Assessment Cycle 2023-2024 – Driving Change

Draft President's Key Findings Brief

September 25, 2024

Agenda

Purpose	Frank Hall
University Mission, Vision and Core Values	Frank Hall
President's Priorities AC 2023-2024	Frank Hall
Review Performance and Assessment Cycle 2022-2023	
SFA 1: The Student Experience	Reatha Cox
* Student Government Association	Terrel Woodard
* Student Achievement	Frank Hall
SFA 2: Academic Excellence	Dr. Greg Handel
* Research within its mission	Dr. Betsy Cochran
* General Education Competencies	Frank Hall
* Quality Enhancement Plan	Dr. Chris Gilson
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	Ron Williams
SFA 5: Athletic Prominence	Kevin Bostian
SFA 6: Cultural Competence	Brittany Blackwell Broussard
Plan Moving Forward	Frank Hall

Purpose

- Close-Out Assessment Cycle (AC) 2023 – 2024 – *Driving Change* to Strategic Plan 2023-2028 – *Providing Education of Enduring Value*
- Review AC 2023-2024 – *Driving Change* – Key Findings across Strategic Focus Areas, Administrative and Academic Support Units as well as special topic areas
- Set Conditions for AC 2024-2025 – *Making a Difference* 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* *(Suggest revalidation by ULS in Spring 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.

Strategic Focus Area Outcomes

Strategic Outcomes AC 2023-2024

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change +	No Change -	Declined
Student Experience	5	21 / 15	03	09	02	01
Academic Excellence	5	16 / 05	4.5	00	.05	00
Market Responsiveness	4	12 / 09	04	05	00	00
Community Enrichment	5	19 / 19	06	13	00	00
Athletic Prominence	4	16 / 16	03	10	00	03
Cultural Competence	3	16 / 15	10	00	00	05
	26	100 / 79	30.5	37	2.5	09

79 of 100 Metrics measured, 85% were positive or improved,15% declined.

Strategic Outcomes AC 2022-2023

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change	Declined
Student Experience	5	22 / 22	04	04	14
Academic Excellence	5	16 / 10	02	06	02
Market Responsiveness	4	10 / 05	00	03	02
Community Enrichment	5	20 / 07	2.5	04	0.5
Athletic Prominence	4	19 / 14	05	08	01
Cultural Competence	3	14 / 14	00	14	00
	26	101 / 72	13.5	39	19.5

72 of 101 Metrics measured, 73% were positive or improved, 27% declined.

Strategic Outcomes AC 2020-2021

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change	Declined
Student Experience	5	21 / 21	17	02	02
Academic Excellence	5	17 / 09	5.5	02	1.5
Market Responsiveness	4	10 / 05	00	00	05
Community Enrichment	5	16 / 08	06	01	01
Athletic Prominence	4	19 / 10	04	00	06
	23	83 / 53	32.5	5	15.5

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

The Student Experience

AC 2020-2021	AC 2022-2023	AC 2023-2024	The Student Experience Metrics	AC 2023-2028 Targets
76%	61%	70%	*Retention rate (full-time) 1st to 2nd year*	76%* /73%
60%	48%	48%	*Retention rate (full-time) 1st to 3rd year*	63%* / 61%
44%	43%	46%	*Graduation rates (SACSCOC-aligned)*	43%* / 53%
1,518	1,020	1,067	*Enrollment per freshman class, per year*	1,700 / 1,300
3,933	3,063	2,905	*Enrollment on Natchitoches campus*	4,500 / 3,700
11,447	9,389	8,847	*Overall Northwestern State University enrollment*	11,360* / 9,500
6.04	5.99		Satisfaction with support services and resources	6.3 / 6.3
5.67	5.67		Responsive and helpful staff	6.3 / 6.3
5.73	5.72		Understanding of University policies and procedures	6.3 / 6.3
78%	80%	84%	*Percentage of grads working within 6 months of graduation*	80%* / 80%
5.92	5.60		On-campus facilities satisfaction survey	6.3 /6.3
9,464	4,909	6423	*Number of students involved in co-curricular activities*	8,000 /4,000
325,917**	24,933	22,060	*Hours students engage in volunteer community service*	25,000
14,735	20,194	23,376	*Number of students & stakeholders using career services platform*	11,000 / 11,000
		105	*Number of 1st year students participating in living-learning communities*	TBD
		17	*Number of eligible 2nd year students participating in leadership programming*	TBD
		27/49=55%	*Percentage of students completing a leadership program who assume a peer leadership role within one academic year*	TBD
		42/49=86%	*Satisfaction with 1st year leadership programs*	TBD
154	156	196	*Number of health-related programs and services*	125 / 125
6.05	6.00		Satisfaction with health-safety related support programs	6.3 / 6.3
5.52	5.63		Safety and security satisfaction survey	6.3 / 6.3

Note 1: Outcomes for AC 2020-2021 are reflected on the far left with AC 2022-203 to the right and AC 2023-2024 to the far right. Blue italicized text will be assessed in 2023-2024. Black standard text was assessed in 2020-2021 and 2022-2023. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.
Note 2: AC 2021-2022 was a year of reflection therefore no Annual Report was generated.
Serves as Student Achievement Criterion.

The Student Experience:

Objective 1. Strategic and sustainable practices are utilized to achieve and maintain optimum enrollments.

Objective. 2. Provide efficient and appropriate use of resources in support of enrollment and student success.

Objective 3. Foster student engagement through co-curricular experiences by providing multiple means of access and opportunity.

Objective 4. Provide an enhanced second-year experience through advising, living-learning communities, and mentorship.

Objective 5. Promote behaviors that enhance holistic health and safety.

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

The Student Experience

Top three progress areas:

- Enhanced professional development opportunities for staff members to better serve students.
- Adopted new technologies for service delivery, communication, and data-driven decision making to better support students and parents.
- Increased enrollment on the Natchitoches campus, which accounts for 44% of total undergraduate and graduate enrollment (excludes DE); Housing at 97% occupancy.

Top areas of concern:

- Second-year persistence of full-time enrolled students. Title III Grant "Elevate U" implementation.
- Student loan debt/affordability of college/FAFSA process continues to present challenges.
- The NSU brand needs to be stronger within key high schools and with stakeholders.

Final Thoughts: The Student Experience team is student-centered and elevates responsiveness to student needs by evaluating policies, processes, and resources that impact access and success.

Student Government Association

Top three progress areas:

New structure implementation with Senators allocated to the 4 Academic colleges, freshman senators, and at Large positions.

Organizational event planning optimization

SGA Speaker Series:

- Suicide Prevention – September 11th
- Hazing Prevention – September 23rd
- Mental Health Awareness – October 14th
- Men's Health Luncheon – November 19th

Top areas of concern:

Internal retention strategies

Opportunities for students to address their concerns outside of SGA meetings.

SGA President not having a seat in Faculty Senate Meetings

Final Thoughts: ***Continue being "The Voice of the Students" by being accessible to all students and ensuring SGA continues the internal retention standards of past years.***

Student Achievement

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

Criteria	Goal for Fall 2028	Threshold of Acceptability	Reporting Period Outcome					
			2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Fall Enrollment	11,000	9,000	9,389	8847	8523			
1st Fall to 2nd Fall Retention Rate	73%	60%	61%	71%	70			
1st Fall to 3rd Fall Retention	61%	48%	48%	48%				
Baccalaureate Completers	1,345	1,045	1,445	1308				
Graduate Completers	315	225	309	298				
** KSCI ** SACSCOC Graduation Rate	53%	40%	43%	47%				
Licensure Pass Rate	75-100%	50-98%	83-100%	82-100%				
Job Placement Rates	80%	70%	78%	80%				

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

Goal is AC Fall 2028

Academic Excellence

AC 2020-2021	AC 2022-2023	AC 2023-2024	Academic Excellence Metrics	AC 2023-2028 Targets
	86/103 (100% of eligible programs)		Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction	100% Degree and Certificate Programs
N > 96		N > 102	*Courses focusing on implementing current technologies or best practice principles in teaching*	35-50
	4.30/5 (C) 4.39/5 (I) (36 % response rate)		Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)	4.5/5.0 (90%) (35.2% response rate)
28.26		27.63	*Average class size in University core courses*	28
	4.23/5 (C) 4.30/5 (I) (36% response rate)		Mean student evaluation of instruction in University core courses	4.5/5.0 (90%) (42% response rate)
17/17	16/17		Number of University core classes with a designated course steward	99% of multi-section courses
	270 44 Prof. Conf. presentations		Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presenters
	115 (44 G; 71 UG) Prof. Conf. Presentations 50 NSU Research Day		Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting	154 (20% increase)

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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

Academic Excellence

AC 2020-2021	AC 2022-2023	AC 2023-2024	Academic Excellence Metrics	AC 2023-2028 Targets
GRE Verbal: *M* = 146 (28%) GRE Quan. *M* = 142 (11%) LSAT: *M* = 144 (22%) MCAT: *M* = 495 (33%)		GRE Verbal: *M* = 150 (41%) GRE Quan. *M* = 147 (24%) LSAT: *M* = 148 (32%) MCAT: *M* = 492 (25%)	*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 national median for LSAT & MCAT by one/year
	4.58/5 4.57/5 4.66/5		Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor)	*Improve scores in courses below 4.5/5.0*
N > 185	*N* > 200		Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	*200+*
		27 faculty grants 69 EPs/Chairs 29 ULS attendees	*Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting.*	*45 Faculty Grants 70 EPs/Chairs*
1.5% (N=5)	*8% (N = 26)*		Number of faculty/staff receiving external grants	*10% faculty (32 PIs)*
1,304	*1,452*		Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	*1,600+*
		74	*Number of rooms equipped with new classroom or laboratory technologies*	*42*
128 press releases	*132 press releases*		Number of events or activities to recognize faculty for their contributions in teaching, research, or service	*200+*

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Progress
Decline
No Progress - Not Measured
Change Made

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Academic Excellence

Top progress areas:

- Addiction Studies and HMT received accreditation
- IBM/NSU partnership for AI
- School of STEM and School of CAPA continue to graduate students who move into professional schools, medical schools, and gain employment as artists and performers in their fields
- FLAME: Faculty across all areas of CoAS provided supplemental instruction for students (SGA grant)

Top areas of concern:

- Frozen faculty lines present issues if we wish to grow our programs
- Continuing to urge and get students to access services that Academics provides
- Engaging with students to assist them without compromising academic integrity and rigor

Academic Excellence

Final Thoughts:

- Our hallmark programs continue to be very popular: CAPA, STEM, Education, and Nursing and Allied Health
- Our recent accreditation for HMT will provide a significant boost, and the addition of several new proposed degree programs in CoBT will provide innovative new ways for students to access our programs
- In the GCoEHD, Health and Human Performance is growing new programs, our MSW will roll out with their first cohort next Fall (2025), and our Addiction Studies program is poised to continue to grow.

Academic Program Assessments – Student Learning Outcomes

AC 2023-2024 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
44	44	00	88	00	86	00	02	00
17	11	06	40	00	19	20	01	00
23	19	04	63	00	45	15	00	03
102	64	38	181	09	105	54	11	02
150	133	17	188	04	159	16	09	00
336	**271**	**65**	**560**	**13**	**414**	**105**	**23**	**05**

271/336 x SLOs were positive (81%).

1.66 Measures per SLO

427/560 x SLO Measures were positive (76%)

06% Change Rate - 02% Positive - 04% Negative

05 x Programs did not meet the majority of SLOs.

00 x Program was at 50% rate.

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 (81%).

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.

Research within the Mission

Key Insights: Research Presentation Opportunities for AY 2023-2024

- Graduate students:
  - 111 graduate students made 46 presentations at 6 conferences
    - Of these, 87 CoNSAH students made 23 presentations for a continuing education program for Registered Nurses
  - 26 graduate students made 20 presentations at Research Day (up 67%)
- Undergraduate students:
  - 49 undergraduates made 19 presentations at 5 scholarly conferences
  - 42 undergraduates made 30 presentations at Research Day (up 173%).
  - Fewer students were allowed to attend the ULS Academic Summit, increasing demand for Research Day presentations.
- Faculty:
  - 26 faculty members presented their work at Research Day (up 44%)
  - 6 additional faculty members were coauthors or copresenters on one or more student papers (down 43%)

General Education Competencies

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

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

General Education Competencies

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

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

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

3. Natural Sciences (9 hours):

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

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

4. Humanities (9 hours*):

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

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

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

5. Social/Behavioral Sciences (6 hours):

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

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

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

General Education Competencies

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

Fall Semester:

- 15 Oct 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 Dec 24 – All assessment results are return to NSU.

Spring Semester:

- 1 Feb 25 – 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 25 – All assessment results are returned to NSU.

University Core

University Core AC 2023-2024: 15,615 Assessments Completed (4% increase)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	02	04	00	04	00	00	768 / 381
MATH	02	04	00	00	00	04	1236 / 250
Natural SCI	02	04	00	00	04	00	734 / 98
Humanities	02	09	00	08	01	00	2898 / 424
Soc/Beh SCI	02	04	00	04	00	00	8668 / 427
Fine Arts	02	06	01	05	00	00	1311 / 366
	12	**31**	**01**	**21**	**05**	**04**	**15,615 / 1,946**

15,615 student assessments - 04% from 2022-2023.

08 of 12 SLOs, 67% positive – vs 83% last year.

22/31 measures, 71% positive vs. 74% last year.

09/31 measures, 29% not met vs. 23% last year.

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	9	0	8	0	1	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	**31**	**5**	**19**	**5**	**2**	**14,992 / 1,941**

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

10 of 12 SLOs, 83% positive – same as last year.

24/31 measures, 77% positive vs. 61% last year.

07/31 measures, 23% not met vs. 32% 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	9	0	9	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	31	0	21	10	0	18,804 / 1,993

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

10 of 12 SLOs, 83% positive vs 58% last year.

21/31 measures, 68% positive vs. 61% last year.

10/31 measures, 34% not met vs. 32% last year.

Quality Enhancement Plan: *Learning for Life*

QEP Impact Report Highlights:

- **Previous Quality Enhancement Plan: *Learning for Life* (2017-2023).**
  - February 2023: Submission of *QEP Impact Report* (final step in process). This report addressed: (1) initial goals; (2) changes made; (3) impact on student learning; & (4) lessons learned.
  - July 2023: SACSCOC **Approved** the *QEP Impact Report.*
  - October 2023: SACSCOC asked to include our *Impact Report* as an example in the resource room at the Annual Meeting (2023-2025). Others on display included the University of Tampa, University of North Carolina, and Georgia Tech.
  - "Lessons Learned" section of the *Impact Report* will be useful for the next QEP.
- **Next Quality Enhancement Plan: Design and develop by January 2027.**
- **To all who supported and participated in the QEP – Thank You!**

Market Responsiveness

AC 2020-2021	AC 2022-2023	AC 2023-2024	Market Responsiveness Metrics	AC 2023-2028 Target
	73%		*New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet the needs of the workforce*	75%
5		10	*Number of professional development opportunities ECE support staff participated in to advance knowledge*	12
155		32	*Number of distinct professional development courses provided to faculty for continuous improvement and support of on-line course delivery.*	36
	153		*Number of bona-fide industry partners*	250 (total)
78.5%		85.4%	*Percent of online students who have a full-time job working in their degree field at graduation*	85%
11.0%		20.2%	*Percent of recent graduates pursuing an advanced degree*	25%
	3		*Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts*	3
		1278	*Number of distinct non-credit courses offered annually through Continuing Education.*	1350
		38	*Number of engagements between administration and business industry partners*	48
		268	*Number of classrooms and labs managed by Student Technology Funds to provide students state-of-the art technology*	300
		12	*Number of specialized programs designed to develop leadership skills (outside the classroom)*	15
		197	*Number of interactions offered to engage students with business and industry partners*	250

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Note 2: AC 2021-2022 was a year of reflection therefore no Annual Report was generated.

Market Responsiveness:

Objective 1. Modify programs through continuous reflection and thoughtful advancement.

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

Objective 3. Deliver employer service and industry-recognized competencies and leisure learning.

Objective 4. Prepare graduates to work, learn, and lead

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

Market Responsiveness

Top three progress areas:

Enhanced communication with business & industry partners

Expanded faculty professional development for on-line delivery of courses

Greatly improved dual enrollment program and relationships with K12 districts. Implemented more stringent entrance requirements while providing school counselors more support and resources.

Top areas of concern:

Financial Constraints

Disconnect from Industry Needs

Final Thoughts: Through our roles in education, innovation, and community engagement Northwestern State continues to spur economic growth in our region. We recognize that this growth is made possible in part by our response to industry needs and meaningful partnerships. Therefore, we will continue develop new and enhance current partnerships.

Community Enrichment

AC 2020-2021	AC 2022-2023	AC 2023-2024	Community Enrichment Metrics	AC 2023–2028 Target
		31,713	*Number of patrons attending on-campus recitals, concerts, art exhibits, and theater/dance productions*	35,350
		196	*Number of off-campus performances*	350
		36,996	*Number of active users on Creative and Performing Arts social media outlets*	50,000
29,841	30,274	31,426	*Frequency of e-communications and number of participants*	33,000
24		24	*Number of Alumni and chapter events held nationwide*	40
977		1,321	*Number of Alumni Association members*	2,000
	9,813	10,027	*Number of active users on Alumni Association social media outlets*	11,000
	6,606,623.86	$9,319,869	*Amount of annual private support*	$7,000,000
	1,861	1,936	*Number of individual contributors*	2,200
		$71,102,958	*Value of restricted/unrestricted endowment assets*	$70,000,000/ $1,000,000
		$881,520		
	In progress	Complete	*Reestablish platform for alumni networking and mentoring*	Complete
		34,123	*Number of registered users on "DemoNSUnite"*	1,500
	In progress	Complete	*Conduct brand perception survey and set baselines*	Complete
97		10347	*Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites*	100
	294,307	272,792	*Number of hours students spend serving the community through projects and internships*	350,000
		58	*Number of institutional partners with articulation agreements*	100
	In progress	Complete	*Establish context experts in respective fields to serve as editors*	Complete/Complete
	In progress	In progress	*Launch an enhanced website designed to meet the needs of 21st century learners*	Complete/Complete
	In progress	In progress	*Assess traffic and set baselines*	Complete/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 1: Outcomes for AC 2020-2021 are reflected on the far left with AC 2022-2023 to the right and AC 2023-2024 to the far right. Blue italicized text were assessed in 2023-2024. Black standard text was assessed in 2020-2021 and 2022-2023. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Note 2: AC 2021-2022 was a year of reflection therefore no Annual Report was generated.

Community Enrichment

Top three progress areas:

- Amount of annual private support continues to increase-$2.7M in additional contributions secured year on year.
- Number of individual contributors continues to rise; value of restricted/unrestricted endowment assets has increased through additional contributions and successful investment management.
- Partnerships with business, industry, and government entities continues to grow; reorganization of staff to focus on economic development initiatives.

Top areas of concern: Staffing/workload

Final Thoughts: Continue to make efficient use of limited staff; focus on high yield endeavors/fundraising opportunities. Restrict non-scholarship spending to support unrestricted endowment growth. Focus on strategic economic development initiatives to increase partnerships with business, industry and government entities.

Community/Public Service within the Mission

2023-2024 ANNUAL REPORT

Highlights:

At least **272,792**	**Grand Total of Community/Public Service Hours** 7.5% decrease compared with AY 2022-2023 grand total of 294,307.5
At least **$1,977,742**	**Economic Impact** Calculated at minimum wage of $7.25/hour
194	**Campus and Community Partnerships** 3 more than in 2022-2023
11	**Focus Areas of Community/Public Service** Same priorities as in 2022-2023

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

2023-2024 ANNUAL REPORT

Highlights cont'd:

3	Primary Avenues Through Which Students Participate in Community/Public Service	
Academic Units	The Student Experience	Athletics

13	Number of NSU Students Who Presented Community/Public Service Projects at 2024 ULS Academic Summit

Outlook/Plan of Action:

- University will continue to provide opportunities for students to engage in community/public service through avenues found in their Academic Units, The Student Experience, and Athletics.
- Faculty and staff will have access to resources with which to track, enhance, and promote student community/public service.
- NSU Director of Service-Learning will advocate for NSU students to present their community/service projects at the ULS Academic Summit.
- Director will collaborate with key personnel from Academic Units, The Student Experience, and Athletics to efficiently compile and report university-wide community/public service data 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:

* Second Elevator replaced in Kyser Hall
* Elevator refurbishment at Shreveport Nursing

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

* Elevator refurbishment at Watson Library
* Several sidewalks across campus have been repaired

In Progress:

* Construction of Alost Hall is in progress
* Construction of Health Performance Center in athletics is in progress
* Replacement of the roof and fume hood of Fournet Hall
* AA Fredricks Rigging System replacement

Technology Outlook – Projects

Projects completed:

- Implemented Security Operations Center (SOC)
- Deployed campus-wide new Endpoint Detection and Response software
- Transitioned to a new IT helpdesk ticketing solution
- Migrated the university's main website to cloud hosting

In Progress:

- Teams Telephone system
- Banner Document Management System
- Banner 9 Self Service modules for Students, Faculty, and Financial Aid
- Ellucian Experience Portal
- Upgrade Windows 10 to Windows 11
- Upgrade Internet connections for CENLA and Leesville sites from 100Mb to 500Mb

Planned (6 X Month)

- Redesign of the university's main website

Planned (12 x Month)

- Campus network hardware replacement (100Gb Internet Connection)
- DegreeWorks upgrade with integration into Experience portal
- Disaster Recovery Center rebuild in Shreveport

Athletic Prominence

AC 2020-2021	AC 2022-2023	AC 2023-2024	Athletic Prominence Metrics	2023-2028 Target
	70,292	69,868	*Yearly event attendance for all sports*	75,000
	$2,939,068	$3,101,784	*Yearly revenue (tickets, annual gifts, sponsorships, game guarantees)*	$2,380,264
20,614	21,250	23.472	*Number of NSU Demons Facebook likes*	25,458
10,700	11,541	11,786	*Number of @nsudemons Twitter followers*	11,511
	$39,065	43,811.04	*Licensing royalties (LRG)*	$50,000
182	186 (holders) 792 (tix)	192 (holders) 812 (tix)	*Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)*	300
7	11*	15	*Camps and clinics for area youth*	20
	50*	84	*Transparent budget exposures (i.e., Student-Athlete Advisory Committee, Faculty Senate, and DUF BoD, current/potential donors)*	60
30	36	37	*Student-athlete participation in campus activities. (SGA, SAB, Greek organizations, BCM)*	20
1,544	3,624	3,764	*Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).*	4,000
2.979	2.952	3.064	*Student-athlete GPA*	3.11
	147	161	*Number of Dean's/President's List honorees per year*	250
	187	197	*Southland Conference Commissioner's Honor Roll honorees per year.*	200
	959/970	961/972	*Multi and single-year NCAA Academic Progress Rate (APR) team scores.*	940
	11	6	*Number of facility improvement projects planned or executed, commensurate with available funding.*	8
	7/14	4/14	*Number of teams with a winning percentage of .600 or better in conference or finish in the upper third of the conference standings.*	10

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

Note 2: AC 2021-2022 was a year of reflection; therefore, no Annual Report was generated.
** data collection incomplete in AC 2022-2023*

Athletic Prominence

Top progress areas:

- Hiring of Head Coaches:
  - **Football:** Hired Blaine McCorkle from Belhaven. Football Scoop a national journalistic platform that covers collegiate football stated that this hire pound for pound is the best hire in all of college football this hiring cycle.
  - **Softball:** Hired Lacy Prejean from UL. D1 Softball a national journalistic platform that covers collegiate softball named this hire the #1 softball hire in all D1 this past recruiting cycle. This includes hires made by teams in the P5 (ACC and Big 10).
  - **Soccer:** Hired Ian Brophy from Mt. Olive. Finished 4th in his first year. Lost to the Southland Conference Champion in the semi-finals in Penalty Kicks. Only lose one player who played meaningful minutes and are set up to be the preseason Southland Conference favorite in year two.
  - **Baseball:** Promoted Chris Bertrand. Finished 4th in his first year which was higher than the previous year. This was done despite having 37 new players on the roster.

Athletic Prominence

Top progress areas cont.

- **Audits:** Both the DUF Audit and Louisiana State/NCAA Audit had zero findings. This was the first time in several years that this was accomplished.
- **Diversity Hiring:** We have hired 4 minorities in administrative positions. Before my arrival there were zero minorities in administrative positions.
  - In addition, we have hired the first 2 minority Head Coaches in Northwestern State University history.
- **Student-Athlete Academic Success:**
  - Overall GPA was 3.064 which is an increase over last fiscal year.
  - NSU had 104 student-athletes graduate during the 2023-2024 AY.
  - NSU had 114 student-athletes named to the Spring Southland Conference Honor Roll. This was the highest percentage of student-athletes to do so since 2020.
  - NSU had 24.85% of its student-athletes achieve a 3.5+ GPA, the highest semester percentage since 2018.

Athletic Prominence

Top areas of concern:

- **Attendance:** Our attendance has decreased this year. There are several reasons for this from the cancellation of the football season with two home game remaining, our men's and women's basketball teams not as good as last years and ESPN+ airing every home game so fans can watch from the comfort of their homes. In addition, I do believe that our marketing efforts need to improve, and this should take place with the hiring of our new Associate AD for External Operations.

- **Facilities:** We must do everything we can to improve them. This is not just a recruiting issue; this is a student-athlete welfare issue.

Athletic Prominence

Final Thoughts: It takes time to turn a big ship like a Division I Athletic Department around. We are making great strides. As expected, there have been bumps in the road, but we have managed those well and are positioning the Athletic Department for great success in the future. This will only help NSU's brand, enrollment, and recruiting. The future is bright for NSU and NSU Athletics.

Cultural Competence

AC 2022-2023	AC 2023-2024	Cultural Competence Metrics	AC 2023-2028 Targets
39%	39%	*Percentage of Students of Color*	50%
24%	23%	*Percentage of Faculty of Color*	30%
16%	18%	*Percentage of Tenured Faculty of Color*	30%
29%	27%	*Percentage of Administrators of Color*	30%
53%	65%	*Retention rate of Students of Color 1st–2nd year*	80%
39%	40%	*Retention rate of Students of Color 1st–3rd year*	65%
3,897	3,474	*Overall Northwestern State Student of Color enrollment*	5,000
43%	39%	*Graduation rates of Students of Color*	50%
13	9	*Number of students in Ethnic Studies*	75
11	6	*Number of courses offered in the Ethnic Study minors*	12
8	12	*Number of Inclusive Coaching Workshops*	15
43%	44%	*Percentage of Students of Color in student organizations*	50%
	65%	*Percentage of facilities that are ADA compliant*	100%
		Percent of Positive Responses on NSU Campus Climate Survey	80%
10	60	*Frequency of CC programs and initiatives sponsored by CID or any Dept/Org per academic year*	75
25%	85%	*Percent of Students of Color graduates working within 6 months of graduation*	75%

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

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

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. 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

Cultural Competence

Top progress areas:

- Retention Rates of Students of Color 1st year to 2nd year has increased by 12%! Want to continue to capitalize on this improvement.
- A completed draft of the best practices in hiring document is ready for collaboration with the faculty senate and administration.
- Have significantly increased the number of cultural events, programs, and workshops offered which integrated local, state, and national level leaders in their respective areas and continue to make progress in aligning actions and activities to current objectives.

Top areas of concern:

- Completion of a Cultural Climate Survey by faculty, staff, and students.
- Retention rates of Tenured Faculty of Color.
- Support that will lead to increased graduation rates for Students of Color
- Investment leading to increased development of our Ethnic Studies minor program

Cultural Competence

Final Thoughts: We are seeing progress in cultural competence throughout our NSU community. With continued support and true buy-in of the mission, we could see tangible improvements that will lead to better retention of students, faculty and staff, and alumni support.

AC 2023-2024 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
11	05	06	20	00	10	10	00	00
04	04	00	08	00	04	04	00	00
08	08	00	14	00	13	01	00	00
11	09	02	24	01	14	09	00	00
08	04	04	22	00	10	12	00	00
09	08	01	20	00	16	03	01	00
04	02	02	10	00	05	05	00	00
11	09	02	24	01	13	08	02	00
17	14	03	27	00	18	09	00	00
10	10	00	25	01	20	03	00	01
37	32	05	77	02	57	118	00	00
129	**104**	**25**	**262**	**03**	**176**	**79**	**03**	**01**

104/129 x Service Outcomes – 81% were positive.

2.00 Measures per SO

176/262 x Service Outcome Measures were positive (67%).

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

No units were at 50% rate

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

SFA, Program, and Unit Assessments

Strategic Focus Areas: (6 SFAs)

26 Objectives & 100 Metrics

- *The Student Experience* (VP Student Experience, Reatha Cox)
- *Academic Excellence* (Provost/EVPAA, Greg Handel)
- *Market Responsiveness* (Dir. of Econ. Development, Innovation, and Outreach, Laurie Morrow)
- *Community Enrichment* (EVP External Affairs, Drake Owens)
- *Athletic Prominence* (Dir. of Athletics, Kevin Bostian)
- *Cultural Competence* (Dir. of Culture & Climate, Brittany Broussard)

Educational programs: 74 Degree Programs, 30 Certificate

336 Student Learning Outcomes & 560 Measures

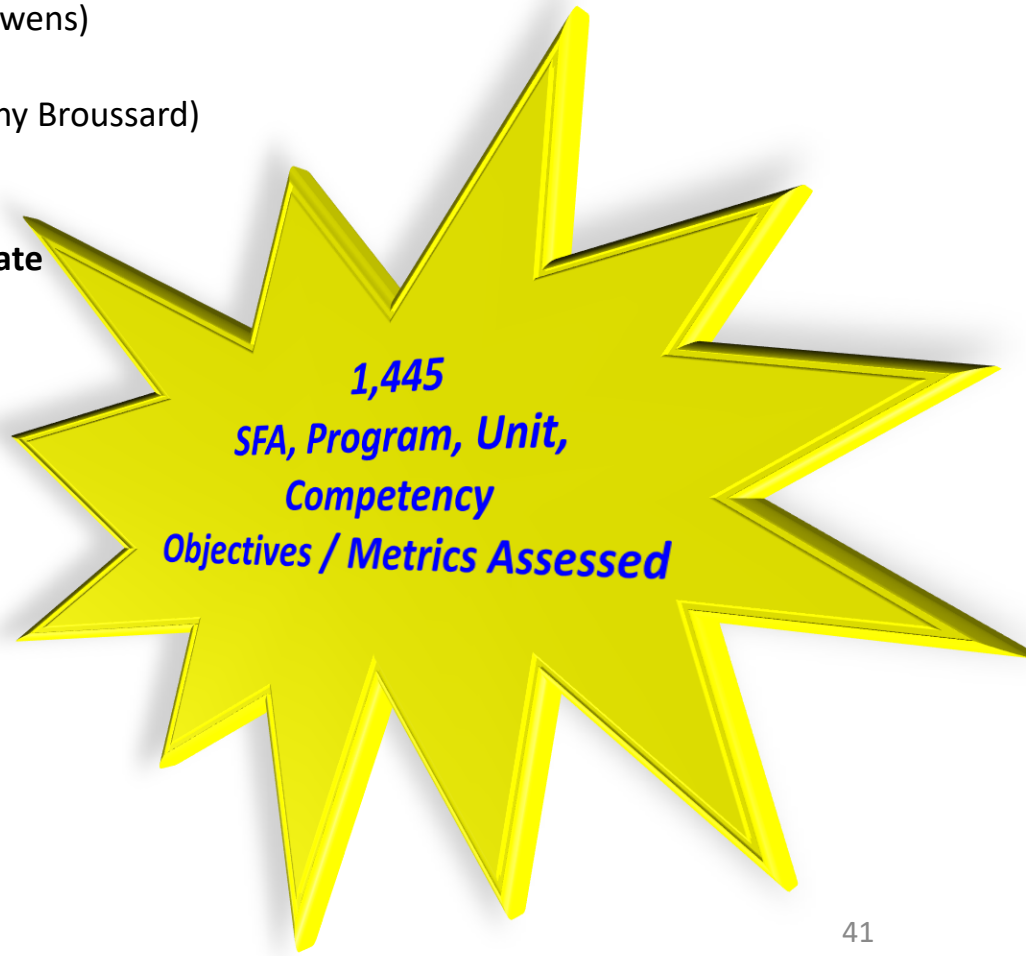
University Core Competencies (6 Reports)

12 Student Learning Outcomes & 31 Measures

Administrative support services: (26 Units)

Academic and student support services: (29 Units)

126 Service Outcomes & 254 Measures



Strategic Planning Moving Forward

What is in motion:

- Determine what adjustments need to be made and implement them
- Continue preparation for SACSCOC Full Decennial – Abbreviated Differentiated Review.
- Continue your data collection through Spring 2025.
- Integrate innovation into all existing metrics.

When: **Your input for AC 2024-2025 is due 20 June 2025**.

Deliverable: Updated narrative for your SFA like the 2023-2024 Assessment Document – Description, highlights, challenges, assessed metrics. Colleges follow agreed upon format.

President's Priorities AC 2024-2025

Provide responsive student services to recruit, enroll, retain, and promote student success.

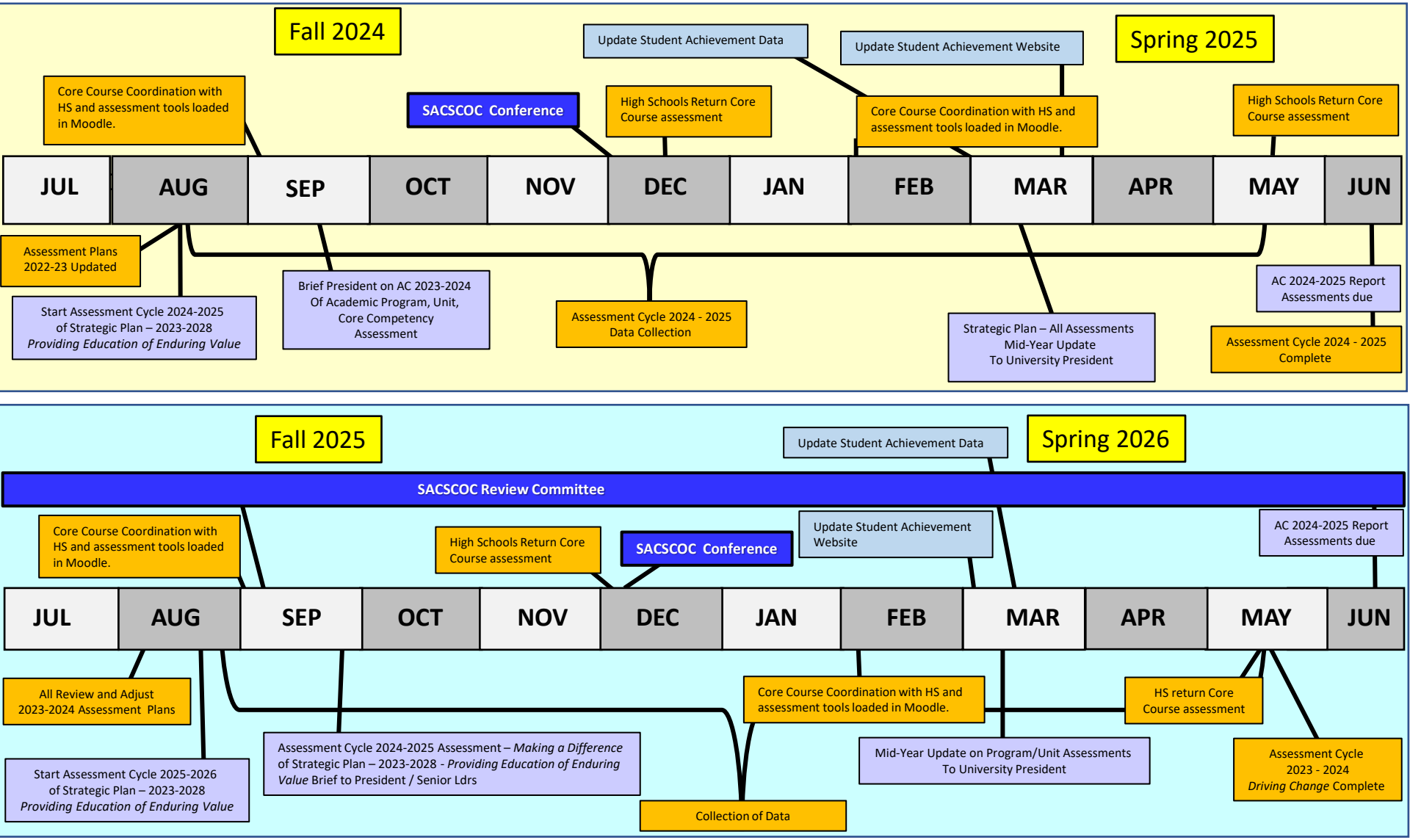
Provide effective, innovative instruction in the classroom and online.

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

In direct support:

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

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

25 July 2024

QUESTIONS

GUIDANCE