Student Experience & Student Affairs

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Northwestern State 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.

The Student Experience Mission

The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating, and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience, and continues beyond graduation. Enrollment Services provide equal access for education to potential students throughout the state and region and promote economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical, and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

Student Affairs Mission

The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands-on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student Affairs encourages integrity, diversity, and collaboration with all members of the university community.

Methodology:

1. The Student Experience Division is both service-oriented and focused on student learning. Therefore, both service and learning outcomes will be utilized. Assessment methods will be qualitative and quantitative, direct, indirect, and summative.

2. The Vice President for the Student Experience and the Director of Student Affairs is responsible for the assessment process.

3. The Vice President for the Student Experience will share assessment results with both University and external stakeholders, and community agents.

4. Based on the sharing of data, revisions and recommendations for improvements will be made for the next assessment period.

Student Experience & Student Affairs Service-Learning Outcomes

SLO 1. Students who participate in the President's Leadership Program will be able to apply foundational leadership concepts, develop a personal leadership philosophy, become self-aware, understand the dynamics of decision-making, become involved in the community, and engage in a positive - inclusive learning experience.

Measure 1.1. Ninety-five percent (95%) of students will respond they "Strongly Agree" that their expectation of the President's Leadership Program was met. *DATA: Spring 2023 President's Leadership Program Evaluations*

Finding. Target was met.

Analysis:

In AC 2021-2022 the target was not met.

The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. The director worked with the PLP Mentors to implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. They also developed learning outcomes for the PLP Mentors. We found that only 92% of program participants strongly agreed that their expectations of the program and services were met in total. Two categories did meet the 95% of strongly agree and they were (1) understanding and applying foundational leadership concepts related to individual and (2) group dynamics and engagement in a positive, inclusive learning experience where all students are challenged and supported. Five categories were close to the 95% goal. They were (1) personal philosophy of leadership-91%, (2) involvement opportunities-93%, (3) community connection-93%, (4) engagement in campus activities-91%, (5) relationship building-93%. The final three categories were 88% met which included (1) self-awareness, (2) group dynamics, (3) and networking.

Assessment Cycle 2022-2023

Based on the analysis of AC 2021-2022 results, the staff implemented the following changes in AC 2022-2023 to drive the cycle of improvement. The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. Past PLP members helped implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. This measure was also edited to include the survey responses to include "agree" as well as "strongly agree" as both indicate positive feedback.

As a result of these changes, in AC 2022-2023 the target was met. All ten categories totaled 98.9% of program satisfaction with participants selecting either strongly agreed or agree on the survey.

Decision:
In AC 2022-2023 the target was met.

Based on the analysis of the 2022-2023 results, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The staff will utilize the program evaluations to craft a curriculum that will meet the needs of the PLP students. Furthermore, the survey will be edited to include a line regarding the overall expectation of the program but will continue to collect information regarding their satisfaction within each category. These changes will improve the students' ability to understand their expectations of the President's Leadership Program, thereby continuing to push the cycle of improvement forward.

Measure 1.2. Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. *DATA: Fall 2022 and Spring 2023 President's Leadership Program Evaluations*

Finding. Target was met.

Analysis:

In AC 2021-2022 the Target was met.

The program director recruited a diverse group of peer mentors who were engaged in a variety of campus programs. Mentors provided timely information on opportunities for engagement in student organizations, activities, and events. Additional information on service opportunities, recruitment, and organizational browse events was provided to all participants. 98% of students (42) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, SGA senators, ambassador for the catholic student organization, etc.

Based on the analysis of AC 2021-2022 results, the staff implemented the following changes in AC 2022-2023 to drive the cycle of improvement. The program director recruited a diverse group of peer mentors who are currently engaged in a variety of campus programs, organizations, and committees. Additional information on service

opportunities, recruitment initiatives, and organizational browse events were promoted to the members of the Presidents Leadership Program each term.

As a result of these changes, in AC 2022-2023 the target was met. The program director invited staff members and PLP alumni throughout the year to present on different campus activities, volunteer opportunities, and leadership events for the PLP students to participate in throughout the year. The survey indicated that 96% of students (44) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, SGA senators, NSU Athletics, Demon Mentor Network, etc.

Decision:
In AC 2022-2023 the target was met.

Based on the analysis of the 2022-2023 results, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The staff will invite PLP alumni, student leaders, staff, and faculty to educate PLP students of the leadership opportunities within the NSU community. PLP mentors will also take an active role in informing students regarding their involvement at NSU and their specific leadership roles. Each class meeting will highlight activities, programs, and initiatives that PLP students can participate in that will allow them to grow as leaders outside of the classroom.
These changes will improve the student's ability to participate in campus activities, thereby continuing to push the cycle of improvement forward.

SLO 2. Each student will complete a Community Impact Project incorporating the lessons learned in the program.

Measure 2.1. Students will attain a minimum score of 80% on their Community Impact Project per a multi-component grading scale. *DATA: Spring 2023 President's Leadership Program student reflections, course grades, class presentations, and mentor reflections on the Community Impact Projects*

Finding. Target was met.

Analysis:

In AC 2021-2022 the Target was met.

The program director met with community leaders to identify potential new partners. Additional information on effective committee planning was presented earlier in the program. Alumni and community representatives were invited to speak on the importance of community service and servant leadership. Elevated the weekly meetings with peer mentors with more intentional dialogue. The Community Impact Projects were introduced earlier in the curriculum, allowing more time for students to collaborate on sustainable projects. All 43 students earned 100% on their Community Impact Projects. The multi-component scale used for students assessing their project indicated that the evaluation topic percentage average was 89% in areas of meeting community needs (91%), partnerships (86%), learning (88%), insights and understanding (88%), and

leadership development (93%).

Based on the analysis of AC 2021-2022 results, the staff implemented the following changes in AC 2022-2023 to drive the cycle of improvement. The program director met with previous and new community leaders to identify potential partnerships based on current community needs. The Community Impact Projects were introduced earlier in the term, allowing more time for students to collaborate on sustainable projects sooner.

As a result of these changes, in AC 2022-2023 the target was met. The program director met with community leaders and NSU staff members to identify potential new partners and to decide which partners to continue serving for this assessment cycle. Elevated the weekly meetings with peer mentors as well as recruited NSU faculty and staff members to assist with planning and oversight. The Community Impact Projects were introduced earlier in the curriculum, allowing more time for students to collaborate on sustainable projects. All 49 students earned 100% on their Community Impact Projects. The multi-component scale used for students assessing their project indicated that the evaluation topic percentage average was 89% in areas of meeting community needs (91%), partnerships (83%), learning (85%), insights and understanding (91%), and leadership development (96%).

Decision:
In AC 2022-2023 the target was met.

Based on the analysis of the 2022-2023 results, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The staff will invite representatives from the community to attend class to educate the students about their specific volunteer needs. This outreach will help PLP students decide on the community impact projects that are available to them and that are meeting the needs of our community, thus an increase of sustainability. The program director will invite the Director of Student Affairs to present an event planning session for the students. This presentation will provide resources for the students to develop a plan of action for their specific project, a standard event planning timeline, an appropriate budget, etc. These changes will improve the student's ability to obtain at least an 80% on the community impact project, thereby continuing to push the cycle of improvement forward.
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Measure 2.2. Ninety percent (90%) of projects will be sustainable through infrastructure and community commitment as judged by a focus group of faculty members, peer mentors, and community representatives. *DATA: Spring 2023 President's Leadership Program Experience Community Impact Projects and Class Presentation and evaluation.*

Finding. Target was met.

Analysis:

In AC 2021-2022 the target was met.

The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities. For the Fall 2021 term,

91% of students enrolled in the PLP program participated in the [1 of 7] Kickoff event (52/57). Community impact projects included topics such as (1). Citizens with Special Needs – Special Olympics, (2) Senior Citizens, (3) At Risk Youth, (4) Literacy Programs, (5) Food Insecurity, and (6) Environmental Issues. All six of the Community Impact Projects were identified as sustainable! Mentors agreed that the projects, although they took many turns throughout the course of the semester, provided added value to the community. Feedback from the site representatives, collaborative community partners, and staff members assisting with the various programs agreed! Last year, one of the programs was too big of a challenge and it was decided that the program was not sustainable. Utilizing the data from the community impact project evaluation, 93% (40/43) indicated significant growth or personal development and increased sensitivity or change of attitude due to their involvement with these projects. It was determined through class and small group discussions that while some projects may have a greater impact, all were worthwhile and sustainable. Another observation was the early struggles the groups had with community partners, as many agencies were not open to outside visitors. Several groups had to abandon the initial project and start over with a new project and partner.

Based on the analysis of AC 2021-2022 results, the staff implemented the following changes in AC 2022-2023 to drive the cycle of improvement. The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program including community commitment. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities.

As a result of these changes, in AC 2022-2023 the target was met. Community impact projects included topics such as:
1) Campus Safety & Security
2) Demons After Dark
3) Exceptional Opportunities & Special Olympics
4) Food Insecurity
5) Literacy Programs
6) Senior Citizens
7) Spirit and Traditions

All seven of the Community Impact Projects were identified as sustainable! Mentors, site representatives, collaborative community partners, and staff members agreed that the projects provided added value to the community. Utilizing the community impact project evaluation results, 96% (44/46) indicated significant growth or personal development and 4% (2/46) increased sensitivity or change of attitude due to their involvement with these projects.

Decision:
In AC 2022-2023 the target was met.

Based on the analysis of the 2022-2023 results, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The staff will develop a community resource guide for non-profits in the area to help identify specific volunteer needs for the next assessment cycle. Staff will identify specific on-campus community service work

to be completed during the Fall term. This process will encourage a service mindset early in their PLP program and will set a foundation of service initiatives for the spring term. These changes will improve the student's ability to identify community impact projects that are sustainable for the NSU and Natchitoches community, thereby continuing to push the cycle of improvement forward.

SO 1. Enhance quality of campus life through educational, social, and cultural programs, and services.

Measure 1.1. Food insecurity is a major burden among college students. To help reduce food insecurity NSU created The Food Pantry. The Food Pantry provides free food, goods, and resources to students with food insecurities. Success will be defined as those using goods and services provided by The Pantry with an overall satisfaction rate of at least 80% which will include satisfied and very satisfied responses.   *Data from volunteers and patrons.*

Finding: Target was not met

Analysis.

In AC 2021-2022 the target was not met.

Due to this measure being new for AC 2022-2023, there is no previous data reported for the last assessment cycle nor for the current assessment cycle. It will be measured for the first time in AC 2023-2024.

Decision:
In AC 2022-2023 the target was not met.

Due to this measure not being implemented for AC 2022-2023, there is no previous data reported for this assessment cycle to analyze. However, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The staff will utilize an online platform that will help with data collection and assessment of patron and volunteer satisfaction with The Pantry. The staff will implement a student experience committee to include faculty, staff, and students. The committee will focus on the Hunger Free Campus initiative and will explore options for students who are eligible for benefits and provide the necessary reasonable services. With an increase in visibility with The Pantry this past assessment cycle (involvement with the [1 of 7] service event and the V.L. Roy Service Day), the staff and student volunteers will create a student organization to focus on other initiatives, programs, and funding sources that will help with patron satisfaction with the goods, services provided by The Pantry. These changes will improve the student's ability to identify the resources offered by NSU to help with food insecurity among our students, thereby continuing to push the cycle of improvement forward.

Measure 1.2 Foster diverse participation in campus activities and programs. Initiatives and programs are inclusive and embrace community members with diverse backgrounds and life experiences and support the free and open exchange of ideas and civil discourse. University officials from a myriad of areas on campus collaborate each week to provide inclusive and diverse programming. With the exchange of ideas weekly, the accountability of fostering

diversity within our programs is an ongoing initiative. Evidence of the adoptions of or the interaction with diversity related programs and departments will be a strategic indicator of success and will be documented in the weekly minutes. Our goal is to meet a minimum of 30 times per year.

Finding: Target was not met.

Analysis.

In AC 2021-2022 the target was met.

The Facility Director invited new members, new departments, and guests to the committee meetings to foster collaboration and exchange of ideas among faculty, staff, students, and our third-party partners to enrich the campus culture. Our calendar subcommittee gave us insight into the value of collaboration and inclusivity. We continued to evolve that group and invite new areas to the calendar meeting to be more transparent with our event planning initiatives.   The Student Programming committee met 35 times during the academic year. Our meetings consisted of 42 different individuals, both members of the committee and guests invited to the meetings to discuss special events. The meeting attendees represented areas of Student Life such as facility management, SGA, Greek Life, UPC and Student Activities, First Year Experience, Housing, Baptist Collegiate Ministries, intramurals, and Athletics, Center for Inclusion and Diversity, Health Services, Library, International Student Resource Center, Alumni, Academic Departments, Student Support Services, Esports, Club Sports, Marketing, and non-University guests. We met to discuss programming and planning initiatives across campus. The committee visited community and campus entities throughout the year to promote and support their initiatives and to foster collaboration. The meetings help us not over program and fill in gaps during the semester.

Based on the analysis of the AC 2021-2022 results, the staff made the following changes in AC 2022-2023 to drive the cycle of improvement. Although the number of attendees went up this year, weekly attendance declined. We continued to invite new members, new departments, and guests to the committee meetings to foster collaboration and exchange of ideas among faculty, staff, students, and our third-party partners to enrich the campus culture. However, after careful consideration, this committee structure changed and was moved under the direction of the Director of Student Affairs. This shift in responsibilities allows the Student Union Director to focus on Summer Camp Policies and Procedures and improvements to the facility.

As a result of these changes, in AC 2022-2023 the target was not met. The new committee coordinator made a few changes to the structure of the committee that would help meet the needs to the campus community. The coordinator surveyed the members about several key issues: 1) meeting time, 2) content, and 3) frequency. Participation in the meetings was on a decline, so the coordinator surveyed the committee to determine if the time and day of the meeting needed to change for this academic year. All those who submitted the survey requested that the time stay the same for this academic year. Not much feedback was given regarding the committee meeting content. One change that did happen was that the committee coordinator requested attending departments to present a ten-minute presentation on the services and resources offered to NSU students. Three departments signed up to present for the Spring 2023 term: Student Media, TRIO/Student Support Services, & Accessibility & Disability Support. The results also indicated that meeting weekly was not needed, as not much change happens within one weeks' time. They requested to

meet twice a month for this assessment cycle to see if attendance and collaboration increased. This meant that instead of meeting 30 times in a year, the committee only met 16 times in this assessment cycle. Although we did not meet the target of 30 meetings, participation at the meetings increased.

Decision:
In AC 2022-2023 the target was not met.

Based on the analysis of the 2022-2023 results, the staff will implement the following changes in AC 2023-2024 to drive the cycle of improvement. The committee coordinator will update the email distribution list as some staff have either left NSU, changed departments, or there are new employees to NSU that could benefit from this committee collaboration. Before the start of the term, the request to present on departmental resources will go out to the campus community, not just those who attend the bi-monthly (twice a month) meetings. The committee coordinator will also change this measure for next assessment cycle to read, "Foster diverse participation in campus activities and programs. Initiatives and programs are inclusive and embrace community members with diverse backgrounds and life experiences and support the free and open exchange of ideas and civil discourse. University officials from a myriad of areas on campus collaborate to provide inclusive and diverse programming. With the exchange of ideas, the accountability of fostering diversity within our programs is an ongoing initiative. Evidence of the adoptions of or the interaction with diversity related programs and departments will be a strategic indicator of success and will be documented in the minutes. The goal is meet regularly and provide professional development opportunities at 50% of the meetings for the academic year." These changes will improve the staff's ability to understand what resources we have at NSU that we can share this information with our students, thereby continuing to push the cycle of improvement forward.

Assessment Cycle 2022-2023

Comprehensive summary of key evidence of improvements based on analysis of results.

SLO 1	1.1	The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. Past PLP members helped implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. This measure was also edited to include the survey responses to include "agree" as well as "strongly agree" as both indicate positive feedback.
SLO 1	1.2	The program director recruited a diverse group of peer mentors who are currently engaged in a variety of campus programs, organizations, and committees. Additional information on service opportunities, recruitment initiatives, and organizational browse events were promoted to the members of the Presidents Leadership Program each term.
SLO 2	2.1	The program director met with previous and new community leaders to identify potential partnerships based on current community needs. The Community Impact Projects were introduced earlier in the term, allowing more time for students to collaborate on sustainable projects sooner.
SLO 2	2.2	The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program including community commitment. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities.
SO1	1.1	In AC 2021-2022, the target was not measured. It will be measured for the first time in AC 2022-2023.
	1.2	Although the number of attendees went up this year, weekly attendance declined. We continued to invite new members, new departments, and guests to the committee meetings to foster collaboration and exchange of ideas among faculty, staff, students, and our third-party partners to enrich the campus culture. However, after careful consideration, this committee structure changed and was moved under the direction of the Director of Student Affairs. This shift in responsibilities allows the Student Union Director to focus on Summer Camp Policies and Procedures and improvements to the facility.

Plan of Action Moving Forward:

SO or SLO	Measure	Plan
SLO 1	1.1	The staff will utilize the program evaluations to craft a curriculum that will meet the needs of the PLP students. Furthermore, the survey will be edited to include a line regarding the overall expectation of the program but will continue to collect information regarding their satisfaction within each category.
SLO 1	1.2	The staff will invite PLP alumni, student leaders, staff, and faculty to educate PLP students of the leadership opportunities within the NSU community. PLP mentors will also take an active role in informing students regarding their involvement at NSU and their specific leadership roles. Each class meeting will highlight activities, programs, and initiatives that PLP students can participate in that will allow them to grow as leaders outside of the classroom.
SLO 2	2.1	The staff will invite representatives from the community to attend class to educate the students about their specific volunteer needs. This outreach will help PLP students decide on the community impact projects that are available to them and that are meeting the needs of our community, thus an increase of sustainability. The program director will invite the Director of Student Affairs to present an event planning session for the students. This presentation will provide resources for the students to develop a plan of action for their specific project, a standard event planning timeline, an appropriate budget, etc.
SLO 2	2.2	The staff will develop a community resource guide for non-profits in the area to help identify specific volunteer needs for the next assessment cycle. Staff will identify specific on-campus community service work to be completed during the Fall term. This process will encourage a service mindset early in their PLP program and will set a foundation of service initiatives for the spring term.
SO1	1.1	The staff will utilize an online platform that will help with data collection and assessment of patron and volunteer satisfaction with The Pantry. The staff will implement a student experience committee to include faculty, staff, and students. The committee will focus on the Hunger Free Campus initiative and will explore options for students who are eligible for benefits and provide the necessary reasonable services. With an increase in visibility with The Pantry this past assessment cycle (involvement with the [1 of 7] service event and the V.L. Roy Service Day), the staff and student volunteers will create a student organization to focus on other initiatives, programs, and funding sources that will help with patron satisfaction with the goods, services provided by The Pantry.

	1.2	The committee coordinator will update the email distribution list as some staff have either left NSU, changed departments, or there are new employees to NSU that could benefit from this committee collaboration. Before the start of the term, the request to present on departmental resources will go out to the campus community, not just those who attend the bi-monthly (twice a month) meetings. The committee coordinator will also change this measure for next assessment cycle to read, "Foster diverse participation in campus activities and programs. Initiatives and programs are inclusive and embrace community members with diverse backgrounds and life experiences and support the free and open exchange of ideas and civil discourse. University officials from a myriad of areas on campus collaborate to provide inclusive and diverse programming. With the exchange of ideas, the accountability of fostering diversity within our programs is an ongoing initiative. Evidence of the adoptions of or the interaction with diversity related programs and departments will be a strategic indicator of success and will be documented in the minutes.