

Dedicated to One Goal – Yours

STRATEGIC FRAMEWORK

Original Submission August 6, 2015
Revised Submission August 17, 2015



FINAL

Draft #1-Distributed July, 2015

Dedicated to One Goal—Yours

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.

Strategic Framework Focus Areas

The Student Experience—COORDINATOR: CHRIS MAGGIO

CONSULTANT-PHYLLIS DUPUIS

- Personalized academic and career mentoring
- Flawless student service
- Enriching campus life at all campuses
- Modeled social responsibility and community leadership
- Deep-rooted Northwestern State pride and loyalty

Academic Excellence—COORDINATOR: FRANCENE LEMOINE

CONSULTANT-PHYLLIS DUPUIS

- Innovative instruction in the classroom and online
- Comprehensive commitment to core competencies
- Exemplary graduate and professional school preparation
- Validated assessment of educational outcomes
- Quality student-faculty relationships

Market Responsiveness—COORDINATOR: DANA CLAWSON

CONSULTANT-CHRIS WEAVER & PHYLLIS DUPUIS

- Graduates prepared to work, learn, and lead
- Alignment with tomorrow's workforce demands
- Class-leading employer service
- Delivery of industry recognized competencies
- Continuous reflection and thoughtful advancement

**Athletic Prominence—COORDINATOR: GREG BURKE
CONSULTANT-CHRIS WEAVER**

- Peerless scholar athlete success
- Demonstrated social responsibility
- Enhanced return on financial investment
- Competitive excellence

**Community Enrichment—COORDINATOR: VICKIE GENTRY
CONSULTANT-CHRIS WEAVER**

- Robust alumni engagement
- Mutually beneficial donor relationships
- Thriving town/gown relationships in Natchitoches/Leesville/Shreveport/Alexandria
- World-class performing arts programming

NSU COORDINATOR: RONI BISCOE

The Student Experience

MEMBER NAMES AND JOB TITLES:

- Chris Maggio, EdD., Vice President for the Student- Experience
- Frances Conine, Dean of Students
- Reatha Cox, Executive Director of First Year Experience and Leadership Development
- Shayne Creppel, Assistant Director of Student and Greek Life
- Frank Serio, PhD., Department Head, Mathematics

INPUT SUMMARY FORM
THE STUDENT EXPERIENCE FOCUS GROUP

METHODS USED TO SECURE INPUT:

Focus Groups

Surveys

National on-line ranking profile

GROUPS/INDIVIDUALS GIVING INPUT:

Faculty/Staff 35

English 1020/students, internet section 9

Student Government Association 9

Freshman Connectors/student leaders 35

Greek Life Students 14

Alumni 13

CAPA Students 20

Leadership Team 25

NICHE, National On-line Univ. Ranking Program 94

TOTAL NUMBER OF RESPONDENTS: 254

MAY, JUNE, JULY 2015

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THE STUDENT EXPERIENCE



FOCUS AREA: <u>The Student Experience</u> – Personalized Academic and Career Mentoring			
WHY? To ensure that students receive individualized attention to support their academic and career preparation			
What?	Who?	When?	Outcomes?
I. Improve campus-wide tutoring by opening an Academic Success Center			
A. Committee selected to oversee planning/development of center	Provost VP-Student Experience	July, 2015	Committee established
B. Plan developed, including policies, site, staffing (identify or hire director), & purchasing equipment	Committee	October, 2015	Initial plans for center developed and approved as warranted
C. Survey students' opinion of current campus tutoring	Director of Tutoring	December, 2015	Student survey
D. Student Success Center Opens	Director of Tutoring	December, 2015	Utilization of Student Success Center
E. Student Feedback	Director of Tutoring	May, 2016	Student Survey-compare results to previous survey # of students served
1. Opinion of current campus tutoring			
2. Students served			
F. Extend services to satellite sites			
II. Revise University Studies 1000	Dean of Students, Director & Asst. Director of Counseling & Career Services, Director of Academic Affairs	Fall 2015	% of students able to articulate their career goals
A. Revise Career Component - include information on career opportunities and pathways			
B. Revise and update remaining course components	Provost, Dean of Students, Director of Academic Affairs, Director of 1 st Yr. Experience	June 30, 2016	Establish baseline (fall to spring, 2016), % of students retained

FOCUS AREA: <u>The Student Experience</u> – Personalized Academic and Career Mentoring			
WHY? To provide Personalized Academic and Career Mentoring			
What?	Who?	When?	Outcomes?
III. Establish an Academic & Career Speakers' Directory A. Identify who will spearhead directory B. Identify interested speakers	Director & Asst. Dir. of Counseling & Career Services, Director of Academic Affairs, Alumni Office	January 1, 2016	Establish baseline, # of speakers, C Compile a list of available speakers and include contact information, i I Inform all staff of speaker availability
IV. Increase Academic Accessibility A. Re-package scholarships enhancing freshman packages, & targeting upper classmen & transfers	Provost, VP-Student Experience, Director-Financial Aid, Scholarship Coordinator, Exec Director of Foundation	June 1, 2016	% increase in recruitment, retention
B. Explore value options (ex: Tuition Lock-in Program)	VP-Financial Affairs	June 30, 2016	% increase in recruitment, retention
C. Increase s Summer school enrollment			
1. Implement additional summer school scholarships	Provost, VP-Student Experience, Director-Financial Aid, School Coordinator, Exec Director of Foundation	May, 2016	Increase in #, \$ amount of summer school scholarships
2. Return to schedule-4-3 week classes or 3-3 week classes	Provost, Deans Council	May, 2016	# of students enrolled-, development of 3 3-week terms or similar
3. Lower summer school costs	VP-Financial Affairs, VP-Technology, Innovation. & Economic Development	May, 2016	# of students enrolled
D. Increase number of face-to-face classes	Provost, Deans	June 30, 2016	Reduced # and % students forced to take online classes
V. Establish Student Support Services Mentor Program. (successful SSS upper level & new students)	Director & Asst. Director of Student Support	September, 2015	Establish baseline, Student Support Services-% enrollment retained

FOCUS AREA: <u>The Student Experience</u> – Flawless Student Services			
WHY? To provide students and parents easy-to-find accurate information, timely response to inquiry, positive attitudes, and empathy			
What?	Who?	When?	Outcomes?
I. Improve communication by replacing existing Messenger with Integrated Daily Messenger 1. Student Messaging 2. Faculty & Staffing Messaging 3. Community Messaging	Provost, VP-Student Experience, Director NSU Press	August, 2015	Establish baseline, increased # of hits
II. Improve Standards of Student Service A. Publication of “Expectations for Student Customer Service”	VP-Student Experience & Staff	October, 2015	Dissemination of publication, % t trained in Student Customer Service?
B. Infrastructure changes to support implementation of plan: 1. Include expanding business hours to accommodate student needs 2. Respond to phone inquiries within 24 hours	Provost, V-P-Student Experience Chief Information Officer	December, 2015	Elimination of use of phone computer menu for employees
C. Faculty/Staff trained in online paperless processes for a Applications, a Appeals, & o Other f Forms	Exec Leadership Team, Deans Council, Registrar, Director of Financial Aid	May, 2016	% t Trained: create, establish baseline, time-initiation to resolution
D. Improved Services-Relations 1. Auxiliary Services-implement new standards of operation	V-P Student Experience, Dean of Students, Directors Auxiliary Services	November, 2016	Reduce # of student complaints
2. University Police-Implement Protocols for Police- Student Interaction; officers trained	V-P Student Experience V-P University Affairs	November, 2016	Reduce # of student complaints

FOCUS AREA: <u>The</u> Student Experience – Modeled Social Responsibility and Community Leadership			
WHY? To provide students with opportunities to develop positive citizenship and leadership abilities			
What?	Who?	When?	Outcomes?
I. Further develop Leadership Program A. Extend President Leadership Program by including previous year's participants in current year (Expand to sophomore year students)	Director 1 st Year Experience.	Fall 2015	Establish baseline, # of participants, participant satisfaction
B. Develop programs for specific groups, i.e. Greek Life, Student Government, Service Learning & all registered student orgs; Reach out to students not involved in formal organizations	Dean of Students Director 1 st Year Experience Director Student Life Director Student Activities	Fall 2016	Establish baseline, # of programs implemented, participant satisfaction
II. Further student development through service learning A. Develop Natchitoches-based spring break Service Learning projects 1. One in Natchitoches 2. One within driving distance 3. One abroad	Dean of Students Director of 1 st Year Exp.	April 2016	Establish baseline, # of projects, # of participants, participant satisfaction
III. Grow & Emphasize Diversity and Nondiscrimination Programs A. Improve, update Bystander Programs	Dean of Students Title IX Committee Student Government Association	Fall, 2015	Establish baseline, # of complaints, participant satisfaction with program, climate
B. Improve, update Reader's Theater		Spring 2016	Documented: updated Reader's Theater Program

C. Improve, update Awareness Programs		Fall, 2015	Documented: updated Awareness Program
D. Improve, update Training Programs		Fall 2015, ongoing	Documented: updated Training Programs
E. Develop Diversity module for UNIV 1000		Fall 2015	Documented: updated Diversity Module
FOCUS AREA: <u>The</u> Student Experience – Enriching Campus Life at all Campuses			
WHY? To improve/increase campus life for students			
What?	Who?	When?	Outcomes?
I. Formation of University Events Committee to coordinate planning, spreading of events, and sharing of resources with all campuses	V-P Student Experience Dean of Students & Staff	June 30, 2016	Establish baseline, # of events at each campus, student satisfaction.

FOCUS AREA: <u>The Student Experience</u> – Deep-Rooted Northwestern State University Pride and Loyalty			
WHY? To support the development of a life-long relationship with the university			
What?	Who?	When?	Outcomes?
I. Develop courses for campus improvement projects	V-P Student Experience, Dean of Students, Director 1 st Yr Experience, Director Student Affairs, Department Heads	April 2016	Establish baseline, # of courses, # of participants
A. Spring Break			
B. Summer School			
II. Improved Campus environment through campus upgrades and repairs			
A. Plans, protocols developed for comfortable temps in all buildings	V-P University Affairs	January 1, 2016	Reduced # of c Complaints
B. Improved stairwells & bathrooms- Kyser & Student Union	V-P University Affairs Kyser Building Manager	January 1, 2016	Reduced # of c Complaints
C. Re-open the Alley	V-P University Affairs Executive Director-Student Union	May, 2016	Establish baseline, #_of events, participants
D. Transform the library into engaging learning commons	V-P University Affairs Executive Director-Student Union	May, 2016	Increased # of users
E. Establish and enforce new expectations for cleanliness	V-P University Affairs	Fall 2015	Reduced # of c Complaints
F. Study utilization of Natatorium	V-P University Affairs	May, 2016	Utilization recommendation(s)
III. Build Affinity for University			
A. Updated p Plan for p Pep r Rallies & g Game d Day a Activities	Dean of Students, Director. 1 st Yr Experience. Director Student Affairs, Department Heads, Athletic Director	Fall 2015	Establish baseline # of participants
B. Establish a Traditions Council to build awareness of history & traditions	Dean of Students, Asst. Director of Student Union Life, SGA	Fall 2015	Documented: Establishment of Council
C. Establish consistent branding protocols	Director of Marketing VP – External Affairs	Fall 2015	Establish baseline list of branded items, # of items sold

Academic Excellence

MEMBER NAMES AND JOB TITLES:

- Francene J. Lemoine, PhD. , Associate Professor and Interim Department Chair, Department of Biological and Physical Sciences
- Lisa Abney, PhD., Provost and Vice President of Academic Affairs

- Steven Horton, PhD., Vice Provost and Dean of the College of Science and the Arts
- Kimberly, McAllister, EdD., Department Head
Department of Teaching, Leadership, and Counseling
- T. Davina McClain, PhD., Associate Professor
Louisiana Scholars' College

INPUT SUMMARY FORM
ACADEMIC EXCELLENCE FOCUS GROUP

METHODS USED TO SECURE INPUT:

Surveys were used to gather data from stakeholders. A total of 6 surveys were administered. Surveys were created for the following areas:

- Meaning Learning Experiences
- Student-Faculty Interactions
- Advising
- Community Enrichment

- Graduate Preparation

GROUPS/INDIVIDUALS GIVING INPUT:

Name of survey	Distributed to:
Graduate Preparation Survey	Recent graduates
Validated Assessments	Current faculty
Meaning Learning Experiences	Currently enrolled students
Student-Faculty Interactions	Currently enrolled students
Advising	Current faculty
Advising	Sampling of NSU students enrolled Spring 2015

TOTAL NUMBER OF RESPONDENTS:

Name of survey	Number of Respondents
Graduate Preparation Survey	63
Validated Assessments	18
Meaning Learning Experiences	122
Student-Faculty Interactions	93

Advising (Faculty)	39
Advising (Students)	5
Total	340

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ACADEMIC EXCELLENCE



FOCUS AREA: Academic Excellence-Academic Success Center			
WHY? To better facilitate student success, an Academic Success Center will be created			
What?	Who?	When?	Outcomes?
I. Create Academic Success Center A. Designate a Director	V-P Academic Affairs, Deans, Department Heads, Faculty	Spring 2016	Increase # of students retained; Improvement in all Grad Act indicators
B. Tasks assigned, but not limited to: 1. Increasing student retention 2. Establishing better student-faculty interactions (see Academic Excellence under quality student-faculty interactions) 3. Expanding undergraduate research 4. Aiding in preparation of students for graduate/professional school admission exams 5. Publicizing current student resources with updates as necessary			
FOCUS AREA: Academic Excellence-Faculty Success Center			

WHY? To facilitate faculty growth and achievement, a Faculty Success Center will be created			
What?	Who?	When?	Outcomes?
I. Create Faculty Success Center	President, Leadership Council, V-P Academic Affairs, Deans, Department Heads, Faculty	September 1 , 2015 ongoing	Establish baseline, by/for each service provided
A. Designate Staff - (suggest 1 staff & 1 administrative assistant)			
B. Identify site on campus			Establish site for Faculty Success Center
C. Services offered, but not limited to: 1. Create a program of assigned faculty mentors for each year's new faculty cohorts 2. Establish a repository for information relating to Teaching/Research/Service activities by faculty 3. Provide resources needed for faculty research (responsibilities of Director of Research); reinstate the CURIA Grant Program to support faculty research 4. Provide guidance concerning compliance with policies and procedures for non-tenure track, tenure-track & tenured faculty 5. Create a Chair Academy to provide Department Heads with the resources needed to perform their duties & to serve as a repository for forms/templates 6. Create faculty awards in various areas 7. Disseminate information on Request for Proposals (RFPs) for Professorships			
FOCUS AREA: Academic Excellence-Innovative Instruction in the classroom and online			
WHY? To enhance and continually update instruction to ensure student success			
What?	Who?	When?	Outcomes?
I. Provide support for innovative instruction			
A. Develop a schedule of professional development for all instructional staff that reflects faculty input	Faculty Success Center (FSC), Committee	September 15, 2015 ongoing	Establish baseline, 30% employee participation monthly
B. Educate face-to-face instructors in technology/techniques (modified "Online Boot Camp")	Faculty Success Center & Electronic & Continuing Education	June 30, 2016 Ongoing	Establish baseline, 30% f to f instructors, complete 6/30/16; 100 % f-to-f instructors complete - 6/30/17
C. Educate online instructors in technology/techniques (modified "Online Boot Camp")	Faculty Success Center & Electronic & Continuing Education	January 1, 2016 Ongoing	Establish baseline, completed by 100 % of online instructors
D. Identify strengths/effectiveness of existing. Instructional Strategies	Alumni Center, Institutional Advancement, Department Heads	December, 2015	Establish baseline

1. Survey 1, 3, 5 yr. graduates 2. Review by Departments			Target: 15-20 % participation rate identification of most helpful strategies
E. Provide grants for faculty to redesign existing courses or develop new courses during summer (grants competitive, \$1K)	President, Leadership Team	January 1, 2016	Establish baseline, 1 st yr-50% of depts. submit at least 1
F. Provide \$300 annually and adequate release time for faculty to travel to one conference (increase amount annually by \$100)	President, Leadership Team	December, 2015	Establish baseline, % i ncrease in faculty participation in conferences
G. Review/revise Depart. Academic Advisory Council Membership & regular meeting schedule	V-P Academic Affairs, Deans, Department Heads, Faculty	December, 2015	Document ed ed ; review/revision of Council membership, schedule of meetings submitted
H. Ensure faculty familiarity with classroom/lab equipment & technology in their teaching site	Information Systems, Electronic & Continuing Education	January 1, 2016 (begin Sept 1, 2015)	Establish baseline, by 1/1/16, 50% of Departments hosted 1 on-site training
I. Provide funds for supplies and equipment	President, Leadership Team	June 30, 2016	100% of Departments submitted maintenance schedule with costs.

FOCUS AREA: Academic Excellence-Comprehensive Commitment to Core Competencies

WHY? To ensure all graduates think critically, communicate effectively, solve problems, and possess technological literacy

What?	Who?	When?	Outcomes?
I. Provide support for the core competencies			
A. Establish oversight for core courses 1. Appoint a Course Steward for each course in core curriculum	Each Department offering a multi-section core course	December, 2015 ongoing	Establish baseline, 100% of core courses have appointed stewards
2. Core courses updated & evaluated annually			Documented: -100% of courses updated, evaluated annually
B. Ensure class sizes and pedagogy in core courses conducive to student learning	Department. Heads, Deans, V-P Academic Affairs	January 1, 2016 ongoing	Establish baseline?

C. Provide students w. links to all academic resources on campus & online resources/ tutorials related to topics in core courses	Academic Success Center, Chief Information Officer, Department Heads, Faculty	January 1, 2016 ongoing	Establish baseline, 3 external links to online resources/tutorials established
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FOCUS AREA: Academic Excellence-Exemplary graduate and professional school preparation			
WHY? To distinguish NSU as the premier foundation for continued study			
What?	Who?	When?	Outcomes?
I. To provide better preparation			
A. Develop & offer workshops to introduce students to preparation for graduate/professional school entrance exams	Academic Success Center (ASC) Director	2015-16 school year	Establish baseline, #_of participants, \uparrow 5% annual increase
B. Offer department-specific courses that help students transition to graduate or professional schools; d Develop re-orientation program	Departments	June 30, 2016	Establish baseline, \uparrow by 2017, 50% of appropriate depts. implement course
C. Offer courses(s) to improve performance on graduate & professional entrance exams	Academic Success Center (ASC) Director	June 30, 2016	Establish baseline, #_of participants, \uparrow 5% annual increase
D. Support all undergraduate research	Leadership Council, SGA, Academic Success Center, Deans	Sept. 2015	Establish baseline
1. Fund student travel to & presentations at conferences		School year 15-16	50% of depts. apply for travel funds, \uparrow 5% annual increase
2. Fund faculty members accompanying students		School year 15-16	50% of depts. apply for travel funds, \uparrow 5% annual increase

FOCUS AREA: Academic Excellence-Validated Assessment of Educational Outcomes			
WHY? To ensure the effectiveness of our course offerings			
What?	Who?	When?	Outcomes?
I. Ensure effective assessment of educational outcomes			
	Each department	June 30, 2016	

A. Develop a list of appropriate educational outcomes with measures that test for the needs of the workforce 1. In-service Department Heads & Staff			Establish baseline, 100% have reviewed student learning outcomes, listed measures/tests linked to workforce # of Department Heads In-serviced
B. Re-evaluate assessments of University core courses	V-P Academic Affairs, Core Curriculum Committee	End of each semester	Establish baseline, 100% all core courses assessed & evaluated annually

FOCUS AREA: Academic Excellence: Quality student-faculty relationships			
WHY? To increase positive interaction between students and Faculty			
What?	Who?	When?	Outcomes?
I. Provide support for quality student-faculty relationships A. Create an "Advising Packet" template for personalization by departments/programs	V-P Academic Affairs, Deans, Department Heads	January 1, 2016	Establish baseline, 50% of programs with personalized packets
B Identify successful student-faculty interactions by student survey	Office of University Planning	Each semester	Establish baseline, # of interactions identified, recognized
C. Create a reward, with funding, for advisors of recognized students organizations	V-P Student Experience, SGA	June 30, 2016	Establish baseline, advisor retention
D. Provide funding and/or transportation for faculty taking students on educational trips	Leadership Council, V-P Academic Affairs, Deans	June 30, 2016	Establish baseline, # of participants
II. Provide activities to enhance student-faculty relationships A. Establish a "Meet the Faculty" Program to highlight faculty achievements/journey	V-P Academic Affairs, Faculty Success Center (FSC) Director	Fall 2015	Establish baseline, % of faculty recognized
B. Establish student-faculty intramural competitions, both mental and physical	Wellness, Recreation and Activity Center	June 30, 2016	Establish baseline, # of participants - students, faculty
III. Reviewing University Personnel Practices			

A. Use national searches & appropriate compensation to secure the best quality faculty available	Provost, Deans, Department Heads, Search Committees	September 2015	Establish baseline Publish available faculty positions utilizing national media Evaluate hires' impact
B. Compensate existing faculty appropriately; develop policy & identify equity issues to implement raises where appropriate	President Leadership Team	June 30, 2016	Establish baseline, list departments, target 1/3 each year Improved morale will have a positive impact on student retention
IV. Establish a rotation system/maintenance schedule among departments for upgrade of computers, technology, & furnishings	President Leadership Team	June 30, 2016	Establish baseline, list departments, target 1/3 each <u>year</u>

Market Responsiveness

MEMBER NAMES AND JOB TITLES:

- Dana Clawson, DNS, WHNP-BC (Chair)
Dean, College of Nursing and School of Allied Health
- Massimo D Bezoari, PhD., Richard Lounsbery Professor of Chemistry, LA Scholars' College at Northwestern State University

- Margaret S. Kilcoyne, PhD., Interim Dean
College of Business and Technology
- Begoña Pérez-Mira, PhD., Associate Professor of Business
College of Business and Technology
- Darlene Williams, PhD., Vice President
Technology, Innovation, and Economic Development

INPUT SUMMARY FORM
MARKET RESPONSIVENESS FOCUS GROUP

METHODS USED TO SECURE INPUT:

1. Survey data regarding national/state employment trends
2. Survey data from Business and Industry partners in NSU service region and faculty and staff to determine and examine characteristics that might help our institution become the best possible partner in regional economic growth and development.

3. Survey data from NSU Alumni survey on opportunities for alumni engagement and roles in promoting the university's brand, reaching prospective students, supporting specific programs, and showing pride in our student experience
4. GRAD ACT Documentation with wWorkforce nNeeds and NSU degree matching and future opportunities.
5. CIS Alumni Survey Spring 2015
6. New Survey Data from Department Heads (Market Responsiveness)

GROUPS/INDIVIDUALS GIVING INPUT:

1. National employment data already gathered from the Bureau of Labor Statistics, US. Dept. of Labor ([See Appendix 1 for summary information](#) and http://www.bls.gov/emp/ep_data_occupational_data.htm for full tables)
2. Survey response data from business, industry partners, faculty and staff. ([See Appendix 1 for summary information](#))
3. Survey response data from alumni survey. ([See Appendix 2 for summary information](#))
4. Internal data gathering and information ([See Appendix 3 for summary information](#))
5. Computer Information Systems Alumni Survey ([See Appendix 4 for summary information](#))
6. Online survey sent to NSU department heads and coordinators. ([See Appendix 6 for summary information](#))

TOTAL NUMBER OF RESPONDENTS:

1. N/A
2. 99 business and industry respondents (1,891 | 5.2% response rate) + 188 faculty and staff respondents (750 | 25.1% response rate)
3. 566 alumni responses (16,131 | 3.5% response rate)
4. 110 4 and 5 star jobs matched to NSU offerings with opportunities and competition from other universities in the area.
5. 50 respondents (717 | 6.9% response rate)
6. 8 respondents (as of July 20) (20 | 30% response rate)

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MARKET RESPONSIVENESS



FOCUS AREA: Graduates Prepared to Work, Learn, Lead			
WHY? Northwestern State University will increase the efficiency, regularity, awareness, availability and understanding of all information needed to make institutional decisions that affect our graduates' abilities to work, learn, lead and achieve success in their chosen careers.			
I. Assess current strategies of each department to prepare graduates to work, learn, and lead.			
What?	Who?	When?	Outcomes?
A. Gather and analyze data regarding what existing strategies are being utilized by various NSU colleges, schools, and departments.	Market Responsiveness Team sent and reviewed survey data. Deans Department Heads	July 1, 2015 (Ongoing) July 1, 2016	Survey analyzed. Results and findings vary by department. See appendix

B. (1) Establish a staff position or utilize current staff with expansion of responsibilities to be the Coordinator of Academic and Occupational Forecasting and (2) reestablish the Academic and Occupational Forecasting Committee	President or VP of Academic Affairs, VP of Technology, Innovation, and Economic Development	October 1, 2015	1. Staff Position Established as Coordinator of Academic and Occupational Forecasting. 2. Academic and Occupational Forecasting Committee established and a minimum of three meeting dates scheduled.
C. Create and implement a centralized, university-wide process for collecting, extracting, and monitoring workforce and industry needs.	Coordinator of Academic and Occupational Forecasting Academic and Occupational Forecasting Committee	January 1, 2016	Policy and process created for collecting, extracting and monitoring workforce and industry needs collection.
D. Develop a centralized university repository which is available to and viewable by all stakeholders (e.g. alumni survey results, current degree offerings, matching of degree offerings to projected workforce demands, place for employer input into competencies of graduates not addressed in degree programs).	Coordinator of Academic and Occupational Forecasting Academic and Occupational Forecasting Committee	January 1, 2016	Database, on-line web page, and repository established
FOCUS AREA: Alignment with Tomorrow's Workforce Demands			
WHY? To Ensure NSU is producing graduates who are needed and employable in current and future workforce			
I. Improve current degree programs to ensure they meet the job market requirements for future workforce demands and alumni needs.			
What?	Who?	When?	Outcomes?
A. Based on current and future data analysis results, develop or redesign programs aligned with the published national, state, regional workforce demands and previous and future.	Coordinator of Academic and Occupational Forecasting Academic and Occupational Forecasting Committee	July 1, 2016	Implement 100% of recommendations department specific actions.

	VPASA, VP TIED, Deans, Department Heads, Coordinators		
B. Consolidate all departmental alumni surveys to create a single University-wide alumni survey (one page or less) to garner workforce demand data.	Coordinator of Academic and Occupational Forecasting VP TIED, Deans, Department Heads, Coordinators	March 1, 2016	100% of departments will utilize the newly created alumni survey to gather workforce demand data
C. Consolidate all employer surveys to create a single University-wide employer survey (one page or less) to garner workforce demand data.	Coordinator of Academic and Occupational Forecasting VPAA, Deans, Department Heads, Coordinators	March 1, 2016	100% of departments will utilize the newly created employer survey to gather workforce demand data
D. Monitor graduate success and preparedness using alumni and employer surveys.	Coordinator of Academic and Occupational Forecasting	July 1, 2016 (ongoing)	100% satisfaction in employer surveys. 100% alumni feel that they are well prepared (5-point Likert scale).

FOCUS AREA: Class Leading Employer Service & Delivery of Industry Recognized Competencies

WHY? To ensure NSU is producing graduates who are not only educationally prepared for the workforce, but who are also employable, and hold appropriate competencies demanded by employers and industry.

I. Increase employer satisfaction by providing NSU graduates that not only excel in their fields but also meet any specific additional employer needs.

What?	Who?	When?	Outcomes?
A. Add "competencies needed*" question to University-wide employer survey. * soft-skills, computer skills, others.	Coordinator of Academic and Occupational Forecasting VP TIED, Deans, Department Heads, Coordinators	July 1, 2016 (ongoing)	(1) Evaluate and implement 100% of employer recommendations on competencies needed into curriculum and program development.

			(2) Evaluate and implement 100% Advisory Council recommendations into workshops, short courses, online offerings, etc. Future outcome: 100% of employers will report that NSU graduates hold appropriate competencies
B. (1) Consolidate all departments' Advisory Council documents into a single (one page or less) Advisory Council and (2) implement the document for all Advisory Councils to be able to consolidate across all programs.	Coordinator of Academic and Occupational Forecasting VP TIED, Deans, Department Heads, Coordinators	December 1, 2015	(1) 100% of departments will utilize the newly created Advisory Council document (2) Evaluate and implement 100% Advisory Council recommendations into needed program and curriculum changes. (3) Evaluate and implement 100% Advisory Council recommendations into workshops, short courses, online offerings, etc.
FOCUS AREA: Continuous Reflection and Thoughtful Advancement			
WHY? Faculty must have funding and opportunities to further garner skills, certificates, competencies, through education, faculty practice, and professional development to provide quality, relevant, educational programs, and content.			
I. Increase the number of faculty members with industry recognized certifications/competencies			
What?	Who?	When?	Outcomes?
Develop specific university polices (for every department) regarding: 1) Funding for faculty development, education, certifications, skill development 2) Faculty practice opportunities/pay	Coordinator of Academic and Occupational Forecasting Academic and Occupational Forecasting Committee	June 30, 2016	(1) 100% of faculty will be credentialed to teach industry needed competencies.

3) Ensuring Faculty are competent to teach certain degree -certificate offerings	VPASA, VP TIED, Deans, Department Heads, Coordinators		
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Athletic Prominence

MEMBER NAMES AND JOB TITLES:

- Greg Burke, Director of Athletics
- Adam Jonson, Associate Athletic Director

- Cynthia Lindsey, PsyD., Professor of Psychology & Director of Clinical Training
- Steve Gruesbeck, Director of Service Learning and Instructor/Department of Psychology
- James Mischler, PhD., Associate Professor of English

INPUT SUMMARY FORM
ATHLETIC PROMINENCE FOCUS GROUP

METHODS USED TO SECURE INPUT:

Phase 1: 5 surveys covering each original facet of Athletic Prominence (Appendix A):

- Peerless scholar athlete success
- Demonstrated social responsibility
- Enhanced return on financial investment

- Competitive excellence
- Positive Earned Media (later merged with Enhanced return on financial investment)

Phase 2: Five focus groups were conducted to identify strategies for each of the five facets (Appendix B)

Phase 3: An “Athletic Prominence” survey based on information collected in order to identify strategies (Appendix C)

GROUPS/INDIVIDUALS GIVING INPUT:

Phase 1:

- Peerless scholar athlete success ($n = 7$)
- Demonstrated social responsibility ($n = 7$)
- Enhanced return on financial investment ($n = 9$)
- Competitive excellence ($n = 7$)

- Prevalent Positive Earned Media ($n = 11$)
Total: 41 of 66

Phase 2:

- Freshmen Connectors ($n = 20$) 20
 - VIPs ($n = 17$) 17
 - Community & Alumni Partners ($n = 23$) 24
 - Faculty & Staff ($n = 15$) 17
 - Department of Athletics ($n = 16$) 80
- Total: 91 or 158

Phase 3: $n = 128$ of 1200

TOTAL NUMBER OF RESPONDENTS: Out of 1824 invited, 260 participated

Dedicated to One Goal – Yours

ATHLETIC PROMINENCE



FOCUS AREA: Athletic Prominence			
WHY? To provide exceptional experiences for student athletes emphasizing academics, leadership, service learning, and competitiveness to prepare them for life after NSU. To provide all students and fans with entertainment at an unbelievable value.			
What?	Who?	When?	Outcomes?
I. Increase branding, advertising, and affinity A. Improve product variety & availability w/regional merchants	External Relations Department Athletic staff Licensing Resource Co (LRC) Merchants	September 15, 2015 ongoing	Establish baseline, # of outlets, Sales (# of items & \$ amount)) LRC royalty check

B. Increase awareness of student athletes & staff representing NSU (including satellite campuses)	Athletic staff, Coaches, Academic Staff Media Relations Staff, Marketing Staff	September 15, 2015 ongoing	Establish baseline, record # of appearances, activities
C. Better promote media coverage outlets & offer engaging content	Marketing staff/ Sports Information Department	August, 2015 ongoing	# of mentions, articles
D. Increase opportunities for interaction with former Student Athletes; By events and activities for: 1. Fund-raising 2. Build relationships with current student athletes	Athletic Development	August, 2015 ongoing	Establish baseline, Increase contributions to Demons Unlimited Foundation I increase membership of former athletes in N Club
II. Enhance Community Engagement	External Relations Department		
A. Heighten interaction between coaches, student athletes, students & community/campus	Coaches Athletic Staff Student Athletes	September 15, 2015 ongoing	Establish baseline, Record # of interactions
B. Collaborate with youth organizations to offer special products/ opportunities	Marketing staff, Director of Ticket Operations	September 15, 2015 ongoing	Establish baseline, Increased sales (# & \$ amount), # of special events
III. Improve Game Day Experiences	External Relations Department		
A. Improve concessions & merchandise offerings (include satellite campuses)	Athletic staff, Sodexo/Bookstore	By September 3, 2015; Ongoing	Increase attendance & revenues
B. Revamp tailgating amenities & options	Marketing staff	August 2015 ongoing	
C. Create engaging activities, leading to traditions	Marketing staff, Student Life	August 2015 ongoing	Survey participants at end of season/event for feedback
D. Evaluate giveaways to fans & students	Marketing staff	August 2015 ongoing	
IV. Increase University Collaboration & Support	External Relations Department	January 1, 2016	
A. Establish stronger presence	University Marketing staff,	August 2015	Establish baseline,

1. University initiatives/committees 2. University website, publicity	Athletic Department Marketing Staff, Media Relations Staff, Administration	ongoing	# of Athletic staff serving, # of features, C o-publicize across websites & departments
3. Strengthen appeal to faculty/staff through engagement & appreciation	Marketing staff Academics		Establish baseline, # of events/activities and participants
4. Collaborate with University entities to conduct research on NSU Athletics	External Relations Department Service Learning Faculty		Establish baseline, # of research projects
5. Form partnerships to educate about academic programming & Athletic traditions	Academics Marketing staff		Establish baseline, # of partnerships w/ Departments or External entities
V. Increase Recognition & Promote Success	External Relations Department	January 1, 2016	
A. Revise plan for publicizing "Student Athlete of the Month" and Presidents/Deans List honors	Marketing staff Academics Sports Information Department		Establish baseline, Record # of articles, Recognitions
B. Highlight personal & academic success of athletes (including coaches) at events; share their journey	Marketing staff Media Relations Staff	August 2015 ongoing	Establish baseline, Record # of events
C. Develop program to highlight "real world" success of former Student Athletes; share their journey	Marketing staff Academics Sports Information Department		Establish baseline, Record # of <u>hi</u> ghlights
D. Reward Student Athletes & coaches for s uccess on & off the field	Departments		Establish baseline, # of tangible & intangible rewards for on-field & off-field successes
VI. Increase service & appreciation	External Relations Department	January 1, 2016	

A. Provide “scholarship” opportunities (limited availability) to low-income kids to attend summer camps	Academics Athletic Teams /Coaching Staff		Establish baseline, # of targeted Students attending
B. Develop a “portal” for requests from community groups and faculty and staff seeking partners for service projects.	Academics Service Learning Student Life		Establish baseline, # of requests, # of athletes participating, # of partnerships
C. Create more opportunities for athletes to thank supporters, boosters	Athletic Development Staff Marketing staff Athletic Teams /Coaching Staff	August 2015 ongoing	Establish baseline, Record # of events, activities, # of participants-student and booster; Ex: Thank a Donor Day
D. Increase transparency of budget and expenditures	Departments		Establish baseline, %age of adherence to budget, # of presentations
VII. Evaluate facilities and staffing	External Relations Department	June 30, 2016 ongoing	Establish baseline
A. Place emphasis on maintaining/upgrading athletic facilities	Facilities	November 2015	List of “To Do” projects, completion
1. Annual evaluation of facilities		August 2015	University commitment
2. Increase University commitment		Spring 2016	Reach goal through growth in self-generated funds
3. Initiate a Capital Facilities Campaign			Athletic Department & Demons Unlimited Foundation budgets
B. Commit increased funding to extend staffing	Departments University Marketing Staff		Increased contributions

Community Enrichment

MEMBER NAMES AND JOB TITLES:

- Jerry Pierce, Vice President External Affairs
- Marcus Jones, JD, Vice President University Affairs; Professor of Business Administration
- Greg Handel, DMA, Director School of Creative and Performing Arts; Associate Professor of Music
- Wendi Palermo, Assistant Professor of Nursing
- Vickie Gentry, PhD., Dean Gallaspy College of Education and Human Development; Professor of Health and Human Performance

INPUT SUMMARY FORM
COMMUNITY ENRICHMENT FOCUS GROUP

METHODS USED TO SECURE INPUT:

- **Community Enrichment Survey**
 - ∞Comprised of 18 questions
 - ∞Distributed to 6,733 individuals
 - ∞Resulted in 182 respondents
 - ∞Each respondent could provide up to 3 comments for each community topic, contributing to 413 suggestions overall
- **NSU Alumni Survey**
 - ∞Comprised of 14 questions
 - ∞Distributed to 16,131 NSU alumni
 - ∞Resulted in 587 responses
 - ∞Top 10 most prevalent suggestions for increasing alumni engagement were identified for the Community Enrichment Focus Report

GROUPS/INDIVIDUALS GIVING INPUT:

- **Surveys (N=769)**
 - ∞NSU alumni
 - ∞Elected or appointed government official
 - ∞Business and industry representatives

- ∞ School district administrators and board members
- ∞ NSU faculty and staff

- **Groups/individuals giving input (~N=80)**
 - ∞ NSU Foundation staff (Chris, Van)
 - ∞ NSU Athletic staff (Greg, Adam, Haley)
 - ∞ NSU Alexandria/Ft Polk-Leesville staff (Jason, Wendi, Martha)
 - ∞ NSU Advisory Councils (CAPA, Education, Alumni)
 - ∞ NSU Leadership Council (April 1st meeting)
 - ∞ NSU Community Enrichment Focus Group members

TOTAL NUMBER OF RESPONDENTS:
MAY, JUNE, JULY 2015

Dedicated to One Goal – Yours

COMMUN-ITY ENRICHMENT



FOCUS AREA: Community Enrichment/CAPA			
WHY? To increase recognition of CAPA as a World-Class Performing Arts Program			
What?	Who?	When?	Outcomes?
I. Produce Calendar of Events through mMail and email for CAPA	CAPA Director	August 15, 2015, ongoing	# increase for recitals, concerts, arts exhibits, theatre/dance productions

II. Gala @ The Strand	CAPA Director, Faculty/Staff Marketing Director, NSU Foundation, S'port/Bossier Alumni Chapter	December 12, 2015	Establish baseline, #_attending event, # students recruited # donations
III. CAPA Events in Alex, Ft. Polk/Leesville, and other communities			
A. Explore venues in each community; dialogue with local artists, discuss collaborative efforts	CAPA Director, Faculty/Staff	January 1, 2016 ongoing	Establish baseline, #_attending each event, # students recruited, # donations
B. Connect with S'port & Rapides Symphony(s); choirs & students perform with each orchestra & are the featured guest choirs	CAPA Director, Faculty/Staff	January 1, 2016 ongoing	Establish baseline, #attending each event, # students recruited
C. Live-streaming of CAPA events	CAPA Director, Faculty/Staff IT Staff, Marketing Director	January 1, 2016	#_hits
D. Develop series of CAPA fundraisers hosted by Alumni in their homes	CAPA Director, Faculty/Staff	June 30, 2016	Establish baseline, # donations
E. Instruction in the Arts at satellite campuses; credit/non-credit courses offered	CAPA Director, Satellite Head/Coordinators	June 30, 2016	Establish baseline, #courses offered, # students enrolled
FOCUS AREA: Community Enrichment/Robust Alumni Engagement			
WHY? To nurture a culture of support for the university, its students (current and future), and its graduates			
What?	Who?	When?	Outcomes?
I. Alumni Engagement			
A. Enhanced Contact, activities	Alumni Affairs, Foundation Staff		Updated alumni database
2. Campaign to register/update Alumni contacts		September 1, 2015 ongoing	# increase in alumni registry
3. Develop a Pilot to engage online degree Alumni		January 1, 2016	Establish baseline # of responses
4. Develop activities focused on younger alumni a. Natchitoches pilot b. Graduate N Club reorganization		September 1, 2015	# increase in membership involvement

c. Targeted through social media			
5. Inform soon-to-be graduates of opportunities for alumni		January 1, 2016	Establish baseline, # increase in membership involvement
B. Develop component to better connect students & soon-to be graduates to a career/job 1. Develop Alumni/student mentoring program.		June 30, 2016	Establish baseline, # of interns
2. Establish L ink to Fast Start list of job openings		January 1, 2016	Establish baseline, # of hits
3. Establish Alumni career-based Speaker's Bureau/Directory		January 1, 2016	Establish baseline, # of appearances

FOCUS AREA: Community Enrichment/Collaboration and Accountability

WHY? To establish and nurture an institutional culture of collaboration and mutual accountability
~~(WHAT ABOUT INTERNAL COLLABORATION AND MUTURAL ACCOUNTABILITY???) JH)~~

What?	Who?	When?	Outcomes?
I. Inclusive community engagement			
A. Invite community leaders to NSU & satellite campuses to share ideas/collaborate on projects	Administration, faculty; business/ industry/ civic leaders	September 1, 2015	# participants, # projects
B. Cultivate partnerships with satellite site communities for NSU students to have real-world experiences in their chosen or related field of study in the area	Satellite heads; department heads; business/industry leaders	September 1, 2015 ongoing	# Internships, new or continued
C. Offer Freshman Connection at CENLA & Ft. Polk campuses	Satellite Heads; faculty, 1 st year Experience Director; Department Heads	May, 2016	# Students registered
D. Expansion of NSU to DeRidder 1. Meeting to determine interest 2. Select NSU courses offered	Administration, Department Heads	July 20, 2015 By spring 2016	Establish baseline, # student enrolled

3. Partnerships between NSU-Beauregard Parish established	Administration, business/ industry, school districts	January 1, 2016	Establish baseline, # participants
E. Promote collaborative teaching and learning across disciplinary boundaries/departments 1. Co-teaching activities 2. Shadowing -one department with another to better understand their work	Administration, Faculty	September 1, 2015, ongoing	Establish baseline, # of participants, # of reflections on experience(s)
F. Design sculptures of books; place them around NSU campus and downtown Natchitoches	Artists-NSU faculty/students, locals	June 30, 2016	Beautification of campus and town; observations by visitors/locals
G. Encourage small donations as well as large ones	NSU Foundation, Athletics	September 1, 2015	# Increase in donations
H. Simplify the online process for donating to scholarships and endowed funds	NSU Foundation, Administration	July 1, 2015 ongoing	# Increase in donations
I. Create internships funded by donors	NSU Foundation, Administration	January 1, 2016 ongoing	# Increase in internships funded

FOCUS AREA: Community Enrichment/Town-Gown Relationships			
WHY? To pursue a thriving town-gown relationship in Natchitoches, Leesville, Shreveport, and Alexandra			
What?	Who?	When?	Outcomes?
I. Town-Gown Dinner	Alumni, Community/Military Business leaders	November 15, 2015 ongoing	# Partnerships; # internships for students, # community experts to offer guest lectures for NSU classes or to

			serve as mentors to students; #donors to NSU projects
II. Lecture Series in the Satellite Communities	Satellite campus faculty/staff and V-P Academic Affairs	January 1, 2016	# Events, #participants

FOCUS AREA: Community Enrichment/Online and Off- Campus Learners			
WHY? To increase involvement of online and off campus learners in NSU- Natchitoches events			
What?	Who?	When?	Outcomes?
I. Recognize online/off line learners at specific events			
A. NSU-Central Ark FB Game (free t-shirt, free tickets)	News bureau staff, Marketing staff,	September 26, 2015	Establish baseline; for each type event, #attending
B. NSU-Abilene Christian FB	Director, Assistant Athletic Director	November 7, 2015	#attending
C. GALA		December 4, 2015	#attending
D. NSU- ____ Basketball		December 20, 2015	#attending
E. NSU- ____ Basketball		March 1, 2016	#attending
II. Meet & Greet Faculty/Staff: Invite online/off campus students to main campus to meet online or on-campus course instructors. Combine w/ events above.	News bureau staff Faculty/staff Administration	December 4, 2015 Ongoing 1x/semester	#attending
IV. Partner on-campus students with online students (email exchanges to promote campus life activities or encourage each other)	1 st Year Experience Director, Satellite Coordinators, Department Heads	Ongoing	Establish baseline, # of participants, # of contacts made

A. Sharing of video clips on NSU website with online/off-campus students.	Faculty/staff, instructors	September 1, 2015 Ongoing	# hits/views/shares
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