

AY 2016-2017 – Setting the Benchmark Report of Key Findings



July 5, 2017

Agenda

- Purpose
- Mission-Vision-Core Values
- How We Got Here?
- Bottom Line
- Institutional Effectiveness Process
- Strategic Focus Area (SFA) Objectives
- Decision – SFA Objective Cross-Walk
- AY 2016-2017 Assessment Cycle (Findings-Decisions-Recommendations)
- Magnitude of the Assessment
- Program-Unit Assessment – Process Review – Findings – Actions
- Overarching Process Review – Areas for Consideration
- Maturity Level Progress
- Recommendation – Decision Tracker
- The Road Ahead
- IE Timeline Graphic
- Response to SACSCOC Visit Committee Report
- Institutional Effectiveness Website
- Questions - Guidance

Purpose

Brief the results of the AY 2016-17 institution-wide assessment process as part of Strategic Plan 2016-2021 and the Institutional Effectiveness Model.

This briefing includes a discussion of the strategic planning-assessment process; the University's Mission, Vision, and Core Values; Strategic Focus Area, academic program and administrative unit assessments; and key findings and decisions.

Mission and Vision

Mission - Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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 Core Values. Our core values capture the guiding principles for how we make decisions and work together. They are the foundation for the type of University community and regional partner we strive to become. Our guiding values are:

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 all traveling on a journey for knowledge. Differences make us stronger.

We are future focused. We do not rest on our laurels, as we are in constant search of individual and organizational improvement. We seek opportunities to improve our Students, community, and region.

Innovation is leading 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 and sustainably 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.

Institutional Effectiveness

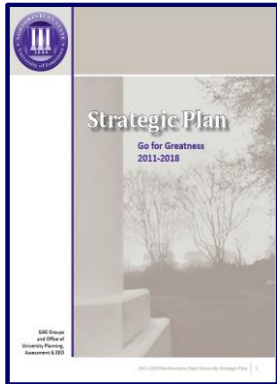
“Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

“A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.”

SACSCOC 2012

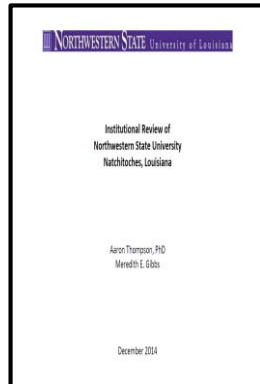
How Did We Get Here?

Strategic Plan 2011-2018



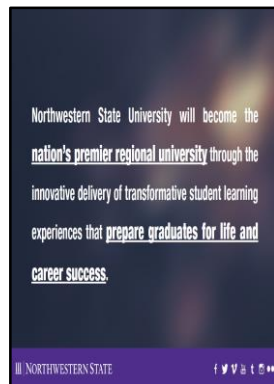
Jan 2011

Institutional Review



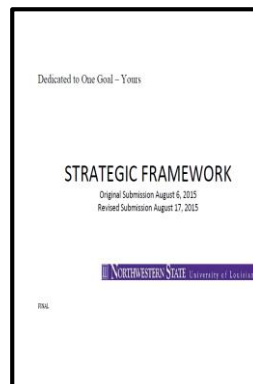
Dec 2014

Henderson's Vision



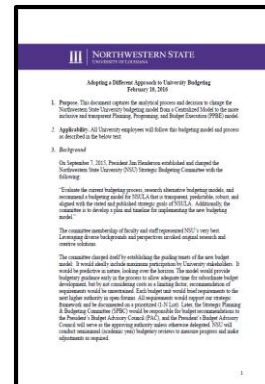
Mar 2015

Strategic Framework



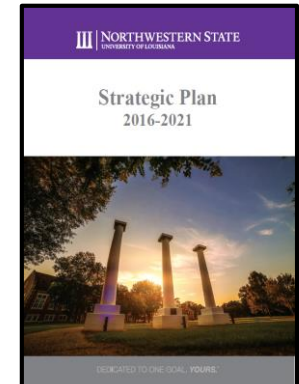
Aug 2015

Strategic Budgeting



Feb 2016

Strategic Plan 2016-2021



Jan 2017

IE Policy



Jan 2017

Quality Enhancement Plan



Jan 2017

ULS Mission Approval



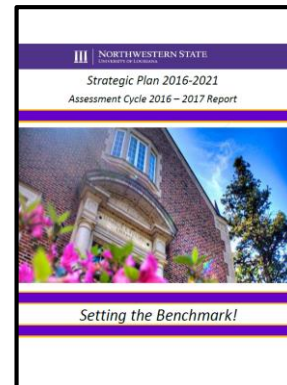
Feb 2017

Assessment Guide



Apr 2017

Assessment Cycle 2016-2017



Jun 2017

116 Program/ Unit Assessments



Jun 2017

Bottom Line

Northwestern's Institutional Effectiveness Planning and Evaluation Model drives a predictable and inclusive process to systematically review the institutional mission, goals, and outcomes leading to improvement in institutional quality while quantifiably documenting it is effectively accomplishing its mission.

University of Louisiana System Ruffalo Noel Levitz Student Satisfaction Inventory

The purpose of the Student Satisfaction Survey is to assess the satisfaction of the UL system's students in regard to campus services, and to use the survey result to make improvement in the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are.

The survey contains 53 questions, which cover the following 9 scales:

* <i>Academic Advising Effectiveness</i>	2
* <i>Campus Climate</i>	1
* <i>Campus Life</i>	5
* <i>Campus Services</i>	1
* <i>Instructional Effectiveness</i>	1
* <i>Recruitment and Financial Aid</i>	2
* <i>Registration Effectiveness</i>	1
* <i>Safety and Security</i>	3
* <i>Student Centeredness</i>	1

NSU ranked 1st in 5 of the 9 categories!

NSU ranked above National Average in Every Category

The average score of most the survey questions are higher than that of the other 4-year public universities. However, students have lower satisfaction for the following services when comparing to the National 4-year public universities.

- * *The amount of student parking space on campus is adequate. 3.67*
- * *Student activity fees are put to good use. 4.66*
- * *Living conditions in the residence halls are comfortable. 4.84*
- * *I seldom get the "run-around" when seeking information on this campus. 4.89*
- * *Residence hall staff are concerned about me as an individual. 4.90*
- * *There is an adequate selection of food available on campus. 4.90*

Please see the attachment for details.

Page 2: scales in order of importance

Page 3—7: average score of satisfaction

Details in Back-Up Slides

The Institutional Effectiveness Process



Process occurs at the Strategic (University) and Operational (Program/Unit Level)

The Student Experience:

Obj. 1: Provide Responsive Student Services

Obj. 2. Create a community that fosters diversity and inclusion

Obj. 3. Develop a unique campus life experience

Obj. 4. Provide a transformational learning and career preparation experience

Obj. 5. Increase efforts to provide for the wellness of our Students

Academic Excellence:

Objective 1. Provide innovative instruction in the classroom and online

Objective 2. Establish a comprehensive commitment to core competencies

Objective 3. Offer exemplary graduate and professional school

Objective 4. Foster quality student-faculty interactions

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

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

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

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

Decision – SFA – Objective Cross Walk

DECISION	STRATEGIC FOCUS AREA	OBJECTIVE
Marketing	ALL	ALL
Tops Funding	Student Experience	OBJ 1-5
Varnado Hall	Community Enrichment	OBJ 1-4
Advanced Manufacturing Technician (AMT)	Academic Excellence Market Responsiveness	OBJ 1-3 OBJ 2-4
<i>Cottage at Cane River</i>	Student Experience	OBJ 1-3
PBC Invasive Cardiovascular Technology (ICT)	Academic Excellence Market Responsiveness	OBJ 1-3 OBJ 2-4
University Core General Education Requirements	Academic Excellence	OBJ 1-5
Articulation Agreements	Market Responsiveness Community Enrichment	OBJ 1-4 OBJ 4-5
Military Tuition Rates	Market Responsiveness Community Enrichment	OBJ 1-4 OBJ 4-5
PBC Project Management and Quality Control	Academic Excellence Market Responsiveness	OBJ 1-3 OBJ 2-4
DIE – DQEP – UAC Hiring	ALL	ALL
IE Process/Policy	ALL	ALL
ULS Mission Approval	ALL	ALL
Alumni Donors-Relationships	Athletic Prominence Community Enrichment	OBJ 2-3 OBJ 3
Athletic Enhancements	Athletic Prominence Community Enrichment	OBJ 1-4 OBJ 3-4

AY 2016-2017 Assessment Cycle

Purpose. With clear benchmarks, the University can continue to quantifiably measure its progress and gauge its targeted success in each SFA over time.

It is understood this is an evolutionary process that will continue to develop over time. Users will become comfortable with more sophisticated methodologies, as processes are refined.

Note. *AY 2016-2017 baseline and AY 2021 targets are approved per the AY 2016-2017 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee conducted on July 5, 2017. The next review will take place in December 2017.*

The Student Experience

AY 2016-2017 Benchmark	The Student Experience Metrics	AY 2020-2021 Target
1,459	Enrollment increase per freshman class, per year	1,700
9,819	Overall Northwestern enrollment increase	11,000
10	Diversity represents regional demographics (1-10)	10
70%	Retention rate 1st to 2nd year (full-time)	75%
35%	Graduation rates	40%
7.9	Academic excellence and value (1-10)	10
7.7	Responsive and helpful faculty and staff (1-10)	10
8.5	Satisfaction with support programs (1-10)	10
8.5	Campus climate of advocacy and inclusion (1-10)	10
6	Programs with Capstone internships or related activities	66
8.2	Satisfaction with University Policies and Processes (1-10)	10
8.5	On-Campus Facilities Satisfaction Survey (1-10)	10
7.2	Campus Housing and Dining Satisfaction (1-10)	10
7.6	Safety and Security Satisfaction Survey (1-10)	10
7.5	Elevate LA Financial Health Analysis Score with ULS	8.5
40%	Percent of graduates working within 6 months of graduation	85%
65	Number of campus national rankings	85
1530	Number of alumni actively supporting the University	1,884

The Student Experience:

Objective 1: Provide Responsive Student Services

Objective 2: Create a community that fosters diversity and inclusion

Objective 3: Develop a unique campus life experience

Objective 4: Provide a transformational learning and career preparation experience

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

The Student Experience

Key Findings (1 of 2)

- Student enrollment continues to increase. Fall 2015 entering freshman enrollment = 1,275; fall 2016 entering freshman enrollment = 1,459, an 8.73% increase. Fall 2015 total freshmen enrollment was 2,987; fall 2016 total freshmen enrollment was 3439, a 15.13% increase. Spring 2016 total freshmen enrollment was 2,566; spring 2017 total freshmen enrollment was 2,768, a 7.87% increase. Total enrollment in fall 2015 was 9,179; total enrollment fall 2016 was 9,819, an increase by 9.34%.
- Ruffalo Noel Levitz Student Satisfaction Inventory (RNLSSI), Campus Life Scale, overall NSU ranked 5.10 compared to 4.84/7 for the US nationally.
- NSU Student Surveys (N= 150) indicate that 40% of students secured jobs approximately 2 months prior to graduation. 71% indicated they had jobs in their field of study.
- The NSU Fall-to-Fall retention for 2016 was 70%, a 2% increase from the previous year. We believe First Year Programs including our University Studies 1000 classes impact this retention rate.
- The Six Year Graduation Rate for Spring 2016 is 35% which is no doubt a point for improvement.
- Northwestern is one of the most diverse four-year colleges in the state of Louisiana. African American, Hispanic, Asian, and other race students comprise 42% our student population. 70% of student population is female.
- Academic Excellence and Value are evident in the academic effectiveness scales in NLSSI and the NSU Graduating Student Survey. The NSU Graduating Student Survey shows 90% of students were satisfied on every scale. This is a very comprehensive measure for learning milestones.

The Student Experience

Key Findings (2 of 2)

- On the whole, the campus is well maintained. NSU ranked 5.88/7 compared to the national average of 5.72/7, statistically significant above the average.
- On one question in Campus Life, “Residence Hall Staff are concerned about me as an individual,” NSU scored 4.84/7.00 compared to a national mean of 4.93. This score is below the national norm and must be addressed with our campus housing partners as noted below.
- Student Satisfaction with NSU Support Programs is strong. On the NLSSI, NSU ranked well above the US average with 6/7. When converting all scores to a 10 point scale, this metric rates 8.5/10.
 - Specific questions on the Campus Services scale include:
 - ❖ Library Services are adequate - NSU ranked 6.21 compared to 5.60 nationally
 - ❖ Computer labs are adequate and accessible – NSU ranked 6.17 compared to 5.70 nationally
 - ❖ Tutoring services are readily available – NSU ranked 5.86 compared to 5.45 nationally
 - ❖ Online access to services – NSU ranked 6.23 compared to 5.68 nationally
 - ❖ Counselling services are available if I need them - NSU ranked 6.06 compared to 5.23 nationally
 - ❖ There are adequate services to help me decide upon a career - NSU ranked 5.74 compared to 5.16 nationally
- NSU has an overall 8.2/10 on Student Satisfaction with Policies and Procedures.
- The overall scale for safety and security is 5.32/7 compared to 5.06 for the US. While NSU is above average, we recognize the need to improve in this area.
- Campus Climate Scale for the question “Students are free to express their ideas on the campus,” NSU scored 5.93/7 compared to 5.50/7 for the US.

The Student Experience

Key Decisions

- Review content of all Student Experience leadership programs to determine if diversity needs of students are met. **VPSE, Director of FYE, Director of Greek Life, Director of Student Activities**
- Continue and expand Leadership NSU to reach more students. **VPSE, Director of FYE, Director of Greek Life, Director of Student Activities**
- NSU has a privatized housing model. NSU will work with the director of housing to determine areas of improvement in living conditions and customer relations. Renovations and staff training regarding care for students will be the focus. **VPSE**
- NSU also has privatized food service. Recent conversations with the director indicate that assessment is lacking. Recommendations include in-house satisfaction surveys to focus on expansion of food selection. **VPSE**
- Expand School Spirit themes to University-wide student programming committee. **VPSE/Dean of Students**
- NSU will develop an MOU with Outpatient Medical Center and Campus Health Services to provide additional health care for NSU students. **VPSE, NSU Director of Health Services**
- NSU will develop an MOU with Natchitoches Regional Medical Center for Collaboration for Mental Health Crises. **VPSE, NSU Director of Counseling Services**
- NSU will open small health clinic in the Shreveport campus. **VPSE, Director of Health Services, Dean of CONAH**
- NSU will review the need for health services on other off campus sites. **VPSE, Director of Health Services, NSU Director of Counseling Services Executive Director of Cenla and Fort Polk**

The Student Experience

Recommendations (1 of 3)

- The Noel Levitz Student Satisfaction Survey should be utilized each year as the primary survey instrument for the Student Experience metrics. **President's Cabinet**
- The academic deans should determine if local surveys for academic advising are warranted. This is information that should be determined with departmental input. If local surveys are conducted, methods must be employed to expand the number of students surveyed. In addition, anecdotal data collected at Freshman Connection indicates a review of Summer Orientation advising is warranted. **Provost and Deans**
- NSU will continue to assess the impact of policy and procedures on student satisfaction and retention. **Leadership Team**
- All offices, particularly the Registrar's Office will train employees on provision of correct information to students. This strategy should also affect policies and procedures. It is suggested that cross training for all service areas include policies, processes, and information on correct campus information. **Provost and Leadership Team**
- NSU must plan and implement intentional sophomore-to-junior and junior-to-senior events in the Academic Affairs and The Student Experience. **Provost and VP for the Student Experience**
- Investigate new markets for recruitment particularly the LA prison population. **Provost and VP for the Student Experience**
- Reorganize leadership in The Student Experience to hire an enrollment manager and coordinate retention through that area. **President's Cabinet, Provost, VPSE**

The Student Experience

Recommendations (2 of 3)

- Develop intentional advising programs in academic areas with high major concentration (nursing) to move students to other appropriate majors. **Deans, Provost, Academic Advising Center**
- Develop a plan for financial assistance and planning for students after the first year. Assemble a task force to develop this program. **Leadership Team**
- Academic deans and department heads review the academic curriculum in each college to determine if courses and coursework related to diversity, leadership, and social justice may be added. **Deans and Provost**
- Review budgets for additional support for the Center for Inclusion and Diversity. **President's Cabinet**
- Consider development of degree programs or curriculum concentration in leadership. **Provost, Deans**
- Expand and fund Northwestern's President Leadership Program **President's Cabinet**
- Review and set goals for university-wide academic programs for growth in National Rankings. **Provost, Leadership Team**
- Expand Living and Learning Communities to other fast growing academic areas. **Provost and Academic Deans, President's Cabinet**
- Continue to grow alumni base and those supporting the University financially, specifically focusing on new alumni. **Director of Alumni and Development Leadership Team**

The Student Experience

Recommendations (3 of 3)

- Faculty in each NSU degree program will select at least *one of three selected* high-impact activities (Capstone Experiences, Internships, Undergraduate Research) so that at least 5 programs are added in 2017-18. **President's Cabinet, Provost, Deans, Department Chairs**
- NSU will develop and implement an improved graduating student survey by Institutional Effectiveness, Career Services, and Alumni adding information on specific fields of study, acceptance to graduate and professional schools with the goal of increasing the number of responses to at least 30%. **Provost, VPSE, Deans, Career Center, Alumni Director**
- NSU will create a university-wide task force to promote healthy mind and body for the NSU community. **Leadership Team**

Academic Excellence

AY 2016 – 2017 Benchmarks	Academic Excellence Metrics	AY 2021 Target
Advising: 66% Strongly Satisfied Tutoring: 100% Above Average	Survey of student satisfaction with the Academic Success Center, including peer tutoring, workshops, and resources	Advising: 90% Strongly Satisfied Tutoring: 90% Above Average
24	Number of students attending faculty-led and peer/student-led workshops offered through the Academic Success Center	300 (1150% increase)
Not Monitored	Number of students accessing web-tutorials, podcasts, and documents offered by or linked to the Academic Success Center	300
582	Number of students and/or faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	1,000 (72% increase)
730	Number of faculty/staff attending University, department and/or college-sponsored professional development workshops, including Lunch and Learn	1,200 (64% increase)
71 (sample)	Number of new or redesigned courses focusing on implementing current technologies or best practice principles in teaching	100 (sample)
125	Survey of faculty needs in technology to support innovative instruction	200 (60% increase)
27	Number of departments or sites acquiring new classroom or laboratory technologies	35 (29%)
31	Average class size in University Core courses	30 (3% decrease)
4.15/5.00 "Good"	Student evaluation of instruction in University Core courses	4.50/5.00 "Good"
13 (93)	Number of University Core classes with a designated course steward	12 (100%)

Academic Excellence:

Objective 1. Provide innovative instruction in the classroom and online

Objective 2. Establish a comprehensive commitment to core competencies

Objective 3. Offer exemplary graduate and professional school

Objective 4. Foster quality student-faculty interactions

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

(1 of 2)

66% Strongly Satisfied	Survey of student satisfaction with academic advising in University Core classes	90% Strongly Satisfied
4 (15%)	Number of faculty applying for internal research or travel grants that involve students	8 (100% increase)
35	Number of faculty-students engaging in research and presenting their research at professional conferences	51 (42% increase)
LSAT: 151 (50%) MCAT: 501 (50%) GRE Verbal: 145, 152, 158 (50%) GRE Quan: 156, 164, 164 (60%; 90%; 90%)	Student/graduate performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT, etc.)	50-90% (range)
8%	Percent of graduates who gain admission to graduate/professional schools	10% (25% increase)
66% "Strongly Satisfied"	Survey of student satisfaction with academic advising	90% "Strongly Satisfied"
TBO	Average department head/director evaluation of faculty for academic advising	
4.15/5.00 "Good"	Student course evaluation of instruction	4.50/5.00 "Good"
4	Number of faculty applying for research or travel grants that involve students	8 (100% increase)
10 (sample)	Survey of alumni and current students for most Meaningful Learning Experiences at NSU	50 (sample)
93	Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	102 (10% increase)
125	Number of faculty participating in needs survey to support teaching, research, and service	200 (60% increase)
45	Number of faculty participating and receiving internal grant opportunities	55 (22% increase)
4% (N=37 PI/Co-PI)	Percent of faculty/staff receiving for external grant opportunities	5% (N=45 PI/Co-PI)
51	# of faculty receiving endowed professorships per college	70 (37% increase)
8	Number of events or activities to recognize faculty for their contributions in teaching, research, or service	48 (500% increase)

Academic Excellence:

Objective 1. Provide innovative instruction in the classroom and online

Objective 2. Establish a comprehensive commitment to core competencies

Objective 3. Offer exemplary graduate and professional school

Objective 4. Foster quality student-faculty interactions

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

Academic Excellence

Key Findings (1 of 7)

- The **ASC Advising Survey** was distributed to 199 students. Two of the three “strongly agreed” that their advisor was knowledgeable and helpful; the third student “agreed” that the advisor was accessible and showed concern for the student.
- The **ASC Tutoring Survey** was distributed to all students who scheduled and kept a tutoring appointment (N=115). Two students responded: One student was tutored in Chemistry and one in Finite Math. One student had a one-time appointment, and one student had weekly appointments. One student stated that tutoring helped improve the grade “a lot,” whereas one student was “not sure” that tutoring helped improve the grade. Both students rated the tutoring as “above average” in value and experience.
- For AY 2017-2018 **ASC Advising Survey** and **ASC Tutoring Survey** will be administered earlier each semester and in face-to-face settings: (1) the Advising Survey following each student’s advising and pre-registration session with the ASC advisor (early November and early April) and (2) the Tutoring Survey—a minimum of once a month. The surveys will be conducted electronically using a computer in the ASC following the advising or tutoring session.
- Twenty-four students attended faculty-led and peer/student-led workshops that focused on contributing to the academic and personal success of students. <https://www.nsula.edu/academic-success-center/student-success-workshops/>

Academic Excellence

Key Findings (2 of 7)

- The ASC posts resources to promote student success on its website (<https://www.nsula.edu/academic-success-center/>); however, tracking for access of these documents was not monitored during the 2016-2017 year.
- A total of 582 students and/or faculty attended department or college-sponsored workshops focusing on innovative instruction in content or pedagogy.
- Office of Electronic and Continuing Education (ECE) provided professional development sessions for faculty, full-time and adjunct. Total attendance was 117 for 48 different training sessions.
- Three hundred twenty-three (323) or 48% faculty, full-time and adjunct, completed Northwestern Online Boot Camp to develop skills in planning, managing, facilitating, and assessing learner performance in online courses. Boot Camp is self-directed and expected for all faculty who teach online.
- Faculty Institute - an estimated that 225 faculty attended each semester. There were 301 full-time instructional faculty, thus 75% of faculty participated.
- Lunch and Learn - Four sessions were scheduled fall 2016, with a total of 45 faculty/staff participants (15%). Two sessions were held spring 2017, and a total number of 20 faculty participated (6%).

Academic Excellence

Key Findings (3 of 7)

- The following sample highlights new or redesigned courses focusing on the use of current technologies or best practices in teaching:
 - Engineering/Industrial Technology: Three new courses (Power Systems and Protection; Electric Motor Control; and Metrology and Instrumentation) were added to the curriculum as elective hours that can be taken by students in either major: Electronics Engineering Technology (EET) and Industrial Engineering Technology (IET).
 - Biological Science: Four courses (Biostatistics Laboratory, Genetics, Immunology, and Molecular Biology I) were redesigned to use new software (R-Studio and R Markdown). These same courses also incorporated flipped classroom practices.
 - Computer Information Systems: Seven courses were redesigned to provide currency in the field.
 - English: Four courses were added to the curriculum: Screenwriting, Digital Storytelling, Reading Blackness, and Folklore of the Southern US.
 - Family and Consumer Science: Seventeen courses were redesigned and the degree program approved for a name change to Child and Family Studies.
 - New Media, Journalism, and Communication Arts: One new course was approved (Sports Broadcast Production) and two-course titles, descriptions, and syllabi were updated.
 - Psychology and Addiction Studies: A new concentration in Industrial Organizational Behavior (five courses) was added to both curricular programs.
 - Adult Learning and Development: An Ed.D. degree was approved with two concentration areas: Adult Learning and Workforce Development and Community College Leadership; total 63 hours-23 courses.
 - Nursing: A new concentration was added to the Master of Science in Nursing (Psychiatric Mental Health Nurse Practitioner), comprised of 15 graduate hours or five courses.

Academic Excellence

Key Findings (4 of 7)

- A review of agendas and minutes from the University Curriculum Review Council revealed 71 course additions and revisions to program curriculum during 2016-2017.
- A faculty needs survey was distributed by the Office of Electronic and Continuing Education (ECE) during February 2017. There were 125 faculty responses.
 - ❖ Faculty *always* use Moodle (79%) and presentation software (44%); 52% *never* use social media when teaching classes, followed by 46% who *never* use mobile apps when providing instruction.
 - ❖ Approximately 45% need *basic instruction* in audio/video integration, use of mobile apps (~42%), and open educational resources (~41%). Twenty-five percent need *advanced instruction* in how best to engage students in online classes, Moodle (~22%), and video recording (~21%). Sixty-one percent need *no additional instruction* in presentation software, Moodle (60%), and instructional design (47%).
 - ❖ Eighty-three percent of respondents believe that adequate professional development has been provided by Northwestern.
 - ❖ Almost 60% prefer a one-hour professional development session, and 22% prefer a two-hour session.
 - ❖ Face-to-face workshops are preferred (44%), followed by WebEx live (27%), and pre-recorded video (~22%).
 - ❖ Regarding comments for future professional development: adjunct faculty and off-campus instructors would like to receive more sessions during evening hours and off-campus locations.
- Twenty-seven departments or sites established new technologies.

Academic Excellence

Key Findings (5 of 7)

- 66% of students surveyed "strongly agreed" that their advisor was knowledgeable and helpful, and 100% rated their tutors as "above average." The students surveyed were tutored in Chemistry and Finite Math.
- For the fall 2016 semester, 51 University Core courses were reviewed. The average class size was 31.
- For the fall 2016 semester, 47 University Core courses were evaluated by students to determine course and teacher effectiveness. The mean response rate was 37.7%. The majority of student respondents were freshmen (49%), followed by sophomores (33%), juniors (14%), and seniors (4%). The overall University Core course rating was 4.15/5.00 (83%) or the "Good" category, and the overall University Core teacher rating was 4.14/5.00 (83%), also the "Good" category.
- 14 courses are designated to meet the General Education competencies of the University Core. 13 of the 14 (93%) have a designated course steward. The one course without a designated steward (BIOL 1010) was monitored by the Director of the School in 2016-2017.
- Twenty-seven (27) faculty were awarded research or travel grants by Northwestern. Four awards (15%) involved students and faculty as co-researchers, co-artists, or co-volunteers.
- Grad students presented 21 papers - posters at 7 conferences; undergraduates made 14 presentations at two conferences.
- Test scores on graduate - professional school exams were verified for five graduates; GRE - two of the three graduates earned an "above average" score on the verbal portion of the test; 151 is average. Three graduates scored either 60th or 90th percentile on the quantitative portion of the test. LSAT scores range from 120-180; the average is 150. Therefore, the Northwestern student scored slightly above the 50th percentile and was accepted into LSU Law School. An MCAT score of 501 represents the mean score. This student was accepted into LSU Medical School.

Academic Excellence

Key Findings (6 of 7)

- It was verified that 121 students earned a passing score on a graduate/professional school admission exam and will continue on to graduate school. There were 1,477 Northwestern graduates in 2016-2017; thus, 8% of graduates gained admission to graduate/professional schools.
- For the fall 2016 semester, 47 University Core courses were evaluated by students to determine course and teacher effectiveness. The mean response rate was 37.7%. The majority of student respondents were freshmen (49%), followed by sophomores (33%), juniors (14%), and seniors (4%). The overall University Core course rating was 4.15/5.00 (83%) or the "Good" category, and the overall University Core teacher rating was 4.14/5.00 (83%), also the "Good" category.
- Ten current and former students responded to a social media posting "Why I Love NSU." *"...at this university, you are challenged and pushed not only academically but pushed to become a better leader, a better friend, a better worker, and an all-around better you." (Mallory McConathy)*
- Thirty-eight faculty received University-sponsored research and travel grants during the fall 2016 or spring 2017 semesters. Seven faculty representing QEP pilot programs were awarded QEP grants, spring 2017.
- Funds dedicated to support faculty and staff research and travel will remain a priority for Northwestern. The goal is for more faculty to be supported each year. The target number of faculty receiving funds for 2021 is 55, an overall increase of 22%.
- Baseline established. Thirty faculty served as principal or co-principal investigators, which represents 9.9% of Northwestern faculty. Also, seven staff members served as principal or co-principal investigators, which represents 1% of the University staff.

Academic Excellence

Key Findings (7 of 7)

- The total number of faculty receiving endowed professorships for the 2016-2017 year was 51.
- Faculty were recognized a minimum of eight different ways.
 - Teachers of the Year are selected for each college during the summer. The University also names an Advisor of the Year. The formal presentations occur at the first University-wide gathering of the new school year, Faculty Institute. The NSU News Bureau distributes a press release, which is printed by local newspapers and also shared by social media.
 - The recipients are also recognized at halftime for one of the first home football games. For colleges hosting a reunion during Homecoming, such as Education, the distinguished faculty member is presented to a different audience. For the spring Faculty Institute, each Teacher of the Year shares a spotlight on the program by presenting to colleagues best practices in teaching.
 - Faculty and staff are also recognized annually for their years of service to the University. The landmark service years occur in increments of five – e.g., 25, 30, 35, etc. The recognition ceremony takes place at the University-wide luncheon following the fall Faculty Institute.
 - During Northwestern’s Research Day, faculty are selected for outstanding contributions in three areas: research, lifetime achievement, and Louisiana studies. The criteria for each award are published and nominations are presented to the Research Council for review. The outstanding research award, named to honor Mildred Hart Bailey, began in 1989; the lifetime achievement award honors Jean D’Amato Thomas and began in 2011; and the Louisiana Studies award, first given in 2012, honors Dr. Marietta LeBreton.

Academic Excellence

Key Decisions (1 of 2)

- For AY 2017-2018, ASC Advising Survey and ASC will be administered earlier each semester and in face-to-face settings: (1) the Advising Survey following each student's advising and pre-registration session with the ASC advisor (early November and early April) and (2) the Tutoring Survey-a minimum of once a month. The surveys will be conducted electronically using a computer in the ASC following the advising or tutoring session.
- In future semesters, students will be surveyed at the end of each workshop. Responses will be noted and the director of the ASC will modify accordingly to better meet students' academic and personal needs.
- The ASC Director will collaborate with program faculty and administrators who create instructional materials for their students to ensure that these tools are promoted and electronically linked to the ASC website.
- Providing opportunities for all faculty to use innovative practices in teaching and learning will continue in the future. The 2021 target will increase to at least 800 as a result of better record keeping (e.g., sign-in sheets e-polling) of participation.
- Professional development opportunities will continue to be a priority for Northwestern. In the future, the terms "workshops" verses "training sessions" will be differentiated. Further, professional development participation for full-time verses part-time/adjunct faculty and faculty verses staff will be separated for better clarity. The data presented for 2016-2017 represent a combination of full-time and adjunct faculty as well as staff participation in professional development activities that range from an hour session to a half-day or full-day/workshop session. By better defining this metric, the 2021 target will easily reach 1,000 participants.

Academic Excellence

Key Decisions (2 of 2)

- The Office of ECE will continue to administer annually the faculty needs survey pertaining to online professional development for faculty. Sessions planned for the 2017-2018 year will be based on feedback from the February 2017 survey. Participation will be promoted, including faculty incentives, to obtain at least 200 survey respondents by 2021.
- Computer and classroom laboratories located on- and off-campus instructional sites will continue to receive upgrades, typically every three years, with funding provided by student fees.
- For 2017-2018, the advising survey will follow the pre-registration periods (early November and early April) and the quality of tutoring will be evaluated on a regular basis, at least once monthly. Both surveys will be administered in a face-to-face setting immediately following the advising or tutoring session.
- A distinction between University Core courses and University Core courses meeting General Education competencies is needed for future measures of objective two. It must be determined whether the focus is to assign a course steward to all University Core courses (approximately 50) or to steward only the courses contributing to general education competencies (12 courses in 2017-2018).
- Faculty will be encouraged to apply for internal grants that support student learning and growth in their profession. An increase of two faculty/student grants per year is expected, with the target for 2021 set for eight or a 100% increase.
- For 2017-2018, the target will be 23 graduate presentations and 16 undergraduate presentations. For the target 2021 year, the graduate presentations will be 29 and undergraduate presentations 22. To facilitate participation, Northwestern will partially fund graduate presenters (e.g., registration or travel) and fund undergraduate presenters (registration and travel).

Academic Excellence

Key Decisions (2 of 2)

- Only nine departments were able to identify students who took an admission test for graduate or professional schools. With better planning, Northwestern will be in a better position to obtain admission test scores of future graduates and project that 10% of graduates will gain admission to graduate/professional schools by 2021.
- In order to capture the bond between faculty and students in advising, the advising survey will be distributed during the pre-registration periods (early November and early April) and preferably administered in a face-to-face setting immediately following the advising session. The survey will be distributed to all students enrolled in Northwestern, rather than only to the students advised by the Academic Success Center
- A more comprehensive survey should be administered in 2017-2018 to obtain additional information from faculty regarding their specific needs in teaching, research, and service. Additionally, the goals and objectives formulated by the Faculty Excellence Steering Committee should be posted on the NSU website (e.g., Provost/VPAA page or its own page) so that faculty would be aware of how this group advocates for faculty development in teaching, research, and service.
- Northwestern will continue to promote external grant opportunities for faculty to pursue. The target for 2021 is 45 external grant awards or a 1% increase.
- Northwestern will continue to seek donors to support faculty/staff in teaching, research, and service. The target for 2021 is a 37% increase or 70 faculty/staff receiving endowed professorships.
- Northwestern will continue the tradition of recognizing faculty/staff for their excellent work in teaching, research, and service. A 500% increase to the baseline number is projected for 2021.

Market Responsiveness

AY 2016 – 2017 Benchmarks	Market Responsiveness Metrics	AY 2021 Target
77% - 17/22	Number of departments that have active advisory councils	100%
99%	Percent of Students/Alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
97%	Percent Satisfaction of Students/Alumni who feel they completed the requirements for a job or career in their chosen field	100%
77% - 51/66	Number of NSU degrees or programs aligned with industry and workforce demands	100%
82%	Number of graduating seniors who have a full-time job working in their degree field at graduation	100%
34%	Number of graduating seniors who will pursue an advanced degree	50%
100	Increase academic articulation and industry partnership agreements	300

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

Market Responsiveness

Key Findings

- Fall 2016 survey - 82 % graduating senior - indicated that their principle activity upon graduation is full-time employment,
- 34 % of respondents indicated a desire to pursue graduate or professional school
- Graduating Student Survey (UG) – fall, 2016, 98.73 % of alumni indicated that their knowledge increased in the chosen academic field, and 96.64% indicated they had completed job or career requirements.
- 77% of the departments have advisory councils.
- 11 new programs and certificates received approval
- Currently has over 100 active academic articulation and industry partnership agreements.
- Majority of academic programs are aligned with workforce needs
- 98.73 % of alumni feel they were well-prepared and increased their knowledge in the chosen academic fields upon graduating
- 96.64% feel they were equipped with the skillsets required for their chosen profession
- Electronic and Continuing Education (ECE) provides monthly professional development workshops
- Traditional teaching methodologies are being transformed and new forms of pedagogy are transforming the teaching-learning experience - QEP.

Market Responsiveness

Key Decisions

- Data collection process must be improved – reduce duplication.
- Advisory councils need to be established for programs that currently do not have one.
- Continue to monitor new program development based on workforce needs.
- Continue to stress alignment with current industry and workforce demands.
- Continue to cultivate articulation and multi-institutional/employer relationships.
- Seek out Post-Baccalaureate Certificate (PBC) programs to assist in meeting near-time workforce needs
- Continue to develop and explore workforce relationship to better position our students in meeting the workforce current and future demands.
- The institution must also continue to build upon its existing partnerships to provide additional pathways for students, engage business and industry partners through its advisory councils and solicit their feedback for program alignment with workforce needs.

Community Enrichment

AY 2016-2017 Benchmarks	Community Enrichment	AY 2021-2021 Targets
30,071	Number of patrons attending recitals, concerts, art exhibits, theater/dance productions	35,000
20	Number of off-campus performances	30
1	Creative and Performing Arts Hall of Fame induction ceremonies	1
\$25,568.39	Expenditures dedicated to advertisement	\$51,136.78
7,869	Number of active users on Creative and Performing Arts social media outlets	10,000
13,000	Frequency of e-communications and number of participants	20,000
25	Number of Student Alumni Association members	200
21	Number of active alumni chapters nationwide	35
690	Number of Alumni Association members	1,500
6,507	Number of active users on Alumni Association social media outlets	10,000
\$3,903,181.22	Amount of annual private support	\$6,000,000
2,323	Number of individual contributors	5,000
\$30,000,000/ \$100,000	Value of restricted/unrestricted endowment assets	\$50,000,000/ \$1,000,000
12	Leadership Team minutes demonstrating university-community engagement and collaboration	12
53	Number of partnerships with business, industry and government agencies	100
1,300	Number of advisory volunteers	3,000
1	Brand identity survey	1
65	Number of activities including athletic promotions, cultural events and other programs at satellite campuses	100
30	Number of projects and internships involving Students in university and community activities and events	50
37	Number of cooperative endeavors with public and private entities	60

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

Community Enrichment

Key Findings (1 of 3)

- Number of patrons attending on-campus events:
 - ❖ Classic on the Cane Marching Contest: 9,000
 - ❖ GALA: 14,000
 - ❖ Theatre/Dance Mainstage: 4,710
 - ❖ Journalism Day: 122
 - ❖ Symphony Concerts: 1,450
 - ❖ Art Exhibits: 789
- Number of off-campus events:
 - ❖ Musical Theatre @ Kiwanis and Rotary: 3 performances
 - ❖ Design Center Students with outside contracts: 6 contracts
 - ❖ Voice Faculty @ Hodges Garden: 1
 - ❖ Regional Symphony Performances: 8
 - ❖ Modern in Motion Dance Concert: 2
-
- Number of Hall of Fame Induction Ceremonies-1 annually
- Number of users on CAPA social media outlets:
 - ❖ CAPA Facebook: 2,486
 - ❖ SON Facebook: 1,580
 - ❖ Theatre/Dance Facebook: 1,604
 - ❖ NSU Choirs: 176
 - ❖ CAPA Twitter: 1,194
 - ❖ SON: 829
- Expenditures dedicated to advertisement-\$25,568.39

Community Enrichment

Key Findings (2 of 3)

- The Purple Pulse e-newsletter is sent monthly to 13,000 alumni (number of alumni with active email addresses on file).
- The NSU Student Alumni Association has 25 charter members.
- There are currently 21 active alumni chapters nationwide.
- There are currently 690 members of the NSU Alumni Association.
- The NSU Alumni Association *Facebook* “likes” for the fiscal year ending 2017 were 4,487. The NSU Alumni Association *Twitter* page has 1,740 “followers” for the fiscal year ending 2017. The *Instagram* page has 280 “followers”, and 1,361 “likes” for the fiscal year ending 2017. This is a total of 6,507 active users among the three outlets.
- “Alumni Annual Fund”, is now a stand-alone program, separate from the newly formed “Columns Fund”. Two percent 2% in membership the first year of inception is minimal, branding and awareness of the separate uses of the two funds will ultimately increase growth.
- NSU Alumni Association *Facebook* “likes” for the fiscal year ending 2017 were 4,487, this is an increase of 12.8% from 3,977 “likes” in the previous year. The NSU Alumni Association *Twitter* page has 1,740 “followers” for the fiscal year ending 2017, this is an increase of 15.38% from 1,508 “followers” the previous year. The *Instagram* page was established in July of 2016 and as of June 30, 2017, there are 280 “followers”, and 1,361 “likes”. This is a total of 6,507 active users among the three outlets. Increased social media activity has resulted in increased affinity and financial investments in the institution.

Community Enrichment

Key Findings (3 of 3)

- For the fiscal year ending June 30, 2017, the NSU Foundation secured \$3,903,181.22 in private funding for the institution.
- The number of individual contributors for the fiscal year ending June 30, 2017, was 2,323.
- As of June 30, 2017, restricted endowment assets totaled approximately \$30,000,000 while unrestricted endowment assets totaled approximately \$100,000.
- NSU is currently engaged in 53 cooperative endeavors with public and private entities including relationships with the Central Louisiana Economic Development Alliance to promote manufacturing in the region, the Central Louisiana Chamber of Commerce to promote economic development, the Bossier Parish Chamber of Commerce to promote military events, and numerous state agencies and institutions comprised of 37 articulation and partnership agreements-
<https://www.nsula.edu/registrar/articulation-partnership-agreements/>
- The demoNSUnite.net platform currently has over 1,200 users. The NSU Foundation, Alumni Association, and Demons Unlimited Foundation maintain 30-35 members serving in an ongoing advisory capacity.
- 65 events are being held annually at the satellite campuses.
- Currently, data on the number of online and off-campus instructional site graduates participating in University and activity events is not captured.
- The Office of Leadership and First Year Experience currently has 85 students actively engaged in community service projects. Each student completes 1 hour per week as part of the “One of Seven” initiative comprised of 32 weeks totaling 2,720 hours per year.

Community Enrichment

Key Decisions (1 of 3)

- The School of Creative and Performing Arts will continue to host events that are currently at capacity. To increase annual participation, additional performances would require increases in faculty/staff resources.
- The number of off-campus performances has a healthy window for growth from established baseline data, and the School of Creative and Performing Arts will seek more opportunities in this area as well as a stronger way to track these performances.
- Although the CAPA Hall of Fame has been instrumental in recognizing and engaging successful alumni, the number of induction ceremonies is not a good measure as there will never be more than one presentation per year. This target should be removed and success should be measured by post induction involvement by the awardees.
- A minimum financial investment will help social media outlets grow, and will allow another avenue to promote events which will, in turn, assist the entire objective in growth of data.
- Expenditures in advertising have been consistent with growth in recognition of the program in the areas of participation and enrollment. Additional dollars should be invested until market saturation is achieved.
- To increase exposure through e-communications, the NSU Alumni Association will develop strategies for a data campaign specifically focused on capturing email addresses. Other strategies will include contracting with a third party to collect email addresses for existing contacts from the public domain.
- It is recommended that in addition to welcome packages including branded materials for online students that additional strategies be explored to increase brand identity and affinity.

Community Enrichment

Key Decisions (2 of 3)

- The NSU Alumni Association will continue to add chapters in areas where concentrations of alumni exist. Once chapters have been established, the next step is to ensure the chapter is self-sustaining both financially and from a human resource perspective.
- The NSU Alumni Association, in conjunction with the NSU Foundation, will continue to market the separate purposes of these funds. Timing of the annual appeals will be a distinguishing factor with the “Columns Fund” campaign occurring in the fall and the Alumni Association membership drive occurring in the spring.
- The NSU Alumni Association will continue the use of social media platforms with a focus on increasing exposure. Additional analytical measures such as *Twitter* “impressions” will be utilized to gain insight. It is recommended that opportunities for paid advertisement or sponsored posts on these platforms be utilized to increase engagement.
- Development officers will continue to seek contributions from both current and new donors. As development officers build relationships through the cultivation process, more opportunities for solicitation will arise resulting in increased contributions. It is recommended that additional development staff be added over time as increases in yield are realized.
- Increases in the number of individual contributors will be achieved through promoting the range of giving levels and demonstrating the impact of smaller contributions secured in large volumes.
- The NSU Foundation will continue to promote the “Columns Fund” by educating donors on the purpose and importance of giving to the unrestricted account. As increases in unrestricted giving are realized, an annual percentage will be set aside and added to the NSU Foundation endowment to ensure perpetuity. Annual yield from the endowment will be applied to the corpus to grow the fund until annual unrestricted budgetary needs can be paid through interest earnings.

Community Enrichment

Key Decisions (3 of 3)

- The demoNSUnite.net platform will be promoted as one of the highest marketing priorities. As growth continues and volunteers are categorized by field, the Office of Career Counseling will be engaged to assist in matching students with mentors for internship and job opportunities.
- A brand identity survey will be conducted as measure to gauge overall recognition and garner constituent feedback concerning reputation. Results will be analyzed to determine returns on investment and used as consideration for increases in budgetary allocations.
- The university will continue to develop strategic initiatives and activities and host events at satellite campuses. There is room for growth in this area and increases will continue with proper planning and adequate funding.
- The University will explore ways to define these classifications and capture data at events.
- In addition to the successful participation from students working through the Office of Leadership and First Year Experience, other opportunities will be identified through the demoNSUnite.net platform to increase community service opportunities in the local community.
- The university will continue to identify opportunities for partnerships with business, industry, regional support groups, and peer institutions to enhance opportunities for mutual growth.

Athletic Prominence

AY 2016-2017 Benchmark	Athletic Prominence Metrics	AY 2020-2021 Target
124,746	Increase yearly event attendance 10% for all sports	187,119
\$1,586,843	Increase yearly revenue by 10% (tickets, annual gifts, sponsorships)	2,380,264
8	Increase new merchandise outlets by minimum of two per year	18
16,972	Increase NSU Demons Facebook followers by 10%	25,458
7,674	Increase @nsudemons Twitter followers by 10%	11,511
\$47,164	Increase licensing royalties by 15%	\$70,746
3.06	Retain or improve student-athlete GPA to a minimum of 3.0	3.11
121	Increase N-Club membership by 20%	182
270	Increase non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Alexandria, and in Bossier City) by 10%	405
108	Increase Vic's Kids Club membership by 10%	162
\$340,633	Increase Demons Unlimited Foundation unrestricted dollars (i.e. special events, annual fund, sponsorships, and N-Club) by 10%	\$510,949
40	Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors) and sustain/grow annually	60

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

Athletic Prominence

AY 2016-2017 Benchmark	Athletic Prominence Metrics	AY 2020-2021 Target
11	Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)	20
2,611	Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually	4,000
219	Average at least 200 Dean's/President's List honorees per year	250
104	Average at least 100 Southland Conference Commissioner's Honor Roll honorees per semester	114
930+	Increase single year and multi-year NCAA Academic Progress Rate (APR) team scores (always above 930 threshold)	940
5	Plan and execute facility improvement projects commensurate with funding availability	10
4	Establish as a goal that all teams will register a winning percentage of .600 or better in conference play (note – eight teams have win-loss records to measure; for track and field/cross country, the metric will be to finish in the upper third of the 13-team 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

(2 of 2)

Athletic Prominence

Key Findings (1 of 4)

- Attendance for all sports increased by 14.1% year over year. This includes attendance figures for football, soccer, volleyball, basketball, softball and baseball.
- Revenue from the athletic program's three main revenue sources – ticket sales, annual gifts, and sponsorships – increased by 6.7 percent from \$1,480,269 to \$1,586,843. Specifically, season tickets totaled \$314,480, annual gifts totaled \$340,633 and sponsorships (cash/in-kind) totaled \$931,730.
- While it is not possible to know exactly how many outlets carry NSU merchandise and apparel, the following is of note:
 - ❖ Wal-Mart significantly upgraded its NSU merchandise this past year
 - ❖ Walgreen's began carrying NSU merchandise; other outlets that had already carried NSU gear included Lids, Neebo, Barnes & Noble, Posey's and Hibbett.
 - ❖ Vendors who requested, through Licensing Resource Group (NSU's licensing partner), approval to sell the NSU brand increased.
- Social media year over year numbers reflected the following
 - ❖ NSU Demons Facebook followers – 16,971 (133%)
 - ❖ Twitter (@nsudemons) followers – 7,674 (+26%)
- Licensing revenues through Licensing Resource Group (LRG), based on the last three quarters of calendar year 2016 and the first quarter of 2017, increased by almost 38% over the previous four quarters.

Athletic Prominence

Key Findings (2 of 4)

- For academic year 2016-17, NSU student-athletes compiled a cumulative grade point average of 3.12 for fall semester and 3.00 for the spring for an average yearly GPA of 3.07. This bested the 2015-16 year, during which the fall semester GPA was 3.06 and spring semester was 3.04 for an average GPA of 3.055.
- N-Club Membership grew year over year from 83 to 121 members (nearly 40%) and dollars generated from those memberships grew from \$9,515 to \$10,820 (close to a 12% increase).
- Season ticket holders (all sports) from outside of Natchitoches accounted for 42% of all sales.
- Vic's Kids Club membership increased financially from \$300 in 2015-16 to \$2,005 (108 members) in 2016/17.
- Annual fund (unrestricted) dollars for the 2016-17 year total \$340,633, which is just under \$20,000 better than the 2015-16 total of \$320,918.
- Vic's Kids Club membership increased financially from just \$300 in 2015-16 to \$2,005 in 2016-17.
- For the 2016-17 year, a fresh emphasis was placed on increasing transparency and awareness of Athletic Department and Demons Unlimited Foundation budget numbers and mechanics:
 - ❖ Athletic Director met with Faculty Senate President twice
 - ❖ Athletic Director met with Student-Athlete Advisory Council
 - ❖ Athletic Director discussed with Demons Unlimited Foundation Board of Directors
 - ❖ Athletic Director discussed with several higher level donors and former athletes (approximately 30)
 - ❖ Athletic Director and Athletic Business Manager discuss budget mechanics with the NSU Athletic Council at its once per semester meeting.
 - ❖ Athletic Director provided details via social media and media (i.e. newspaper, radio) interviews

Athletic Prominence

Key Findings (3 of 4)

- Student-athletes, coaches and staff participated in the following campus organizations, activities and initiatives during the 2016-17 academic year – Creative and Performing Arts, Student Government Association, Purple Jackets, Baptist Christian Ministry, Fellowship of Christian Athletes, Student-Athlete Advisory Committee, Dancing with the Sigmas, Greek Life, Varnado Hall renovation ribbon cutting, NSU Presidential interview process, ROTC, Student Support Services TRIO program, Presidential Leadership Program, Diversity and Inclusion Committee, and Student Programming Committee.
- Student-athletes completed a recorded 2,611 hours of community service during the 2016-17 academic year and it is estimated (records will be better kept for 2017-18) that coaches and staff contributed approximately 300 hours of campus/community service.
- NSU student-athletes were listed on the following for extraordinary academic success during the 2016-17 year:
 - ❖ President's List – 49 (fall) and 38 (spring)
 - ❖ Dean's List – 67 (fall) and 65 (spring)
 - ❖ Southland Commissioner's Honor Roll – 101 (fall) and 107 (spring)
- For the most recent NCAA Academic Progress Report (APR), all NSU teams' APR exceeded the 930 benchmark on both a single and multi-year level. See chart.
- The women's soccer team was the only one of eight teams with win-loss records to register a .600 or better winning percentage. The women's track team finished third at the indoor championship meet. At the outdoor meet, the women finished third and the men finished fourth.

Athletic Prominence

Key Findings (4 of 4)

- The following facility improvement/enhancement initiatives were completed, undertaken, or instituted through a planning process during the 2016-17 year:
 - ❖ Three meetings were held with the TBA Architecture Firm from Monroe to discuss a facility campaign which would include the following:
 - Tennis Center at the Jack Fisher Complex that would include a team locker room, storage, and coaches' office, plus the possibility of installing new lights.
 - A locker room, larger restroom facility, and concession stand at Brown Stroud (baseball).
 - New seating and press box, plus a team locker room, at the Walter Ledet Track and Field Complex.
 - An annex to the Athletic Fieldhouse that would include a new weight room with offices for strength coaches and a "Hall of Tradition" on the first floor and a club level seating area for football games on the second level. This wing would include an elevator which couple with a sky bridge would provide access to the second floor of the Fieldhouse.
 - Convert the current weight room into a rehab center, thus relieving space stress in the main athletic training room in the Fieldhouse.
 - ❖ Between \$5,000-10,000 was invested into improving the condition of the football practice fields.
 - ❖ Installed updated and colorful graphics in the Prather Coliseum lobby and backlit letters above the front entrance.

Athletic Prominence

Key Decisions (1 of 2)

- Aggressive marketing plans must be implemented to create exposure for the teams and to generate renewals and new ticket sales.
- The annual fund, which underwrites major expenses which are not covered by the department budget (i.e. book scholarships, coach/staff salary supplements and incentive bonuses, marketing), must continue to identify and attract donors at the \$1,000 and above level.
- There must be continuing efforts to identify, cultivate and solicit more members of the business/corporate community. Complementary initiatives – social media, publicity, good academic reports – must also continue to be a focus to create an enhanced atmosphere for support.
- Continued engagement will be an expectation of the department and, in particular, on the part of the external staff and Director of Athletics. Current and new initiatives to engage former athletes, fans, and alumni will broaden exposure for the athletic program and the university.
- Expanded efforts on the part of the Director of Athletics to explain and articulate budget mechanics, including how private funds are designated/spent, must be pursued to continue gaining trust and clarity for current and potentially new donors.
- A renewed level of focus will be made to ensure that coaches and student-athletes are better engaged with constituents on-campus and in the community.
- Each sport will prepare a yearlong community service plan and the Student-Athlete Advisory Committee members representing each sport will be charged with the task of ensuring that their respective team/teammates are carrying out components of their plan. The plan will include volunteer efforts on- and off-campus as well as involvement in campus organizations and activities. The Assistant Athletic Director for Student-Athlete Development and her staff will regularly monitor this effort.

Athletic Prominence

Key Decisions. (2 of 2)

- The Athletic Department academic support staff (academic coordinators, compliance coordinators and Faculty Athletic Representative) will meet monthly to assess academic performance with the intention of monitoring success/problems and sustaining the high level of academic performance in place.
- A steering committee consisting of Athletic Department members (coaches/staff) and external individuals will be formed to collaborate with the TBA Architecture firm with the intention of announcing a facility campaign in late 2017 or early 2018.

Magnitude of Assessment

Educational programs: 66 Academic Programs

College of Arts and Science x 23 Programs

College of Education and Human Development x 28 Programs

College of Nursing x 8 Programs

College of Business and Technology x 7 Programs

Administrative support services: 26 Administrative Units

Office of Institutional Effectiveness and Human Resources x 3 Units

External Affairs x 5 Units

Technology Innovation and Economic Development x 5 Units

Informational Technology Services x 1 Unit

Business Affairs & Police x 1 Unit

University Affairs x 6 Units

Athletics x 5 Units

Academic and student support services: 24 Administrative Units

Library x 6 Units

Auxiliary Service x 4 Units

The Student Experience x 10 Units

Registrar x 4 Units

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

As of 30 June 2017

(116 Assessed Programs – Units)

Educational Program

Admin – Student SPT Services

Academic – Support Services



Academic / Administrative Review Committee	Chair	Program / Unit Name	Coordinator Name	2016-2017 Assessment	2017-2018 Plan
EDUCATIONAL PROGRAM				116 / 116	116 / 116
College of Arts and Science	Lindsay Porter 23 X Programs	Criminal Justice (BS)	Shirley Snyder		
		Unified Public Safety (BS)	Mr. Jack Atherton		
		History (BA)	Dr. Jeff Smith		
		Homeland Security (MS)	Dr. Mark Melder		
		Global Security and Intelligence (Cert)	Dr. Mark Melder		
		Biology (BS)	Dr. Fran Lemoine		
		Applied Microbiology (BS)	Dr. Fran Lemoine		
		Physical Science (BS)	Dr. Fran Lemoine		
		Veterinary Technology (AD)	Dr. Brenda Woodard		
		Music Performance (BA)	Dr. Greg Handel		
		Music (MS)	Dr. Greg Handel		
		General Studies (AD)	Steve Hicks		
		General Studies (BS)	Steve Hicks		
		Liberal Arts (Scholar's College) (BA)	Dr. Kirsten Bartels*		
		Fine Arts and Graphics (BFA)	Dr. Matthew DeFord		
		Fine Arts and Graphics (MA)	Dr. Matthew DeFord		
		Communication (BA)	Dr. Paula Furr		
		English (BA)	Dr. Jim Mischler		
		English (MA)	Dr. Sarah McFarland		
		Theatre/Dance (BS):	Dr. Scott Burrell		
		Math (BS)	Dr. Frank Serio		

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

		Liberal Arts' (BA)	Dr. Greg Handel		
		Resource Management (BAS)	Dr. Mike Land		
College of Education and Human Development	Katrina Jordan 28 x Programs	Early Childhood BS (3101)	Dr. Michelle Fazio-Brunson		
		Early Childhood MAT (548)	Dr. Michelle Fazio-Brunson		
		Early Childhood M.Ed. (547)	Dr. Michelle Fazio-Brunson		
		Ed Tech M.Ed. (502)	Dr. Dustin Hebert		
		Elem Ed & SPED MAT (531)	Dr. Greg Bouck		
		Middle Ed & SPED MAT (541)	Dr. Greg Bouck		
		Secondary Ed & SPED MAT (561)	Dr. Greg Bouck		
		SPED M.Ed. (524)	Dr. Barb Duchardt		
		Ed Leadership M.Ed.(503)	Dr. Kimberly McAlister		
		C and I M.Ed. (504)	Dr. Marty Rhymes		
		Elementary BS (3102)	Dr. Terrie Poehl		
		Elementary MAT (506)	Dr. Terrie Poehl		
		Middle MAT (507)	Dr. Marty Rhymes		
		Secondary BS (320)	Dr. Marty Rhymes		
		Secondary MAT (508)	Dr. Marty Rhymes		
		Student Affairs in Higher Ed MA (574)	Dr. Paula Christensen		
		Adult Learning and Development MA (545)	Dr. Bill Morrison		
		Educational Leadership and Instruction Ed.S. (582)	Dr. Kimberly McAlister		
		Counseling MA (533)	Dr. Gerra Perkins		
		Psychology (BS)	Dr. Tanya Karam-Zanders		
		Clinical Psychology (MS)	Dr. Cynthia Lindsey		
		Addiction Studies (BS)	Jody Biscoe		

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

		Social Work (BSW)	Ruth Weinzettle		
		Health & Human Performance Master's (577)	Kwon Jeon and Catherine McMillan		
		Health and Physical Education K-12 Teaching (378)	Cindy Davis and Ben Gleason		
		Health and Exercise Science (377)	Cindy Davis and Ben Gleason		
		Music Education (MUED)	Dr. Greg Handel		
		Military Science and Leadership	LTC Carlson / Sid Hall		
College of Nursing	Dr. Dana Clawson	Nursing	Dr. Pam Simmons		
	Dr. Debra Clark	Nursing (ASN)	Pam Holcombe		
	5 x Programs	Nursing (BSN)	Pam Holcombe		
		Nursing (MSN)	Connie Hale		
		Nursing (RN-BSN)	Danita Potter		
		Doctorate Nursing Practice (DNP)	Connie Hale		
	Dr. Joel Hicks	Allied Health (BS)	Dr. Joel Hicks		
	3 x Programs	Radiological Science (BS)	Dr. Joel Hicks		
		Radiological Science (MS)	Dr. Joel Hicks		
College of Business and Technology	Danny Upshaw	Accounting (BS)	Nat Briscoe		
		Hospitality Management & Tourism (BS)	Valerie Salter		
		Business Administration (BS)	Marcia Hardy		
		Computer Information Systems (BS)	Curtis Penrod		
		Electrical Engineering Technology (BS)	Jafar Al-Sharab		
		Industrial Engineering Technology (BS)	Nabin Sapkota		
		Engineering Technology (AS)	Dr. Ali Ahmad		

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

ADMIN SPT SERV					
OIEHR	Roni Biscoe	Institutional Effectiveness	Frank Hall		
	3 x Units	Institutional Research	Maria Miranda		
		Human Resources	Cecil Knotts		
External Affairs	Leah Jackson	Informational Services/ Marketing & Branding/NSU TV	Leah Jackson		
	5 x Units	University Advancement	Drake Owens		
		NSU WRAC	Patric Dubois		
		Rec Complex	William Ackel		
		University Printing	Mike Scott		
TIED	Donna Johnson	Electronic and Continuing Education	Emily Perritt		
	5 X Units	Office of Sponsored Programs	Carla Howell		
		Leesville/Ft. Polk	Martha Curry		
		Alexandria/CENLA	Jason Parks		
		Small Business Development Center	Dana Cawthon		
ITS	Ron Wright	Information Technology Services	Ron Wright		
	1 x Unit				
Business Affairs	Rita Graves	Business Affairs	Rita Graves		
	1 x Unit		Daphne Sampite		
			Dawn Eubanks		
			Amber Beasley		
University Affairs	Jon Caliste	University Police	Craig Vercher		
	6 X Units	Physical Plant	Dale Wohletz		
		Environmental Health & Safety	Tammie Pezant		
		Plant Services	Hovey Harrell		
		International Student Center	Telba Espinoza Contreras		
		Capital Outlay	Gil Gilson		

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

Athletics	Dustin Eubanks	Academics/Life Skills	Jasmine Chievous		
	5 x Units	Business Management	Roxanne Freeman		
		Compliance	Dustin Eubanks		
		Marketing/Development	Dr. Haley Blount Taitano		
		Sports Information	Jason Pugh		
ACADEMIC - SPT					
Registrar	Yvette – Caesar Williams	Academic Services & Veteran Affairs	Donna Jones		
	4 x Units	Student Academic Services & Transcript Evaluation	Barbara Prescott		
		Records and Transcript Production	Yvette Ceasar-Williams		
		Graduation/Degree Audit	Brenda Milner		
Library	Abbie Landry	Research Center	Mary Linn Wernet		
	6 x Unit	Shreveport Nursing Library	Paula Craig		
		NSU Leesville Library	Anna MacDonald		
		Information literacy librarian	Patricia Brown		
		Serials-Media Division	Mike Matthews		
		Reference (8 May)	Crystal Long		
Auxiliary & Support Services	Jennifer Kelly	Auxiliary Services	Jennifer Kelly		
	4 x Units	Academic Success Center	Ashley Briggs		
		Academic Advising Center	Steve Hicks		
		Testing Services	Christie Price		
Student Experience	Frances Conine	Dean of Students/Student Conduct/ Student Advocacy and Accountability	Frances Conine		
	10 x Units	Counseling and Career Services	Rebecca Boone		
		Health Services	Stephanie Campbell		

Northwestern State University Institutional Effectiveness AY 2016 -2017 Assessment Tracker

	Disability Services	Catherine Fauchaux		
	Student Union Life	Alan Pasch		
	Student Support Services	Frances Welch		
	First Year Experience and Leadership	Reatha Cox		
	Recruiting	Jana Lucky		
	Financial Aid and Scholarships	Lauren Jackson		
	Admissions	Andrea Maley		



Numerical View

- Total Outcomes = 369
 - Ratio = 3.18 per 116 program / unit (Range 3-5)
- Total Measures = 662
 - Ratio = 1.79 measures per outcome (Desire 2 x measure)
- Total Met = 481
 - Percentage Met = 72.65 (Good – not making it easy)
- Total Not Met = 181
 - Percentage Not Met = 27.34

Program and Unit Assessments

Key Findings

- Learning Experience – few surprises
- Process – structure is being followed
- Stretch targets are being used – shows rigor
- Need to balance direct – indirect measure (exam modules, rubric, surveys, standardized tests)
- Decisions being made for improvement
- Excellent support and mentality

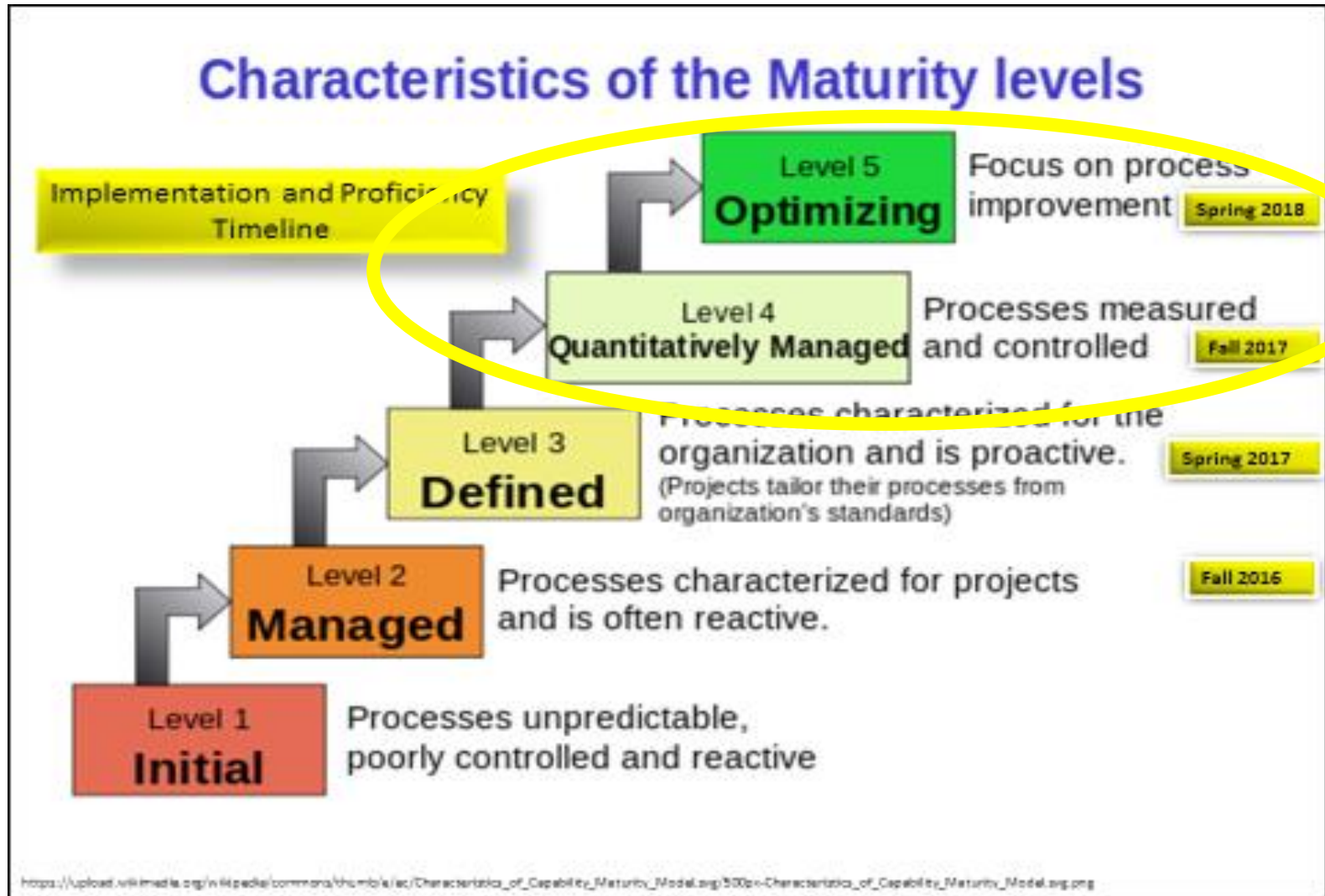
Action Items

- Capture Lessons Learned – adjust AY 2017-2018 Plans
- Determine the role of Taskstream in assessment
- Posting to IE Website – explore what others have done
- Final updates to AY 2017-2018 Plans by 31 July 2017
- Think - explore how to make the process better

Overarching Areas for Consideration

- Better integrate SACSCOC standards into daily operations – establish ownership
- Inculcate the culture of constant improvement - be better tomorrow than today
- Update University Assessment Guide to account for lessons learned
- Restoring a Program Review Process for improvement – use as a tool
 - General Studies
 - Resource Management
 - Low Completers
- Understand the connection between IE Model Components and timeliness
- Understand Strategic Decision making process - its impact on Program/Units
- Continue use of Taskstream as the primary assessment management system?
- Review the use of rubrics, surveys, etc. - cannot overly rely on one – need diversity
- Assessment Training – move to higher level
- Student Growth – the balance of capabilities
- Student Housing – Demand vs. Supply

Where We Are Today



Recommendation - Decision Tracker

(1 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
The Ruffalo Noel Levitz Student Satisfaction Survey should be utilized each year as the primary survey instrument for the Student Experience metrics.	SE			
The academic deans should determine if local surveys for academic advising are warranted. This is information that should be determined with departmental input. If local surveys are conducted, methods must be employed to expand the number of students surveyed. In addition, anecdotal data collected at Freshman Connection indicates a review of Summer Orientation advising is warranted.	SE			
NSU will continue to assess the impact of policy and procedures on student satisfaction and retention.	SE			
All offices, particularly the Registrar's Office, will train employees on provision of correct information to students. This strategy also should affect policies and procedures. It is suggested that training for all service areas include policies, processes, and correct campus information.	SE			
NSU must plan and implement intentional Sophomore to Junior and Junior to Senior Events in Academics and the Student Experience.	SE			
Investigate new markets for recruitment particularly the LA prison population.	SE			
Reorganize leadership in the Student Experience to hire an enrollment manager and coordinate retention through that area.	SE			
Develop intentional-advising programs in academic areas with high major concentration (nursing) to move students to other appropriate majors.	SE			
Develop a plan for financial assistance and planning for students after the first year.	SE			

Recommendation - Decision Tracker

(2 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
The deans and departments heads review the academic curriculum in each college to determine if courses and course work related to diversity, leadership, and social justice may be added.	SE			
Review budgets for additional support for the Center for Inclusion and Diversity.	SE			
Consider development of degree programs or curriculum concentration in leadership.	SE			
Expand and Fund Northwestern’s President Leadership Program.	SE			
Review and set goals for on campus academic programs for growth in National Rankings	SE			
Expand Living and Learning Communities to other fast growing academic areas.	SE			
Continue to grow alumni base and those supporting the University financially, specifically focusing on new alumni	SE			
NSU will create a campus wide task force to promote healthy mind and body for the NSU community.				
Faculty in each NSU degree program based will select at least <i>one of three selected</i> high-impact activities (Capstone Experiences, Internships, Undergraduate Research); at least 5 programs are added in 2017-18.	SE			
NSU will develop and implement an improved graduating student survey by Institutional Effectiveness, Career Services, and Alumni adding information on specific fields of study, acceptance to graduate and professional schools with the goal of increasing the number of responses to at least 30%	SE			

Recommendation - Decision Tracker

(3 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
<p>For AY 2017-2018, ASC Advising Survey and ASC will be administered earlier each semester and in face-to-face settings: (1) the Advising Survey following each student's advising and pre-registration session with the ASC advisor (early November and early April) and (2) the Tutoring Survey-a minimum of once a month. The surveys will be conducted electronically using a computer in the ASC following the advising or tutoring session.</p>	AE			
<p>In future semesters, students will be surveyed at the end of each workshop. Responses will be noted and the director of the ASC will modify accordingly to better meet students' academic and personal needs.</p>	AE			
<p>The ASC Director will collaborate with program faculty and administrators who create instructional materials for their students to ensure that these tools are promoted and electronically linked to the ASC website.</p>	AE			
<p>Providing opportunities for all faculty to use innovative practices in teaching and learning will continue in the future. The 2021 target will increase to at least 800 as a result of better record keeping (e.g., sign-in sheets e-polling) of participation.</p>	AE			
<p>Professional development opportunities will continue to be a priority for Northwestern. In the future, the terms "workshops" verses "training sessions" will be differentiated. Further, professional development participation for full-time verses part-time/adjunct faculty and faculty verses staff will be separated for better clarity. The data presented for 2016-2017 represent a combination of full-time and adjunct faculty as well as staff participation in professional development activities that range from an hour session to a half-day or full-day/workshop session. By better defining this metric, the 2021 target will easily reach 1,000 participants.</p>	AE			

Recommendation - Decision Tracker

(4 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
<p>The Office of ECE will continue to administer annually the faculty needs survey pertaining to online professional development for faculty. Sessions planned for the 2017-2018 year will be based on feedback from the February 2017 survey. Participation will be promoted, including faculty incentives, to obtain at least 200 survey respondents by 2021.</p>	AE			
<p>Computer and classroom laboratories located on- and off-campus instructional sites will continue to receive upgrades, typically every three years, with funding provided by student fees.</p>	AE			
<p>For 2017-2018, the advising survey will follow the pre-registration periods (early November and early April) and the quality of tutoring will be evaluated on a regular basis, at least once monthly. Both surveys will be administered in a face-to-face setting immediately following the advising or tutoring session.</p>	AE			
<p>A distinction between University Core courses and University Core courses meeting General Education competencies is needed for future measures of objective two. It must be determined whether the focus is to assign a course steward to all University Core courses (approximately 50) or to steward only the courses contributing to general education competencies (12 courses in 2017-2018).</p>	AE			
<p>Faculty will be encouraged to apply for internal grants that support student learning and growth in their profession. An increase of two faculty/student grants per year is expected, with the target for 2021 set for eight or a 100% increase.</p>	AE			
<p>For 2017-2018, the target will be 23 graduate presentations and 16 undergraduate presentations. For the target 2021 year, the graduate presentations will be 29 and undergraduate presentations 22. To facilitate participation, Northwestern will partially fund graduate presenters (e.g., registration or travel) and fund undergraduate presenters (registration and travel).</p>	AE			

Recommendation - Decision Tracker

(5 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
<p>Only nine departments were able to identify students who took an admission test for graduate or professional schools. With better planning, Northwestern will be in a better position to obtain admission test scores of future graduates and project that 10% of graduates will gain admission to graduate/professional schools by 2021.</p>	AE			
<p>In order to capture the bond between faculty and students in advising, the advising survey will be distributed during the pre-registration periods (early November and early April) and preferably administered in a face-to-face setting immediately following the advising session. The survey will be distributed to all students enrolled in Northwestern, rather than only to the students advised by the Academic Success Center.</p>	AE			
<p>A more comprehensive survey should be administered in 2017-2018 to obtain additional information from faculty regarding their specific needs in teaching, research, and service. Additionally, the goals and objectives formulated by the Faculty Excellence Steering Committee should be posted on the NSU website (e.g., Provost/VPAA page or its own page) so that faculty would be aware of how this group advocates for faculty development in teaching, research, and service.</p>	AE			
<p>Northwestern will continue to promote external grant opportunities for faculty to pursue. The target for 2021 is 45 external grant awards or a 1% increase.</p>	AE			
<p>Northwestern will continue to seek donors to support faculty/staff in teaching, research, and service. The target for 2021 is a 37% increase or 70 faculty/staff receiving endowed professorships.</p>	AE			
<p>Northwestern will continue the tradition of recognizing faculty/staff for their excellent work in teaching, research, and service. A 500% increase to the baseline number is projected for 2021.</p>	AE			

Recommendation - Decision Tracker

(6 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
The deans and departments heads review the academic curriculum in each college to determine if courses and course work related to diversity, leadership, and social justice may be added.	MR			
Advisory councils need to be established for programs that currently do not have one.	MR			
Continue to monitor new program development based on workforce needs.	MR			
Continue to stress alignment with current industry and workforce demands.	MR			
Continue to cultivate articulation and multi-institutional/employer relationships.	MR			
Seek out Post-Baccalaureate Certificate (PBC) programs to assist in meeting near-time workforce needs	MR			
Continue to develop and explore workforce relationship to better position our students in meeting the workforce current and future demands.	MR			
The institution must also continue to build upon its existing partnerships to provide additional pathways for students, engage business and industry partners through its advisory councils and solicit their feedback for program alignment with workforce needs.	MR			
The School of Creative and Performing Arts will continue to host events that are currently at capacity. To increase annual participation, additional performances would require increases in faculty/staff resources.	CE			
The number of off-campus performances has a healthy window for growth from established baseline data, and the School of Creative and Performing Arts will seek more opportunities in this area as well as a stronger way to track these performances.	CE			
Although the CAPA Hall of Fame has been instrumental in recognizing and engaging successful alumni, the number of induction ceremonies is not a good measure as there will never be more than one presentation per year. This target should be removed and success should be measured by post induction involvement by the awardees.	CE			

Recommendation - Decision Tracker

(7 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
A minimum financial investment will help social media outlets grow, and will allow another avenue to promote events which will, in turn, assist the entire objective in growth of data.	CE			
Expenditures in advertising have been consistent with growth in recognition of the program in the areas of participation and enrollment. Additional dollars should be invested until market saturation is achieved.	CE			
To increase exposure through e-communications, the NSU Alumni Association will develop strategies for a data campaign specifically focused on capturing email addresses. Other strategies will include contracting with a third party to collect email addresses for existing contacts from the public domain.	CE			
It is recommended that in addition to welcome packages including branded materials for online students that additional strategies be explored to increase brand identity and affinity.	CE			
The NSU Alumni Association will continue to add chapters in areas where concentrations of alumni exist. Once chapters have been established, the next step is to ensure the chapter is self-sustaining both financially and from a human resource perspective.	CE			
The NSU Alumni Association, in conjunction with the NSU Foundation, will continue to market the separate purposes of these funds. Timing of the annual appeals will be a distinguishing factor with the "Columns Fund" campaign occurring in the fall and the Alumni Association membership drive occurring in the spring.	CE			
The NSU Alumni Association will continue the use of social media platforms with a focus on increasing exposure. Additional analytical measures such as <i>Twitter</i> "impressions" will be utilized to gain insight. It is recommended that opportunities for paid advertisement or sponsored posts on these platforms be utilized to increase engagement.	CE			
Development officers will continue to seek contributions from both current and new donors. As development officers build relationships through the cultivation process, more opportunities for solicitation will arise resulting in increased contributions. It is recommended that additional development staff be added over time as increases in yield are realized.	CE			
Increases in the number of individual contributors will be achieved through promoting the range of giving levels and demonstrating the impact of smaller contributions secured in large volumes.	CE			

Recommendation - Decision Tracker

(8 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
The NSU Foundation will continue to promote the “Columns Fund” by educating donors on the purpose and importance of giving to the unrestricted account. As increases in unrestricted giving are realized, an annual percentage will be set aside and added to the NSU Foundation endowment to ensure perpetuity. Annual yield from the endowment will be applied to the corpus to grow the fund until annual unrestricted budgetary needs can be paid through interest earnings.	CE			
The demoNSUnite.net platform will be promoted as one of the highest marketing priorities. As growth continues and volunteers are categorized by field, the Office of Career Counseling will be engaged to assist in matching students with mentors for internship and job opportunities.	CE			
A brand identity survey will be conducted as measure to gauge overall recognition and garner constituent feedback concerning reputation. Results will be analyzed to determine returns on investment and used as consideration for increases in budgetary allocations.	CE			
The University will continue to develop strategic initiatives and activities and host events at satellite campuses. There is room for growth in this area and increases	CE			
The University will explore ways to define these classifications and capture data at events.	CE			
In addition to the successful participation from students working through the Office of Leadership and First Year Experience, other opportunities will be identified through the demoNSUnite.net platform to increase community service opportunities in the local community.	CE			
The University will continue to identify opportunities for partnerships with business, industry, regional support groups, and peer institutions to enhance opportunities for mutual growth.	CE			

Recommendation - Decision Tracker

(9 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
Aggressive marketing plans must be implemented to create exposure for the teams and to generate renewals and new ticket sales.	AP			
The annual fund, which underwrites major expenses which are not covered by the department budget (i.e., book scholarships, coach/staff salary supplements and incentive bonuses, marketing), must continue to identify and attract donors at the \$1,000+ level.	AP			
There must be continuing efforts to identify, cultivate, and solicit more members of the business/corporate community. Complementary initiatives – social media, publicity, good academic reports – also continue to be a focus to create an enhanced atmosphere for support.	AP			
Continued engagement will be an expectation of the department and, in particular, on the part of the external staff and Director of Athletics. Current and new initiatives to engage former athletes, fans, and alumni will broaden exposure for the athletic program and the University.	AP			
Expanded efforts on the part of the Director of Athletics to explain and articulate budget mechanics, including how private funds are designated/spent, must be pursued to continue gaining trust and clarity for current and potentially new donors.	AP			
A renewed level of focus will be made to ensure that coaches and student-athletes are better engaged with constituents on-campus and in the community.	AP			
Each sport will prepare a yearlong community service plan and the Student-Athlete Advisory Committee members representing each sport will be charged with the task of ensuring that their respective team/teammates are carrying out components of their plan. The plan will include volunteer efforts on- and off-campus as well as involvement in campus organizations and activities. The Assistant Athletic Director for Student-Athlete Development and her staff will regularly monitor this effort.	AP			
The academic support staff (academic coordinators, compliance coordinators and Faculty Athletic Representative) will meet monthly to assess academic performance with the intention of monitoring success/problems and sustaining the high level of academic performance in place.	AP			
A steering committee consisting of Athletic Department members (coaches/staff) and external individuals will be formed to collaborate with the TBA Architecture firm with the intention of announcing a facility campaign in late 2017 or early 2018.	AP			

Recommendation - Decision Tracker (10 OF 10)

Recommendation	SFA	Action Y / N	Lead	Status
Continued engagement will be an expectation of the department and, in particular, on the part of the external staff and Director of Athletics. Current and new initiatives to engage former athletes, fans, and alumni will broaden exposure for the athletic program and the university.	AP			
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The Athletic Department academic support staff (academic coordinators, compliance coordinators and Faculty Athletic Representative) will meet monthly to assess academic performance with the intention of monitoring success/problems and sustaining the high level of academic performance in place.	AP			
A steering committee consisting of Athletic Department members (coaches/staff) and external individuals will be formed to collaborate with the TBA Architecture firm with the intention of announcing a facility campaign in late 2017 or early 2018.	AP			

The Road Ahead

Immediate:

- Capture the lessons learned and implement decisions
- Update AY 2017-2018 Assessment Plans as necessary
- Continue to assess recommendations – Build consensus and secure decisions
- Initiate – continue AY 2017-2018 assessments – data collection

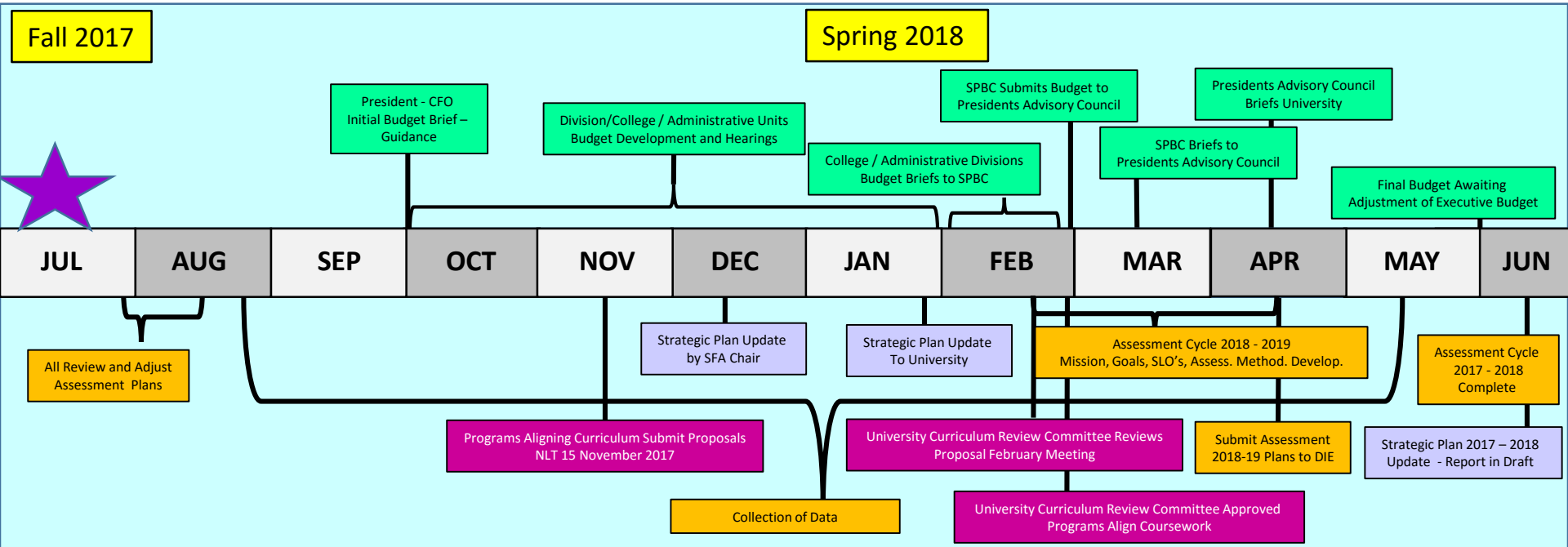
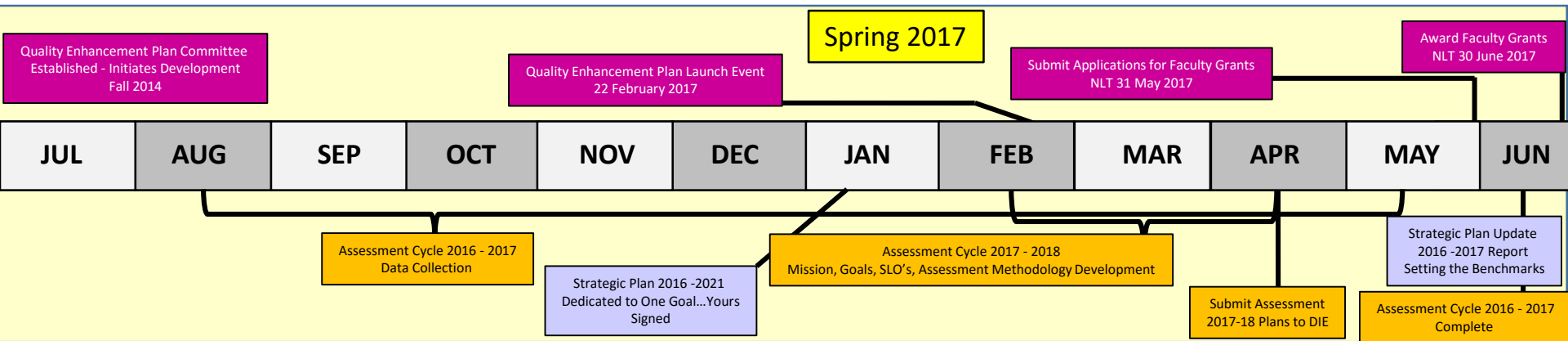
Near Term:

- August 14th – AY 2016-2017 Assessment Update to Faculty and Staff
- October – President's guidance initiates the Strategic Budgeting Cycle
- December – Azimuth check on AY 2017-2018 assessment process (SFA/Program/Unit)

Short Term:

- March-April – 2018-2019 draft assessment plans (due 13 April)
- May 11th – Commencement ends assessment cycle
- June 15th – 2017-2018 Assessments complete and submitted to DIE
 - SFA updated assessments complete and submitted to DIE
- Draft - Assessment Cycle AY 2017 – 2018 Report – Validating Our Approach
- June 29 – Brief to President

Institutional Effectiveness Timeline



- Quality Enhancement Plan
- Strategic Plan
- Institution - Wide Assessment Process
- Strategic Budget Process

Response to SACSCOC Visit Committee Report

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional effectiveness)

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 Educational programs, to include student-learning outcomes

3.3.1.2 Administrative support services

3.3.1.3 Academic and student support services

3.3.1.4 Research within its mission, if appropriate

3.3.1.5 Community/public service within its mission, if appropriate

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

Audience Questions

President's Guidance

BACK-UP SLIDES

Conclusion

University of Louisiana System Noel-Levitz Student Satisfaction Inventory

University of Louisiana System Noel Levitz Student Satisfaction Survey

Survey Administration - Spring 2017

SSI Satisfaction Survey Result

The purpose of the Student Satisfaction Survey is to assess the satisfaction of the UL system's students in regard to campus services, and to use the survey result to make improvement in the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are.

The survey contains 53 questions, which cover the following 9 scales:

- * *Academic Advising Effectiveness*
- * *Campus Climate*
- * *Campus Life*
- * *Campus Services*
- * *Instructional Effectiveness*
- * *Recruitment and Financial Aid*
- * *Registration Effectiveness*
- * *Safety and Security*
- * *Student Centeredness*

The average score of most the survey questions are higher than that of the other 4-year public universities. However, students have lower satisfaction for the following services when comparing to the National 4-year public universities.

- * *The amount of student parking space on campus is adequate. 3.67*
- * *Student activity fees are put to good use. 4.66*
- * *Living conditions in the residence halls are comfortable. 4.84*
- * *I seldom get the "run-around" when seeking information on this campus. 4.89*
- * *Residence hall staff are concerned about me as an individual. 4.90*
- * *There is an adequate selection of food available on campus. 4.90*

Please see the attachment for details.

Page 2: scales in order of importance

Page 3—7: average score of satisfaction

Scales In Order of Importance by Institution

GSU
Academic Advising Effectiveness
Campus Climate
Campus Services
Instructional Effectiveness
Student Centeredness
Recruitment and Financial Aid Effectiveness
Registration Effectiveness
Campus Life
Safety and Security

LTU
Instructional Effectiveness
Registration Effectiveness
Academic Advising Effectiveness
Student Centeredness
Campus Climate
Safety and Security
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

MSU
Registration Effectiveness
Instructional Effectiveness
Academic Advising Effectiveness
Safety and Security
Student Centeredness
Campus Climate
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

NiSU
Academic Advising Effectiveness
Instructional Effectiveness
Registration Effectiveness
Safety and Security
Campus Climate
Student Centeredness
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

NSU
Instructional Effectiveness
Academic Advising Effectiveness
Registration Effectiveness
Student Centeredness
Campus Services
Campus Climate
Safety and Security
Recruitment and Financial Aid Effectiveness
Campus Life

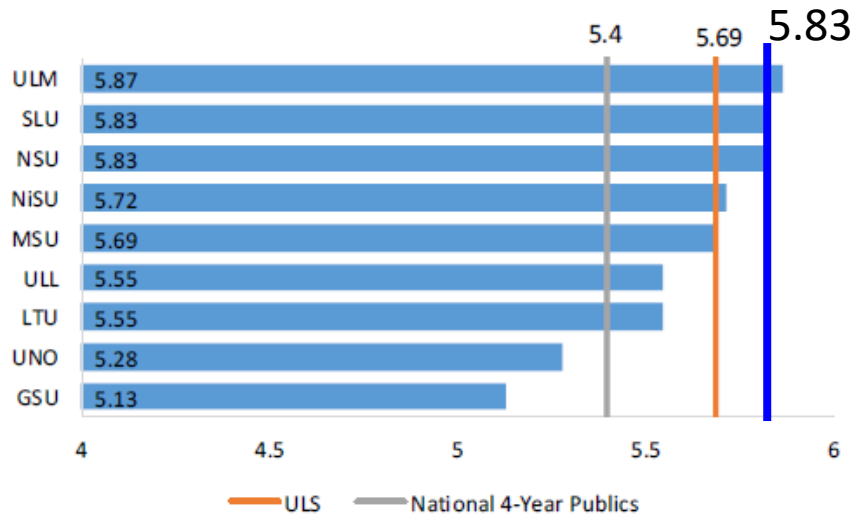
SLU
Instructional Effectiveness
Academic Advising Effectiveness
Safety and Security
Registration Effectiveness
Student Centeredness
Campus Climate
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

ULL
Academic Advising Effectiveness
Instructional Effectiveness
Safety and Security
Registration Effectiveness
Student Centeredness
Campus Climate
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

ULM
Academic Advising Effectiveness
Instructional Effectiveness
Safety and Security
Registration Effectiveness
Student Centeredness
Campus Climate
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

UNO
Academic Advising Effectiveness
Instructional Effectiveness
Registration Effectiveness
Safety and Security
Campus Climate
Student Centeredness
Campus Services
Recruitment and Financial Aid Effectiveness
Campus Life

Academic Advising Effectiveness

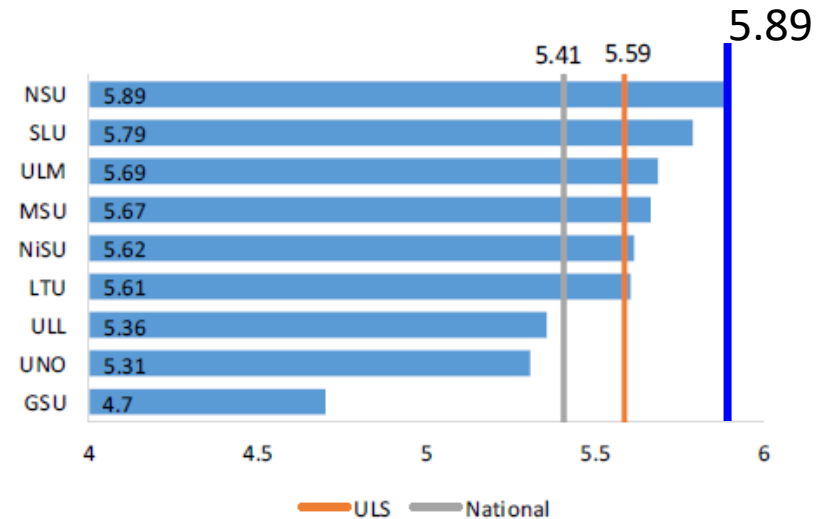


Items under this scale:

- My academic advisor helps me set goals to work toward.
- My academic advisor is available when I need help.
- My academic advisor is knowledgeable about requirements in my major.
- I receive ongoing feedback about progress toward my academic goals

Ranked T-2nd

Instructional Effectiveness

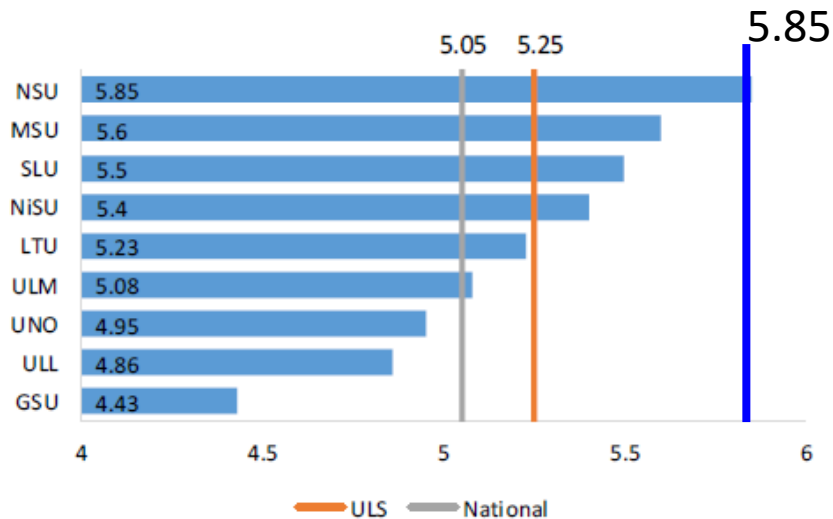


Items under this scale:

- The content of the courses within my major is valuable.
- Faculty are fair and unbiased in their treatment of individual students.
- There are sufficient courses within my program of study available each term.
- Faculty use a variety of technology and media in the classroom.
- Faculty provide timely feedback about my academic progress.
- The quality of instruction I receive in most classes is adequate.
- Faculty are usually available to students outside of class (during office hours, by phone, by e-mail).

Ranked 1st

Registration Effectiveness

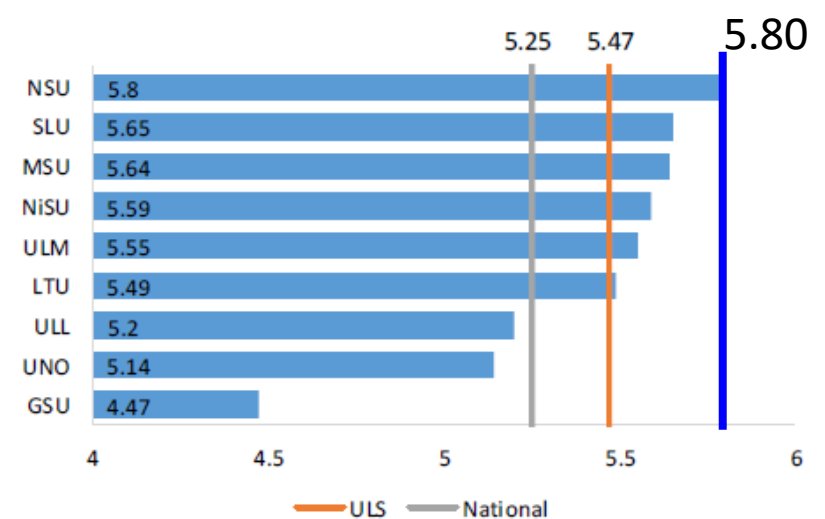


Items under this scale:

- Registration processes and procedures are convenient.
- Billing polices are reasonable.
- I am able to register for classes I need with few conflicts.
- I am able to take care of college-related business at times that are convenient for me.

Ranked 1st

Student Centeredness

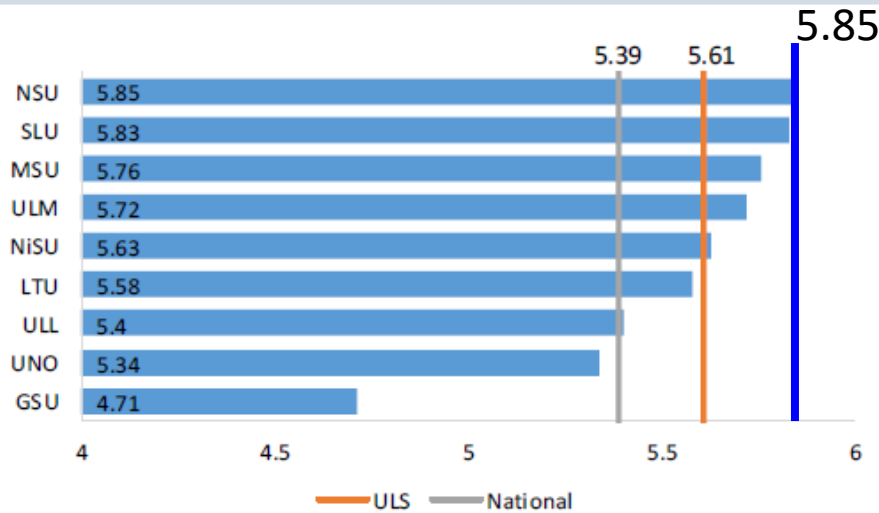


Items under this scale:

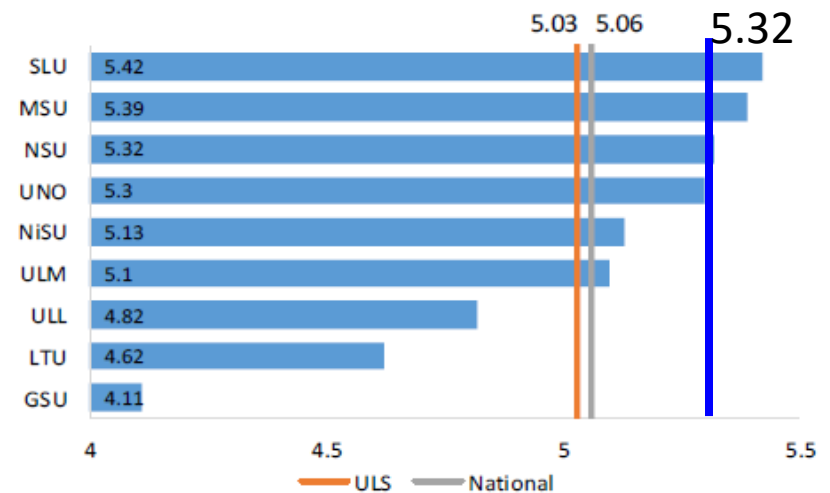
- The campus staff are caring and helpful.
- Administrators are available to hear students' concerns.
- Students are made to feel welcome here.
- I seldom get the "run-around" when seeking information on this campus.

Ranked 1st

Campus Climate



Safety and Security



Items under this scale:

- The campus is safe and secure for all students.
- Administrators are available to hear students' concerns
- Students are made to feel welcome here.
- I seldom get the "run-around" when seeking information on this campus.
- There is a strong commitment to diversity on this campus.
- Tuition paid is a worthwhile investment.
- Students are free to express their ideas on this campus.
- On the whole, the campus is well-maintained.

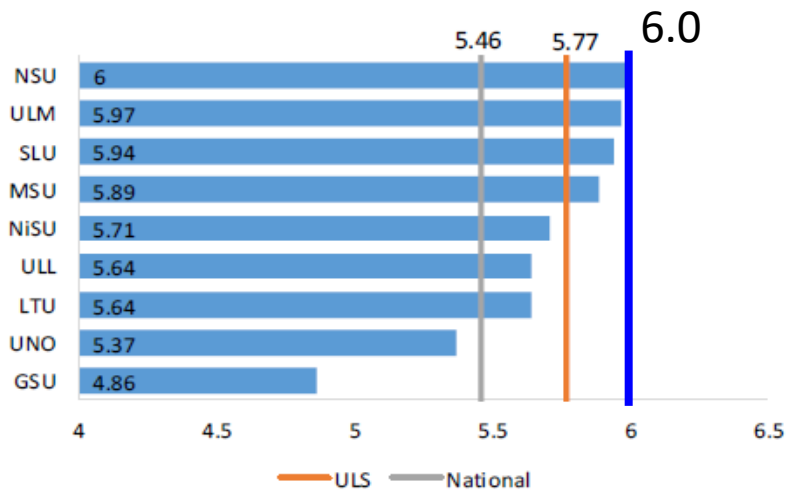
Ranked 1st

Items under this scale:

- The campus is safe and secure for all students.
- The amount of student parking space on campus is adequate.
- Parking lots are well-lighted and secure.
- Security staff respond quickly to calls for assistance.

Ranked 3rd

Campus Services

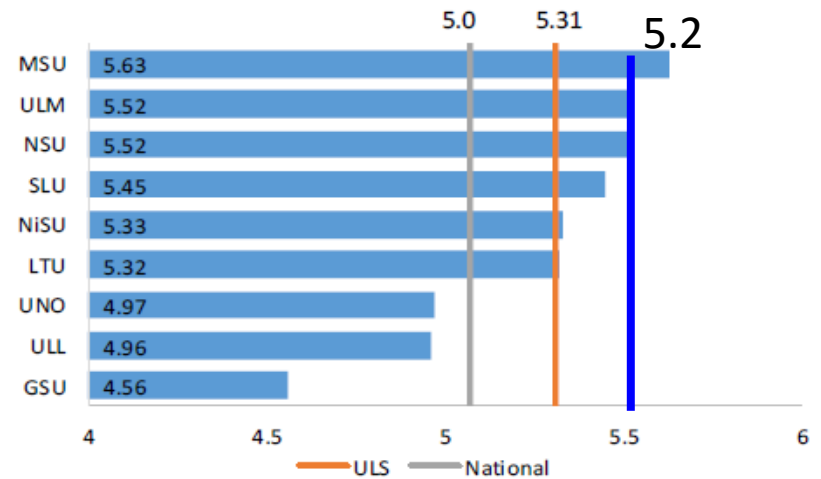


Items under this scale:

- Library resources and services are adequate.
- Computer labs are adequate and accessible.
- Tutoring services are readily available.
- This campus provides online access to services I need.
- I receive the help I need to apply my academic major to my career goals.
- Counseling services are available if I need them.
- There are adequate services to help me decide upon a career.
- Mentors are available to guide my life and career goals.

Ranked 1st

Recruitment and Financial Aid Effectiveness

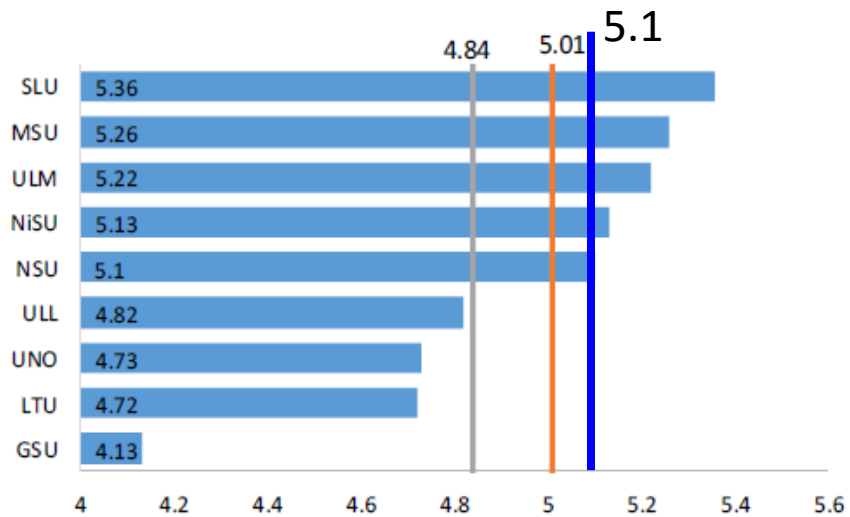


Items under this scale:

- Admissions staff provide personalized attention prior to enrollment.
- Financial aid awards are announced in time to be helpful in college planning.
- Financial aid counseling is available if I need it.
- This institution helps me to identify resources to finance my education.
- Admissions counselors accurately portray the campus in their recruiting practices.

Ranked T-2nd

Campus Life



Items under this scale:

- Living conditions in the residence halls are comfortable.
- Residence hall staff are concerned about me as an individual.
- There is an adequate selection of food available on campus.
- Student disciplinary procedures are fair.
- Student activity fees are put to good use.