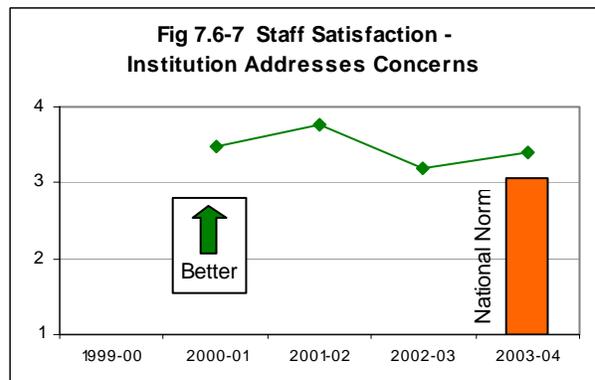


Figure 7.6-8 summarizes the progress made on SIs from recent years. Most initiatives have been implemented and the next cycle of improvement is underway.

STRATEGIC INITIATIVE	CURRENT STATUS
Establish trimester (decrease cycle time to graduation)	Implemented
Student success/seamless learning environment (student retention)	Implemented; next cycle of improvement underway
Multicultural/globally focused environment	Continuing
Northwest Missouri Educational Consortium	Implemented
Kansas City initiative	Implemented; next cycle of improvement underway
Using technology to enhance student learning	Implemented; next cycle of improvement underway
Establish Governor's Academy of Mathematics, Science, and Computing	Implemented
Information and analysis/refined database system	Implemented; alignment with Banner in progress
Maximize effectiveness of Northwest faculty and staff	Continuing
Long-term facilities planning and development	Implemented; continuing projects in planning
Steady revenue stream from private sources	Continuing
Fig 7.6-8 Institutional Effectiveness	

President Dashboard

Student Success	Enrollment	Strategic Initiative Achievement
Freshman Success 	Recruitment 	Diversity 
General Education (Academic Profile) 	Retention 	Enrollment Management 
Teacher Education - Overall aggregation 	Financial	Financial Flexibility 
Major Field - undergraduate 	Appropriations 	Technology 
Major Field - graduate 	Capital 	Human Resources 
Graduation Rates 	Operations - E&G 	Teacher Education 
Satisfaction	Operations - Auxiliary 	Communication 
Students 	Fund Balance 	
Faculty 	Endowment 	
Staff 		

Key: Performance Above Target; Performance At Target; Performance Below Target; Performance Well Below Target

Figure 7.0-1 President's Dashboard