Student Experience & Student Affairs

Prepared by: Dr. Yonna Pasch   **Date:** June 17, 2024

Approved by: Reatha Cox   **Date:** June 21, 2024

Northwestern State Mission

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

The Student Experience Mission

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

Student Affairs Mission

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

Methodology:

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

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

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

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

Student Experience & Student Affairs Service Learning Outcomes

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

Measure 1.1. Ninety-five percent (95%) of students will respond that they "Strongly Agree" and "Agree" that their expectation of the President's Leadership Program was met. *DATA: Spring 2024 President's Leadership Program Evaluations*

Finding: Target was met.

Analysis.

In AC 2022-2023 the target was met. The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. Past PLP members helped implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. This measure was also edited to include the survey responses to include "agree" as well as "strongly agree" as both indicate positive feedback. All ten categories totaled 98.9% of program satisfaction with participants selecting either strongly agreed or agree on the survey.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The staff used the program evaluations to craft a curriculum that will meet the PLP students' needs. Furthermore, the survey was edited to include a line regarding the overall expectation of the program and the staff collected information regarding their satisfaction within each category.

As a result of these changes, in AC 2023-2024 the target was met. The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. PLP mentors helped implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. All ten categories totaled 98.6% of program satisfaction with

participants selecting either strongly agreed or agree on the survey.

Decision:
In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The First Year Experience team will make improvements in the recruitment and interview process for first-year students interested in the program with outreach during the Freshmen Connection programs as well as N-Side View Day programs. Past PLP members will help implement new initiatives and develop new programming to address all areas of the expected outcomes. The staff, along with PLP mentors, used the program evaluations to craft a curriculum that will meet the PLP students' needs.

These changes will improve the students' ability to understand their expectations of the President's Leadership Program, thereby continuing to push the cycle of improvement forward.

Measure 1.2. Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. *DATA: Fall 2023 and Spring 2024 President's Leadership Program Evaluations*

Finding: Target was met.

Analysis.

In AC 2022-2023 the target was met. The program director recruited a diverse group of peer mentors who are currently engaged in a variety of campus programs, organizations, and committees. Additional information on service opportunities, recruitment initiatives, and organizational browse events were promoted to the members of the Presidents Leadership Program each term. The program director invited staff members and PLP alumni throughout the year to present on different campus activities, volunteer opportunities, and leadership events for the PLP students to participate in throughout the year. The survey indicated that 96% of students (44) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, SGA senators, NSU Athletics, Demon Mentor Network, etc.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The staff invited PLP alumni, student leaders, staff, and faculty to educate PLP students of the leadership opportunities within the NSU community. PLP mentors took an active role in informing students regarding their involvement at NSU and their specific leadership roles. Each class meeting highlighted activities, programs, and initiatives that PLP students participated in that allowed them to grow as leaders outside of the classroom.

As a result of these changes, in AC 2023-2024 the target was met. The staff invited PLP alumni, student leaders, staff members, and faculty to educate PLP students of the leadership opportunities within the NSU and Natchitoches community. PLP mentors took an active role in informing students regarding specific leadership roles being offered at NSU as

they think about their sophomore experience. The survey indicated that 95% of students (44) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, UPC Concert Committee, Purple Jackets, Student Theater Organization, SGA senators, NSU Athletics, Demon Mentor Network, etc.

Decision:
In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The staff will invite PLP alumni, student leaders, organization presidents, staff members, and faculty to educate PLP students of the leadership opportunities within the NSU and Natchitoches community. With out-of-classroom events and programs offered at NSU throughout the year, PLP students will research what roles and responsibilities will be valuable to them as they look to their sophomore experience based on their co-curricular goals.

These changes will improve the student's ability to participate in campus activities, thereby continuing to push the cycle of improvement forward.

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

Measure 2.1. Students will attain a minimum score of 80% on their Community Impact Project per a multi-component grading scale. *DATA: Spring 2024 President's Leadership Program student reflections, course grades, class presentations, and mentor reflections on the Community Impact Projects*

Finding: Target was met.

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

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The staff invited representatives from the community to attend class to educate the students about their specific volunteer needs. This outreach helped PLP students decide on the community impact projects that are

available to them and that are meeting the needs of our community, thus an increase of sustainability.

As a result of these changes, in AC 2023-2024 the target was met. The Community Impact Projects were introduced in the curriculum earlier, allowing more time for students to collaborate on sustainable projects. There was a more in-depth conversation about the community needs and the potential impact of the potential projects. All 49 students earned 100% on their Community Impact Projects. The multi-component scale used for students assessing their project indicated that the evaluation topic percentage average was 96% in areas of meeting community needs (98%), partnerships (92%), learning (94%), insights and understanding (96%), and leadership development (100%). There was an increase in all areas from AC 2022-2023.

Decision:
In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. For the past several years, the community impact projects have been duplicated within the President's Leadership Program, which indicates the programs are sustainable. For AC 2024-2025, the PLP students will research what new projects could be added to this program based on the needs assessment of our NSU and Natchitoches community.

These changes will improve the student's ability to obtain at least an 80% on the community impact project, thereby continuing to push the cycle of improvement forward.

Measure 2.2. Ninety percent (90%) of projects will be sustainable through infrastructure and community commitment as judged by a focus group of faculty members, peer mentors, and community representatives. *DATA: Spring 2024 President's Leadership Program Experience Community Impact Projects and Class Presentation and evaluation.*

Finding: Target was met.

Analysis.
In AC 2022-2023 the target was met. The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program including community commitment. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities. Community impact projects included topics such as:
1) Campus Safety & Security
2) Demons After Dark
3) Exceptional Opportunities & Special Olympics
4) Food Insecurity
5) Literacy Programs
6) Senior Citizens
7) Spirit and Traditions

All seven of the Community Impact Projects were identified as sustainable! Mentors, site representatives, collaborative community partners, and staff members agreed that the

projects provided added value to the community. Utilizing the community impact project evaluation results, 96% (44/46) indicated significant growth or personal development and 4% (2/46) increased sensitivity or change of attitude due to their involvement with these projects.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The staff developed a community resource guide for non-profits in the area to help identify specific volunteer needs for the next assessment cycle. Staff identified specific on-campus community service work to be completed during the Fall term. This process encouraged a service mindset early in their PLP program and set a foundation of service initiatives for the spring term.

As a result of these changes, in AC 2023-2024 the target was met. Discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities. Community impact projects included topics such as:
- 1) Literacy
- 2) Food Insecurity
- 3) Senior Citizens Exceptional
- 4) Spirit and Traditions
- 5) Campus Safety & Security
- 6) Demons After Dark
- 7) Opportunities & Special Olympics

All seven of the Community Impact Projects were identified as sustainable in AC 2022-2023 as well as in AC 2023-2024. Mentors, site representatives, collaborative community partners, and staff members agreed that the projects provided added value to the community. Utilizing the community impact project evaluation results under "Progress and Leadership Development" section, 94% (46/49) indicated significant growth or personal development and 6% (3/49) increased sensitivity or change of attitude due to their involvement with these projects.

Decision:
In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The program director will discuss the importance of servant leadership at the N-side View Day program and the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications will be revised to incorporate major components of the program including community impact projects. This process will encourage a service mindset early in their PLP program and set a foundation of service initiatives for AC 2024-2025.

These changes will improve the student's ability to identify community impact projects that are sustainable for the NSU and Natchitoches community, thereby continuing to push the cycle of improvement forward.

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

Measure 1.1. Food insecurity is a major burden among college students. To help reduce

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

Finding: Target was not met.

Analysis.
In AC 2022-2023 the target was not met. Due to this measure not being implemented for AC 2022-2023, there is no previous data reported for this assessment cycle to analyze.

Based on the analysis of the AC 2022-2023 results, the staff made the following changes in AC 2023-2024 to drive the cycle of improvement. The staff utilized an online platform that will help with data collection and assessment of patron and volunteer satisfaction with The Pantry. The staff implemented a student experience committee to include faculty, staff, and students. The committee focused on the Hunger Free Campus initiative and explored options for students who are eligible for benefits and provide the necessary reasonable services. With an increase in visibility with The Pantry this past assessment cycle (involvement with the [1 of 7] service event and the V.L. Roy Service Day), the staff and student volunteers created a student organization to focus on other initiatives, programs, and funding sources that helped with patron satisfaction with the goods, services provided by The Pantry.

As a result of these changes, in AC 2023-2024 the target was not met. The staff utilized an online platform that will help with data collection and assessment of patron and volunteer satisfaction with The Pantry. The Pantry had a total of 36 volunteers including 2 coordinators that logged over 300 volunteer hours in The Pantry and an additional 100 volunteer hours for events and projects held outside of The Pantry. There was a total 788 visits to The Pantry with a total of 344 unique attendees. Although The Pantry met the target for AC 2023-2024, with an overall satisfaction rate of at 100% which includes satisfied and very satisfied responses, the response rate was low.

Decision:
In AC 2023-2024 the target was met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2025 to drive the cycle of improvement. The Pantry staff will post The Pantry Guest Feedback Survey at the onsite location, to their bio on their social media platforms, and will send it out at the conclusion of each semester to guests and volunteers with the intent to increase the response rate.

These changes will improve the student's ability to identify the resources offered by NSU to help with food insecurity among our students, thereby continuing to push the cycle of improvement forward.

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

programs is an ongoing initiative. Evidence of the adoptions of or the interaction with diversity related programs and departments will be a strategic indicator of success and will be documented in the minutes. The goal is meet regularly and provide professional development opportunities at 50% of the meetings for the academic year.

Finding: **Target was not met.**

Analysis.
In AC 2022-2023 the target was not met. Although the number of attendees went up this year, weekly attendance declined. We continued to invite new members, new departments, and guests to the committee meetings to foster collaboration and exchange of ideas among faculty, staff, students, and our third-party partners to enrich the campus culture. However, after careful consideration, this committee structure changed and was moved under the direction of the Director of Student Affairs. This shift in responsibilities allows the Student Union Director to focus on Summer Camp Policies and Procedures and improvements to the facility. The new committee coordinator made a few changes to the structure of the committee that would help meet the needs to the campus community. The coordinator surveyed the members about several key issues: 1) meeting time, 2) content, and 3) frequency. Participation in the meetings was on a decline, so the coordinator surveyed the committee to determine if the time and day of the meeting needed to change for this academic year. All those who submitted the survey requested that the time stay the same for this academic year. Not much feedback was given regarding the committee meeting content. One change that did happen was that the committee coordinator requested attending departments to present a ten-minute presentation on the services and resources offered to NSU students. Three departments signed up to present for the Spring 2023 term: Student Media, TRIO/Student Support Services, & Accessibility & Disability Support. The results also indicated that meeting weekly was not needed, as not much change happens within one weeks' time. They requested to meet twice a month for this assessment cycle to see if attendance and collaboration increased. This meant that instead of meeting 30 times in a year, the committee only met 16 times in this assessment cycle. Although we did not meet the target of 30 meetings, participation at the meetings increased.

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

As a result of these changes, in AC 2023-2024 the target was not met. The committee coordinator updated the email distribution list as some staff have either left NSU, changed

departments, or there are new employees to NSU that could benefit from this committee collaboration. Before the start of the term, the request to present on departmental resources went out to the campus community, not just those who attend the bi-monthly (twice a month) meetings. We were successful in meeting 15 times for AC 2024-2025, however, there were only six (6) professional development sessions out of fifteen (15) meeting dates which totals only 40% of the meetings for the academic year. After reviewing meeting attendance records, the highest percentage of attendance was 35% of those invited (during January 2024) and the lowest attended meeting of 21% (during November 2023).

Decision:
In AC 2023-2024 the target was not met.

Based on the analysis of the AC 2023-2024 results, the staff will implement the following changes in AC 2024-2024 to drive the cycle of improvement. Before the start of the academic year, the request to present departmental resources will be sent out to the campus and NSU community using a specific sign-up portal system to collect this information as opposed to sending out the request internally. Furthermore, the selection of the meeting dates will be evaluated to ensure important university dates, holidays, etc. will be considered before booking the meetings.

These changes will improve the staff/faculty to help foster diverse participation in campus activities and programs.

Comprehensive Summary of Key evidence of improvement based on the analysis of results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

SLO. 1:
1.1: The staff used the program evaluations to craft a curriculum that will meet the PLP students' needs. Furthermore, the survey was edited to include a line regarding the overall expectation of the program and the staff collected information regarding their satisfaction within each category. The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. PLP mentors helped implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. All ten categories totaled 98.6% of program satisfaction with participants selecting either strongly agreed or agree on the survey.

1.2 The staff invited PLP alumni, student leaders, staff, and faculty to educate PLP students of the leadership opportunities within the NSU community. PLP mentors took an active role in informing students regarding their involvement at NSU and their specific leadership roles. Each class meeting highlighted activities, programs, and initiatives that PLP students participated in that allowed them to grow as leaders outside of the classroom. The staff invited PLP alumni, student leaders, staff members, and faculty to educate PLP students of the leadership opportunities within the NSU and Natchitoches community. PLP mentors took an active role in informing students regarding specific leadership roles being offered at NSU as they think about their sophomore experience. The survey indicated that 95% of students (44) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student

organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, UPC Concert Committee, Purple Jackets, Student Theater Organization, SGA senators, NSU Athletics, Demon Mentor Network, etc.

SLO. 2:
2.1: The staff invited representatives from the community to attend class to educate the students about their specific volunteer needs. This outreach helped PLP students decide on the community impact projects that are available to them and that are meeting the needs of our community, thus an increase of sustainability. The program director invited the Director of Student Affairs to present an event planning session for the students. This presentation provided resources for the students to develop a plan of action for their specific project, a standard event planning timeline, an appropriate budget, etc. The Community Impact Projects were introduced in the curriculum earlier, allowing more time for students to collaborate on sustainable projects. There was a more in-depth conversation about the community needs and the potential impact of the potential projects.

2.2: The staff developed a community resource guide for non-profits in the area to help identify specific volunteer needs for the next assessment cycle. Staff identified specific on-campus community service work to be completed during the Fall term. This process encouraged a service mindset early in their PLP program and set a foundation of service initiatives for the spring term. Discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities.

SO. 1:
1.1: The staff utilized an online platform that will help with data collection and assessment of patron and volunteer satisfaction with The Pantry. The staff implemented a student experience committee to include faculty, staff, and students. The committee focused on the Hunger Free Campus initiative and explored options for students who are eligible for benefits and provide the necessary reasonable services. With an increase in visibility with The Pantry this past assessment cycle (involvement with the [1 of 7] service event and the V.L. Roy Service Day), the staff and student volunteers created a student organization to focus on other initiatives, programs, and funding sources that helped with patron satisfaction with the goods, services provided by The Pantry.

1.2: The committee coordinator updated the email distribution list as some staff have either left NSU, changed departments, or there are new employees to NSU that could benefit from this committee collaboration. Before the start of the term, the request to present on departmental resources went out to the campus community, not just those who attend the bi-monthly (twice a month) meetings. The committee coordinator also changed this measure for this assessment cycle to read, "Foster diverse participation in campus activities and programs. Initiatives and programs are inclusive and embrace community members with diverse backgrounds and life experiences and support the free and open exchange of ideas and civil discourse. University officials from a myriad of areas on campus collaborate to provide inclusive and diverse programming. With the exchange of ideas, the accountability of fostering diversity within our programs is an ongoing initiative. Evidence of the adoptions of or the interaction with diversity related programs and departments will be a strategic indicator of success and will be documented in the minutes. The goal is meet regularly and provide professional development opportunities at 50% of the meetings for the academic year."

Plan of action moving forward.

SLO. 1:
1.1: The First Year Experience team will make improvements in the recruitment and interview process for first-year students interested in the program with outreach during the Freshmen Connection programs as well as N-Side View Day programs. Past PLP members will help implement new initiatives and develop new programming to address all areas of the expected outcomes. The staff, along with PLP mentors, used the program evaluations to craft a curriculum that will meet the PLP students' needs.

1.2 The staff will invite PLP alumni, student leaders, organization presidents, staff members, and faculty to educate PLP students of the leadership opportunities within the NSU and Natchitoches community. With out-of-classroom events and programs offered at NSU throughout the year, PLP students will research what roles and responsibilities will be valuable to them as they look to their sophomore experience based on their co-curricular goals.

SLO. 2:
2.1: For the past several years, the community impact projects have been duplicated within the President's Leadership Program, which indicates the programs are sustainable. For AC 2024-2025, the PLP students will research what new projects could be added to this program based on the needs assessment of our NSU and Natchitoches community.

2.2: The program director will discuss the importance of servant leadership at the N-side View Day program and the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications will be revised to incorporate major components of the program including community impact projects. This process will encourage a service mindset early in their PLP program and set a foundation of service initiatives for AC 2024-2025.

SO. 1:
1.1: The Pantry staff will post The Pantry Guest Feedback Survey at the onsite location, to their bio on their social media platforms, and will send it out at the conclusion of each semester to guests and volunteers with the intent to increase the response rate.

1.2: Before the start of the academic year, the request to present departmental resources will be sent out to the campus and NSU community using a specific sign-up portal system to collect this information as opposed to sending out the request internally. Furthermore, the selection of the meeting dates will be evaluated to ensure important university dates, holidays, etc. will be considered before booking the meetings.