

Assessment Cycle 2022-2023 – A New Day



Key Findings Brief

13 September 2023

Agenda

Purpose	Frank Hall
University Mission, Vision and Core Values	Frank Hall
President's Priorities AC 2022-2023	Dr. Marcus Jones
Review Performance and Assessment Cycle 2022-2023	
SFA 1: The Student Experience	Reatha Cox
* Student Government Association	Bailey Willis
* Student Achievement	Frank Hall
SFA 2: Academic Excellence	Dr. Greg Handel
* Research within its mission	Dr. Betsy Cochran
* Quality Enhancement Plan	Dr. Chris Gilson
* General Education Competencies	Frank Hall
SFA 3: Market Responsiveness	Laurie Morrow
SFA 4: Community Enrichment	Dr. 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: Cultural Competence	Brittany Blackwell Broussard
Plan Moving Forward	Frank Hall

Purpose

- ❖ Close-Out Assessment Cycle (AC) 2022 – 2023 – *A New Day*
- ❖ Review AC 2022-2023 *A New Day* – *Key Findings* across Strategic Focus Areas, Administrative and Academic Support Units as well as special topic areas
- ❖ Set Conditions for AC 2023-2024 – *Driving Change* to 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 (should consider revalidation by ULS in 2025)*

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.

Lessons Learned Drive Change

1. Assessment Cycle 2016–2017 to Strategic Plan 2016-2021–Setting the Benchmark.
2. Assessment Cycle 2017–2018 to Strategic Plan 2016-2021–Validating Our Approach.
3. Assessment Cycle 2018–2019 to Strategic Plan 2016-2021–Building Momentum.
4. Assessment Cycle 2019–2020 to Strategic Plan 2016-2023–Sustaining Success.
5. Assessment Cycle 2020–2021 to Strategic Plan 2016-2023–The Way Forward.
6. Assessment Cycle 2021–2022 to Strategic Plan 2016-2023–Reflection Year–No Report
- 7. *Assessment Cycle 2022–2023 to Strategic Plans 2016-2023 and 2023-2028–A New Day.***
8. *Assessment Cycle 2023–2024 to Strategic Plans 2023-2028–Driving Change*
9. Assessment Cycle 2024–2025 to Strategic Plans 2023-2028–Making a Difference
10. Assessment Cycle 2025–2026 to Strategic Plans 2023-2028–Leading the Way
11. Assessment Cycle 2026–2027 to Strategic Plans 2023-2028–Setting the Standard

President's Priorities

Provide responsive student services that aid regional, national, and international 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	5.88	<i>Academic excellence and value</i>	6.3
	6.04	5.99	<i>Satisfaction with support programs</i>	6.3
	5.73	5.72	<i>Satisfaction with University policies and processes</i>	6.3
	5.67	5.67	<i>Responsive and helpful faculty and staff</i>	6.3
70%	76%	61.15%	Retention rate (full-time) 1st to 2nd year	76%*
61%	60%	47.88%	Retention rate (full-time) 1st to 3rd year	63%*
42%	44%	47%	Graduation rates (SACSCOC-aligned)	43%*
1,515	1,518	1,020	<i>Enrollment per freshman class, per year</i>	1,700
4,446	3,993	3,063	<i>Enrollment on Natchitoches campus</i>	4,500
10,900	11,447	9,389	Overall Northwestern State enrollment	11,360*
10	10	10	<i>Diversity represents regional demographics</i>	10
	5.83	5.78	<i>Campus climate of advocacy and inclusion</i>	6.3
	5.52	5.36	<i>Safety and security satisfaction survey</i>	6.3
	5.92	5.60	<i>On-campus facilities satisfaction survey</i>	6.3
	5.05	4.95	<i>Campus housing and dining satisfaction</i>	6.3
	9,464	4,909	<i>Students involved in Cocurricular Activities</i>	8,000
306,304	325,917	294,307	<i>Hours students engage in community service</i>	400,000
28	36	36	<i>Programs with capstone experiential learning activities</i>	36
11,273	14,735	20,194	<i>Number of students and employers using Handshake</i>	11,000
75%	75%	81%	Percent graduates working w/in 6 months of graduation	80%*
77	154	156	<i>Number of health-related programs and services</i>	125
	6.05	6.00	<i>Satisfaction with Support Programs</i>	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

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. *Blue italicized text was assessed in 2022-2023. Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.*

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

The Student Experience

Top three progress areas:

- Task Force established to review barriers to student success and retention with a focus on the appeals processes.
- Infusing wellness into programming initiatives and the campus culture. Board of Regents and Louisiana Department of Health funding to support increased access to mental health services. \$729,063 for AY 2023-2024.
- Collaborative initiatives to promote engagement, student safety and well-being, personal accountability, and self-advocacy.
- Room for improvement in almost all metrics!

Top areas of concern:

- Increased utilization and demand for mental health resources while struggling to keep up with the demand. Shortage of personnel and physical space to provide services.
- Student loan debt/affordability of college – limited scholarships and aid.
- Decreased number of professional staff members which impacts student development initiatives and programs.

Final Thoughts: The Student Experience team continues to provide opportunities for students to connect, engage, and feel valued.

AC 2022-2023 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
09	06	03	15	00	10	05	00	00
07	06	01	12	00	08	04	00	00
12	12	00	29	00	22	06	00	01
06	06	00	13	00	12	01	00	00
09	05	04	16	00	06	10	00	00
19	13	06	39	00	22	15	00	02
04	03	01	08	00	05	03	00	00
08	03	05	20	00	08	10	00	02
04	03	01	10	00	07	03	00	00
34	29	05	72	00	54	18	00	00
112	86	26	234	00	154	75	00	05

86/112 x Service Outcomes – 78% were positive.

2.00 Measures per SO

154/234 x Service Outcome Measures were positive (66%).

04 x units did not meet the majority of SLO/SOs.

No Units were at 50% rate

AC 2021-2022 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
11	11	00	17	00	11	06	00	00
04	03	01	08	00	06	02	00	00
03	02	01	05	00	03	02	00	00
12	07	05	30	00	17	13	00	00
08	03	05	16	00	08	08	00	00
09	08	01	20	00	13	07	00	00
04	04	00	10	00	09	01	00	00
10	07	03	17	00	07	10	00	01
14	13	01	26	00	22	04	00	00
33	22	11	68	00	38	30	00	00
108	80	28	217	00	134	83	00	00

80/108 x Service Outcomes – 74% were positive.

2.00 Measures per SO

134/217 x Service Outcome Measures were positive (62%).

All units met the majority of SLO/SOs.

No 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

99/132 x Service Outcomes – 75% were positive.

2.00 Measures per SO

158/265 x Service Outcome Measures were positive (60%).

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

Student Government Association

Top three progress areas:

Mental Health and Wellness

- The implementation of: Health and Wellness Statement on University Syllabi, Adding the Suicide and Crisis Lifeline on Student ID Cards

University of Louisiana Board of Supervisors Student Board Member Position

Increased turnout rate for students and faculty to attend SGA meetings

Top areas of concern:

Creating Senator retention incentives other than scholarships

Obtaining easier access to the breakdown of student fees

- Possibly attaching PDF when sending out financial aid emails

Discovering a way to inform students about SGA's Organizational Relief Fund and grants

Final Thoughts: Continuing the mission of promoting mental health and making SGA resources more visible/accessible to students

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%

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

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
Fall Enrollment	11,000	9,000	9,389					
1 st Fall to 2 nd Fall Retention Rate	73%	60%	61%					
1 st Fall to 3 rd 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%					

	<i>Met the Fall 2028 goal</i>
	<i>Above threshold but below the Fall 2028 goal (within the band of acceptability)</i>
	<i>Below threshold</i>

Goal is AC Fall 2028

Academic Excellence

AC 2019-2020	AC 2020-2021	AC 2022-2023	Academic Excellence Metrics	AC 2022-2023 Targets
84/95 (100% of eligible programs)		86/103 (100% of eligible programs)	<i>Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction</i>	100% Degree and Certificate Programs
	N > 96		<i>Courses focusing on implementing current technologies or best practice principles in teaching</i>	35-50
4.33/5 (C) 4.41/5 (I) (36% response rate)		4.30/5 (C) 4.39/5 (I) (36 % response rate)	<i>Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)</i>	4.5/5.0 (90%) (35.2% response rate)
	28.26		<i>Average class size in University core courses</i>	28
4.65/5 (C) 4.56/5 (I) (30% response rate)		4.23/5 (C) 4.30/5 (I) (34% response rate)	<i>Mean student evaluation of instruction in University core courses</i>	4.5/5.0 (90%) (42% response rate)
	17/17	16/17	<i>Number of University core classes with a designated course steward</i>	99% of multi- section courses
278 42 Prof. Conf. Presentations		270 44 Prof. Conf. presentations	<i>Number of graduate students engaging in research/scholarly activities and mentored by faculty</i>	400 80 Prof. Conf. Presenters
70 (42 G; 24 UG) Prof. Conf. Presentations 68 NSU Research Day		115 (44 G; 71 UG) Prof. Conf. Presentations 50 NSU Research Day	<i>Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting</i>	154 (20% increase)
	GRE Verbal: M = 146 (28%) GRE Quan. M = 142 (11%) LSAT: M = 144 (22%) MCAT: 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
4.60/5 4.57/5 4.67/5		4.58/5 4.57/5 4.66/5	<i>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)</i>	<i>Improve scores in courses below 4.5/5.0</i>

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

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. *Blue italicized text was assessed in 2022-2023.* Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Academic Excellence

AC 2019-2020	AC 2020-2021	AC 2022-2023	Academic Excellence Metrics	AC 2022-2023 Targets
	N > 185	N > 200	<i>Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together</i>	200+
25 Faculty Grants 74 (EPs/Chairs) 18 (QEP Grants) 42 (ULS PD Conf)			<i>Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting.</i>	45 Faculty Grants 70 EPs/Chairs
	1.5% (N=5)	8% (N = 26)	<i>Number of faculty/staff receiving external grants</i>	10% faculty (32 PIs)
	1,304	1,452	<i>Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn</i>	1,600+
27			<i>Number of departments or sites acquiring new classroom or laboratory technologies</i>	42
	128 press releases	132 press releases	<i>Number of events or activities to recognize faculty for their contributions in teaching, research, or service</i>	200+

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.


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

 Progress

 Decline

 No Progress - Not Measured

 Change Made

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. *Blue italicized text was assessed in 2022-2023.* Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Academic Excellence

Top three progress areas:

- Course steward model is very strong; utilized in other courses in addition to Gen. Ed.
- Increasing interest in the FRSF as well as applications for external grant funding.
- Honors events saw an increase which is an indication of movement back toward more face-to-face events.

Top areas of concern:

- How to make the student evaluation of instruction less perfunctory and more impactful
- Providing support and encouragement for more Graduate Students to present at professional conferences; support to grow their professional portfolios.
- Frozen faculty lines present an added level of stress to maintain and grow the metrics and to not experience a retrograde trend.

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.

Academic Excellence

Program Evolution

- *Evolution of 55+ year old Walter Porter Forum to an immersive campus-wide Walter Porter Experience.
- *NSU Inferno Pitch student team, “Rise and Rotate” took first place in the statewide Pelican Cup event.
- *The Veterinary Technology program, part of the new School of STEM, reported a 100% pass rate (13/13) for VTEC students successfully passing their first attempt at the Vet. Tech Nat’l Exam, the national licensure exam for VTECs.
- *Accounting online bachelor’s program – ranked 6th by Forbes Advisor.
- *HHP new program: BS in Sport and Recreation Management.
- *COAS has received approval to reorganize some of its existing academic units into a new School of Science, Technology, Engineering, and Mathematics (STEM). The School of STEM (which will include the previous School of Biological and Physical Sciences, the Department of Engineering Technology, and the Department of Mathematics) will focus on instructional strategies that support student mastery of learning in any content area as well as preparation for a career or for additional, professional education. STEM students will learn how to question, investigate, problem solve, interpret data and information, present ideas, and listen to others with the end goal of being able to develop, support, and analyze explanations. This School will be tasked with educating the next generation of scientists, engineers, mathematicians, and technologists. STEM graduates earn higher salaries and have a much lower unemployment rate than other fields, this will have a positive impact on our state and region.
- *The use of ‘Examsoft’ software in CoNSAH has enabled faculty to load test questions into a test bank based on program goals and outcomes. The benefit of this software and question implementation is that faculty can more accurately perform test analyses based on course objectives and program goals/outcomes.
- *CoNSAH has a comprehensive offering of degrees from the ASN through the DNP with pathways into the programs as well as specialty pathways throughout.

Academic Excellence

Student Honors

- *The School of Education hosted a Red Apple Pinning Ceremony, celebrating all candidates formally admitted into Teacher Candidacy. Hosted in May 2023, this ceremony honored more than 40 undergraduate students.
- *The Gallaspy College of Education and Human Development honored more than 30 students at the GCEHD Spring Convocation. Awards were given in each department, determined by criteria established and voted on by the respective faculties.
- *NSU-TV, a student led media broadcast, won two Gold Telly Awards for producing the 'Distinguished Communication Professional Awards.' The Gold Telly is the highest honor awarded in the category of Non-Broadcast General-Public Relations and Non-Broadcast Generation Educational Institution. A Bronze Telly was awarded for a Podcast series title, 'Latino Living,' which had a tremendous impact in local Hispanic communities. Students were in competition with professional multimedia organizations including broadcasters like NPR, Disney, *etc.*

Faculty Success

- *JD Cox, Assistant Professor of Biology, completed an interactive digital map of the outdoor recreational areas for the Cane River National Heritage Area.
- *Corbin Cohver, Associate Professor of Art, along with graduate student Emily Dawson partnered with the Cane River National Heritage Area to design and create metal flowers that will serve as public art throughout downtown Natchitoches.

Academic Excellence

Alumni Success

- *Emily Adams Whitney (2021, Music-Vocal Performance) was selected as an Emerging Artist and cover for Alexandra Batsios, soprano at the St. Petersburg Opera Company for the 2023-24 season in St. Petersburg, Florida.
- *Jonathan Daigle, Health and Human Performance (HHP) Outstanding Male Athlete for 2022-23 was accepted into PT school at Franciscan Missionaries of Our Lady University
- *The largest cohort of graduates completed the Ed.D in Adult Learning and Development in Spring 2023. Eight graduates were hooded as part of the spring 2023 commencement ceremonies.

Grant Success

- *The Department of Fine + Graphic Arts received a grant from the Cane River National Heritage Center to create a mural on the Ben Johnson Shopping Center. James Zamora and Leslie Gruesbeck led a group of students in this project.
- *Title IV-E Child Welfare Grant--\$9 million
- *\$1.8 million grant from the Blue Cross-Blue Shield of Louisiana Foundation to increase the number of students in the military medic/paramedic-RN and accelerated BSN nursing programs
- *Rapides Foundation awarded NSU \$750,000 to establish the first ultrasound program in north Louisiana

Institutional Effectiveness AC 2022-2023 Assessment Tracker

As of 30 Aug 2023

(162/163 – 99%)

Educational Program
 Admin – Student SPT Services
 Academic – Support Services
 Core Competencies

Academic / Administrative Review Committee	Chair	Program / Unit Name	Coordinator Name	2022-2023 Assessment	Notes
EDUCATIONAL PROGRAM					
College of Arts and Science	Michelle Holcomb 28 X Degree Programs	Criminal Justice (BA) (250)	Michelle Holcomb		
		Unified Public Safety (BS) (256)	Mr. Jack Atherton		
		History (BA) (261)	Dr. Chris Gilson		
		Homeland Security (MS) (579)	Dr. Timothy Pardue		
		Biology (BS) (618)	Dr. Jerry Brunson		
		Applied Microbiology (BS) (619)	Dr. Christopher Lyles		
		Physical Science (BS) (637)	Dr. Daniel Rivera- Vazquez		
		Veterinary Technology (AD) (725)	Dr. Doug Landry		
		Music (BM) (242)	Malena McLaren		
		Music (MM) (542)	Malena McLaren		
		General Studies (AGS) (733)	Steve Hicks		
		General Studies (BS) (734)	Steve Hicks		
		Liberal Arts (Scholar's College) (BA) (820)	Dean Kostantaras		
		Fine and Graphic Art (BFA) (214)	Leslie Gruesbeck		
		Art (MA) (511)	Leslie Gruesbeck		
		Communication (BA) (225)	Ms. Emily Zering		
		English (BA) (221)	Dr. Allison Rittmayer		
		English (MA) (529)	Dr. Ereck Jarvis		
		Dance (BS) (244)	Kirstin Riehl		
		Theater (BS) (245)	Brett Garfinkel		

Academic Program Assessments – Student Learning Outcomes

AC 2022-2023 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
38	35	03	76	05	67	04	00	00
17	10	07	40	08	13	08	10	01
23	21	02	63	00	43	18	00	02
107	73	34	191	04	121	50	14	02
133	121	12	167	02	145	18	01	01
318	260	58	537	19	389	98	25	06

260/318 x SLOs were positive (82%).

1.69 Measures per SLO

408/537 x SLO Measures were positive (76%)

09% Change Rate - 04% Positive - 05% Negative

05 x Programs did not meet the majority of SLOs.

02 x Program was at 50% rate.

AC 2021-2022 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
38	36	02	76	00	67	09	00	00
17	15	02	35	06	14	11	04	00
23	16	07	61	00	35	30	00	05
103	64	39	176	06	113	43	12	02
136	114	22	177	07	137	27	06	00
317	245	72	525	19	366	120	22	07

245/317 x SLOs were positive (77%).

1.66 Measures per SLO

385/525 x SLO Measures were positive (73%)

08% Change Rate - 04% Positive - 04% Negative

08 x Programs did not meet the majority of SLOs.

01 x Program was at 50% rate.

AC 2020-2021 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
44	44	00	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

256/324 x SLOs were positive (79%).

1.68 Measures per SLO

492/545 x SLO Measures were positive (70%).

14% Change Rate - 07% Positive - 07% Negative

11 x Programs did not meet the majority of SLOs.

00 x Programs were at 50% rate.

Research within the Mission

Key Insights: Research Data for AY 2022-2023

- Most conferences were conducted face-to-face. Our students presented at:
 - National meetings
 - American Chemical Society, American Microbiology Society, Industrial Engineering in Operations Management, Sigma Tau Delta English Honor Society
 - Regional meetings:
 - American Society of Microbiology South Central Branch, Louisiana Academy of Sciences, LA/MS Section of the Mathematical Association of America, Louisiana Education Research Association, Louisiana Studies Conference, Mid-South Educational Research Association, Sigma Tau Delta Southern Regional Conference, Southwest Psychology Association, ULL Undergraduate Research Conference
 - ULS Academic Summit (hosted by NSU): 15 UG research, 13 Service learning
- Research Day included:
 - Brief oral (2 G, 1 UG), Oral (15 faculty, 9 G, 8 UG), and Poster presentations (3 faculty, 2 G, 3 UG)
 - Average authors per presentation: 1.72 faculty, 2.83 G, 1.73 UG

Outlook: Participation--Students have more presentation options than they can utilize. Dedicated funding for materials and conference travel would be helpful.

Quality Enhancement Plan: *Learning for Life*

QEP Impact Report Highlights:

- **Approved by SACSCOC in Summer 2023. 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 or revised capstone coursework for: Performance: 13; Research: 12; Internship: 12; Study Abroad: 0. By 2022, 77/77 QEP-aligned courses had been offered.
- *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 multiple experiences indicated improved skills in: **Time Management, Problem Solving, 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 – Thank You!**
- **January 2027: The Next QEP**


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

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

Fall Semester:

- 15 Oct 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 Dec 23 – All assessment results are returned to NSU.

Spring Semester:

- 1 Feb 24 – 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 24 – All assessment results are returned to NSU.

University Core

University Core AC 2022-2023: 14,992 Assessments Completed (20% decrease)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	2	4	0	4	0	0	639 / 210
MATH	2	4	0	2	1	1	1,236 / 250
Natural SCI	2	4	0	0	4	0	835 / 100
Humanities	2	7	0	7	0	0	2,304 / 577
Soc/Beh SCI	2	4	1	3	0	0	8,501 / 424
Fine Arts	2	6	4	2	0	0	1,477 / 380
	12	29	5	18	5	1	14,992 / 1,941

14,992 student assessments - 20% from 2021-2022.

09 of 12 SLOs, 75% positive – same as last year.

23/29 measures, 79% positive vs. 66% last year.

06/29 measures, 20% not met vs. 34% last year.

University Core AC 2021-2022: 18,804 Assessments Completed (1.2% decrease)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	2	4	0	4	0	0	832 / 394
MATH	2	4	0	3	1	0	1,323 / 87
Natural SCI	2	4	0	0	4	0	952 / 134
Humanities	2	7	0	7	0	0	3,430 / 571
Soc/Beh SCI	2	4	0	3	1	0	10,496 / 402
Fine Arts	2	6	0	2	4	0	1,771 / 405
	12	29	0	19	10	0	18,804 / 1,993

18,804 student assessments -1.2 % from 2020-2021.

09 of 12 SLOs, 75% positive vs 58% last year.

19/29 measures, 66% positive vs. 61% last year.

10/29 measures, 34% not met vs. 32% last year.

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.

07 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.

Market Responsiveness

AC 2019-2020	AC 2020-2021	AC 2022-2023	Market Responsiveness Metrics	AC 2022-2023 Target
87%		73%	<i>New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs</i>	100%
	11		Number of faculty funded for faculty development	45
129		153	<i>Number of industry partnership agreements</i>	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		3	<i>Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts 11 (2016-2017) + 2 (2017-2018) + 1 (2018-2019) + 5 (2019-2020)</i>	3 (Annually)
Target Met		Target Met	<i>Processes for collecting data and monitoring workforce and industry needs</i>	4 Target Met
100%		100%	<i>Number of departments that have active advisory councils or established processes</i>	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

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. *Blue italicized text was assessed in 2022-2023. Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.*

Market Responsiveness

Top three progress areas:

- Identifying and defining business/industry partners and their needs
- 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 develop a more streamlined approach to contacts with business/industry. Development of the Innovation Center could serve as the POC for business/industry.

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	<i>Frequency of e-communications and number of participants</i>	30,000
	24		Number of alumni and chapter events held nationwide	35
	977		Number of Alumni Association members	1,500
8,995		9,801	<i>Number of active users on Alumni Association social media outlets</i>	9,500
5,010,624.29		6,606,623.86	<i>Amount of annual private support</i>	\$5,250,000
1,724		1,803	<i>Number of individual contributors</i>	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	<i>Reestablish platform for alumni networking and mentoring</i>	Complete
			Number of registered users	1,000
		In progress	<i>Conduct brand perception survey and set baselines</i>	Complete
	97		Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites	100
306,304/157		294,307.5 191	<i>Number of hours students spend serving the community through projects and internships</i>	400
			Number of institutional partners with articulation agreements	55
		In progress	<i>Establish context experts in respective fields to serve as editors</i>	Complete
		In progress	<i>Launch an enhanced website designed to meet the needs of 21st century learners</i>	Complete
		In Progress	<i>Assess traffic and set baselines</i>	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

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. Blue italicized text was assessed in 2022-2023. Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Community Enrichment

Top three progress areas:

- Annual financial support/grant contributions
- Number of individual contributors
- Reestablish platform for alumni networking and mentoring

Top areas of concern: Staffing/workload

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

Community/Public Service within the Mission

2022-2023 ANNUAL REPORT

Highlights:

294,307.5	Community/Public Service Hours 9.5% decrease compared with AY 2020-2021 hours totaling 325,916.5				
\$2,133,729	Economic Impact Calculated at minimum wage of \$7.25/hour				
191	Campus and Community Partnerships 21% increase compared with AY 2020-2021 partnerships of 158				
11	Focus Areas of Community/Public Service Same as compared with AY 2020-2021				
Healthcare (Physical & Emotional)	Sports & Fitness	Environmental Stewardship	Education	Economic Development	Creative & Performing Arts
Event Planning & Entertainment	Historical & Cultural Preservation	Combatting Poverty, Hunger, & Homelessness	Protection of Vulnerable Children & Adults	Community Safety & Emergency Preparedness	

Community/Public Service within the Mission

2022-2023 ANNUAL REPORT

Highlights cont'd:

3	Primary Drivers of Community/Public Service Hours Same as compared with AY 2020-2021	
Academic Affairs	Student Experience	Athletics
12	Number of NSU Community/Public Service Projects Presented at ULSysSystem's Academic Summit 400% increase as compared with AY 2020-2021	

Outlook/Plan of Action:

- NSU Director of Service-Learning will continue to serve on ULSysSystem's Service-Learning Council and Academic Summit Committee.
- NSU Director of Service-Learning will continue to provide faculty and staff with resources to promote, enhance, and track students' involvement in community/public service whether in-person and remotely.
- NSU Director of Service-Learning will continue to advocate for students to present outstanding community/service projects at academic/professional conferences such as the Academic Summit.
- Continue to collaborate with administrators to streamline data collection and reporting from the primary drivers of community/public service hours at the end of each Spring Semester.

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:

- * 2 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 and fume hood 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
- Wireless upgrade -- all campuses

In Progress:

- Teams Telephone system -- testing and porting of existing numbers underway
- Banner Document Management System -- expected go-live is November 2023
- Banner 9 Finance Self Service -- installed and is in testing phase
- Banner 9 Faculty Self Service -- installed and is in testing phase
- Banner 9 Student Self Service -- installed and is in testing phase

Planned (6 X Month)

- Disaster Recovery Center rebuild in Shreveport -- some critical equipment is from 2004
- Ellucian Experience Portal -- will replace myNSU and the mobile app, December 2023

Planned (12 x Month)

- Upgrade to 100 Gb LONI connection -- currently at 10 Gb
- Migration to Ellucian SaaS Cloud -- currently we are 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
69,326		70,292	Yearly event attendance for all sports	151,361
\$2,434,233		\$2,939,068	Yearly revenue (tickets, annual gifts, sponsorships, game guarantees)	\$2,380,264
	11/97	44/101	Number of merchandise outlets/licensees	18/110
	20,614	21,250	Number of NSU Demons Facebook likes	25,458
	10,700	11,541	Number of @nsudemons Twitter followers	11,511
\$44,683		\$39,065	Licensing royalties (LRG)	\$70,746
	210/\$8,385	156/\$18,720	N-Club membership/revenue	182/\$14,000
	182	186 (Holders) 792 (Tix)	Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)	405
	7	11 (data incomplete)	Camps and clinics for area youth	20
500		50 (data incomplete)	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	36	Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)	20
	1,544	3,624	Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).	4,000
	2.979	2.952	Student-athlete GPA	3.11
246		147	Number of Dean's/President's List honorees per year.	250
217		187	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		11	Number of facility improvement projects planned or executed, commensurate with available funding.	10
3/9		7/14	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

Note: Outcomes for AC 2019-2020 are reflected on the far left with AC 2020-2021 to the right and AC 2022-2023 to the far right. *Blue italicized text was assessed in 2022-2023.* Black standard text was assessed in 2019-2020 and 2020-2021 or will be assessed in 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Athletic Prominence

Top three progress areas (Rings, Diplomas, & Leaders):

➤ Student-Athlete Graduation Success

- ❖ 72 Student-Athletes graduated during FY23
- ❖ NSU Athletics Graduation Success Rate (GSR) was 88%; highest in school history

➤ Winning Percentage .600 in conference or Top 1/3 in conference

- ❖ 7 sports out of the 14 finished their seasons in the Top 1/3 of the conference
- ❖ Finished 4/10 in the Southland Conference Commissioner's Cup; highest finish since 2014-15
- ❖ 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 over 3,600 community service hours.
- ❖ Athletics won the Southland Conference's Community Service Award

Athletic Prominence

Top areas of concern:

- Attendance: despite a slight 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.
- Single and multi-year Academic Progress Rate (APR) has decreased slightly from 971/979 to 959/970. We are still above the NCAA minimum of 930 but need to focus on this to get it back above 970.

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 need to keep increasing revenues: ticket sales and donations. We have increased revenues from external sources, but still need more.
- We have made some progress with our facilities but still have several projects that need to get done in the very near future. Our facilities have been neglected for many years and we must do everything we can to improve them. This is not just a recruiting issue; this is a student-athlete welfare issue.
- In addition, Athletics is going to work on a Facility Master Plan so that we can educate alumni, donors and friends of the program on what resources are needed to improve the facilities.

Cultural Competence

AC 2022-2023	Cultural Competence Metrics	AC 2027-2028 Targets
42%	<i>Percentage of Students of Color</i>	50%
24%	<i>Percentage of Faculty of Color</i>	30%
16%	<i>Percentage of Tenured Faculty of Color</i>	30%
29%	<i>Percentage of Administrators of Color</i>	30%
53%	<i>Retention rate of Students of Color 1st–2nd year</i>	80%
39%	<i>Retention rate of Students of Color 1st–3rd year</i>	65%
3,897	<i>Overall Northwestern State Student of Color enrollment</i>	5,000
44%	<i>Graduation rates of Students of Color</i>	50%
13	<i>Number of students in Ethnic Studies</i>	75
43%	<i>Percentage of Students of Color in student organizations</i>	50%
	<i>Percentage of facilities that are ADA compliant</i>	100%
	<i>Percent of Positive Responses on DCC Campus Climate Survey</i>	80%+
10	<i>Frequency of DCC programs and initiatives sponsored by CID or any Dept/Org Yr</i>	15
25%	<i>Percent of Students of Color graduates working within 6 months of graduation</i>	75%





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

Note: Outcomes for AC 2022-2023 are benchmarks with the objective of reaching the AC 2027-2028 targets. Grey items were not measured.

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

Cultural Competence

Top three progress areas:

- Graduation rates of Students of Color (44%) nearing the target of 50% and is on par with the overall graduation rates.
- Percentage of Administrators of Color almost met the target of 30% showing that we value diversification of leadership.
- Expansion of NICSS workshops with an increase in number of participants (doubled the number of participants from last year).

Top areas of concern:

- Completion of a Cultural Climate Survey by faculty, staff, and students.
- Retention rates of Students of Color needs attention - improvement.
- Increase in the number of students in the Ethnic Studies minors which are new and have much potential for growth.
- Faculty/Staff hiring practices and promotion and tenure policies need review to ensure we remove any potential barriers to increasing diversity.

Cultural Competence

Final Thoughts: Being a new area, we are just getting baselines established. Evaluating the baselines, it appears we are not too far off from targets on most metrics indicating we have been engaging in activities that foster diversity. As the area of Cultural Competence gets more established and engrained into campus life, more strides will be made toward our overall mission of creating an inclusive atmosphere for all.

Strategic Planning Moving Forward

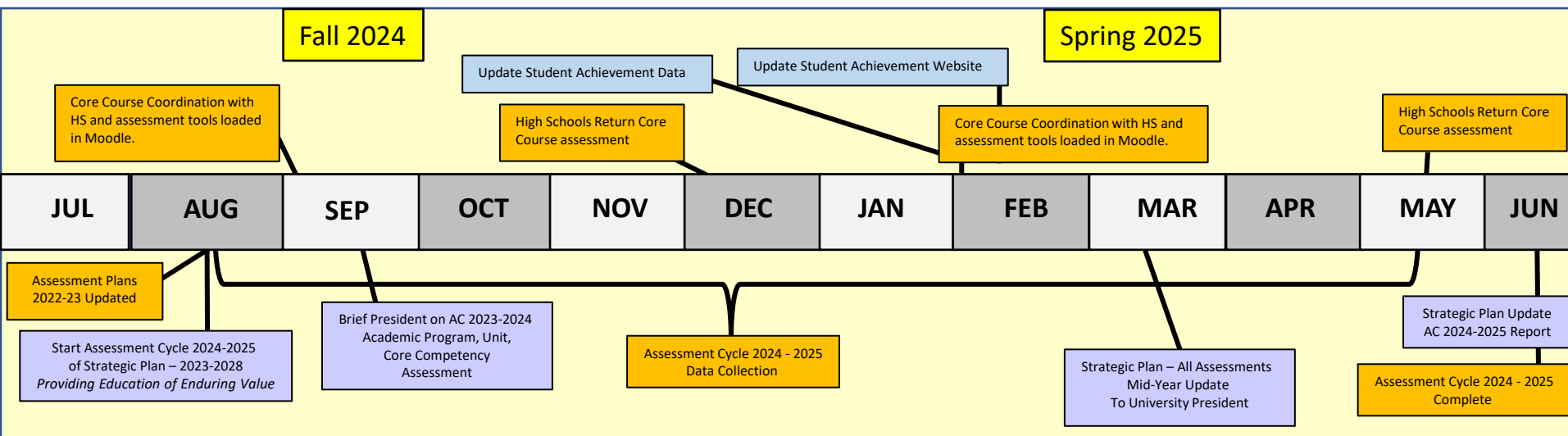
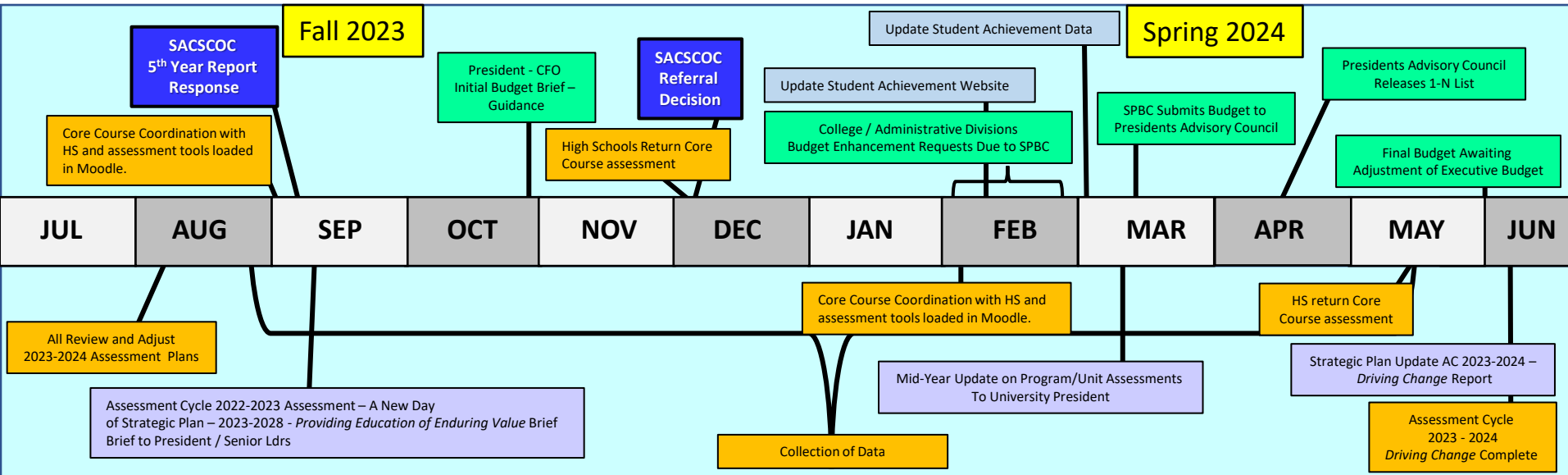
What is in motion:

- ❖ SACSCOC Fifth Year Interim Report – Referral Report submitted 6 Sep 2023
- ❖ We will continue Annual Assessments of Units, Programs, and Core Competencies.
- ❖ Continue data collection through Spring 2024.
- ❖ Integrate innovation into existing metrics.
- ❖ SE, AE, MR, CE, AP, must develop 2027-2028 targets. These targets will be briefed for decision during the Mid-Year Brief scheduled for 13 March 2024.
- ❖ Start Prep for Reaffirmation 2026-2027.

When: Your input for AC 2023-2024 is due **21 June 2024**.

Note. No meeting on 11 Oct 23. Next Strategic Planning Team Meeting is 8 Nov 23.
Next University Assessment Committee meeting is 9 Nov 23.

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

QUESTIONS

GUIDANCE

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.

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)**

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.