President's Brief

September 17, 2025

Agenda

Purpose	Frank Hall
University Mission, Vision and Core Values	Frank Hall
President's Priorities AC 2024-2025	President Genovese

Review Performance and Assessment Cycle 2024-2025

SFA 1: The Student Experience	Reatha Cox
* Student Government Association	Madysen Morgan
* Student Achievement	Frank Hall
SFA 2: Academic Excellence	Dr. Greg Handel
* Research within its mission	Dr. Betsy Cochran
* General Education Competencies	Frank Hall
* Quality Enhancement Plan	Dr. Handel
SFA 3: Market Responsiveness	Laurie Morrow
SFA 4: Community Enrichment	Dr. Drake Owens
* Community/public service within its mission (Highlights)	Steve Gruesbeck
* University Capital Outlook	Jennifer Kelly
* University Architecture Update	Ron Williams
SFA 5: Athletic Prominence	Kevin Bostian
SFA 6: Cultural Competence	Brittany Blackwell Broussard

Plan Moving Forward	Frank Hall

Purpose

❖Review Assessment Cycle (AC) 2024-2025 – *Making a Difference* – across Strategic Focus Areas, Administrative and Academic Support Units, as well as special topic areas

❖Set Conditions for AC 2025-2026 – *Leading the Way* assessment report to Strategic Plan 2023-2028 – *Providing Education of Enduring Value*

❖Agree on the plan moving forward.

University Mission

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. *1 July 2020* *(ULS revalidated February 27, 2025)*

Vision

Northwestern State University will become the nation's premier regional university through the innovative delivery of transformative Student learning experiences that prepare graduates for life and career success.

Core Values

Our Students are our priority. We provide each Student with transformational and experiential learning experiences to assist in the development of an ever-growing individual, scholar, and professional.

Diversity helps define who we are. We welcome and respect everyone traveling on a journey for knowledge. Differences make us stronger.

We are future focused. We are in constant search of individual and organizational improvement by seeking new, inclusive, and innovative opportunities to develop our students and improve our University.

Innovation leads the forward edge of change. We strive to be on the forefront in all we do.

We honor and respect the ideals of freedom. We protect the freedom of all members of our community to seek truth and express their views.

We are careful stewards. We responsibly manage the economic and natural resources entrusted to us.

Integrity is our cornerstone. We hold ourselves to the highest ethical standards as educators, scholars, Students, and professionals.

We are a team. We are a collaborative community that focuses on ensuring the success of every member.

Lessons Learned Drive Change

1. Assessment Cycle 2016–2017 to Strategic Plan 2016-2021–Setting the Benchmark.

2. Assessment Cycle 2017–2018 to Strategic Plan 2016-2021–Validating Our Approach.

3. Assessment Cycle 2018–2019 to Strategic Plan 2016-2021–Building Momentum.

4. Assessment Cycle 2019–2020 to Strategic Plan 2016-2023–Sustaining Success.

5. Assessment Cycle 2020–2021 to Strategic Plan 2016-2023–The Way Forward.

6. Assessment Cycle 2021–2022 to Strategic Plan 2016-2023–Reflection Year–No Report

7. Assessment Cycle 2022–2023 to Strategic Plans 2016-2023 and 2023-2028–A New Day.

8. Assessment Cycle 2023–2024 to Strategic Plans 2023-2028–*Driving Change*

9. *Assessment Cycle 2024–2025 to Strategic Plans 2023-2028–Making a Difference* (SACSCOC)

10. Assessment Cycle 2025–2026 to Strategic Plans 2023-2028–*Leading the Way*

11. Assessment Cycle 2026–2027 to Strategic Plans 2023-2028–Setting the Standard

President's Priorities AC 2024-2025

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

Provide effective, innovative instruction in the classroom and online.

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

In direct support:

- ✓ Enhance marketing opportunities, game day experience, and resource acquisition.

- ✓ Expand world-class performing arts program and promote mutually beneficial donor relationships.

- ✓ Develop a more inclusive (*thriving*) campus environment that fosters success and meaningful participation for all students, faculty, and staff.

Strategic Focus Area Outcomes

Strategic Outcomes AC 2024-2025

Strategic Focus Area	Objectives	Metrics / Metrics Measured	Improved	No Change +	No Change -	Declined
Student Experience	5	21 / 21	02	15	01	03
Academic Excellence	5	14 / 10	.05	9.5	00	00
Market Responsiveness	4	12 / 03	01	02	00	00
Community Enrichment	5	18 / 18	00	14	01	03
Athletic Prominence	4	16 / 16	03	12	00	01
Cultural Competence	3	16 / 16	03	10	01	02
	26	100 / 84	9.5	62.5	03	09

100% of Objectives Met, of the 84 Metrics measured 86% (72) were positive, and 14% (12) declined.

Strategic Outcomes AC 2023-2024

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

100% of Objectives met, 79 of the 100 Metrics measured, 85% were positive or improved, and 15% declined.

Strategic Outcomes AC 2022-2023

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

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

The Student Experience

AC 2022-2023	AC 2023-2024	AC 2024-2025	The Student Experience Metrics	AC 2023-2028 Targets
61%	70%	71%	*Retention rate (full-time) 1st to 2nd year*	73%*
48%	48%	56%	*Retention rate (full-time) 1st to 3rd year*	61%*
43%	46%	45%	*Graduation rates (SACSCOC-aligned)*	53%*
1,020	1,067	1,059	*Enrollment per freshman class, per year*	1,300
3,063	2,905	3,112	*Enrollment on Natchitoches campus*	3,700
9,389	8,847	8,523	*Overall Northwestern State University enrollment*	11,000*
5.99		6.17	*Satisfaction with support services and resources)*	6.3
5.67		5.86	*Responsive and helpful staff (Student Centeredness)*	6.3
5.72		6.06	*Understanding of University policies and procedures*	6.3
80%	84%	83.7	*Percentage of graduates working within 6 months of graduation*	80%*
5.60		5.80	*On-campus facilities satisfaction survey*	6.3
4,909	6,423	7,079	*Number of students involved in co-curricular activities*	7,000
24,933	22,060	25,484.5	*Hours students engage in volunteer community service*	25,000**
20,194	23,376	39,445	*Number of students & stakeholders using career services platform*	11,000
	105	68	*Number of 1st year students participating in living-learning communities*	TBD
	17	26	*Number of eligible 2nd year students participating in leadership programming*	TBD
	27/49=55%	28/47=60%	*Percentage of students completing a leadership program who assume a peer leadership role within one academic year*	TBD
	42/49=86%	43/47=91%	*Satisfaction with 1st year leadership programs*	TBD
156	196	297	*Number of health-related programs and services*	125
6.00		6.19	*Satisfaction with health-safety related support programs*	6.3
5.36		5.56	*Safety and security satisfaction survey*	6.3

Note: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. Blue italicized text was assessed in 2024-2025. Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.
*Serves as Student Achievement Criterion.
** Total for volunteer and professional service hours

The Student Experience:

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

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

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

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

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

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

The Student Experience

Top three progress areas:

➢ Enrolled the largest full-time, true-freshman class (1,075) in four years; 100% occupancy of on-campus housing.

➢ NSU outperformed both the ULS and national benchmarks on the RNL-SSI in key areas of student satisfaction and re-enrollment intent.

  ➢ Overall Student Satisfaction: 70% of students reported being satisfied or very satisfied, compared to 52% nationally.

  ➢ RE-enrollment Likelihood: 74% indicated they would probably or definitely re-enroll, compared to 60% nationally.

➢ Development of prevention strategies and programs promoting emotional well-being remains a top priority for student affairs practitioners.

Future plans:

➢ Enhance financial education and billing resources.

➢ Develop an early warning system to identify students at risk.

➢ Expand Living Learning Communities.

➢ Strengthen parent engagement through a more comprehensive Parent Portal.

➢ Increase the availability of face-to-face courses for freshmen and sophomores.

The Student Experience

Top areas of concern:

➢ Staff retention. Anticipated turnover in several key positions poses potential challenges to continuity and stability within the division.

➢ Achieving long-term enrollment and graduation targets will require:

  ➢ consistent implementation of the SEM Plan,

  ➢ collaborative engagement across campus,

  ➢ unwavering commitment to supporting students from recruitment through graduation.

Final Thoughts:

Northwestern State University's path to realizing its strategic vision requires unwavering dedication to enhancing every dimension of the student experience. Students flourish through our collective commitment to continuous improvement across academic excellence, emotional well-being, physical health, social connection, and comprehensive support services. By fostering seamless collaboration among all departments and entities that serve students, we will deliver integrated programs, services, and experiences that address the diverse needs of every student across all university campuses.

AC 2024-2025 Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
11	08	03	24	04	12	06	02	00
13	09	04	25	00	15	10	00	00
04	04	00	08	00	05	02	01	00
04	04	00	07	00	07	13	00	00
12	11	01	29	00	22	06	00	01
06	06	00	06	00	05	01	00	00
02	02	00	05	00	05	00	00	00
08	07	01	25	00	15	10	00	00
09	09	00	20	00	18	02	00	00
04	03	01	07	00	04	03	00	00
04	02	02	10	00	05	05	00	00
14	11	03	24	00	16	08	00	00
32	30	02	68	00	60	08	00	00
123	**106**	**17**	**258**	**04**	**189**	**61**	**03**	**01**

106/123 x Service Outcomes – 86% were positive.

2.09 Measures per SO (258/123)

193/258 x Service Outcome Measures were positive (75%).

All units met the majority of SLOs/SOs.

No Units were at a 50% rate

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

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

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

2.00 Measures per SO

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

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

No units were at 50% rate

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

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

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

2.00 Measures per SO

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

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

No Units were at 50% rate

Student Government Association

Top three progress areas:

- Reimagine and redesign past SGA events to better align with students' evolving needs and interests.

- Event Organization/Internal Structure

    - Reallocation of Senate duties

- *SGA Signature Fall Events:*

    - Get on Board with SGA – August 25

    - Meet You There Mondays – Second Monday of every month

    - SGA Speaks: National Hazing Prevention Workshop – September 22

Top areas of concern:

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

- Student engagement and participation – How can we meet the students where they are?

- Utilization of the new SGA Academic College Senator structure.

Final Thoughts: Continue serving as *The Voice of the Students* by staying accessible and actively engaging with the entire NSU student body.

Student Achievement Criteria

CR 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* [**CR**]

Fall Enrollment. The number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. ***IPEDS Glossary***

1st Fall-to- 2nd Fall Retention rate. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. **IPEDS Glossary**

1st Fall-to-3rd Fall Retention rate. A measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree seeking undergraduates students' retention to the 3rd Fall from the cohort established for the 1st Fall-to-2nd Fall Retention rate metric. **IPEDS Glossary**

Baccalaureate Completers / Grad Completers. A completer is a student who receives a degree, diploma, certificate, or other recognized postsecondary credential. In order to be considered a completer, the degree/award must be conferred. **IPEDS Glossary**

Graduation Rate. (Note. The SACSCOC Graduation rate serves as Northwestern's Key Student Completion Indicator, KSCI). The rate required for disclosure and/or reporting purposes under the Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. **SACSCOC Definition**

Licensure. To receive, to apply to take or to take the examination required to receive, a local, State, or Federal license, or a nongovernmental certification required as a precondition for employment, or to perform certain functions in the States in which the educational program is offered, or to meet additional conditions that the institution knows or reasonably should know are generally needed to secure employment in a recognized occupation for which the program is represented to prepare students. **Federal Regulation** 34 CFR 668.50 **Effective May 26, 2019**

Placement Rate. Placement rate is defined using the standards for career outcome rates approved by the National Association of Colleges and Employers (NACE) in their *Standards and Protocols for the Collection and Dissemination of Graduating Students Initial Career Outcomes Information for Undergraduates.* As such, placement rate for this report will include the following graduate outcomes; employed, continuing their education, in the military and volunteering. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. **(NACE)**

Student Achievement

(In Support of Strategic Plan 2023-2028)

Criteria	Goal for Fall 2028	Threshold of Acceptability	Reporting Period Outcome					
			2022-23	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Fall Enrollment	11,000	8,000	9,389	8847	8523	*8402		
1st Fall to 2nd Fall Retention Rate	73%	60%	61%	71%	71%	71%		
1st Fall to 3rd Fall Retention	61%	48%	48%	48%	56%	58%		
Baccalaureate Completers	1,345	1,045	1,445	1308	1267	1140		
Graduate Completers	315	260	309	291	304	312		
** KSCI ** SACSCOC Graduation Rate	53%	40%	43%	46%	45%	43%		
Licensure Pass Rate	75-100%	50-98%	83-100%	82-100%	47-100%	**MAR		
Job Placement Rates	80%	70%	78%	80%	84%	84		

Source: https://www.nsula.edu/oir/studentachievement/

* AC 2024-2025 Threshold of Acceptability adjusted based on twenty years of historical enrollment data. Before adjustment, the Threshold of Acceptability was 9,000. Source: NSU Factbook.

** Northwestern's overall first-time pass rate is 92% (472/512). Nursing (DNP-NA) 79% (11/14), three-year average 84%. Nursing (MSN-NP) 89% (70/79), three-year average 86%. Vet Tech 47% (8/17), three-year average 67%. *(Requires Update in Mar)*

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

Academic Excellence

AC 2022-2023	AC 2023-2024	AC 2024-2025	Academic Excellence Metrics	AC 2023-2028 Targets
86/103 (100% of eligible programs)		103/103 (100%)	*Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction*	100% Degree and Certificate Programs
	N > 102		Courses focusing on implementing current technologies or best practice principles in tea*ching*	35-50
4.30/5 (C) 4.39/5 (I) (36 % response rate)		4.30/5 (C) 4.39/5 (I) (36 % response rate)	*Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)*	4.5/5.0 (90%) (35.2% response rate)
	27.63		Average class size in University core courses	28
4.23/5 (C) 4.30/5 (I) (36% response rate)		4.28/5 (C) 4.37/5 (I) (24% response rate)	*Mean student evaluation of instruction in University core courses*	4.5/5.0 (90%) (42% response rate)
16/17		14/14	*Number of University core classes with a designated course steward*	99% of multi-section courses
270 Schol. Proj 44 Prof. Conf. presenters		226 Schol. Proj. 99 Prof. Conf. presenters	*Number of graduate students engaging in research/scholarly activities and mentored by faculty*	300 Scholarly Project. 80 Prof. Conf. Presenters
115 (44 G; 71 UG) Prof. Conf. Presentations 50 NSU Research Day		130 (99 G; 31 UG) Prof. Conf. Presenters 84 NSU Research Day	*Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting*	154 (20% increase)

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

Progress
Decline
No Progress - Not Measured
Change Made

Note : Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. *Blue italicized text was assessed in 2024-2025.* Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Academic Excellence

AC 2022-2023	AC 2023-2024	AC 2024-2025	Academic Excellence Metrics	AC 2023-2028 Targets
	GRE Verbal: *M* = 150 (42%) GRE Quan. *M* = 147 (8%) LSAT: *M* = 148 (32%) MCAT: *M* = 492 (25%)	GRE Verbal: *M* = 150 (25%) GRE Quan. *M* = 147 (13%) LSAT: *M* = 149 (45%) MCAT: *M* = 495 (32%)	*Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)*	90% to score 280 GRE; Increase the # of students scoring above national median for LSAT & MCAT by one/year
4.58/5 4.57/5 4.66/5		4.61/5 4.61/5 4.70/5	*Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor)*	*Improve scores in courses below 4.5/5.0*
	27 Faculty grants 69 Eps/Chairs 33 ULS attendees		*Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, and strategic planning and budgeting.*	45 *Faculty Grants* 70 EPs/Chairs
8% (N = 26)		*12% (N = 37)*	*Number of faculty/staff receiving external grants*	*10% faculty (32 PIs)*
	74		Number of rooms equipped with new classroom or laboratory technologies	42
32 press releases		*32 press releases, 91 honorees*	*Number of events or activities to recognize faculty for their contributions in teaching, research, or service*	50

Note: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. *Blue italicized text was assessed in 2024-2025.* Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

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

Academic Excellence

Top progress areas:

➤ All metrics indicate progress on each objective

➤ Student Evaluation of Instruction metrics show student perception of the classroom experience is highly positive and improving

➤ Master's in Homeland Security is the pilot for the non-national accreditation/internal self-study

➤ National accreditation processes in academic programs are on target

➤ UNIV 1000 has been redesigned so that all first-time students enrolled will complete IBM's AI Skills Build (3 clock hours)

Top areas of concern:

➤ Leveraging Graduate program growth with infrastructure

➤ Supporting competitive Graduate Assistantships

➤ Filling vacant faculty positions

➤ Establishing achievable metrics of growth for each program

Academic Excellence

Final Thoughts:

➢ HMT is officially a stand-alone department, and MSW is currently moving forward with a complete cohort

➢ Our Academic Portfolio strongly supports our mission as an institution, and our Faculty and Staff have dedicated themselves to heavier teaching loads in a university-wide effort to operate as efficiently as possible while supporting the continued effort to close our budget gap.

Academic Program Assessments – Student Learning Outcomes

AC 2024-2025 Student Learning Outcomes

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
44	44	00	87	01	86	00	00	00
17	14	03	40	05	21	10	04	00
19	17	02	48	01	38	08	00	01
100	76	24	186	10	110	49	06	11
140	126	14	176	05	151	10	08	02
320	**277**	**43**	**537**	**22**	**406**	**77**	**18**	**14**

277/320 x SLOs were positive (87%).

1.68 Measures per SLO

428/537 x SLO Measures were positive (80%)

07% Change Rate - 04% Positive - 03% Negative

06 x Programs did not meet the majority of SLOs.

00 x Program was at 50% rate.

AC 2023-2024 Student Learning Outcomes

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

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

1.66 Measures per SLO

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

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

05 x Programs did not meet the majority of SLOs.

00 x Program was at 50% rate.

AC 2022-2023 Student Learning Outcomes

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

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

1.69 Measures per SLO

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

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

05 x Programs did not meet the majority of SLOs.

02 x Program was at 50% rate.

Research within the Mission

Key Insights: Research Presentations for AY 2024-2025

- ➤ **Undergraduate students:**

  - ➤ 23 undergraduates made 14 presentations at professional meetings
    - ➤ ULL
    - ➤ Louisiana Academy of Sciences
    - ➤ Industrial Engineering and Operations Management World Congress
    - ➤ Sigma Tau Delta regional and national meetings
  - ➤ 19 undergraduates made 10 presentations at ULS Academic Summit

- ➤ **Graduate students**

  - ➤ 99 graduate students made 35 presentations at professional meetings
    - ➤ NSU Louisiana Studies
    - ➤ Louisiana Education Research Association
    - ➤ Mid-South Educational Research Association
    - ➤ Sigma Tau Delta regional and national meetings
    - ➤ Sigma Theta Tau
    - ➤ Southwest Psychological Association

Research within the Mission

➢ **NSU Research Day**

➢ 25 Graduate students gave 16 oral presentations and 3 posters

➢ 59 Undergraduates gave 25 oral presentations and 5 posters

➢ 24 Faculty members gave 22 oral presentations and 2 posters

➢ **Theses**

➢ Graduate students produced
➢ 21 dissertations
➢ 6 theses
➢ 4 creative projects
➢ 2 performance documents
➢ 2 field studies
➢ 19 scholarly projects and
➢ 172 papers-in-lieu of thesis

➢ Undergraduates produced 8 theses

➢ **Outlook:**

➢ Next year the ULS Academic Summit will be held in Hammond, again reducing potential participation.

General Education Competencies

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

➢ English. To demonstrate writing as a purpose-driven process of communication within specific contexts.

➢ Mathematics/Analytical Reasoning. To apply mathematical and analytical reasoning skills.

➢ Natural Sciences. To understand the universe through the study of life and physical sciences.

➢ Humanities. To understand the diversity of human knowledge and experience across cultures as examined through the humanities.

➢ Social/Behavioral Sciences. To demonstrate an understanding of human behavior and the relationship between individuals and their societies.

➢ Fine Arts. To explore purposes and processes in the visual and performing arts and the ways in which fine arts conceive and express the human experience.

General Education Competencies

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

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

2. Mathematics (6 hours): (taken in pairs indicated and in sequence): Mathematics 1020 and 1060; 1020 and 1090;1020 and 2010; 1035 and 1060; 1100 (6 hours); 1820 and 1830 (6 hours); or 2100 and 2110 (10 hours).

3. Natural Sciences (9 hours):

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

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

4. Humanities (9 hours*):

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

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

   * Communication (3 hours): Communication 1010, 2500;
           or Phil 1010.

5. Social/Behavioral Sciences (6 hours):

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

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

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

General Education Competencies

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

Fall Semester:

- 15 Oct 25—All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and instructors should be contacted.

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

Spring Semester:

- 1 Feb 26—All tools (pre/posttest, quizzes, writing assignments, etc.) will be uploaded into the Moodle course shells, and instructors should be contacted.

- 1 May 26 – All assessment results are returned to NSU.

University Core

University Core AC 2024-2025: 15,438 Assessments Completed (1.2% decrease)

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	2	4	0	4	0	0	984 / 516
MATH	2	4	0	0	4	0	1112 / 72
Natural SCI	2	4	0	0	4	0	948 / 49
Humanities	2	9	0	8	1	0	2443 / 439
Soc/Beh SCI	2	4	0	4	0	0	6701 / 478
Fine Arts	2	6	0	6	0	0	1329 / 367
	12	31	0	22	9	0	13, 517 / 1,921

15,438 student assessments, a 1.2% decrease from 2023-2024.

08 of 12 SLOs, 67% positive same as last year

22/31 measures, 71% positive same as last year.

09/31 measures, 29% not met same as last year.

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

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

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

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

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

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

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

Competency	# SLO	Measures	Improved	No Change (+)	No Change (-)	Declined	Total / DE
ENG	2	4	0	4	0	0	639 / 210
MATH	2	4	0	2	1	1	1,236 / 250
Natural SCI	2	4	0	0	4	0	835 / 100
Humanities	2	9	0	8	0	1	2,304 / 577
Soc/Beh SCI	2	4	1	3	0	0	8,501 / 424
Fine Arts	2	6	4	2	0	0	1,477 / 380
	12	31	5	19	5	2	14,992 / 1,941

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

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

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

07/31 measures, 23% not met vs. 32% last year.

Quality Enhancement Plan

Beyond the First Year Experience: Perspective, Perseverance, and Persistence will be the next Quality Enhancement Plan for Northwestern State University.

It focuses on the holistic student experience beyond the first year, and seeks to promote student perspective, perseverance, and persistence to improve long-term personal, fiscal, and academic health. It will assist in supporting student success and achievement as students navigate a period in their collegiate experience where they encounter increasing demands in their academic and social lives; face barriers to progressing through gate-keeping courses before moving on to upper-level and discipline-specific coursework; and experience increased stress from involvement in student activities and organizations, the need to work off campus, and other internal and external influences that act as barriers to persistence.

While institutions generally provide and support experiences during the first year to promote success, students are often left to start the second year and beyond without the support systems that helped them persist through their first year. This QEP will look at all angles of student retention and persistence from a holistic perspective.

During the summer of 2025, an external evaluator was contracted to do an audit of the freshman connection process. She has provided an overview of the process, given suggestions to ease the transition into college, and will next examine the transition from first year to second year. She will assist in developing a strategic framework that will inform the next QEP structure.

Market Responsiveness

AC 2022-2023	AC 2023-2024	AC 2024-2025	Market Responsiveness Metrics	AC 2023-2028 Target
73%		78.1%	*New or redesigned programs, concentrations, or certificates approved by the Curriculum Review Council that meet the needs of the workforce*	75%
	10		*Number of professional development opportunities ECE support staff participated in to advance knowledge*	12
	32		*Number of distinct professional development courses provided to faculty for continuous improvement and support of on-line course delivery.*	36
153		486	*Number of bona-fide industry partners*	250 (total)
	85.4%		*Percent of online students who have a full-time job working in their degree field at graduation*	85%
	20.2%		*Percent of recent graduates pursuing an advanced degree*	25%
3		5	*Number of new degrees or certificates approved by the Board of Regents that meet workforce needs and reflect occupational forecasts*	3
	1278		*Number of distinct non-credit courses offered annually through Continuing Education.*	1350
	38		*Number of engagements between administration and business industry partners*	48
	268		*Number of classrooms and labs managed by Student Technology Funds to provide students state-of-the art technology*	300
	12		*Number of specialized programs designed to develop leadership skills (outside the classroom)*	15
	197		*Number of interactions offered to engage students with business and industry partners*	250

Market Responsiveness:

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

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

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

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

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

Note 1: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. Blue italicized text were assessed in 2024-2025. Black standard text was assessed in 2020-2021 and 2022-2023. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

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

Market Responsiveness

Top three progress areas:

- **Establishment of the Office of Economic Development and University Advancement:** This office now encompasses community and corporate engagement efforts. Staff members have been strategically assigned to strengthen partnerships between the university and industry stakeholders.

- **Development of Innovation Park:** Plans are underway for the NSU Business Development Center, LSMSA Makerspace, and a regional Conference Center. In alignment with both regional and statewide economic needs, NSU will provide business development services for startups and existing companies, while also creating opportunities for students to engage in local employment—supporting talent retention after graduation.

- **Architectural Planning for Innovation Park:** Professional renderings and initial programming concepts have been obtained from architectural partners to inform next steps in development.

Top areas of concern:

- Securing appropriate funding for Innovation Park through federal, state, and private requests.

Final Thoughts: This year, our office will prioritize securing financial resources for Innovation Park while simultaneously cultivating new partnerships and strengthening existing relationships to ensure long-term success.

Community Enrichment

AC 2022-2023	AC 2023-2024	AC 2024-2025	Community Enrichment Metrics	AC 2023–2028 Targets
	31,713	28,225	*Number of patrons attending on-campus recitals, concerts, art exhibits, and theater/dance productions*	35,350
	196	215	*Number of off-campus performances*	350
	36,996	38,784	*Number of active users on Creative and Performing Arts social media outlets*	50,000
30,274	31,426	26,107	*Frequency of e-communications and number of participants*	33,000
	24	24	*Number of Alumni and chapter events held nationwide*	40
	1,321	809	*Number of Alumni Association members*	2,000
9,813	10,027	10,123	*Number of active users on Alumni Association social media outlets*	11,000
$6,606,624	$9,319,869	$7,527,524	*Amount of annual private support*	$7,000,000
1,861	1,936	2,011	*Number of individual contributors*	2,200
	$71,102,958	$78,211,104	*Value of restricted/unrestricted endowment assets*	$70,000,000/ $1,000,000
	$881,520	$1,252,889		
In progress	Complete	Complete	*Reestablish platform for alumni networking and mentoring*	Complete
	34,123	34,328	*Number of registered users on "DemoNSUnite"*	35,000
In progress	Contracted & designed	In progress	*Conduct brand perception survey and set baselines*	Complete
	103	104	*Number of activities including athletic promotions, cultural events, and other programs at off campus instructional sites*	100
294,307	250,732	243,018	*Number of hours students spend providing professional services (internships)*	350,000
	58	62	*Number of institutional partners with articulation agreements*	100
In progress	Complete	Complete	*Establish content experts in respective fields to serve as editors*	Complete
In progress	In progress	In progress	*Launch an enhanced website designed to meet the needs of 21st century learners*	Complete

Community Enrichment:

Objective 1. Expand World Class Performing Arts Program

Objective 2. Increase Robust Alumni Engagement

Objective 3. Promote Mutually Beneficial Donor Relationships

Objective 4. Expand Institutional Culture of Collaboration and Mutual Accountability

Objective 5. Nurture Thriving Town-Gown Relationships

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

Note: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. Blue italicized text was assessed in 2024-2025. Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Community Enrichment

Top three progress areas:

- The number of off-campus performances in has increased; growth driven by music and voice faculty performances regionally, nationally, and internationally; active users on social media has increased.

- Number of individual contributors continues to rise; value of restricted/unrestricted endowment assets has increased through additional contributions and successful investment management.

- Frequency of e-communications has increased tremendously due to weekly updates distributed to all alumni with emails on file (28,000+).

Top areas of concern: Staffing/workload

Final Thoughts: Continue to seek opportunities to add off campus performances. Make efficient use of limited staff; focus on high yield endeavors/fundraising opportunities. Focus on strategic economic development initiatives to increase partnerships with business, industry and government entities.

Community/Public Service within the Mission

2024-2025 ANNUAL REPORT

Highlights:

At least **268,502.5**	**Grand Total of Community/Public Service Hours** 1.5% decrease compared with AY 2023-2024
At least **$1,946,643**	**Economic Impact** Calculated at minimum wage of $7.25/hour 1.5% decrease compared with AY 2023-2024
194	**Campus and Community Partnerships** Same as 2023-2024
11	**Focus Areas of Community/Public Service** Same as 2023-2024

Healthcare (Physical & Emotional)	Sports & Fitness	Environmental Stewardship	Education	Economic Development	Creative & Performing Arts
Event Planning & Entertainment	Historical & Cultural Preservation	Combatting Poverty, Hunger, & Homelessness	Protection of Vulnerable Children & Adults	Community Safety & Emergency Preparedness	

Community/Public Service within the Mission

Highlights cont'd:

3	Primary Avenues Through Which Students Participate in Community/Public Service

Academic Units	The Student Experience	Athletics

14	Number of NSU Students Who Delivered Oral Presentations about NSU Community/Public Service Projects at 2025 ULS Academic Summit on Experiential Learning

Outlook/Plan of Action:

- University will provide avenues within the Academic Units, The Student Experience, and Athletics for students to engage in community/public service.

- Faculty and staff will have access to resources with which to track and promote student community/public service.

- NSU Director of Service-Learning will help prepare and advocate for NSU students wishing to present their outstanding community/service projects at the ULS Academic Summit on Experiential Learning.

- Director will collaborate with key personnel from Academic Units, The Student Experience, and Athletics to efficiently compile and report university-wide community/public service data at the end of each Spring semester.

University Capital Outlook – Projects

The State of Louisiana has directed capital outlay resources to both new construction and deferred maintenance. In support of these efforts, the University's Affairs Office addressed several critical deferred maintenance needs supporting all five Strategic Focus Areas. NSU continues to move forward with securing new construction capital outlay funding.

Projects completed:
- * Alost Hall Construction
- * AA Fredricks Rigging System replacement
- * 2 elevators in Watson Library
- * Turpin Stadium Lighting

The University continues to address ADA components of the Five-Year Plan. This year included:
- * Several sidewalks across campus have been repaired

In Progress:
- * Construction of Health Performance Center in athletics is in progress
- * Replacement of the roof and fume hood of Fournet Hall
- * Replacement of the roof at the Shreveport Campus
- * Replacement of the roof at the Leesville Campus

Technology Outlook – Projects

Projects completed:

- ➤ Upgrade of Fax and Service Lines and Dismantling of the Legacy Phone System
- ➤ Banner Server Updates and Upgrades
- ➤ Ellucian Ethos
- ➤ Varnado Hall Network and Wi-Fi Upgrade
- ➤ Alost Hall Technology and Network
- ➤ Rollout of new copier contract and devices
- ➤ F5 Network Load Balancer

In Progress:

- ➤ Banner Document Management System
- ➤ Banner 9 Self Service modules for Students, Faculty, and Financial Aid
- ➤ Review and Revise ITS Policies
- ➤ Athletics Cabling Infrastructure Upgrades
- ➤ Core Main Campus Network Upgrade
- ➤ Shreveport Campus Network Upgrade
- ➤ Degree Works upgrade with integration into Experience portal
- ➤ Datacenter Replacement Main Campus
- ➤ Ellucian Experience Portal

Technology Outlook – Projects

Planned (6 X Month)

- Campus network hardware replacement (100Gb Internet Connection)

- Field House Technology and Network

- Campus PC Replacement Plan for Staff

Planned (12 x Month)

- Disaster Recovery Center rebuild in Shreveport

- Innovation Park

Athletic Prominence

AC 2022-2023	AC 2023-2024	AC 2024-2025	Athletic Prominence Metrics	2023-2028 Target
70,292	69,868	72,148	*Yearly event attendance for all sports*	75,000
$2,939,068	$3,101,784	$5,022,018	*Yearly revenue (tickets, annual gifts, sponsorships, game guarantees)*	$2,380,264
21,250	23,472	35,943	*Number of NSU Demons Facebook likes*	25,458
11,541	11,786	11,830	*Number of @nsudemons Twitter followers*	11,511
$39,065	$43,811	$31,969	*Licensing royalties (LRG)*	$50,000
186 (holders) 792 (tix)	192 (holders) 812 (tix)	201 (holders) 836 (tix)	*Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, Bossier City)*	300
11*	15	28	*Camps and clinics for area youth*	20
50*	84	91	*Transparent budget exposures (i.e., Student-Athlete Advisory Committee, Faculty Senate, and DUF BoD, current/potential donors)*	60
36	37	42	*Student-athlete participation in campus activities. (SGA, SAB, Greek organizations, BCM)*	20
3,624	3,764	4,273	*Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).*	4,000
2.952	3.064	3.23	*Student-athlete GPA*	3.11
147	161	204	*Number of Dean's/President's List honorees per year*	250
187	197	224	*Southland Conference Commissioner's Honor Roll honorees per year.*	200
959/970	961/972	963/965	*Multi and single-year NCAA Academic Progress Rate (APR) team scores.*	940
11	6	10	*Number of facility improvement projects planned or executed, commensurate with available funding.*	8
7/14	4/14	7/14	*Number of teams with a winning percentage of .600 or better in conference or finish in the upper third of the conference standings.*	10

Athletic Prominence:

Objective 1. Enhance Marketing Opportunities, Game Day Experience and Resource Acquisition

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

- 🟩 Progress
- 🟧 Decline
- ⬜ No Progress - Not Measured
- 🟨 Change Made

Note: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. Blue italicized text was assessed in 2024-2025. Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Athletic Prominence

Top progress areas:

- **Student-Athlete Academic Success:**

  - Overall GPA for the Academic Year 24-25 was 3.23 which is an increase over last fiscal year and higher than our goal target of 3.11. The overall GPA for the Spring semester was 3.27, which was a department record.

  - NSU had 224 student-athletes named to the Southland Conference Honor Roll. For the Spring semester, NSU saw an improvement of 10.5 percent in total student-athletes on the Southland Conference Commissioner's Honor Roll with 126 earning at least a 3.0 GPA.

- **Revenue/Facility Improvement Projects:**

  - Revenue increased by almost $2M over the previous year.. A large part of the increase is due to the largest cash gift in Athletics history ($2M) plus another large gift that has allowed us to improve our facilities.

  - As a result of increased revenue, we were able to exceed our targeted goal for facility improvement projects for the year (completed 10 projects).

Athletic Prominence

Top progress areas cont.

➢ **Athletic Team Success:** 7/14 sports finished in the Top 3rd (Top 4) of the Conference despite our annual budget being 10th out of 12.

➢ **Audits:** Both the DUF Audit and the Louisiana State/NCAA Audit had zero findings. This was the second straight year that this was accomplished. This is the first time in several years that this has occurred.

➢ **Social Media Metrics:**

   ➢ Our social media metrics have increased. Currently, the metrics that are being officially tracked (Facebook Likes and Twitter Followers) don't tell the whole story. The younger generations use Instagram and TikTok, and both platforms have experienced significant growth over the last year. Our TikTok numbers are 5X what they were just a few short months ago. Impressions for all our platforms are strong.

Athletic Prominence

Top areas of concern:

- ➤ **Attendance:** Our attendance is still a concern for me. Football had a good attendance year (finished 2nd in average attendance in the Southland) despite going 0-12 and coming off a cancelled season. However, Men's and Women's Basketball despite having good seasons (both teams have won more games this season than last and both have outperformed preseason expectations) has not had good attendance. I believe there are a couple of reasons for this. First, ESPN+ airs every home game so fans can watch from the comfort of their homes. In addition, I do believe that our marketing efforts need to improve. The whole external staff is new to their positions this year, so my hope is that they have learned what they need to do and can better prioritize their time to make sure the department puts its best for forward.

- ➤ **Facilities:** We have made a lot of progress with several facilities this fiscal year. However, we still have a long way to go to get our facilities up to Division I standard and the upper echelon of the Southland Conference. We must continue to do everything we can to improve them. This is not just a recruiting issue; this is a student-athlete welfare issue.

Athletic Prominence

Final Thoughts: We are making great strides. We have made A LOT of progress both academically and athletically. Academically, we had our best year in department history. Athletically, we had a great year, with 7 out of 14 sports finishing in the Top 3rd of the conference, despite a budget ranking in the Bottom 3rd of the conference. Our ROI is very high. Looking ahead to the next couple of years, if we can continue to fund our programs better and improve our facilities, the athletic program will be one of the best at our level. By no means are we satisfied, but with the improvement we are seeing, the energy success brings to the overall campus. This will only help NSU's brand, enrollment, and recruiting as we move forward. The future is bright for NSU and NSU Athletics.

Cultural Competence

AC 2022-2023	AC 2023-2024	AC 2024-2025	Cultural Competence Metrics	AC 2023-2028 Targets
39%	39%	39%	*Percentage of Students of Color*	41% (50%) *
24%	23%	23%	*Percentage of Faculty of Color*	30%
16%	18%	20%	*Percentage of Tenured Faculty of Color*	30%
29%	27%	28%	*Percentage of Administrators of Color*	30%
53%	65%	65%	*Retention rate of Students of Color 1st–2nd year*	80%
39%	40%	50%	*Retention rate of Students of Color 1st–3rd year*	65%
3,897	3,474	3,326	*Overall Northwestern State Student of Color enrollment*	3,895 (5,000) *
43%	39%	41%	*Graduation rates of Students of Color*	50%
11*	9	6	*Number of students in Ethnic Studies minors*	75
11	6	12	*Number of courses offered in the Ethnic Studies minors*	12
8	12	13	*Number of Inclusive Coaching Workshops*	15
43%	44%	38%	*Percentage of Students of Color in student organizations*	50%
			Percent of Positive Responses on NSU Campus Climate Survey	80%
10	60	85	*Frequency of CC programs and initiatives sponsored by CID or any Dept/Org per academic year*	75
	65%	*70%*	*Percentage of facilities that are ADA compliant*	100%
25%	85%	*75%*	*Percent of Students of Color graduates working within 6 months of graduation*	75%

Note: Outcomes for AC 2022-2023 are reflected on the far left with AC 2023-2024 to the right and AC 2024-2025 to the far right. Blue italicized text was assessed in 2024-2025. Black standard text was assessed in 2022-2023 and 2023-2024. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Diversity, Equity and Inclusion

Objective 1. Increase cultural competence among the student body, faculty, staff, and administration.

Objective 2. Integrate cultural competence throughout the academic curriculum and support programs.

Objective 3. Develop a more inclusive campus environment that fosters success and meaningful participation for all students, faculty, and staff.

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

Cultural Competence

Top progress areas:

- Saw a 10% increase in retention rates of Students of Color 1st to 3rd year with all student cohorts moving towards our targets.

- Exceeded the target on the frequency of Cultural Competence programs sponsored at the university. Marketing has increased attendance and promotion of events.

- The Ruffalo Noel-Levitz Student Satisfaction Survey indicates high satisfaction of students relative to ULS System institutions and national norms.

Top areas of concern:

- Presence at more recruiting events and strategy meetings to assist growth in the Ethnic Studies minor

- Working with the Faculty Culture and Climate committee to review retention, tenure, and promotion processes and supporting documents to ensure the process is supportive of all needs.

- Students with both a learning disability and a physical disability expressed a significantly lower opinion of their level of inclusion. Although this sample is small, we will need to closely monitor our actions to accommodate such students.

Cultural Competence

Top areas of concern (cont.):

- Adjust the target for metric 1 "Percentage of Students of Color" to better match the national and local demographics.

Final Thoughts: Overall, these results affirm that progress is not only possible but also achievable when we remain focused and intentional. To continue this momentum, we must remain proactive, data-informed, and committed to building a culture and climate where belonging and equity are exuded continuously.

Mission Accomplishment

Educational programs: 103 Programs; 73 Degree and 30 Certificate Programs (10 PBC, 7 PMC, 2 GC, and 9 UC)

- College of Arts and Sciences: **27 Degree Programs** and **7 Certificate Programs**
- College of Education and Human Development: **33 Degree Programs** and **14 Certificate Programs**
- College of Nursing: **8 Degree Programs** and **7 Certificate Programs**
- College of Business and Technology: **5 Programs** and **2 Certificate Programs**

Administrative support services: (28 Units)

- Office of Institutional Effectiveness and Human Resources: **3 Units**
- Public Information and Media Relations: **2 Units**
- Electronic Learning & Global Engagement: **2 Units**
- Economic Development and Advancement: **4 Units**
- Office of Sponsored Programs: **1 Unit**
- Information Technology Support: **2 Unit**
- Business Affairs: **2 Unit**
- University Affairs: **5 Units**
- Athletics: **5 Units**
- Wellness and Recreation: **2 Units**

Academic and student support services: (29 Units)

- Registrar: **4 Units**
- Library: **7 Units**
- Auxiliary Service: **1 Unit**
- Academic Engagement and Student Success: **3 Units**
- The Student Experience: **14 Units**

University Core Competencies (6 Reports)

- **English: 1**
- **Mathematics: 1**
- **Natural Sciences: 1**
- **Humanities: 1**
- **Behavioral/Social Sciences: 1**
- **Fine Arts: 1**

Outcomes, Measures, Objectives, Metrics
1,132 outcomes out of 1,391 were positive

81%

Strategic Planning Moving Forward

What is in motion:

❖ Determine what adjustments need to be made and implement them.

❖ Continue data collection through Spring 2026.

❖ Continue preparation for our SACSCOC Differentiated Review

❖ Integrate innovation into all existing metrics.

When: **Your input for AC 2025-2026 is due 19 June 2026**.

Deliverable: Update the narrative for your SFA in the same manner as the AC 2024-2025 Assessment Document—description, highlights, challenges, and assessed metrics – What's next? For colleges and Special Topic Areas, please follow the agreed-upon format.

SRC Differentiated Review Timeline

Fall 2023
- Submit Fifth Year Referral Report (23 Feb 23)
- Close Out Strategic Plan AC 2022-2023
- Initiate Strategic Plan AC 2023-2024
- Initiate Program and Units Assessments

Spring 2024
- Mission Analysis
- Initiate SACSCOC Policy Review – Development
- Draft Plan for Reaffirmation
- Complete Assessment of AC 2023-2024
- Complete Program and Units Assessments
- SACSCOC Standards Ownership Review
- April SACSCOC solicits interest in Dif. Review
- 15 May – Complete SNAP Survey

Summer 2024
- Complete Policy Review EOM May 24
- Complete Assessment of AC 2023-2024
- Complete Program and Units Assessments
- SACSCOC Standards Ownership Review
- Draft: CR 1.1, CR 2.1, CR 4.1, R4.2d, R 4.2F, R 4.2g, R 4.3, CR 5.1, R 5.2a, R 5.2b, R 5.2c
- SACSCOC Confirms Uni Interest in DRP
- 19 AUG – Submit Diff Review Verification Form

Fall 2024
- Annual Conf. Dec 7 – 10, 2024, Austin Convention Center, Austin, TX
- Draft: R 6.2a, CR 7.1, R 7.2, CR 11.1, R 12.6, CR 13.1, R 13.2, R 13.3, R 14.5 *5YR* R 5.4, CR 6.1, R 6.2b, R 6.2c, CR 8.1, R 8.2a, CR 9.1, CR 9.2, CR 9.3, R 10.2, R 10.6 a-c, R 10.7, R 13.7, R 14.1, R 14.3, R 14.4, R 10.5, CR 12.1, R 12.4, R 13.6
- **04 NOV – Notified of Selection – Confirmed**

Spring 2025
- R 7.2, R 12.6, *R 13.7, R 14.3, 10.5, CR 12.1, R 12.4, R 13.6,* CR 13.1, R 13.2, R 13.3, R 6.2b (*Test Run*)

Summer 2025

Fall 2025
- **CR 2.1, CR 5.1,** R 5.2a, **R 5.2b, R 5.2c,** R 5.4, CR 7.1, R 8.2a, CR 9.1, CR 9.2, CR 9.3, R 10.2, R 10.5, R 10.6a-c, R 10.7, **CR 11.1,** CR 12.1, **R 12.6**
- Annual Conf. Dec 6-9, 2025, Music City Center, Nashville, TN

Spring 2026
- CR 4.1, R 4.2d, R 4.2f, R 4.2g, R 4.3, CR 6.1, R 6.2a, R 6.2B, R 6.2c, CR 8.1, CR 13.1, R 13.2, R 13.3, R 13.7, R 14.1, R 14.3, R 14.4, R 14.5, R 12.4, R 13.6

Summer 2026
- CR 1.1
- R 7.2 – Spring 2027

Final Editing
- *TARGET SUBMISSION 30 Jun 2026*

Fall 2026
- *Must submit Reaffirmation Report NLT 07 Sep 2026*

Spring 2027
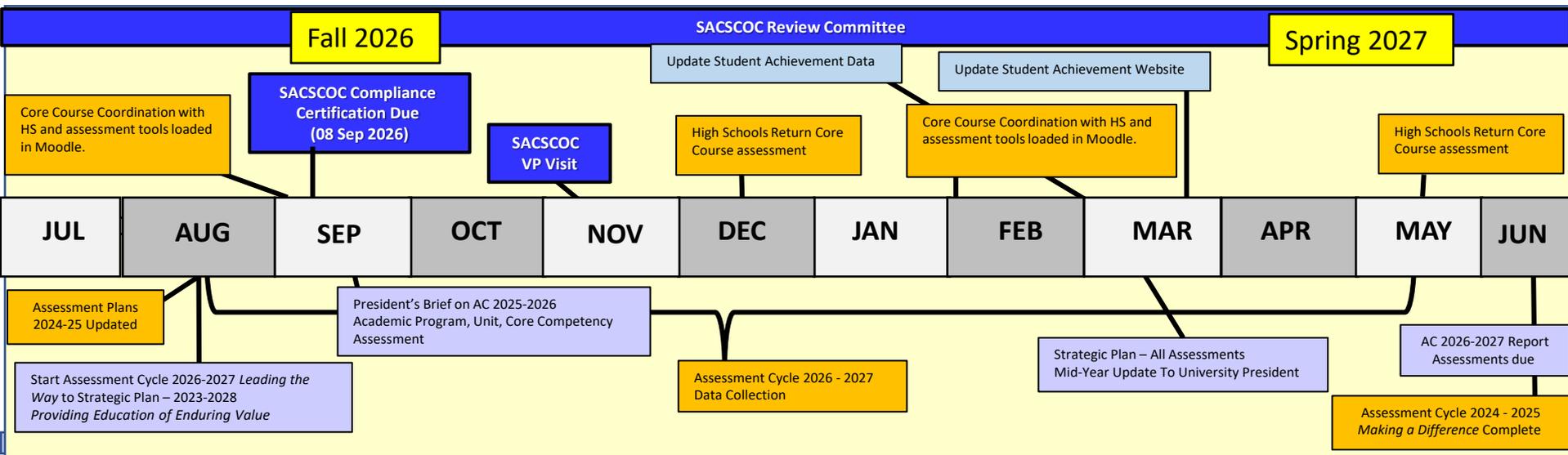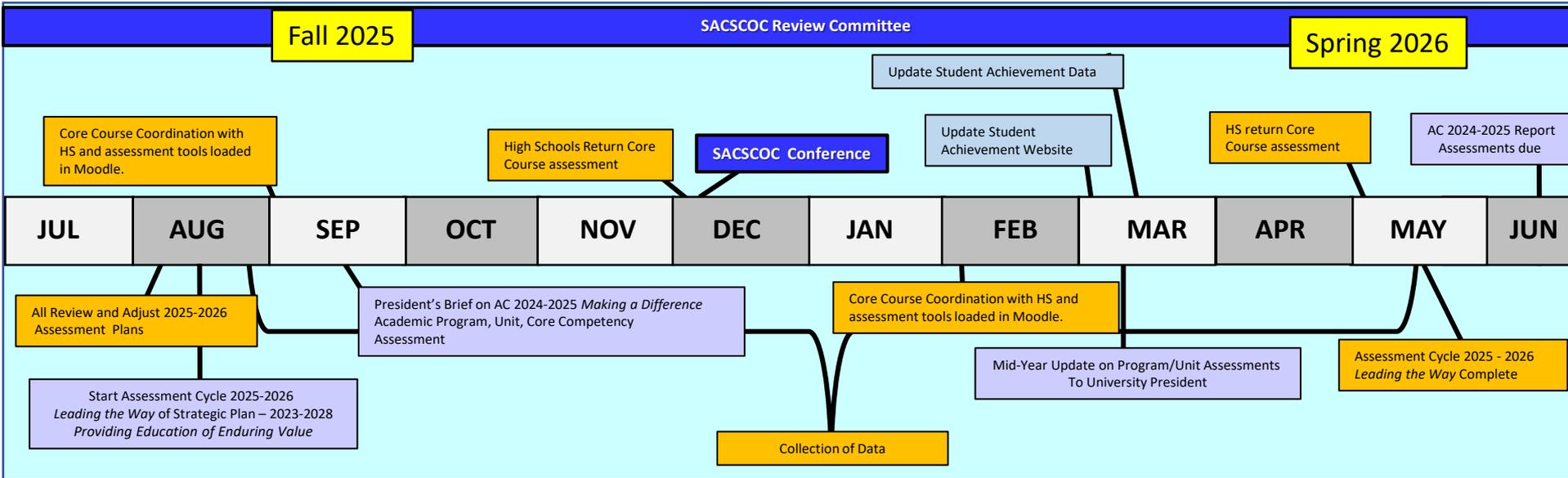
On-Site Review

SACSCOC Differentiated Review Milestones

- ❖ *Compliance Certification Due*   *8 September 2026*

- ❖ *QEP Lead Evaluator Selected (150 DAYS BEFORE ON-SITE)*   *15 October 2026*

- ❖ *Off-Site Peer Review Conducted*   *3-6 November 2026*

- ❖ *SACSCOC VP Visit*   *16 – 18 Nov 2026*

- ❖ *Quality Enhancement Plan Due*   *29 January 2027*

- ❖ *Focus Report due*   *29 January 2027*

- ❖ *On-Site Peer Review Conducted*   *15 - 18 March 2027*

- ❖ *Response to On-Site Committee*   *18 August 2027*

- ❖ *Review by the Committee on Compliance*   *2-5 December 2027*
  and Reports and Board of Trustees

Northwestern IE Model Timeline

QUESTIONS

GUIDANCE