# Assessment Cycle 2022-2023 – A New Day

## Mid-Year Review

19 April 2023

# Agenda

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|---|---|
| **Purpose** | Frank Hall |
| **University Mission, Vision and Core Values** | Frank Hall |
| **Presidents Priorities AC 2022-2023** | Frank Hall |
| **Review Performance and Assessment Cycle 2022-2023** | |
| **SFA 1: The Student Experience** | Reatha Cox |
| * Student Government Association | Bailey Willis |
| * Student Achievement | Frank Hall |
| * SACSCOC 5th Year Report | Frank Hall |
| **SFA 2: Academic Excellence** | Greg Handel |
| * Research within its mission (process – highlights for the year) | Betsy Cochran |
| * General Education Competencies (describe process/results of this year) | Frank Hall |
| * College of Arts and Science | Fran Lemoine |
| * College of Education and Human Development | Kim McAlister |
| * College of Nursing and School of Allied Health | Joel Hicks |
| * College of Business and Technology | Mary Edith Stacy |
| * Quality Enhancement Plan | Bob Jordan/Chris Gilson |
| **SFA 3: Market Responsiveness** | Laurie Morrow |
| **SFA 4: Community Enrichment** | Drake Owens |
| * Community/public service within its mission (Highlights) | Steve Gruesbeck |
| * University Capital Outlook | Jennifer Kelly |
| * University Architecture Update | Stan Hippler |
| **SFA 5: Athletic Prominence** | Kevin Bostian |
| **SFA 6: Diversity, Inclusion and Equity** | Michael Snowden |
| **Plan Moving Forward** | Frank Hall |

# Purpose

- Close-Out Assessment Cycle (AC) 2021 – 2022 – *The Way Forward*
- Review AC 2022-2023 *A New Day* - Updates across Strategic Focus Areas, Colleges, Administrative and Academic Support Units as well as special topic areas
- Set Conditions for Strategic Plan 2023-2028 – *Providing Education of Enduring Value*
- Agree on plan moving forward

# University Mission

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. *1 July 2020*

# Vision

Northwestern State University will become the nation's premier regional university through the innovative delivery of transformative Student learning experiences that prepare graduates for life and career success.

# Core Values

**Our Students are our priority.** We provide each Student with transformational and experiential learning experiences to assist in the development of an ever-growing individual, scholar, and professional.

**Diversity helps define who we are.** We welcome and respect everyone traveling on a journey for knowledge. Differences make us stronger.

**We are future focused.** We are in constant search of individual and organizational improvement by seeking new, inclusive, and innovative opportunities to develop our students and improve our University.

**Innovation leads the forward edge of change.** We strive to be on the forefront in all we do.

**We honor and respect the ideals of freedom.** We protect the freedom of all members of our community to seek truth and express their views.

**We are careful stewards.** We responsibly manage the economic and natural resources entrusted to us.

**Integrity is our cornerstone.** We hold ourselves to the highest ethical standards as educators, scholars, Students, and professionals.

**We are a team.** We are a collaborative community that focuses on ensuring the success of every member.

# President's Priorities

Provide responsive student services that aid recruitment, retention, and student success.

Provide effective, innovative instruction in the classroom and online.

Align curricula with tomorrow's workforce demands – foster public, private partnerships

**In direct support:**

- ✓ Expand world-class performing arts program and promote mutually beneficial donor relationships.
- ✓ Enhance marketing opportunities, game day experience, and resource acquisition.
- ✓ Develop a more inclusive campus environment that fosters success and meaningful participation for all students, faculty, and staff.

# The Student Experience

| AC 2019-2020 | AC 2020-2021 | AC 2022-2023 | The Student Experience Metrics | AC 2022-2023 Targets |
|---|---|---|---|---|
| | *5.88* | | *Academic excellence and value* | 6.3 |
| | 6.04 | | *Satisfaction with support programs* | 6.3 |
| | 5.73 | | *Satisfaction with University policies and processes* | 6.3 |
| | 5.67 | | *Responsive and helpful faculty and staff* | 6.3 |
| 70% | 76% | | ***Retention rate (full-time) 1st to 2nd year*** | 76%*@ |
| 61% | 60% | | ***Retention rate (full-time) 1st to 3rd year*** | 63%*@ |
| 42% | 44% | | ***Graduation rates*** | 43%*@ |
| 1,515 | 1,518 | | *Enrollment per freshman class, per year* | 1,700 |
| 4,446 | 3,993 | | *Enrollment on Natchitoches campus* | 4,500 |
| 10,900 | 11,447 | | ***Overall Northwestern State enrollment*** | 11,360*@ |
| 10 | 10 | | *Diversity represents regional demographics* | 10 |
| | 5.83 | | *Campus climate of advocacy and inclusion* | 6.3 |
| | 5.52 | | *Safety and security satisfaction survey* | 6.3 |
| | 5.92 | | *On-campus facilities satisfaction survey* | 6.3 |
| | 5.05 | | *Campus housing and dining satisfaction* | 6.3 |
| | 9,464 | | *Students involved in Cocurricular Activities* | 8,000 |
| 306,304 | 325,917 | | *# of Hours students engage in community service* | 400,000 |
| 28 | 36 | | *Programs with capstone experiential learning activities* | 36* |
| 11,273 | 14,735 | | *Number of students and employers using Handshake* | 11,000 |
| 75% | 75% | | ***Percent graduates working w/in 6 months of graduation*** | 80%*@ |
| 77 | 154 | | *Number of health-related programs and services* | 125 |
| | 6.05 | | *Satisfaction with Support Programs (Counseling)* | 6.3 |

**The Student Experience:**

**Objective 1.** Provide Responsive Student Services

**Objective. 2.** Create a community that fosters diversity and inclusion

**Objective 3.** Enhance the co-curricular experiences to aid in retention and completion

**Objective 4.** Provide a transformational learning and career preparation experience

**Objective 5.** Increase efforts to provide for the wellness of our Students.

Progress
Decline
No Progress - Not Measured
Change Made

@ **Bold Blue** serves as a Criteria for Student Achievement, SACSCOC 8.1.

*Blue italicized text will be assessed in 2022-2023*

Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# The Student Experience

**Top three progress areas:**

- Increased collaborative partnerships across campus for both Student Affairs and Enrollment Management.
- Optimized technology to provide better customer service, data collection, & reporting.
- Made continuous progress toward enhancing student welfare and wellbeing.

**Top areas of concern:**

- Limitations in on-campus growth on the Natchitoches campus due to rising costs of attendance and complaints of on-campus course availability.
- Rising cost of education resulting in increased debt with limited support for low and middle-income students.
- Identifying the differences between the physical and virtual student experiences.
- Insufficient knowledge of resources and services offered within the division that could assist with improved customer service.
- Limited funding to support recruiting budgets, staff salaries, and student development initiatives.

**Final Thoughts:** The overall student experience is important in ensuring successful student outcomes, but also maintaining student wellbeing. The Student Experience Division seeks to create an environment that supports the evaluation and enhancement of student development as well as foster a collaborative and continuous approach to the assessment process.

# Student Government Association

**Top three progress areas:**

Mental Health and Wellness

- Implementing Mental Health and Wellness Statement on University Syllabi
- Adding the Suicide and Crisis Lifeline on Student ID Cards
- Partnership with Counseling Services: Tabling Events, Awareness Walk/Runs, Candlelight Vigil and Speaker Events

Campus Safety: Implementing campus safety walks at night

- Twice a semester
- Staying on top of lighting work orders

Increased Collaboration – Partnership with various organizations

**Top areas of concern:**

- A more efficient way to get students to volunteer for University Committees
- Transparency with SGA's budgeting and grants
  - Better inform students on the availability of SGA Grants

**Final Thoughts:** Finalizing cabinet and determining the most efficient structure to maximize talent and technology.

# Student Achievement Criteria

**CR 8.1** The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. ***(Student achievement)*** [**CR**]

**Fall Enrollment.** The number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. ***IPEDS Glossary***

**1st Fall-to- 2nd Fall Retention rate**. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. **IPEDS Glossary**

**1st Fall-to-3rd Fall Retention rate**. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree seeking undergraduates students' retention to the 3rd Fall from the cohort established for the 1st Fall-to-2nd Fall Retention rate metric. **IPEDS Glossary**

**Baccalaureate Completers / Grad Completers.** A completer is a student who receives a degree, diploma, certificate, or other recognized postsecondary credential. In order to be considered a completer, the degree/award must be conferred. **IPEDS Glossary**

**Graduation Rate**. (Note. The SACSCOC Graduation rate serves as Northwestern's Key Student Completion Indicator, KSCI). The rate required for disclosure and/or reporting purposes under the Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. **SACSCOC Definition**

**Licensure.** To receive, to apply to take or to take the examination required to receive, a local, State, or Federal license, or a nongovernmental certification required as a precondition for employment, or to perform certain functions in the States in which the educational program is offered, or to meet additional conditions that the institution knows or reasonably should know are generally needed to secure employment in a recognized occupation for which the program is represented to prepare students. **Federal Regulation** 34 CFR 668.50 **Effective May 26, 2019**

**Placement Rate.** Placement rate is defined using the standards for career outcome rates approved by the National Association of Colleges and Employers (NACE) in their *Standards and Protocols for the Collection and Dissemination of Graduating Students Initial Career Outcomes Information for Undergraduates.* As such, placement rate for this report will include the following graduate outcomes; employed, continuing their education, in the military and volunteering. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. **(NACE)**

# Student Achievement

(*In Support of Strategic Plan 2016-2023*)

| Criteria | Goal for Fall 2023 | Threshold of Acceptability | Reporting Period Outcome | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| **Fall Enrollment** | 11,360 | 10,500 | 10,572 | 10,979 | 10,900 | 11,447 | 10,735 | 9,389 |
| **1st Fall to 2nd Fall Retention Rate** | 76% | 68% | 76% | 71% | 71% | 76% | 64% | 61% |
| **1st Fall to 3rd Fall Retention** | 63% | 58% | 59% | 63% | 60% | 60% | 60% | 48% |
| **Baccalaureate Completers** | 1,300 | 1,000 | 1,239 | 1,197 | 1,249 | 1,370 | 1,344 | 1,445 |
| **Graduate Completers** | 350 | 260 | 304 | 323 | 302 | 292 | 293 | 309 |
| **** KSCI ** SACSCOC Graduation Rate** | 43% | 35% | 35% | 37% | 44% | 43% | 47% | 43% |
| **Licensure Pass Rate** | 75-100% | 50-98% | 63-98% | 59-98% | 69-98% | 66-98% | 64-100% | 83-100% |
| **Job Placement Rates** | 80% | 60% | N/A | 75% | 75% | 70% | 74% | 78% |

| | |
|---|---|
| | *Met the Fall 2023 goal* |
| | *Above threshold but below the Fall 2023 goal (within the band of acceptability)* |
| | *Below threshold* |

# Goal is AC Fall 2023

# Student Achievement

(*In Support of Strategic Plan 2023-2028*)

| Criteria | Goal for Fall 2028 | Threshold of Acceptability | | Reporting Period Outcome | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | **2022-23** | **2023-24** | **2024-25** | **2025-26** | **2026-27** | **2027-28** |
| **Fall Enrollment** | 11,000 | 9,000 | 9,389 | | | | | |
| **1st Fall to 2nd Fall Retention Rate** | 73% | 60% | 61% | | | | | |
| **1st Fall to 3rd Fall Retention** | 61% | 48% | 48% | | | | | |
| **Baccalaureate Completers** | 1,345 | 1,045 | 1,445 | | | | | |
| **Graduate Completers** | 315 | 225 | 309 | | | | | |
| **** KSCI **** **SACSCOC Graduation Rate** | 53% | 40% | 43% | | | | | |
| **Licensure Pass Rate** | 75-100% | 50-98% | 83-100% | | | | | |
| **Job Placement Rates** | 80% | 70% | 78% | | | | | |

| | |
|---|---|
| | *Met the Fall 2028 goal* |
| | *Above threshold but below the Fall 2028 goal (within the band of acceptability)* |
| | *Below threshold* |

# Goal is AC Fall 2028

# SACSCOC Fifth-Year Report Components and Submission Checklist

**Part I: Signatures Attesting to Integrity.** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.

**Part II: Institutional Summary Form.** Requests that the institution complete the "Institutional Summary Form Prepared for Commission Reviews."

## Part III: Fifth-Year Compliance Certification

**Standards Reviewed:**

| | | |
|---|---|---|
| 1. | 5.4 | Qualified administrative/academic officers |
| 2. | **CR 6.1** | **Full-time faculty** |
| 3. | 6.2.b. | Program faculty |
| 4. | 6.2.c. | Program coordination |
| 5. | **CR 8.1** | **Student Achievement** |
| 6. | 8.2.a. | Student outcomes: educational programs |
| 7. | **CR 9.1** | **Program Content** |
| 8. | **CR 9.2** | **Program length** |
| 9. | 10.2 | Public information |
| 10. | 10.3 | Archived information |
| 11. | 10.5 | Admissions policies and practices |
| 12. | 10.6 | Distance and correspondence education |
| 13. | 10.7 | Policies for awarding credit |
| 14. | 10.9 | Cooperative academic arrangements |
| 15. | **CR 12.1** | **Student support services** |
| 16. | 12.4 | Student complaints |
| 17. | 13.6 | Federal and state responsibilities |
| 18. | 13.7 | Physical resources |
| 19. | 13.8 | Institutional environment |
| 20. | 14.1 | Publication of accreditation status |
| 21. | 14.3 | Comprehensive institutional reviews |
| 22. | 14.4 | Representation to other agencies |

**Part V: QEP Impact Report.** The QEP Impact Report asks an institution to include a copy of its QEP Executive Summary as submitted to SACSCOC following its recent reaffirmation and a report addressing the following elements: (1) a succinct list of the initial goals and intended outcomes of the QEP; (2) a discussion of changes made to the QEP and the reasons for making those changes; (3) a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP (to include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP); and (4) a reflection on what the institution has learned as a result of the QEP experience.

## General Directions for the Fifth-Year Interim Report

Member institutions are required to submit a Fifth-Year Interim Report for review by the Fifth-Year Interim Committee. This Report is submitted a little more than four years prior to an institution's next scheduled reaffirmation. Institutions are notified by letter regarding the timing and requirements of their Fifth-Year Interim Report; general information (including a timeline by reaffirmation class) may be found on SACSCOC's website. Institutional representatives responsible for preparing and submitting the Fifth-Year Interim Report should follow carefully the instructions contained in the letter from SACSCOC and those found in the Template for the Fifth-Year Interim Report.

*Institutions should submit their Fifth-Year Interim Report narrative and supporting documentation as a single zipped (compressed) file via the SACSCOC Institutional Portal.* Institutions should also include a document which contains clear instructions on how to access the electronic documents.

# Academic Excellence

| AC 2019-2020 | AC 2020-2021 | AC 2022-2023 | Academic Excellence Metrics | AC 2022-2023 Targets |
|---|---|---|---|---|
| 84/95 | | | *Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction* | 100% Degree and Certificate Programs |
| | N > 96 | | *Courses focusing on implementing current technologies or best practice principles in teaching* | 35-50 |
| 4.33/5 (C)<br>4.41/5 (I)<br>(36% response rate) | | | *Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)* | 4.5/5.0 (90%)<br>(45% response rate) |
| | 28.26 | | *Average class size in University core courses* | 28 |
| 4.65/5 (C)<br>4.56/5 (I)<br>(30% response rate) | | | *Mean student evaluation of instruction in University core courses* | 4.5/5.0 (90%)<br>(42% response rate) |
| | 17 | | Number of University core classes with a designated course steward | 100% of multi-section courses |
| 278<br>42 Prof. Conf. Presentations | | | *Number of graduate students engaging in research/scholarly activities and mentored by faculty* | 400<br>80 Prof. Conf. Presenters |
| 70<br>42 G; 24 UG Prof. Conf. Presentations<br>68 NSU Research Day | | | *Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting* | 154<br>(20% increase) |
| | GRE Verbal:<br>M = 146 (28%) GRE Quan.<br>M = 142 (11%)<br>LSAT:<br>M = 144 (22%)<br>MCAT:<br>M = 495 (33%) | | Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT) | 90% to score 280 GRE; Increase the # of students scoring above nat'l median for LSAT & MCAT by one/year |

**Academic Excellence:**

**Objective 1.** Provide effective, innovative instruction in the classroom and online.

**Objective 2.** Demonstrate a comprehensive commitment to core competencies.

**Objective 3**. Offer exemplary graduate and professional school preparation.

**Objective 4.** Foster quality student-faculty interactions.

**Objective 5**. Support faculty in teaching, research, and service.

- Progress
- Decline
- No Progress - Not Measured
- Change Made

*Blue italicized text will be assessed in 2022-2023*

Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# Academic Excellence

| AC 2019-2020 | AC 2020-2021 | AC 2022-2023 | Academic Excellence Metrics | AC 2022-2023 Targets |
|---|---|---|---|---|
| 4.60/5<br>4.57/5<br>4.67/5 | | | Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor) | Improve scores in courses below 4.5/5.0 |
| | N > 185 | | *Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together* | 180 |
| 25 Faculty Grants<br>74 (EPs/Chairs)<br>18 (QEP Grants)<br>42 (ULS PD Conf) | | | Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting. | 45<br>Faculty Grants<br>70<br>EPs/Chairs |
| | *6% (N=20)* | | *Percent of faculty/staff receiving external grants* | 10% (45 PI/Co-PI) |
| | *not measured due to COVID | | *Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy* | 900 |
| | 1,304 | | *Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn* | 1,600 |
| 27 | | | Number of departments or sites acquiring new classroom or laboratory technologies | 42 |
| | *not measured due to COVID | | *Number of events or activities to recognize faculty for their contributions in teaching, research, or service* | 200 |

**Academic Excellence:**

**Objective 1.** Provide effective, innovative instruction in the classroom and online.

**Objective 2.** Demonstrate a comprehensive commitment to core competencies.

**Objective 3.** Offer exemplary graduate and professional school preparation.

**Objective 4.** Foster quality student-faculty interactions.

**Objective 5.** Support faculty in teaching, research, and service.

Progress
Decline
No Progress - Not Measured
Change Made

*Blue italicized text will be assessed in 2022-2023*
Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# Academic Excellence

**Top three progress areas:**

- Continued improvement in course evaluations: student participation, overall effectiveness, strong in A, B, and Full-term.
- Course steward model being utilized in other courses in addition to Gen. Ed.
- Increasing number of Graduate Students who are presenting their research in a scholarly setting; one Gr. St. won the research award at LSUS Research Day.

**Top areas of concern:**

- Increasing access to support for Faculty who are selected to present at professional conferences (FRSF).
- Providing support and encouragement for more Graduate Students to present at professional conferences; support to grow their professional portfolios.
- Faculty re-engagement in presentations

**Final Thoughts:** Several new programs will continue to support and elevate our Academic portfolio; continued interest in our Graduate programs; developing flexible ways for Graduate students to access programs; finding innovative ways to engage UG students in Scholarly dialogue and presentation.

# Research within the Mission

**Key Insights:** Research Data

- Professional organizations and undergraduate and graduate student groups largely held face-to-face conferences for AY 2022-2023.
  - American Chemical Society: 2 UG
  - ULL Honors Invitational: 4 UG
  - ULS Academic Summit: 15 UG Research, 13 Service learning
    - Hosted by NSU
  - School of Biological Sciences participated in 5 conferences this spring
- Research Day included:
  - Brief oral: 1 graduate, 1 UG
  - Oral: 15 faculty, 9 graduate, 8 UG
  - Poster: 3 faculty, 2 graduate, 3 UG

**Outlook:** Participation--Students have more presentation options than they can utilize

# General Education Competencies

The goal of the core curriculum is for undergraduate students, depending on their respective degree program, to obtain appropriate learning outcomes for the following general education competencies:

- English. To demonstrate writing as a purpose-driven process of communication within specific contexts.
- Mathematics/Analytical Reasoning. To apply mathematical and analytical reasoning skills.
- Natural Sciences. To understand the universe through the study of life and physical sciences.
- Humanities. To understand the diversity of human knowledge and experience across cultures as examined through the humanities.
- Social/Behavioral Sciences. To demonstrate an understanding of human behavior and the relationship between individuals and their societies.
- Fine Arts. To explore purposes and processes in the visual and performing arts and the ways in which fine arts conceive and express the human experience.

# General Education Competencies

The University core requires that each baccalaureate curriculum include the following:

1. English (6 hours): English 1010, English 1020.

2. Mathematics (6 hours): (taken in pairs indicated and in sequence)**:** Mathematics 1020 and 1060; 1020 and 1090;1020 and 2010; 1035 and 1060; 1100 (6 hours); 1810 (6 hours); or 2100 and 2110 (10 hours).

3. Natural Sciences (9 hours):

* Physical: 3 or 6 hours selected from Chemistry 1030, 1040, 1070; Physics 2030; or Science 1010, 2010.

* Biological**:** 3 or 6 hours selected from Biology 1010, 2250, 2260; or Science 1020, 2020.

4. Humanities (9 hours*):

***** Literature (3 hours): English 2070, 2110.

* History (3 hours): 3 hours selected from History 1010, 1020, 2010, or 2020.

* Communication (3 hours): 3 hours selected from Business Administration 2200; Communication 1010, 2500; or Phil 1010.

5. Social/Behavioral Sciences (6 hours):

***** Social Science (3 hours): 3 hours selected from Anthropology 1510, 2020; Economics 2000; Geography 1010, 1020; or Political Science 2010.

* Behavioral Science (3 hours): 3 hours selected from Educational Psychology 2020, Psychology 1010, 2050; and Soc 1010.

6. Fine Arts (3 hours): Fine Arts 1040.

# General Education Competencies

The following suspense dates were agreed upon to integrate Dual Enrollment HS students into our assessment process (12 Feb 2021):

## Fall Semester:

- 15 Oct 22 – All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and contact with instructors should be made.

- 1 Dec 22 – All assessment results are return to NSU.

## Spring Semester:

- 1 Feb 23 – All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and contact with instructors should be made.

- 1 May 23 – All assessment results are returned to NSU.

# General Education Competencies (Spring 2023)

| Competency | Course Name | Methodology | SLO Measure | Target % | Term | # Assessed |
|---|---|---|---|---|---|---|
| **1. English** | ENGL 1020 | Portfolio Process | 2 / 2.1 & 2.2 | 75 | Spring | |
| **2. Mathematics** | Math 1810 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | Math 2100 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | Math 2110 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | Math 1060 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | Math 1090 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | Math 2010 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| **3. Natural Science** | SCI 1020 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | BIOL 1010 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| | BIOL 2250 | Quiz | 1-2 / 1.1,1.2,2.1.,2.2 | 70 | Spring | |
| **4. Humanities** | BUAD 2200 | Paper / Presen | 1 / 1.7 | 70 | Spring | |
| | COMM 1010 | Presentation | 1 / 1.5, 1.6 | 70 | Spring | |
| | COMM 2500 | Project / Paper | 1 / 1.5, 1.6 | 70 | Spring | |
| | ENGL 2070 | Writing Assign. | 1 / 1.1, 1.2, 1.3, 1.4 | 70 | Spring | |
| | ENGL 2110 | Writing Assign. | 1 / 1.1, 1.2, 1.3, 1.4 | 70 | Spring | |
| | HIST 2010 | Pre/Post Survey | 2 / 2.1 | 70 | Spring | |
| | HIST 2020 | Pre/Post Survey | 2 / 2.1 | 70 | Spring | |
| | PHIL 1010 | Writing Assign. | 2 / 2.2 | 70 | Spring | |
| **5. Behavioral / Social Sciences** | Ed. Psych 2020 | Pretest/Post-test | 1-2 / 1.1, 1.2, 2.1, 2.2 | 70 | Spring | |
| | Psych 1010 | Pretest/Post-test | 1-2 / 1.1, 1.2, 2.1, 2.2 | 70 | Spring | |
| | Soc 1010 | Pretest/Post-test | 1-2 / 1.1, 1.2, 2.1, 2.2 | 70 | Spring | |
| | Anthropology 2020 | Pretest/Post-test | 1 / 1.1, 1.2 | 70 | Spring | |
| | Economics 2000 | Pretest/Post-test | 1 / 1.1, 1.2 | 70 | Spring | |
| | Geography 1020 | Pretest/Post-test | 1 / 1.1, 1.2 | 70 | Spring | |
| | Polit. Science 2010 | Exams 3 and 4 | 1 / 1.1, 1.2 | 70 | Spring | |
| **6. Fine Arts** | FA 1040 | Pre/Post Perform | 1-2/ 1.1, 1.2, 2.1 | 30% Growth - 90 | Spring | |

# College of Arts and Sciences

## Top three priorities:

- Establish and develop the School of STEM
- Expand opportunities for faculty, staff, and students to engage in meaningful and collaborative research and scholarly/creative activity
- Enhance recruiting and retention efforts to increase enrollment in all academic units

## Student Achievement:

| Enrollment | |
|---|---|
| Fall 2022 | 2,081 |
| Spring 2023 | 1,847 |

| Degrees Awarded | |
|---|---|
| Summer 2022 | 194 |
| Fall 2022 | 218 |
| Spring 2023* | 214 |

- Kasey Moore (Senior, Biology) won best undergraduate oral presentation in zoology/botany at the Louisiana Academy of Sciences annual meeting
- Anna Kate Duplanits (Senior, Communications) won First Place in Animation at the College Media Association's annual Film and Audio Festival in Washington, DC
- Abigail Whitam (Junior, Communications/English minor) had a creative nonfiction article "Too Good to Not Believe" published in the *Agape Review*
- 100% pass rate (13/13) for VTEC students successfully passing their first attempt at the VTNE licensure exam

# College of Arts and Sciences

## Program analysis:

- 12 academic units
- 26 undergraduate degree programs, 4 graduate programs
- 2 undergraduate certificates, 2 post-baccalaureate certificates, 3 post-masters certificates

## Initiatives / Opportunities:

- Expansion of ESPN+ collaborative project
- Launch the CREATE program
- Celebrating and highlighting the unique cultural resources of our region that are housed on our campus – Creole Heritage Center, LA Folklife Center, Williamson Museum

## Issues (Internal / External):

- Budgetary savings efforts (freezing of faculty/staff positions, reduction in adjunct usage, etc.) has resulted in excessive faculty workload
- Building infrastructure issues plaguing Fournet and Kyser Halls (HVAC, elevators, chemical fume hoods)
- Excessive turnover of faculty/staff make it difficult to maintain momentum on projects/initiatives
- Lowered admission standards and increased demand for dual enrollment courses has placed a strain on academic units offering general education/university core courses (specifically MATH and ENGL)

# College of Arts and Sciences

## Recognition:

- BFA in Musical Theatre was approved by the BOR and our program accrediting agency (NAST)
- Offering new concentrations in Agribusiness (Biology); Business, Technology, and Society (Liberal Arts); General Biology (Biology) and minors in Film; American Indian and Indigenous Studies; Black Studies; French; Gender and Sexuality Studies; Spanish in Healthcare
- Center for Community News has named Dr. Nick Taylor (NMCJA) a Faculty Champion for his role in encouraging students to produce and share community news in their local news outlets

## Plans moving forward:

- Convene a task force to explore ways to increase student success in general education/university core courses
- Explore collaborative programming/degree offerings within COAS and among the other academic colleges
- Continue to develop the COAS "identity"
- Expand exploration and acquisition of external funding
    - BOR Enhancement program
    - NSF S-STEM program

# Gallaspy College of Education and Human Development

## Top three priorities:

*Development of new concentrations & programs- BS in Sport and Recreation Management (approved March 2023) & MSW in Social Work; Agriculture concentration in Secondary Education; ABA concentration in Psychology

*Redesign of programs- BS in Addiction Studies; BS Health & Exercise Science; M.Ed. In Curriculum & Instruction

*Recruiting/retention of students in all academic units

## Student Achievement

| GCEHD | Fall 2022 | Spring 2023 (estimated) |
|---|---|---|
| Graduation | 106 (UG); 74(G) | 151 (UG); 63 (G) |

## Program analysis: 33 programs within GCEHD

*Multiple programs are revising measures based on data during this transition year.

## Initiatives / Opportunities:

*Development of Addiction Studies concentration in MS Clinical Psychology

*Development of Military Science minor MOU with Ft. Polk soldiers completing specialized training

*Re-engage the GCEHD Vision Casting Committee in Spring 2023 to establish goals for AY24 and AY 25

* Final cohort of the Central Louisiana Instructional Program (CLIP) began in June '22. Collaboration between the Orchard Foundation and NSU with a U.S. Department of Education Teacher Quality Program grant. (7 teachers)

*Department of Military Science recently hosted Demon Challenge for area JROTC programs with 19 teams participating in a 10-event competition. *Submission of three Board of Regent Superior Graduate Scholarship applications for match & endowment (Jan '23)

*New recruitment initiative for school para-professionals (School of Education)

# Gallaspy College of Education and Human Development

## Issues (Internal / External):

*Freezing of faculty positions (by attrition) to address budget shortfall for AY24.

*Improve student recruiting & retention, particularly with online, non-traditional students

*Create additional student outreach and recognition opportunities (Tietjen Smith & Jordan)

*HVAC and roof issues continue to plague the HHP and Teacher Education buildings. Elevator issues plague both Morrison and Keyser Halls.

## Recognition:

*LTC Joshua Drake (Military Science) was awarded an extension year to his assignment at Northwestern State.

*School of Education, Counseling program was re-accredited by CACREP in Fall 2022.

*Dr. Neeru Deep (Psychology) is presenting internationally at the IPPA World Congress in Vancouver, July 2023.

*12 Endowed Professorships were awarded for the 2022-2024 funding cycle.

*NSU Elementary Lab School was nominated as a U.S. Department of Education Blue Ribbon School

## Plans moving forward:

*Re-authorization of Title IV-E grant for 2023-2025 (Social Work)

*On site accreditation visit by Council of Social Work Education (November 2023)

*Submission of grant for development of childcare center on Shreveport campus

* Award of $1,166,525 by the Rapides Foundation TRF Healthcare ACE grant, beginning 7/1/2023. Focus will showcase academic and career opportunities in Psychology, Addiction Studies, Social Work, Nursing, and Allied Health.

# College of Nursing and Allied Health

## Top three priorities:

1. Increase enrollment and retention to exceed pre-COVID numbers
2. Obtain 100% pass rates for all programs on all clinical certifying exams
3. Increase new public/private partnerships to enhance nursing and allied health education and develop new research opportunities

## Student Achievement:

| | Clinical Certifying Exam | Job Placement | Clinical Completion |
|---|---|---|---|
| ASN | 96.36% (*84.56; **77.91 ) | 100% | 68% |
| BSN | 89.73% (*88.28; **82.32) | 100% | 79% |
| MSN | 97% (**84%) | 100% | 88-100% |
| DNP-NA | *1st cohort graduates FALL 2023* | | |
| BSRS | 90% (*86; **83.5) | 100% | 90.2% |

**state*

***national*

# College of Nursing and Allied Health

**Program analysis:** CONSAH continues to produce the largest number of registered nurses (ASN, BSN), baccalaureate radiologic technologists, and advanced practice nurses (NPs) among all single institutions in the state •CONSAH provides multiple pathways to advanced nursing/allied health education through seven bridge programs (LPN-ASN; LPN-BSN; RN-BSN; BS-BSN; Paramedic/Military Medic-ASN; BSN-DNP; RT-BSRS; BASAH)•CONSAH offers the only nurse anesthesia and ultrasound program in north and central Louisiana, only programs in ULS

**Initiatives / Opportunities:** Expand current programs to all four CONSAH campuses • Establish Paramedic-ASN cohort in Baton Rouge •1st cohort of sonography program began Spring 2023 •Increasing recruitment activities to junior/senior high schools • Increasing community engagement •Began student retention program with the Board of Regents.

**Issues (Internal / External):** Maintain positive culture and supportive student atmosphere •Anticipated retirement among faculty •Maintain enrollment growth irrespective of national enrollment trends •Competing nursing programs •Support needs to sustain growth (infrastructure, faculty, dedicated IR, support staff [secretarial, IT)

# College of Nursing and Allied Health

**Recognition:** #1 online allied health program (intelligent.com) • #1 RT-BSRS program (intelligent.com)•#1 producer of registered nurses in LA (2021-2022 NCLEX report)• #12 best online RN-BSN program (intelligent.com)• #1 most affordable RN-BSN program in LA (RNtoMSN.org) • #11 best radiologic science program in U.S. (bestvalueschools.org) • 10 earned doctorates •27 podium presentations •16 peer-reviewed articles •1 textbook author •Beta Chi/CHEN Research Conference with 48 student presentations

**Plans moving forward:** Move to competency-based nursing education •dedicated evening/weekend cohorts for working adults •increasing IPE in curricula •increasing practice partnerships and external funding • become state-of-the-art research facility among nursing/allied health programs

# College of Business and Technology

## Top Priorities:

Increase student retention & completion rates.

1) Increase availability of tutoring services

2) Review student advising services to increase consistency & identify at risk students and intervene effectively.

Provide effective, innovative instruction in the classroom and online

1) Encourage submission of courses for Internal QM Peer Review

2) Implement internal QM processes to improve online & hybrid course design

Align curricula with tomorrow's workforce demands.

1) Strengthen economic development programs

2) Expand and enhance public/private partnerships

3) Support innovation & entrepreneurship

## Student Achievement:

| | GPA >= 2.0 | | | Degrees Earned |
|---|---|---|---|---|
| **SP22** | 88.04% | | **AY2122** | 241 |
| **FA22** | 88.45% | | **AY2021** | 199 |
| | | | | |
| | **Average Credit Hrs Earned** | | | **AC 2122 Persistence Rates** |
| **FA21** | 10.37 | | **All students** | 75.14% |
| **SP22** | 10.62 | | **FT EFRs** | 58.76% |
| | | | | |
| | **6-year Graduation Rate** | | | **Job Placement Rate** |
| **FA16 Cohort (SP22)** | 45.26% (62/137) | | **SP21** | 88% (100/114) |
| **FA15 Cohort (SP21)** | 45.19% (61/135) | | **SP22** | 78% (111/143) |

# College of Business and Technology

## Program Analysis:

| | # SLO | P | F | MEASURES | Improved | No Change (+) | No Change (-) | Declined | N/A |
|---|---|---|---|---|---|---|---|---|---|
| **AC 2021-2022** | 23 | 16 | 7 | **70** | 0 | 35 | 30 | 0 | 5 |
| **AC 2020-2021** | 19 | 12 | 7 | 64 | 1 | 34 | 23 | 0 | 6 |
| **AC 2019-2020** | 13 | 13 | 0 | 36 | 9 | 16 | 10 | 1 | 0 |

## Key Findings:

- 70% SLO pass rate. 54% Measures pass rate.
- Efficiency – UNIV 1000/BUAD2200
- Deficiency – Data collection for new MS in CIS

# College of Business and Technology

## Initiatives & Opportunities:

- Technological improvements (grant written for active learning classroom)
- Infrastructure improvement
- Seek additional grant opportunities
- Promotion of the business administration minor for other disciplines
- Engage in the business incubator/entrepreneurial center to increase experiential learning opportunities and societal impact
- SHRM professional continuing education; promotion of the MS in CIS
- Cross listing additional courses as done with the CIS 5500, CIS 5450, CIS 5810, etc. to increase cross-disciplinary enrollment
- Promote practical application of theory teaching style

# College of Business and Technology

## Issues & Plans Moving Forward:

- Improve student recruiting & retention
  - Advise and promote the ***15 to Finish*** during advising sessions with our students
  - Establish new educational partnerships
  - Create additional incoming student outreach opportunities
- Overcome technology stagnation through innovative instruction
  - Pursue funding opportunities to improve technology and infrastructure
  - Promote Quality Matters course reviews
- Align curriculum with workforce needs
  - Reimagine student learning outcomes (SLO's)
  - Promote DEIB initiatives in alignment with AACSB societal impact initiatives
  - Seek feedback from our stakeholders (Walter Porter Experience)

# College of Business and Technology

## Recognition:

- The online bachelor's program in accounting was ranked sixth by Forbes Advisor.
- College secured regional partnership with the Society for Human Resource Management (SHRM)
- Hancock Whitney information session for student internships and employment opportunities presented by Christopher Stewart, DEI Program Specialist
- Emerging relationship with Fastenal (Industrial Supply & Solutions) to include course enhancement presentations, internships, and employment opportunities
- CIS faculty has been participating in Unit training as part of the LED + Unity group which provide learning credits for students/faculty/staff to access their training and certification.
- Inferno Pitch Fall 2022

# Quality Enhancement Plan: *Learning for Life*

## Impact Report Highlights:

- **Submitted with Fifth-Year Interim Report. Four parts: (1) initial goals; (2) changes made; (3) impact on student learning; & (4) lessons learned. Takeaways from Part 3:**
- *All baccalaureate programs will incorporate at least six hours of capstone coursework aligned with best practices in experiential education*. **The QEP achieved this goal**. All 36 programs (and 1 concentration) developed, identified, or revised capstone coursework for: Performance: 13; Research: 12; Internship: 12; Study Abroad: 0. There are 77 courses associated with the QEP. By the end of 2021-22, 74 had been offered. The remaining three courses were offered in Fall 2022.
- *Learning for Life coursework will align with best practices in experiential education*. **The QEP achieved this goal**. Process revealed that "programs should be more purposeful about program orientation programming and acknowledgment of faculty, staff, and student accomplishments."
- *Direct Assessment / SLOs*. **The QEP achieved both targets for each SLO**.
- *Indirect Assessment / Student Surveys*. Students from each type of capstone experience indicated that "**Time Management**" and "**Problem Solving**" improved. Other skills common to multiple capstone types were "**Presentation**" and "**Oral Communication**"
- **Part 4: Identified 12 "lessons learned" to guide future QEPs regionally & at NSU.**
- **To all who supported and participated in the QEP – <u>Thank You!</u>**

# Quality Enhancement Plan: *Learning for Life*

## QEP Course Alignment, Implementation, & Delivery: 2016-2022 (Including Fall 2022)

| Capstone | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | Total |
|---|---|---|---|---|---|---|---|
| ACCT 4020 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| ACCT 4300 | No | No | No | No | No | Yes | Yes |
| ALHE 4900 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| ART 4980 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| ART 4990 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| AS 4420 | No | No | No | Yes | Yes | Yes | Yes |
| AS 4490 | No | No | No | No | Yes | Yes | Yes |
| BIOL 4970 | No | No | No | No | Yes | Yes | Yes |
| BIOL 4990 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| BIOL 4995 | No | No | No | No | No | Yes | Yes |
| CFS 4010 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CFS 4500 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CHEM 4910 | No | No | No | No | Yes | Yes | Yes |
| CHEM 4920 | No | No | No | No | No | No | FA22 |
| CIS 3900 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CIS 4600 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CJ 4200 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| CJ 4480 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| COMM 4700 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| COMM 4910 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| DAN 1900 | No | No | Yes | Yes | Yes | Yes | Yes |
| DAN 4100 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| DAN 4400 | No | No | No | No | Yes | Yes | Yes |
| EDUC 4921 | No | No | No | No | No | Yes | Yes |
| EDUC 4922 | No | No | No | No | No | No | FA22 |
| EDUC 4931 | No | No | No | No | No | Yes | Yes |
| EDUC 4932 | No | No | No | No | No | No | FA22 |
| EDUC 4951 | No | No | No | No | No | Yes | Yes |
| EDUC 4952 | No | No | No | No | No | Yes | Yes |
| EDUC 4961 | No | No | No | No | Yes | Yes | Yes |
| EDUC 4962 | No | No | No | No | No | Yes | Yes |
| EDUC 4981 | No | No | No | No | Yes | Yes | Yes |
| EDUC 4982 | No | No | No | No | Yes | Yes | Yes |
| EET 4940 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| EET 4950 | No | No | No | Yes | Yes | Yes | Yes |
| ENGL 4800 | No | No | Yes | Yes | Yes | Yes | Yes |
| ENGL 4810 | No | No | Yes | Yes | Yes | Yes | Yes |
| HIST 3000 | No | No | No | No | Yes | Yes | Yes |
| HIST 4000 | No | No | No | No | Yes | Yes | Yes |
| HMT 4500 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| HP 4200 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |

| Capstone | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | Total |
|---|---|---|---|---|---|---|---|
| IDS 4020 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| IDS 4030 | No | No | No | No | Yes | Yes | Yes |
| IET 4960 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| MATH 4940 | No | No | Yes | Yes | Yes | Yes | Yes |
| MATH 4950 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| MGT 4300 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| MGT 4320 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| MUS 3040 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| MUS 3710 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| MUS 4140 | No | Yes | No | No | No | No | Yes |
| MUS 4720 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| MUS 4730 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| NURB 4221 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| NURB 4231 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| PHYS 4930 | No | No | No | No | Yes | Yes | Yes |
| PHYS 4940 | No | No | No | No | No | Yes | Yes |
| PLPS 4020 | No | No | No | No | Yes | Yes | Yes |
| PLPS 4090 | No | No | No | No | Yes | Yes | Yes |
| PSYC 4420 | No | No | No | Yes | Yes | Yes | Yes |
| PSYC 4490 | No | No | No | No | Yes | Yes | Yes |
| RADS 4611 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| RADS 4711 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SBUS 4000 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SBUS 480T | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SBUS 482T | Pilot | Yes | Yes | No | Yes | Yes | Yes |
| SFPA 480T | No | No | Yes | Yes | Yes | Yes | Yes |
| SFPA 482T | Pilot | No | Yes | Yes | Yes | Yes | Yes |
| SHUM 480T | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SHUM 482T | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SLSC 4000 | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SOWK 4190 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| SSCI 480T | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| SSCI 482T | Pilot | Yes | Yes | Yes | Yes | Yes | Yes |
| THEA 2030 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| UPSA 4480 | No | Yes | Yes | Yes | Yes | Yes | Yes |
| UPSA 4700 | No | Yes | Yes | Yes | Yes | Yes | Yes |

**KEY:**

QEP-Aligned Course (or Pilot Course) Delivered

QEP-Aligned Course Not Delivered

# Market Responsiveness

| AC 2019-2020 | AC 2020-2021 | AC 2022-2023 | Market Responsiveness Metrics | AC 2022-2023 Target |
|---|---|---|---|---|
| 87% | | | *New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs* | 100% |
| | 11 | | Number of faculty funded for faculty development | 45 |
| 129 | | | *Number of industry partnership agreements* | 30 |
| | 91% | | Percent of recent graduates who feel they are well-prepared upon graduating (increased knowledge in academic field) | 100% |
| | 86% | | Percent satisfaction of recent graduates who feel they completed the requirements for a job or career in their chosen field | 100% |
| | 56% | | Percent of recent graduates who have a full-time job working in their degree field at graduation | 100% |
| | 10.0% | | Percent of recent graduates who will pursue an advanced degree | 50% Target Met |
| 5 | | | *Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts 11 (16-17) + 2 (2017-2018) + 1 (2018-2019) + 5 (2019-2020)* | 3 (Annually) |
| Target Met | | | *Processes for collecting data and monitoring workforce and industry needs* | 4 Target Met |
| 100% | | | *Number of departments that have active advisory councils or established processes* | 100% |

**Market Responsiveness:**

**Objective 1.** Prepare graduates to work, learn, and lead.

**Objective 2.** Align curricula with tomorrow's workforce demands.

**Objective 3.** Deliver class-leading employer service and industry-recognized competencies

**Objective 4.** Modify programs through continuous reflection and thoughtful advancement

- Progress
- Decline
- No Progress - Not Measured
- Change Made

*Blue italicized text will be assessed in 2022-2023*

Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# Market Responsiveness

**Top three progress areas:**

- Identifying and defining business/industry partners
- Creating a repository for partnership information
- Creating a repository for grants/external funding opportunities and funds received

**Top areas of concern:** None currently

**Final Thoughts:** Efforts are on-going to collect data through various surveys and communication with college deans.

# Community Enrichment

| AY 2019-2020 | AY 2020-2021 | AY 2022-2023 | Community Enrichment Metrics | AY 2022–2023 Target |
|---|---|---|---|---|
| 27,050 | | | Number of patrons attending recitals, concerts, art exhibits, theater/dance productions | 35,000 |
| 31 | | | Number of patrons attending off-campus performances | 1,000 |
| 15,433 | | | Number of active users on Creative and Performing Arts social media outlets | 16,000 |
| | 29,841 | 30,274 | *Frequency of e-communications and number of participants* | 30,000 |
| | 24 | | Number of alumni and chapter events held nationwide | 35 |
| | 977 | | Number of Alumni Association members | 1,500 |
| 8,995 | | 9,801 | *Number of active users on Alumni Association social media outlets* | 9,500 |
| 5,010,624.29 | | 5,220,586 | *Amount of annual private support* | $5,250,000 |
| 1,724 | | 1,803 | *Number of individual contributors* | 2,000 |
| $44,294,756.67 | | | Value of restricted/unrestricted endowment assets | $50,000,000/ $500,000 |
| $284,487.26 | | | | |
| | 67 | | Number of partnerships with business, industry and government agencies | 20 |
| | | In progress | *Reestablish platform for alumni networking and mentoring* | Complete |
| | | | Number of registered users | 1,000 |
| | | In progress | *Conduct brand perception survey and set baselines* | Complete |
| | 97 | | Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites | 100 |
| 306,304/157 | | *See report from Gruesbeck | *Number of hours students spend serving the community through projects and internships* | 400 |
| | | | Number of institutional partners with articulation agreements | 55 |
| | | In progress | *Establish context experts in respective fields to serve as editors* | Complete |
| | | In progress | *Launch an enhanced website designed to meet the needs of 21st century learners* | Complete |
| | | In Progress | *Assess traffic and set baselines* | Complete |

**Community Enrichment:**

**Objective 1.** Expand World Class Performing Arts Program

**Objective 2.** Increase Robust Alumni Engagement

**Objective 3.** Promote Mutually Beneficial Donor Relationships

**Objective 4.** Expand Institutional Culture of Collaboration and Mutual Accountability

**Objective 5.** Nurture Thriving Town-Gown Relationships

Progress
Decline
No Progress - Not Measured
Change Made

*Blue italicized text will be assessed in 2022-2023*

Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# Community Enrichment

Top three progress areas:

- Annual financial support
- E-communication participation
- Number of individual contributors

Top areas of concern: Staffing/workload

Final Thoughts: Continue to focus on efficiencies to make productive use of limited staff. Focus on high yield endeavors/fundraising opportunities.

# Community/Public Service within the Mission

## MIDYEAR REPORT

## 11 Community/Public Service Focus Areas at NSU

| | | | | | |
|---|---|---|---|---|---|
| Event Planning & Entertainment | Historical & Cultural Preservation | Community Safety & Emergency Preparedness | Protection of Vulnerable Children & Adults | Combatting Poverty, Hunger, & Homelessness | |
| Healthcare (Physical & Emotional) | Sports & Fitness | Education | Environmental Stewardship | Economic Development | Creative & Performing Arts Exhibitions |

## Outlook/Plan Of Action:

- Collect AY 2022-2023 data MAY/JUNE 2023 semester from three major sources of community/public service:

| | | |
|---|---|---|
| Academic Affairs | Student Experience | Athletics |

- Raise awareness of community/public service at *2023 Universities of Louisiana System Academic Summit* on April 20 - April 21, 2023, featuring (13) NSU community/public service projects with NSU students from:

| | | | | |
|---|---|---|---|---|
| Department of Psychology | Department of Fine + Graphic Arts | Office of 1st Year Experience | President's Leadership Program | College of Nursing |
| The Pantry (Coordinated by VP for Student Experience) | Student Government Association | Department of Engineering Technology | NSU Conservation Club (School of Biological & Physical Sciences) | |

# University Capital Outlook – Projects

The State of Louisiana has directed capital outlay resources to both new construction and deferred maintenance. In support of these efforts, the University's Affairs Office addressed several critical deferred maintenance needs supporting all five Strategic Focus Areas. NSU continues to move forward with securing new construction capital outlay funding.

**Projects completed:**

* Resurfacing Caspari Drive from University Parkway to intersection of Sam Sibley Drive
* Resurfacing Sam Sibley from Caspari Drive to WRAC
* Demolition of Caddo Hall

**The University continues to address ADA components of the Five-Year Plan. This year included:**

* Two Elevators replaced in Kyser Hall
* Elevator refurbishment at Shreveport Nursing
* Elevator refurbishment at Watson Library
* Areas identified in the Civil Rights Audit

**In Progress:**

* University securing final funding construction of new academic building (Alost Hall )
* Health Performance Center in athletics continues to move forward with funding for design
* University and ULS Board planning replacement of the roof of Fournet Hall
* Prather Coliseum light replacement
* Turpin Stadium light replacement

# Technology Outlook – Projects

## Projects completed:

- Multifactor Authentication (MFA) to all students, faculty, and staff
- Banner 9 Employee Self Service -- mobile ready interface

## In Progress:

- Telephone system replacement - all components received, awaiting trunks from AT&T
- Wireless upgrade -- roughly 50% complete on the Natchitoches campus as of 4/14/2023
- Banner Document Management System -- training is underway, expected go-live is July 2023
- Banner 9 Finance Self Service -- installed and is in testing status

## Planned (6 X Month)

- Additional Banner 9 Self Service applications -- Faculty Self Service, Student Self Service
- Disaster Recovery Center rebuild in Shreveport -- some critical equipment is from 2004
- Ellucian Experience Portal -- will replace myNSU and the mobile app

## Planned (12 x Month)

- Upgrade to 100 Gb LONI connection -- currently at 10 Gb
- Migration to Ellucian SaaS Cloud -- currently we analyzing the requirements
- Campus network hardware replacement -- currently reviewing the status of network switches
- Campus video hardware replacement -- currently reviewing the status of the system

# Athletic Prominence

| AC 2019-2020 | AC 2020-2021 | AC 2022-2023 | Athletic Prominence Metrics | 2022-2023 Target |
|---|---|---|---|---|
| 54,727 | | 65,167 | Yearly event attendance for all sports | 151,361 |
| $2,434,233 | | $2,782,354 | Yearly revenue (tickets, annual gifts, sport specific gifts, game guarantees, sponsorships) | 2,380,264 |
| | 11/97 | | Number of merchandise outlets/licensees | 18/110 |
| | 20,614 | | Number of NSU Demons Facebook likes | 25,458 |
| | 10,700 | | Number of @nsudemons Twitter followers | 11,511 |
| $44,683 | | | Licensing royalties (LRG) | $70,746 |
| | 210/$8,385 | 156/ $18,720 | N-Club membership/revenue | 182/$14,000 |
| | 46/$2,760 | | Vic's Kids Club membership/revenue | 162/$4,000 |
| | 182 | 186 (Holders) 792 (Tix) | Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City) | 405 |
| | 7 | | Camps and clinics for area youth | 20 |
| 500 | | | Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors, current/potential donors) and sustain/grow annually. | 60 |
| | 30 | 27 | Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM) | 20 |
| | 1,544 | 3,230 | Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes). | 4,000 |
| | 2.979 | 2.883 | Student-athlete GPA | 3.11 |
| 246 | | | Number of Dean's/President's List honorees per year. | 250 |
| 217 | | 84 | Southland Conference Commissioner's Honor Roll honorees per year. | 200 |
| 971/979 | | 959/970 | Single- and multi-year NCAA Academic Progress Rate (APR) team scores. | 940 |
| 17 | | 9 | Number of facility improvement projects planned or executed, commensurate with available funding. | 10 |
| 3/9 | | 5/9 | Number of teams with a winning percentage of .600 or better in conference or finish in the upper third of the conference standings. | 14 |

**Athletic Prominence:**

**Objective 1.** Enhance Marketing Opportunities, Game Day Experience and Resource Acquisition

**Objective 2.** Promote Community Service, Appreciation, and Engagement

**Objective 3.** Enhance University and Community Collaboration and Support

**Objective 4.** Enhance Recognizing and Promoting Success

Progress
Decline
No Progress - Not Measured
Change Made

*Blue italicized text will be assessed in 2022-2023*

Black standard text were assessed in 2019-2020 or 2020-2021 or will be in 2023-2024

# Athletic Prominence

**Top three progress areas:**

- Winning Percentage .600 in conference or Top 1/3 in conference
  - 5 sports out of the 9 that have completed their seasons finished in the Top 1/3 of the conference
  - Football was 4-2 in the conference-the best winning percentage since 2010
  - Men's Basketball finished second in the conference-highest finish since 2013
  - Women's Track & Field won their first ever Conference Indoor Championship
- Community Service.
  - Athletics made it a priority to get out in the community and it has showed with the number of hours our student-athletes have put in the community.

**Top areas of concern:**

- Attendance: despite an increase over last year our marketing efforts, especially for Football, Men's and Women's Basketball need to be better.
- Ticket Sales outside of Natchitoches Parrish (goes with #1)-this is Football driven.

# Athletic Prominence

**Final Thoughts:**

- To date, our sports have done very well on the field/court and in the community.
- ESPN+ has been an amazing tool not only for athletics but also for the University. It has helped us with having $900+M in earned advertising which is astounding for our institution.
- We have made a lot of progress but still have a long way to go, especially with facilities. Our facilities have been neglected for many years and we have to do everything we can to improve them. This is not just a recruiting issue, this is a student-athlete welfare issue.

# Diversity, Equity and Inclusion

| AY 2022-2023 | Diversity, Equity and Inclusion Metrics | AY 2027-2028 Targets |
|---|---|---|
| | *Percentage of Students of Color* | 50% |
| | *Percentage of Faculty of Color* | 30% |
| | *Percentage of Tenured Faculty of Color* | 30% |
| | *Percentage of Administrators of Color* | 30% |
| | *Retention rate of Students of Color 1st – 2nd year* | 80% @ |
| | *Retention rate of Students of Color 1st – 3rd year* | 65% @ |
| | *Overall Northwestern State Student of Color enrollment* | 5,000 @ |
| | *Graduation rates of Students of Color* | 50% @ |
| | *Number of students enrolled in Ethnic Studies* | 5 |
| | *Percentage of students of color in student organizations* | 30% |
| | *Number of Employee Resource Groups* | 5 |
| | *Provide Policy Review* | |
| | *OID Staff numbers* | 6 |
| | *OID Budget* | $70,000.00 |
| | *Percentage of facilities and activities that are ADA compliant* | |
| | *Number of Employee performance reviews w/ DEI metrics* | |
| | *Produce DEI Campus Climate Survey* | 30% RR |
| | *Contracts with Minority and Women led companies* | 30% |
| | *Frequency of DEI programs and initiatives sponsored by OID, CID or any Dept/Org* | 10 |
| | *Percent of Students of Color graduates working within 6 months of graduation* | 75% |

@ Serves as a Criteria for Student Achievement, SACSCOC 8.1

*Blue italicized text will be assessed in 2022-2023*

**Diversity, Equity and Inclusion**

**Objective 1.** Increase diversity and equity among the student body, faculty, staff, and administration.

**Objective 2.** Integrate diversity and inclusion throughout the academic curriculum and support programs.

**Objective 3.** Ensure diversity and inclusion are reflected in policies, procedures, budgeting, staffing, facility management, and other areas of university operation.

**Objective 4.** Develop a more inclusive campus environment that fosters success and meaningful participation for all students, faculty, and staff.

- Progress
- Decline
- No Progress - Not Measured
- Change Made

# Diversity, Equity and Inclusion

Top three progress areas:

- Added SAHE 1040 Black Male Leadership & Development – Objective 2
- Expanded the NICSS to include student sessions – Objective 4
- Naming of the Center for Inclusion and Diversity – Objective 4

Top areas of concern:

- Completion of Climate Survey – Objective 4
- Creation of Employee Resource Groups (ERG) – Objective 4
- Communication of existing programs and activities – Objective 3

Final Thoughts: I would like to see more co-curricular opportunities.

# Strategic Planning Moving Forward

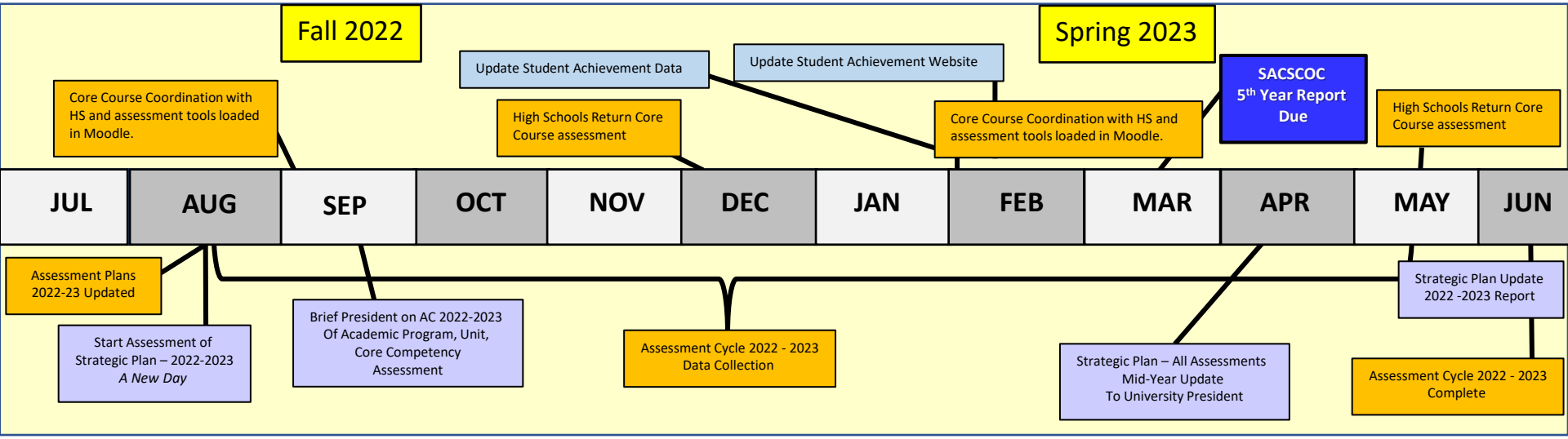
**What is in motion:**

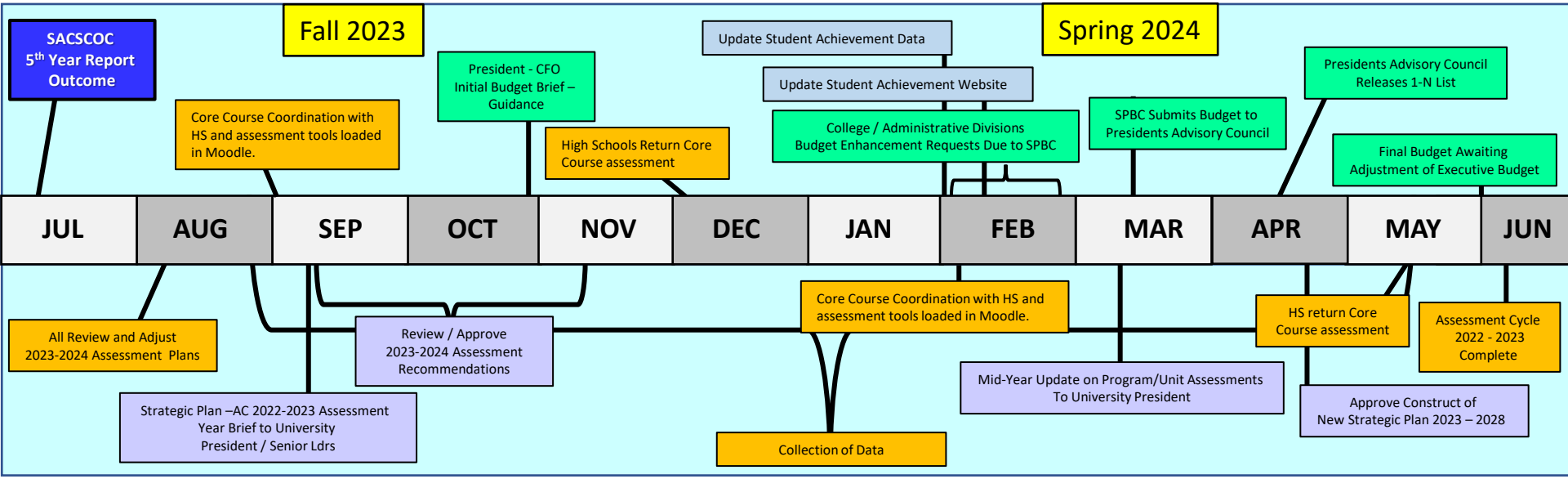
- Data collection through Spring 2023.
- Integrate innovation into existing metrics.
- SE, AE, MR, CE, AP, maintain focus on 2022-2023 targets for next year.
- After 2022-2023 assessment all move to 2027-2028 targets.
- Start reviewing the SFA shell from Dr. Cochran

**Deliverable:** Updated narrative for your SFA like the 2020-2021 Assessment Document – Description, highlights, challenges, assessed metrics. Colleges follow agreed upon format. QEP provide highlights from SACS Impact Report.

**When:** **Your input is due 16 June 2023**.

# Northwestern IE Model Timeline




- Strategic Plan Assessment
- Operational - Institution - Wide Assessment Process (Degree program, Unit, and Core Competencies)
- Quality Enhancement Plan
- Strategic Budget Process
- SACSCOC

**24 Aug 2022**

# QUESTIONS

# GUIDANCE