

Assessment Cycle 2020-2021 – The Way Forward



16 September 2021

Purpose

- ❖ Close-Out Assessment Cycle (AC) 2020 – 2021 – *The Way Forward*
 - ❖ Evolutions in the assessment process
 - ❖ Internalizing the new University Mission Statement
 - ❖ *Strategic Assessment and Assessment Outcomes – COVID 19 Impacts*
 - ❖ Owning SACSCOC Requirements and Standards
 - ❖ AC 2019-2020 - Updates across Strategic Focus Areas, Colleges, Administrative and Academic Support Units as well as degree programs.
 - ❖ Plan moving forward and preparing for SACSCOC Fifth Year Report
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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.

The Student Experience

AC 2018-2019	AC 2019-2020	AC 2020-2021	The Student Experience Metrics	AC 2022-2023 Targets
5.81		5.88	Academic excellence and value	6.3
6.02		6.04	Satisfaction with support programs	6.3
5.69		5.73	Satisfaction with University policies and processes	6.3
5.64		5.67	Responsive and helpful faculty and staff	6.3
70.7%	70%	76%	Retention rate (full-time) 1st to 2nd year	75%*@
N/A	61%	60%	Retention rate (full-time) 1st to 3rd year	63%*@
36%	42%	44%	Graduation rates	43%*@
1,560	1,515	1,518	Enrollment per freshman class, per year	1,700
4,573	4,446	3,993	Enrollment on Natchitoches campus	4,500
11,081	10,900	11,447	Overall Northwestern State enrollment	11,360*@
10	10	10	Diversity represents regional demographics	10
5.82		5.83	Campus climate of advocacy and inclusion	6.3
5.31		5.52	Safety and security satisfaction survey	6.3
5.85		5.92	On-campus facilities satisfaction survey	6.3
4.88		5.05	Campus housing and dining satisfaction	6.3
7,354		9,464	Students involved in Cocurricular Activities	8,000
351,809	306,304	325,917	Student community service hours	400,000
15	28	36	Programs with capstone experiential learning activities	36*
7,674	11,273	14,735	Number of students and employers using Handshake	11,000
75	75%	75%	Percent graduates working w/in 6 months of graduation	80%*@
36	77	154	Number of health-related programs and services	45

The Student Experience:

Objective 1: Provide Responsive Student Services

Objective 2: Create a community that fosters diversity and inclusion

Objective 3: Develop a unique campus life experience

Objective 4: Provide a transformational learning and career preparation experience

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

@ Serves as a Criteria for Student Achievement, SACSCOC 8.1.

Blue italicized text were assessed in 2020-2021

Black standard text were assessed in 2018-2019 or 2019-2020

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

The Student Experience

Top good news stories:

- Highest Enrollment in the history of NSU Fall 2020 @11,447
- Ability to Engage Students During the Pandemic
- Superior Student Satisfaction Scores on RNLSSI
- Celebration of 100 Years of Greek Life at NSU

Top areas of concern:

- Provision of FTF Classes & Impact on Student Development
- Mental Health and ADA Challenges
- Rising Costs and Decline in Student Housing Requests

Final Thoughts:

- Declining Natchitoches Campus Enrollment
- Declining Graduation and Retention Rates

Student Achievement

Criteria	Goal for 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		
1 st Fall to 2 nd Fall Retention Rate	76%	68%	76%	71%	71%	76%		
1 st Fall to 3 rd Fall Retention	63%	58%	59%	63%	60%	60%		
Baccalaureate Completers	1,300	1,000	1,239	1,197	1,249	1,370		
Graduate Completers	350	260	304	323	302	292		
Graduation Rate - SACSCOC	43%	35%	35%	37%	44%	44%		
Licensure Pass Rate	75-100%	50-98%	63-98%	59-98%	69-98%	66-98%		
Job Placement Rates	80%	75%	N/A	75%	75%	70%		

	<i>Met the 2023 goal</i>
	<i>Above threshold but below the 2023 goal (within the band of acceptability)</i>
	<i>Below threshold</i>

Academic Excellence (1 of 3)

AC 2018-2019	AC 2019-2020	AC 2020-2021	Academic Excellence Metrics	AC 2022-2023 Targets
84/93	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
50		N > 96	<i>Courses focusing on implementing current technologies or best practice principles in teaching</i>	35-50
4.3/5 (C) 4.4/5 (I) (43% response rate)	4.33/5 (C) 4.41/5 (I) (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%) (45% response rate)
31.48		28.26	<i>Average class size in University core courses</i>	28
4.25/5(C) 4.3/5 (I) (41% response rate)	4.65/5 (C) 4.56/5 (I) (30% response rate)		Mean student evaluation of instruction in University core courses	4.5/5.0 (90%) (42% response rate)
10/11 (New criterion)		17	<i>Number of University core classes with a designated course steward</i>	100% of multi-section courses
342 93 Prof. Conf. Presentations	278 42 Prof. Conf. Presentations		Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presenters
90 13-G; 77 UG Prof. Conf. Presentations 170 NSU Research Day	70 42 G; 24 UG Prof. Conf. Presentations 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 (20% increase)
GRE Verbal: M = 148 (42%) GRE Quan: M = 145 (24%); LSAT: M = 142 (18%); MCAT: M = 494 (28%)		GRE Verbal: M = 146 (28%) GRE Quan: M = 142 (11%) LSAT: M = 144 (22%) MCAT: M = 495 (33%)	<i>Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)</i>	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 were assessed in 2020-2021

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AC 2018-2019	AC 2019-2020	AC 2020-2021	Academic Excellence Metrics	AC 2022-2023 Targets
4.6/5 4.6/5 4.7/5	4.60/5 4.57/5 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
159		N > 185	<i>Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together</i>	180
23 Faculty Grants 67 (EPs/Chairs) 14 (QEP Grants) 86 (ULS Conf) 13 SP&B Grants	25 Faculty Grants 74 (EPs/Chairs) 18 (QEP Grants) 42 (ULS PD Conf)		Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting.	45 Faculty Grants 70 EPs/Chairs
8% (N=30)		6% (N=20)	<i>Percent of faculty/staff receiving external grants</i>	10% (45 PI/Co-PI)
893		*not measured due to COVID	<i>Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy</i>	900
990		1,304	<i>Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn</i>	1,600
38	27		Number of departments or sites acquiring new classroom or laboratory technologies	42
199		*not measured due to COVID	<i>Number of events or activities to recognize faculty for their contributions in teaching, research, or service</i>	200

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Top three progress areas:

- Average class size in Gen. Ed. continues to decrease
- Increased number of courses focusing on/implementing technologies
- Dept. Prof. Dev. Attendance increased (the virtual option)

Top three areas of concern:

- Necessity for us to continue to monitor mental health of our F/S
- More course stewards will be needed to continue having a positive influence
- Time constraints for faculty-staff to explore external grant and funding opportunities

Final Thoughts:

- Responsiveness to COVID-19 and instructional demands
- Center for Faculty Excellence Reimagined
- Phenomenal effort from our campus community

Inclusion and Diversity

Highlights:

- Brave and Bold Dialogue Module – Taught in UNIV 1000
- <https://www.nsula.edu/diversity/>
- Donuts with Doc – New Student Outreach Event
- Northwestern Inclusive Coaching Seminar Series (NICSS)
- Continue to provide NCORE Webinar
- Restructured the University Diversity Committee to the NSU DEI Committee

Outlook:

- Continue the work on the 5-year Strategic Plan
- Donning of the Demons
- Create Affinity/Resource Groups

Research within the Mission

Key Insights: Research Data

- Professional organizations and undergraduate and graduate student groups held virtual conferences for AY 2020-2021.
 - Louisiana Studies Conference: 5 faculty, 1 UG
 - ULL Honors Invitational: 2 UG
 - ULS Academic Summit: 7 UG Research
 - LAS Conference: 3 UG
- Research Day included a new type of presentation:
 - Brief oral: 2 faculty, 1 graduate, 4 UG
 - Oral: 25 faculty, 6 graduate, 6 UG
 - Poster: 2 faculty, 6 graduate, 6 UG

Outlook: Participation

- Student interest seems higher than normal
- Virtual conferences reduced time away from campus and costs

General Education Competencies (Fall 2021)

Competency	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English	ENGL 1010	Writing Portfolio	1 / 1.1 & 1.2	75	Fall	
2. Mathematics	Math 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 1035	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 1810	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 2100	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
	Math 2110	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Fall	
3. Natural Science	SCI 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	80	Fall	
4. Humanities	BUAD 2200	Paper / Presentation	1 / 1.7	70	Fall	
	COMM 1010	Presentation	1 / 1.5, 1.6	70	Fall	
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70	Fall	
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Fall	
	HIST 1010	Pre/Post Survey	2 / 2.1	70	Fall	
	HIST 1020	Pre/Post Survey	2 / 2.1	70	Fall	
	PHIL 1010	Writing Assign.	2 / 2.2	70	Fall	
5. Behavioral-Social Sciences	Ed. Psych 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Psych 2050	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Soc 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	
	Anthropology 1510	Exam 1 / 4	1 / 1.1, 1.2	70	Fall	
	Economics 2000	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	
	Geography 1010	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	
	Polit. Science 2010	Exams 3 and 4	1 / 1.1, 1.2	70	Fall	
6. Fine Arts	FA 1040	Pre/Post & Perform	1-2/ 1.1, 1.2, 2.1	30% Growth - 80	Fall	

General Education Competencies

The following suspense dates were agreed upon to integrate Dual Enrollment HS students into our assessment process:

Fall Semester:

- 15 Oct 21 – 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 21 – All assessment results are return to NSU.

Spring Semester:

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

University Core

University Core AC 2018-2019: 9,497 Assessments Completed.

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	N/A
ENG	2	4	n/a	4	0	n/a	0
MATH	2	4	n/a	2	2	n/a	0
Natural SCI	2	4	n/a	0	4	n/a	0
Humanities	2	9	n/a	9	0	n/a	0
Soc/Beh SCI	2	4	n/a	0	0	n/a	4
Fine Arts	2	2	n/a	1	1	n/a	0
	12	27	0	16	7	0	4

12 x SLOs - 67% positive.
27 SLO Measures – 70% positive.

University Core AC 2019-2020: 16,703 Assessments Completed (43% Increase)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total
ENG	2	4	0	4	0	0	1,749
MATH	2	4	1	2	1	0	1,510
Natural SCI	2	4	0	0	4	0	751
Humanities	2	9	0	8	1	0	3,385
Soc/Beh SCI	2	4	0	2	2	0	7,438
Fine Arts	2	6	2	2	2	0	1,870
	12	31	3	18	10	0	16,703

12 x SLOs - 92% positive.
31 SLO Measures – 68% positive.

University Core AC 2020-2021: 18,838 Assessments Completed (6% Increase)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	2	4	0	4	0	0	1,525 / 392
MATH	2	4	0	0	1	3	1,327 / 60
Natural SCI	2	4	0	0	4	0	1034 / 333
Humanities	2	9	1	8	0	0	3,933 / 465
Soc/Beh SCI	2	4	1	2	1	0	8,203 / 322
Fine Arts	2	6	1	2	2	1	1,816 / 355
	12	31	3	16	8	4	18,838 / 1,927

17,838 student assessments +6 %
16,703 assessments in AC 2019-
2020.

**7 of 12 SLOs, 58% positive vs 92%
(11/12) last year.**

**31 measures, 19 (61%) positive vs.
21 (68%) last year.**

**12 measures, (38%) not met vs.
10 (32%) last year.**

College of Arts and Sciences

Highlights:

- All departments provided HyFlex and/or F2F instruction to students during AY2020-2021
- Engineering Technology and Theatre & Dance departments are fully re-accredited
- Impactful interdepartmental collaboration is evidenced by the newly approved Remote System Science and Technology certificate and the design and creation of customized personal protective equipment for music education courses
- Collaborating students in multiple NMJCA courses created the “December 3, 2020 Newscast” which was awarded a Silver Telly in the General – Local TV category

Concerns:

- Increased DFW rates (compared to AY2019-2020) will likely impact retention
- Budgetary concerns leading to frozen faculty positions have resulted in excessive faculty teaching loads
- Strain teaching/assessing 88.6% of the university core classes and instructing/supervising almost all dual enrollment courses places on academic units
- Need for more robust technology training for faculty

Outlook:

- Developing creative and effective ways to support academically underprepared students
- Program expansions
- Improved visibility of our commitment to inclusion and diversity

Gallaspy College of Education and Human Development

Highlights:

- Cohort 2 (n=9) of the Central Louisiana Instructional Program (CLIP) graduated with their Master of Arts in Teaching degree in August 2021. This collaborative U.S. Department of Education grant between the Orchard Foundation and NSU provided tuition and a living wage (\$35,000) for participants while completing a full time, year-long teaching residency. Cohort 3 of 13 teachers began coursework in June 2021.
- SOE graduated its first class of 5 with their Ed.D. degree in Adult Learning and Development in May 2021.
- The SOE completed a virtual visit by Class Measures (review required by LA Department of Education) in November 2020. Originally scheduled for spring 2020, the review was delayed by COVID19. The final report awarded overall ratings of 3 (scale of 1 inadequate to 4 strong) to undergraduate and post-baccalaureate certification pathways. SOE will be reviewed again in 2022-2023.
- Social Work is state coordinator in Title IVE grant, with six SOWK faculty/staff funded by the program. In summer 2020, the Title IVE grant was renewed for 2020-2023 totaling \$7.5 million. Additionally, The Louisiana Title IVE team (NSU with other state partners) has been selected to attend the Evidence Building Academy offered by the Urban Institute. NSU reaps significant benefits from this grant, including multiple faculty and staff positions.
- LA GEAR UP hosted 6 virtual week-long summer camps in Robotics, Cybersecurity, STEAM, and ACT preparation in summer 2021. A total of 141 junior and senior high students attended from 67 Louisiana schools. Additionally, LA GEAR Up paid for 55 Sabine parish students attending Freshman Connection 2021. This is an increase in participation over summer 2020.
- Natchitoches Parish Schools and the NSU Laboratory Schools piloted an initiative for a single Director of the Laboratory Schools, rather than two principals beginning spring 2021. Additionally, new programming for “grow your own “ initiatives is kicking off with “Educator Rising” curriculum implemented at Natchitoches Central and NSU Middle Lab Schools.
- NSU Child and Family Network generated more than \$3.4 million in state and federal funding for 2020-2021 for their work in early learning and families in north Louisiana.

Concerns:

- Large group of retiring/moving faculty in May 2021.
- Faculty persistence in difficult job circumstances. Faculty fatigue and angst continues to rise.

Outlook:

- Large number of new faculty and administrators within GCEHD beginning fall 2021.
- Opportunity for new initiatives and new programs in 2021-2024.
- Synergy among academic units to grow GCEHD and Northwestern.

College of Nursing and School of Allied Health

Highlights:

- Remain #1 producer of registered nurses and #1 producer of Nurse Practitioners in Louisiana
- Sustained first time pass rates on NCLEX exams for BSN program to be greater than 94%.
- (a) BSN, RN to BSN, BS to BSN, MSN, PMC and DNP programs received accreditation by CCNE until 2030; BSN to DNP-NA program received full accreditation from COA until 2026; (b) \$1.9 million HRSA grant to expand mental health services in Louisiana (c) 3 faculty earned doctorates, (d) Faculty/students participated in multiple vaccination clinics throughout state, (e) continue to educate nursing/allied health students using modified learning experiences and ensuring students have access to appropriate PPE

Concerns:

- ❖ Support needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)
- ❖ Physical space (classroom/laboratory) to support program growth
- ❖ Healthcare agencies have fiscal loss and thus fiscal support will be more difficult to obtain.

Outlook:

- ❑ Positive for growth in BSN to DNP-NA and nontraditional nursing programs (RN-BSN, BSN-BSN)
- ❑ New partnerships with clinical agencies
- ❑ New sonography program within School of Allied Health
- ❑ Excited about designated footprint on Natchitoches campus to expand program offerings.

College of Business and Technology

Highlights: Impact, Engagement, Innovation

- (1) Reaccredited by AACSB
- (2) Adjusted well to COVID restrictions
- (3) Admitted first MS in Computer Information Systems cohort
- (4) Converted J. Walter Porter Forum, Inferno Pitch, and Executive Advisory Council Meeting to virtual events
- (5) Initiated Virtual Business Seminar with Natchitoches Chamber of Commerce
- (6) Transitioned HMT faculty and students from offering “Columns Café” to a “To Go” model
- (7) Participated in multiple grant opportunities (CLIP, LA GEAR UP, STEM Center, Cybersecurity Workforce, etc.)

College of Business and Technology

Concerns:

- (1) Student enrollment in certain areas and new program offerings means additional faculty resource needs
- (2) Student enrollment trends are changing as are the online and face-to-face markets
- (3) Increased competition from other higher education institutions

Outlook:

Continue to be innovative, impactful, and engaging with our stakeholders.
Seeking accreditation for HMT.

COVID Related Issues:

Discussion of admission policies, changes in classes/classrooms, and other mitigation efforts

Student Government Association

Highlights: 2020-2021

- **Diversity, Inclusion & Equity**
- **SGA Grants/ORF**
- **Civic Engagement**
- **Mental Health**
- **SGA Portrait Project: Dean Lucille Hendrick**
 - SGA passed legislation and written letters regarding naming the event space at the bottom of the Student Union
 - The proposed name of the event space was the "Dean Lucille Hendrick Room" in honor of the Long-time Dean of Women and NSU alumna, Dean Lucille Mertz Hendrick

Highlights: 2021-2022

- **Diversity, Inclusion & Equity**
- **Continued SGA Grants/ORF**
- **Mental Health**
- **Civic Engagement: Constitution Day (9/17) & Voter Registration (9/28)**
- **UL System SGA Service Project for Hurricane Ida**
- **Swipe Out Hunger**
 - Have partnered with Sodexo to give our approximately 13,000 free swipes for the fall semester. Will give out 14 meals a week for students who apply per week
- **Continuation of SGA Portrait Project: Clementine Hunter**
 - SGA is working on passing legislation and written letters regarding naming room 221 in the Student Union
 - The proposed name of 221 will be the "Clementine Hunter Room" in honor of the Noteworthy Black Folk Artist.

Concerns:

- **Continued COVID-19 Safety and Protocols**
 - Making sure all buildings are actively being sanitized and COVID-19 tests and vaccines are readily available (*Doing everything we can to keep COVID-19 cases down on our campus*)
- **Issues with textbook delivery** (*includED and more information before students are charged*)
- **Required Vaccine**
- How can we make students feel safe about getting the vaccine? (*More verified information about the vaccine*)

Quality Enhancement Plan: *Learning for Life*

In Progress:

- All undergraduate degree programs are included in the assessment process.
- Assessment of *Learning for Life* capstone coursework will continue through 2023.

Impact Report:

- Impact Report will incorporate qualitative and quantitative data from 2016-22, focusing on implementation of the QEP and impact on student learning.
- QEP Assessment Team is reviewing implementation process to generate additional quantitative and qualitative data for the Impact Report.
- QEP leadership will be reaching out to programs for qualitative feedback in 2021-22.

Key Points:

- Lasting Impact: Programs continue to develop and revise courses, coursework, assessment tools, and survey instruments that are unique to their needs and thus more likely to remain in place.
- Continuous Improvement: Programs have adjusted capstone courses based on their experience in delivering the courses and the data gathered using the QEP rubrics.

Market Responsiveness

AC 2018-2019	AC 2019-2020	AC 2020-2021	Market Responsiveness Metrics	AC 2022-2023 Target
86%	87%		New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs	100%
23		11	<i>Number of faculty funded for faculty development</i>	45
122	129		Number of academic articulation and industry partnership agreements	300
97.2%		91%	<i>Percent of recent graduates who feel they are well-prepared upon graduating (increased knowledge in academic field)</i>	100%
96.3%		86%	<i>Percent satisfaction of recent graduates who feel they completed the requirements for a job or career in their chosen field</i>	100%
60.8%		56%	<i>Percent of recent graduates who have a full-time job working in their degree field at graduation</i>	100%
64.5%		10.0%	<i>Percent of recent graduates who will pursue an advanced degree</i>	50% Target Met
1	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)
4	Target Met		Processes for collecting data and monitoring workforce and industry needs	4 Target Met
95% (21/22)	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 were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Market Responsiveness

Top three good news stories:

- LA BoR approved: BFA Production and Design and UC in Remote Systems Science & Technology
- ECE offered 155 professional development workshops and 11 faculty received funding through the Provost's Professional Development Program.
- The vast majority of new alumni continue to feel that they are well-prepared upon graduation, have increased their knowledge in the academic field, and have had experiences that helped them complete job or career requirements.
- The University has successfully established 133 articulation agreements to provide the clearest pathway for students to transfer credit towards a degree.

Top areas of concern:

- The time and resource constraints related to the need to explore business models and strategies to reach new student populations.
- The time and resource constraints needed to explore new technologies and applications that deliver insights for developing courses and programs that prepare workers for highly valued roles.

Final Thoughts:

The pandemic has created challenges, but this continues to provide opportunities to look beyond immediate demands with a focus on the future in which innovation, agility, and differentiation will be important considerations for long-term strategies and development.

Technology Update

Current: COVID-19 and cyber threats continues to emphasize the necessity to be agile in how the campus deploys, maintains, and manages mission-critical services. As a result, we proceed to accelerate our cloud-based services strategy. By working with best-in-class vendor partners to move critical services to the cloud, we can better ensure performance and resiliency while ensuring a stable financial model for the continued delivery of services. This strategy, along with the continued maintenance and enhancement of on-campus infrastructure, will guarantee that we can meet the campus's future needs.

Some critical areas of investment over the past year include:

- Continue acquiring devices for faculty and staff as part of the mobile-based strategy
- Sustained participation in the LONI and ULS community to share approaches and embrace proven service delivery models to better position the University
- Sixty-two academic classrooms with new presentation hardware
- Upgrades and installation of seven video conferencing classrooms and meetings spaces
- Continued development of the College of Nursing 1:1 iPad initiative - now includes the School of Allied Health (over 900 registered devices)
- Purchase two new server blades Banner database servers
- Purchase and implementation of additional security tools and services
- Continued improvement of email security and remediation workflows
- Launched roll out of Multi-Factor Authentication (MFA) to faculty, staff and students

Technology Update

Near Term: Areas of focus over the next 12 months:

- Finish the evaluation of cloud-based voice solutions to replace the University telephone system
- Deployment of the next generation of wireless services
- Continue to plan for the migration of mission-critical software services to the cloud
- Complete Multi-Factor Authentication (MFA) to faculty, staff and students
- Advocate for additional IT staff especially in the areas of security and infrastructure

Long Term: Technology is crucial to the operation of the University. We must continue the process of moving the operational cost of maintaining the technology infrastructure and associated services to a permanent line item in the institutional budget. Technology vendors are increasingly moving to subscription-based models for both hardware and software. As such, one-time appropriations for purchases are no longer an option.

Concerns:

- Funding – Stable funding for technology is needed to maintain adequate levels of service to the university community.
- Staffing – The lack of competitive salaries to attract qualified applicants coupled with several key staff members nearing retirement in some areas will soon create issues.
- Security – Securing our technology resources and data. Cybersecurity threats hit the university every day. We must make investments in personnel and tools to defend against a growing number of cyber threats.

Community Enrichment

AY 2018-2019	AY 2019-2020	AY 2020-2021	Community Enrichment Metrics	AY 2022-2023 Target
36,830	27,050		Number of patrons attending recitals, concerts, art exhibits, theater/dance productions	35,000
34	31		Number of off-campus performances	30
35,474.47		16,980	<i>Expenditures dedicated to advertisement</i>	\$51,136.78
15,408	15,433		Number of active users on Creative and Performing Arts social media outlets	10,000
22,744		29,841	<i>Frequency of e-communications and number of participants</i>	20,000
54		78	<i>Number of Student Alumni Association members</i>	200
24		24	<i>Number of active alumni chapters nationwide</i>	35
627*		977	<i>Number of Alumni Association members</i>	1,500
8,173	8,995		Number of active users on Alumni Association social media outlets	10,000
5,516,859.92	5,010,624.29		Amount of annual private support	\$6,000,000
2,444	1,724		Number of individual contributors	5,000
\$40,087,912.27/ 181,986.87	\$44,294,756.67/ \$284,487.26		Value of restricted/unrestricted endowment assets	\$50,000,000/ 0/ \$1,000,000
58*		67	<i>Number of partnerships with business, industry and government agencies</i>	40
1,602		2,040	<i>Number of advisory volunteers</i>	3,000
81		97	<i>Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites</i>	100
349	306,304/157		Number of projects and internships involving students in University and community activities and events	400

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 were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Community Enrichment

Top three good news stories:

- Frequency of e-communications and number of participants is up 32% as a result of the PCI data campaign.
- Alumni Association membership is up 56% from 2018-19 and back on track to reach the 2022-23 target.
- The number of advisory volunteers is up by 28% from 2018-19 and a new platform designed to drive additional growth is scheduled to launch in fall 2021.

Top three areas of concern:

- Limited in-person opportunities for chapter gatherings, alumni reunions, and fundraising events.
- Continued adjustments to communication tactics to keep engagement growth on track toward target.
- Resources needed to fill vacancies and increase staffing.

Final Thoughts: E-communications and social networking platforms will be a focal point and resources will be allocated accordingly. Communication tactics will be adjusted to increase engagement. Efficient operations and increased human capital are necessary for sustainability.

Community/Public Service within the Mission

2020-2021 ANNUAL REPORT

Highlights:

- **325,916.5** estimated hours of Community/Public Service in which NSU students engaged (6% increase over last year's estimate of 306,304 hours)
- Three major service areas provided information for the report:

Academic Affairs:

309,426.5

hours of unpaid service

Student Experience:

14,946

hours of unpaid service

Athletics:

1,544

hours of unpaid service

- **\$2,362,894.63** estimated economic impact, calculated at federal minimum wage of \$7.25/hour (6% increase over last year's estimated economic impact of \$2,220,704)
- **158** Campus and Community Partners with whom students collaborated. (relatively stable compared to last year's 157 campus and community partners)

Community/Public Service within the Mission

Highlights Cont'd.

- **11 Community/Public Service Focus Areas** (same as last year)

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 data at end of fall and spring semesters
- Promote service and encourage reporting among RSO's
NSU Student Organization Awards for Community and Public Service
- Promote service and encourage student presentations
ULS Academic Summit & NSU Research Day

Concerns:

- **Safe participation in community/public service activities**
Options for participating in-person and remotely, in alignment with University Policies and *Student Affairs Event and Activity Guidelines*.

University Capital Outlook – Projects

The State has directed capital outlay resources toward deferred maintenance rather than extensive new construction. In support of these efforts, the University's Capital Outlay Office addressed several critical deferred maintenance needs supporting all five Strategic Focus Areas.

Projects completed in 2020-21:

- * Construction of eSports Arena and Lucile Hendrick Room in the Student Union
- * Replacement of elevator in Turpin Stadium
- * Improvements to A. A. Fredericks Auditorium
- * Demolition of Dodd Hall

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

- * Warrington Hall at the Shreveport Instructional Site
- * Teacher Education Center/Middle Laboratory School (Elevator & Restroom)
- * Ongoing improvements identified in the Civil Rights Audit

In Progress:

- * Roof Replacement of Building "A" at the Leesville Instructional Site
- * Resurfacing of Caspari Street from University Parkway to Sam Sibley Drive
- * Planning and design of new academic building (Kyser replacement)
- * Planning roof replacement for Fournet Hall
- * Planning future demolition of Caddo Hall & Prudhomme Hall
- * Planning resurfacing of Sam Sibley Drive from Caspari Street to Roy Hall
- * Resurfacing Entrance to St. Denis Business Office Parking Lot
- * Upgrades to ADA Issues

Athletic Prominence (1 of 3)

AC 2018-2019	AC 2019-2020	AC 2020-2021	Athletic Prominence Metrics	2022-2023 Target
92,374	54,727		Yearly event attendance for all sports	151,361
\$2,537,545	\$2,434,233		Yearly revenue (tickets, annual gifts, sponsorships)	2,380,264
11/52		11/97	<i>Number of merchandise outlets/licensees</i>	18/110
19,498		20,614	<i>Number of NSU Demons Facebook likes</i>	25,458
9,747		10,700	<i>Number of @nsudemons Twitter followers</i>	11,511
\$35,695	\$44,683		Licensing royalties (LRG)	\$70,746
396/\$14,000		210/\$8,385	<i>N-Club membership/revenue</i>	182/\$14,000
101/\$3,435		46/\$2,760	<i>Vic's Kids Club membership/revenue</i>	162/\$4,000
295		182	<i>Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)</i>	405
23		7	<i>Camps and clinics for area youth</i>	20
500	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
17		30	<i>Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)</i>	20
6,268		1,544	<i>Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).</i>	4,000
2.965		2.979	<i>Student-athlete GPA</i>	3.11
222	246		Number of Dean's/President's List honorees per year.	250
197	217		Southland Conference Commissioner's Honor Roll honorees per year.	200
987/980	971/979		Single- and multi-year NCAA Academic Progress Rate (APR) team scores.	940
17	17		Number of facility improvement projects planned or executed, commensurate with available funding.	10
4/14	3/9		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 were assessed in 2019-2020

Black standard text were assessed in 2018-2019

Athletic Prominence (2 of 3)

Three positive trends:

- Hosting the LHSAA Prep Classic from December 27-30 – nine football games at Turpin Stadium in four days – provided a service to the state and high school teams while also benefitting NSU. The Athletic Department and Demons Unlimited Foundation both generated much needed revenue. Furthermore, the university and City of Natchitoches received exponential exposure that resulted in an \$8.2 million local economic impact and invaluable growth of the NSU brand.
- Fund raising efforts this spring have included elevating dollars raised for the Sports Performance Center project to just under \$1 million, over \$50,000 for the Football Champions Circle initiative and \$30,000 for a softball locker room renovation.
- Eight of NSU's 12 teams registered a perfect 1,000 score on the most recent NCAA Academic Progress Rate (APR) report, a first for the athletic program.

Three areas of concern:

- The departure of four of seven executive staff members (fiscal, academics, facilities/events, external affairs/SWA) in past six months.
- Southland Conference membership attrition by five schools.
- Rising costs which continue to provide budget challenges.

Athletic Prominence (3 of 3)

Final thoughts: Personnel transition and continuing budget challenges brought on by mandated costs and rising expenses are creating levels of anxiety among coaches and staff in what is already a high stress profession. With that said, many positives including fund raising efforts for the Sports Performance Center project – and increased optimism that that project can move forward soon – and for the football program have buoyed confidence that better days are ahead. Furthermore, the department's external outreach in terms of campus/community relations along with sustaining its excellent academic profile remain intact.

Strategic Focus Area Outcomes

Strategic Outcomes AC 2018-2019

Strategic Focus Area	Objectives	Metrics	Improved	No Change	Declined
Student Experience	5	24	16	3	5
Academic Excellence	5	17	10	6	1
Market Responsiveness	4	10	7	0	3
Community Enrichment	5	19	15	4	0
Athletic Prominence	4	17	12	0	5
	23	87	62	10	15

AC 2020 - 2021
reflects significant
improvement over
AC 2019-2020

110 x Strategic Focus Area Objectives and Metrics - 100% of Objectives and 71% of Metrics improved and 19% declined.

Strategic Outcomes AC 2019-2020

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change	Declined
Student Experience	5	20 / 11	3	2	6
Academic Excellence	5	17 / 9	4	2	3
Market Responsiveness	4	10 / 5	5	0	0
Community Enrichment	5	16 / 8	3	0	5
Athletic Prominence	4	18 / 8	6	0	2
	23	81 / 41	21	4	16

104 x Strategic Focus Area Objectives and Metrics - 100% of Objectives and 51% of Metrics improved and 39% declined.

Strategic Outcomes AC 2020-2021

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change	Declined
Student Experience	5	21 / 21	17	2	2
Academic Excellence	5	17 / 9	5.5	2	1.5
Market Responsiveness	4	10 / 5	0	0	5
Community Enrichment	5	16 / 8	6	1	1
Athletic Prominence	4	19 / 10	4	0	6
	23	83 / 53	32.5	5	15.5

106 x Strategic Focus Area Objectives and Metrics - 100% of Objectives and 61% of Metrics improved and 29% declined.

Academic Program Assessments – Student Learning Outcomes

AC 2018-2019 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
34	29	5	89	12	54	7	14	2
39	39	0	100	13	77	6	3	1
13	12	1	37	9	7	16	4	1
148	142	6	190	11	138	26	9	6
102	79	23	187	19	107	46	13	2
336	301	35	603	64	383	101	43	12

336 x SLOs - 90% were positive.
 1.79 Measures per SLO
 603 x SLO Measures - 77% were positive.
 18% Change Rate - 11% Positive - 07% Negative
 4 x Programs did not meet the majority of SLOs.
 4 x Programs were at 50-75% rate.

AC 2019-2020 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
20	17	03	27	01	16	08	00	02
43	42	01	85	00	74	06	03	02
13	13	00	36	09	16	10	01	00
107	79	28	168	17	90	31	17	13
138	125	13	176	13	124	26	12	01
321	276	45	492	31	320	81	33	18

321 x SLOs - 86% were positive.
 1.53 Measures per SLO
 492 x SLO Measures - 73% were positive.
 13% Change Rate - 06% Positive - 07% Negative
 4 x Programs did not meet the majority of SLOs.
 3 x Programs were at 50% rate.

AC 2020-2021 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
44	44	0	87	01	79	03	03	01
17	11	06	36	01	14	12	08	01
19	12	07	64	01	34	23	00	06
106	77	29	180	19	99	41	15	06
138	112	26	178	14	122	29	10	03
324	256	68	545	36	348	108	36	17

324 x SLOs - 79% were positive.
 1.68 Measures per SLO
492 x SLO Measures - 70% were positive.
 14% Change Rate - 07% Positive - 07% Negative
11 x Programs did not meet the majority of SLOs.
 0 x Programs were at 50% rate.

AC 2018-2019 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
15	14	1	34	4	14	10	2	4
3	3	0	5	0	5	0	0	0
3	3	0	9	1	5	0	3	0
8	5	3	15	0	8	6	1	0
7	6	1	14	0	6	7	0	1
6	6	0	12	0	11	0	1	0
4	3	1	11	3	2	6	0	0
15	11	4	24	1	7	8	8	0
32	28	4	70	4	35	20	11	0
19	18	1	35	9	19	7	0	0
11	11	0	19	3	12	1	2	1
123	108	15	248	25	124	65	28	6

123 x Service Outcomes – 88% were positive

2.01 Measures per SO

248 x Service Outcome Measures – 62% were positive.

22% Change Rate

10% Positive

12% Negative

3 x Units did not meet the majority of SOs.

2 x Units were at 50% rate

AC 2019-2020 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
16	13	03	33	04	14	12	03	
03	03	00	05	00	05	00	00	
12	10	02	29	02	20	06	01	
04	04	00	09	00	07	01	01	
08	02	06	16	00	06	09	01	
11	06	05	28	00	12	16	00	
04	02	02	11	02	02	04	03	
15	09	06	23	05	05	11	02	
18	16	02	34	00	25	09	00	
30	22	08	65	05	31	29	00	
121	87	34	253	18	127	97	11	

121 x Service Outcomes – 72% were positive.

2.09 Measures per SO

253 x Service Outcome Measures – 57% were positive.

11% Change Rate

07% Positive

04% Negative

4 x Units did not meet the majority of SOs.

6 x Units were at 50% rate

AC 2020-2021 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
11	06	05	17	00	08	03	06	00
04	04	00	08	01	06	01	00	00
03	03	00	05	00	05	00	00	00
12	09	03	30	01	20	04	05	00
04	03	01	09	00	05	01	02	01
08	05	03	17	02	05	07	01	02
06	06	00	12	00	12	00	00	00
04	04	00	10	04	02	02	02	00
11	05	06	24	00	07	12	04	01
18	14	04	33	02	16	10	02	03
34	24	10	68	02	36	28	02	00
17	16	01	32	01	23	02	06	00
132	99	33	265	13	145	70	30	07

132 x Service Outcomes – 75% were positive.

2.00 Measures per SO

265 x Service Outcome Measures – 60% were positive.

16% Change Rate

05% Positive

11% Negative (X 2)

01 x Unit did not meet the majority of SOs.

01 x Units were at 50% rate

Program and Unit Assessments

Educational programs: 99 Programs; 72 x Degree and 27 x Certificate Programs (16 x PBC, 7 x PMC, 2 GC, and 2 x UC)

College of Arts and Science: **27 Degree Programs and 7 x Certificate Programs**

College of Education and Human Development: **32 Degree Programs and 13 x Certificate Programs**

College of Nursing: **8 Degree Programs and 6 x Certificate Programs**

College of Business and Technology: **5 Programs and 1 x Certificate Program**

Administrative support services: (26 Units)

Office of Institutional Effectiveness and Human Resources: **3 Units**

External Affairs: **5 Units**

Technology Innovation and Economic Development: **5 Units**

Business Affairs & Police: **2 Unit**

University Affairs: **6 Units**

Athletics: **5 Units**

Academic and student support services: (28 Units)

Registrar: **4 Units**

Library: **7 Units**

Auxiliary Service: **1 Unit**

Students Support Services: **3 Units**

The Student Experience: **13 Units**

University Core Competencies (6 Reports)

English: **1**

Mathematics: **1**

Natural Sciences: **1**

Humanities: **1**

Behavioral/Social Sciences: **1**

Fine Arts: **1**



SACSCOC Fifth Year Report Timeline

As of 1 September 2021

16 Sep 2021	AY 2019 – 2020 Assessment Brief to President	3 rd Floor Caspari (HCR)
14 Oct 2021 (T)	Strategic Planning Team Meeting	3 rd Floor Caspari (HCR)
10 Nov 2021	Strategic Planning Team Meeting	3 rd Floor Caspari (HCR)
11 Nov 2021	University Assessment Committee Meeting	3 rd Floor Caspari (HCR)
04 - 07 Dec 2021	SACSCOC Annual Conference <i>Kay Bailey Hutchison Convention Center, Dallas TX</i>	Dallas, TX?
03 Feb 2022	8.1 Student Achievement Website Updates Due	Submit to DIE
09 Feb 2022	Strategic Planning Team Meeting	3 rd Floor Caspari (HCR)
10 Feb 2022	University Assessment Committee Meeting	3 rd Floor Caspari (HCR)
09 Mar 2022	SFA - Program-Unit Mid-Year Update	3 rd Floor Caspari (HCR)
06 Apr 2022	Strategic Planning Team Meeting DRAFT of New Strategic Plan 2023-2028	3 rd Floor Caspari (HCR)
07 Apr 2022	University Assessment Committee Meeting **NLT 25 April 2022 - Receive Notification Letter	3 rd Floor Caspari (HCR)
08 Jun 2022	Strategic Planning Team Meeting	3 rd Floor Caspari (HCR)
09 Jun 2022	University Assessment Committee Meeting	3 rd Floor Caspari (HCR)
17 Jun 2022	AY 2020-2021 Program/Unit Assessments due Core Competencies Due	Submit to DIE Submit to DIE
*3 August 2022	Final Draft of Fifth Year Requirements	Submit to DIE

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding (Dec 2018 found compliant)

AY 2019-2020: Record Year - Assessments as normal – Strategic Plan, Programs and Units

- Spring - Review Standards to understand requirements – 1st Draft

AY 2020-2021: Record Year - Strategic Plan updated - extended to 2023 (Update some Targets)

- Fall – Spring Review Standards to understand requirements – 1st Step (**Crawl**)

- Summer 2021 first draft of each requirement – Step 2 (**Walk**)

- Assessments as normal – Strategic Plan, Programs and Unit

AY 2021-2022: Assessment Year

- No Strategic Plan Assessment – Fall reflection – Spring new Draft

- Focus on Fifth Year? Fall – **Refine SACSCOC Requirements drafts**

- Program, Unit, Core Competency assess as normal

- **NLT 25 April 2022 - Receive Notification Letter**

- By Spring (May) should have final edited copy of each standard – Step 3 (**Run**)

- **University Review Committee reviews each standard – standardization / Completeness**

AY 2022-2023: Submission Year

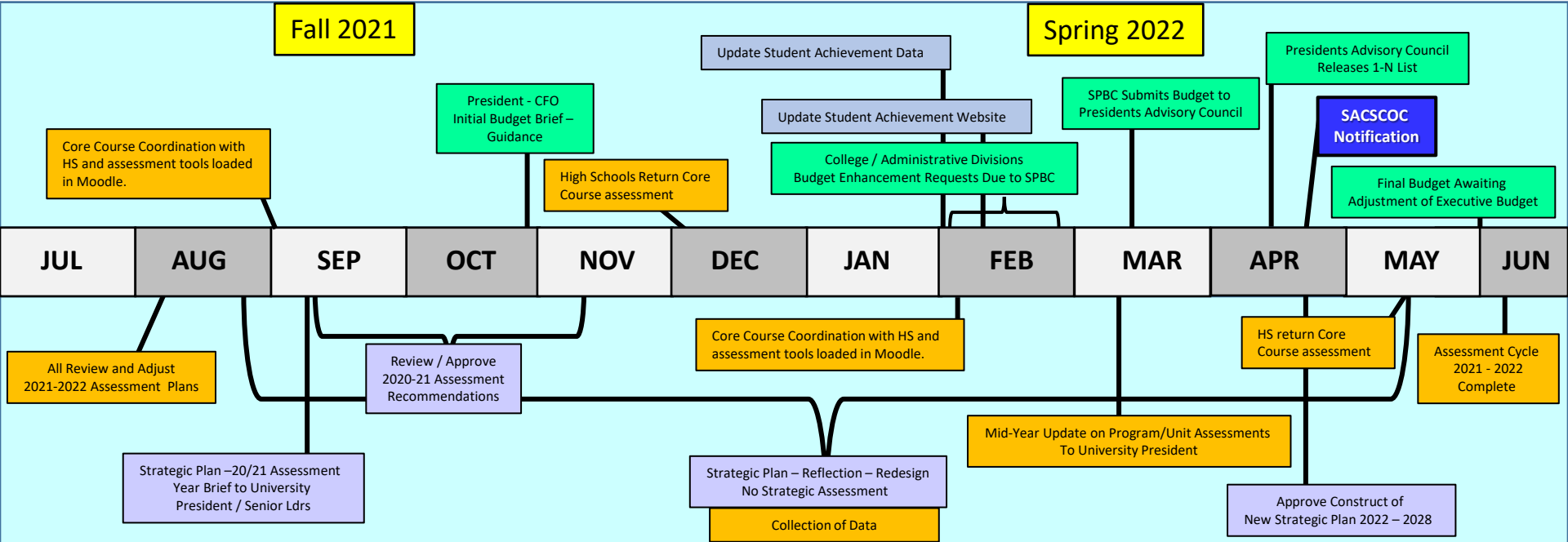
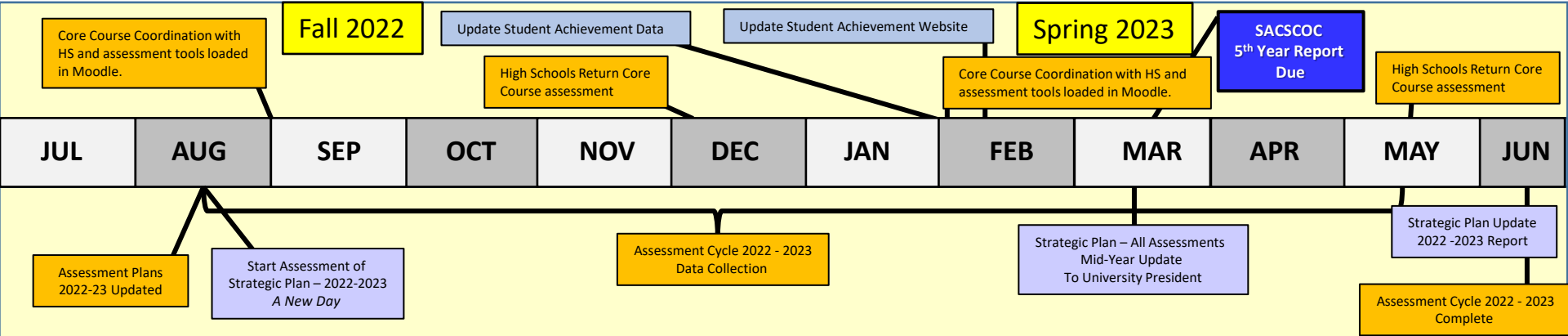
- **Summer-Fall 2022 Review Committee Review/edit each standard NLT Nov**

- No later than 13 March submit Report – **Due March 15th, 2023**

- Strategic Plan 2023-2028 assessment

NLT 30 July 2023: Results of the review by the Fifth-Year Interim Reports Committee

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