

# 2017-2018 Mid-Year Assessment Update

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10 January 2018

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# Purpose

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## Provide an update regarding:

- ❖ Close-Out 2016-2017
  - ✓ SACSCOC Conference Decisions – Pending Action
  - ✓ Decision Matrix Progress
  
- ❖ Strategic Focus Areas
  - ✓ Current indicators of progress
  - ✓ Collection of data
  - ✓ Positive trends
  - ✓ Areas of concern
  
- ❖ Program and Unit Assessments
  
- ❖ Road Ahead

*The focus is on the process, not the results at this point. It's about verifying that we have systems in place to collect reliable - relevant data. Maximizing the lessons learned from 2016-2017 leading to increased learning and operational effectiveness/efficiency.*

# SACSCOC Annual Conference 2017

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**Outcome:** The Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmed the accreditation of NSU!

## Key Developments:

- **Monitoring Report** : 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas. *.1 educational programs, to include student learning outcomes*
- **New** Principals of Accreditation: Foundations for Quality Enhancement.
- **Quality Enhancement Plan:** Some requirements are being adjusted to be more advisory than directive.
- **SACSCOC Time Line:**
  - 15 Sep 18 – Monitoring Report to address 3.3.1.1.
  - 2022 – Fifth-Year Interim Report
  - 2027 – Decennial Review (Reaffirmation)
- **University Time Line:**
  - Mid-Year Review 10 January 2018
  - SFA/Program/Unit/Gen Ed Assessments Due 15 June 2018
  - Presidential AY 2017-2018 Update Brief EOM June/July

# Recommendation - Decision Tracker 1 of 2

AY 2016-2017 Decision Tracker

	Requirement	SFA	Action	Lead	status
1	The Ruffalo Noel Levitz Student Satisfaction Survey should be utilized each year as the primary survey instrument for the Student Experience metrics. P.16	SE	SE has coordinated with the Executive Director of Institutional Effectiveness and Human Resources and have sent proposed survey out for comment.	SE	Survey will be administered every other year and local survey will be conducted in years when NLSSI is not given
2	For AY 2017-2018, ASC Advising Survey and ASC will be administered earlier each semester and in face-to-face settings: (1) the Advising Survey following each student's advising and pre-registration session with the ASC advisor (early November and early April) and (2) the Tutoring Survey-a minimum of once a month. The surveys will be conducted electronically using a computer in the ASC following the advising or tutoring session. P.57	AE	Both the Advising and Tutoring Surveys have been or are being developed.	AE	Will be implemented in accordance with recommendation. ASC is the lead.
3	The deans and departments heads review the academic curriculum in each college to determine if courses and course work related to diversity, leadership, and social justice may be added. P. 26	SE	Provost will issue guidance to the Deans and department chairs to conduct internal review and report findings.	SE	Provost to request review with Deans and Dept. Heads
4	The School of Creative and Performing Arts will continue to host events that are currently at capacity. To increase annual participation, additional performances would require increases in faculty/staff resources.P.91	CE	Currently under review. Should additional performances be warranted then the requirement for increased faculty would be submitted as an enhancement requirement through the Strategic Budgeting Process.	CE	Monitoring.

63 - Strategic plan recommendations were under consideration  
 57 - Recommendations resulted in decisions - actions  
 06 - Under Review – Decision Pending

# Recommendation - Decision Tracker 1 of 2

AY 2016-2017 Decision Tracker

	Requirement	SFA	Action	Lead	status
8	Advisory councils need to be established for programs that currently do not have one.	MR	Reaffirm requirement allowing for variations in the approach by the programs.	MR	Requesting an update on 14 Nov 2017 on current standing and outlook for Spring 2018.
19	NSU must plan and implement intentional sophomore-to-junior and junior-to-senior events in the Academic Affairs and The Student Experience. Provost and VP The <b>P.23</b>	SE	Provost and VP for The Student Experience will determine how best to systematically approach retention in regards to using this particular approach.	SE	Addressed at campus wide programming meeting and will continue to be addressed with dept. chairs in the Student Experience.
30	Develop intentional-advising programs in academic areas with high major concentration (nursing) to move students to other appropriate majors. <b>P.23</b>	SE	Met with provost to address. Ideas under discussion.	SE	Ongoing, more actions pending
45	Consider development of degree programs or curriculum concentration in leadership. <b>P. 29</b>	SE	Action being transferred to Academic Excellence for action to determine if and how best to establish a Leadership concentrating of undergraduate students.	AE	Ongoing, but under review
54	A more comprehensive survey should be administered in 2017-2018 to obtain additional information from faculty regarding their specific needs in teaching, research, and service. Additionally, the goals and objectives formulated by the Faculty Excellence Steering Committee should be posted on the NSU website (e.g., Provost/VPAA page or its own page) so that faculty would be aware of how this group advocates for faculty development in teaching, research, and service. <b>P.70</b>	AE	Chair, Faculty Excellence Steering Committee will lead effort in determining best approach to specifically address faculty needs in specifically each of teaching, research, and service.	AE	Under Development
68	NSU will develop an MOU with Outpatient Medical Center and Campus Health Services to provide additional health care for NSU students. VP The Student Experience, NSU Director of Health Services. NSU will develop an MOU with Natchitoches Regional Medical Center for Collaboration for Mental Health Crises. NSU will open small health clinic in the Shreveport campus. VP The Student Experience, Director of Health Services, Dean of CONAH. NSU will review the need for health services on other off-campus sites. VP The Student Experience, Director of Health Services, NSU Director of Counseling Services Executive Director of Cenla and Ft. Polk. <b>P.41-42</b>	SE	Natchitoches Outpatient MOU is complete. The MOU for NRMCMC is in negotiations. The Shreveport medical site is in progress but not completed. The other off campus sites will be reviewed by the task force.	SE	Ongoing - actions pending

# The Student Experience

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

## The Student Experience:

**Objective 1:** Provide responsive Student services




**Objective 2:** Create a community that fosters diversity and inclusion

**Objective 3:** Develop a unique campus life experience

**Objective 4:** Provide a transformational learning and career preparation experience

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

## Legend

-  = positive
-  = neutral
-  = negative

# The Student Experience

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## Positive Trends:

- ❖ Increased Enrollment
- ❖ Positive Vibe & Experiences
- ❖ High Satisfaction w/services

## Areas of Concern:

- ❖ Low Graduation Rates
- ❖ Rising Costs & Debt
- ❖ Online vs On-Campus

**Final Thoughts:** The Student Experience staff are up to date on assessment and all missions are aligned. All see lots of growth in leadership and diversity awareness. Concerns on lack of independent skills with students.

# Academic Excellence

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

## Academic Excellence:

**Objective 1.** Provide innovative instruction in the classroom and online




**Objective 2.** Establish a comprehensive commitment to core competencies

**Objective 3.** Offer exemplary graduate and professional school

**Objective 4.** Foster quality student-faculty interactions

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

## Legend

-  = positive
-  = neutral
-  = negative



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

### Academic Excellence:

**Objective 1.** Provide innovative instruction in the classroom and online

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### Legend

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# Academic Excellence

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## Positive Trends:

- ❖ Student satisfaction of academic advising; services offered by Academic Success Center
- ❖ Growth in internal/external grant funding applications
- ❖ Faculty/students/alumni receiving national recognition

## Areas of Concern:

- ❖ Changing purpose of Academic Success Center, Academic Advising Center
- ❖ General education competencies
- ❖ Saturation of faculty overloads; less time for research

**Final Thoughts:** Revision of academic metrics? Collection / analyses of data?

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# Market Responsiveness

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

## Market Responsiveness:




**Objective 1.** Prepare graduates to work, learn, and lead.

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

**Objective 3.** Deliver class-leading employer service and industry-recognized competencies

**Objective 4.** Modify programs through continuous reflection and thoughtful advancement

## Legend

-  = positive
-  = neutral
-  = negative

# Market Responsiveness

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## Positive Trends:

- ❖ Continued focus on business/community engagement
- ❖ Use of alternate strategies to prepare students to meet market demand
- ❖ NSU's brand recognition

## Areas of Concern:

- ❖ Rapidly changing environment (preparing students for jobs that do not yet exist)
- ❖ Survey fatigue could impact targets
- ❖ Resource availability to maintain competitiveness

**Final Thoughts:** Continue efforts to ensure on-going monitoring and reporting.

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# Community Enrichment

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

## Community Enrichment:

**Objective 1.** Expand World Class Performing Arts Program


**Objective 2.** Increase Robust Alumni Engagement


**Objective 3.** Promote Mutually Beneficial Donor Relationships


**Objective 4:** Expand Institutional Culture of Collaboration and Mutual Accountability

**Objective 5.** Nurture Thriving Town-Gown Relationships

## Legend

 = positive

 = neutral

 = negative

# Community Enrichment

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## Positive Trends:

- ❖ Amount of annual private support
- ❖ Brand identity and awareness
- ❖ Cooperative endeavors with public and private entities

## Areas of Concern:

- ❖ Saturation of e-communications
- ❖ Expenditures dedicated to advertising
- ❖ Efficient use of resources

**Final Thoughts:** Continued efforts to ensure efficient centralized reporting.

# Athletic Prominence

AY 2016-2017 Benchmark	Athletic Prominence Metrics	AY 2020-2021 Target	
124,746	Increase yearly event attendance 10% for all sports	187,119	49,191
\$1,586,843	Increase yearly revenue by 10% (tickets, annual gifts, sponsorships)	2,380,264	TBD
8	Increase new merchandise outlets by minimum of two per year	18	Shreve & Alex
16,972	Increase NSU Demons Facebook followers by 10%	25,458	17,900
7,674	Increase @nsudemons Twitter followers by 10%	11,511	8,550
\$47,164	Increase licensing royalties by 15%	\$70,746	\$20,184
3.06	Retain or improve student-athlete GPA to a minimum of 3.0	3.11	3.044
121	Increase N-Club membership by 20%	182	139
270	Increase non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Alexandria, and in Bossier City) by 10%	405	251
108	Increase Vic's Kids Club membership by 10%	162	85
\$340,633	Increase Demons Unlimited Foundation unrestricted dollars (i.e. special events, annual fund, sponsorships, and N-Club) by 10%	\$510,949	300,000
40	Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors) and sustain/grow annually	60	60

## Athletic Prominence:




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

**Objective 2.** Promote Community Service, Appreciation, and Engagement

**Objective 3.** Enhance University and Community Collaboration and Support

**Objective 4.** Enhance Recognizing and Promoting Success

## Legend

-  = positive
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# Athletic Prominence

AY 2016-2017 Benchmark	Athletic Prominence Metrics	AY 2020-2021 Target	
11	Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)	20	TBD
2,611	Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually	4,000	2,600
219	Average at least 200 Dean's/President's List honorees per year	250	129
104	Average at least 100 Southland Conference Commissioner's Honor Roll honorees per semester	114	TBD
930+	Increase single year and multi-year NCAA Academic Progress Rate (APR) team scores (always above 930 threshold)	940	930
5	Plan and execute facility improvement projects commensurate with funding availability	10	Videoboard N-Club
4	Establish as a goal that all teams will register a winning percentage of .600 or better in conference play (note – eight teams have win-loss records to measure; for track and field/cross country, the metric will be to finish in the upper third of the 13-team conference standings)	14	1 of 3 Volleyball .600

(2 of 2)

## 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

## Legend

 = positive

 = neutral

 = negative



# Athletic Prominence

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## Positive Trends:

- ❖ The department demonstrates the ability to secure all metric categories and currently on-target to meet goal for most during year one.
- ❖ Student-athletes continue to achieve at an extraordinary level academically.
- ❖ Facility enhancement initiatives are progressing towards final renderings/cost analysis.

## Areas of Concern:

- ❖ Ticket sales and attendance are not reaching expected goals.
- ❖ The conference winning percentage for only one of three fall sports exceeded the .600 benchmark.
- ❖ Lack of competitive success could negatively impact private giving.

**Final Thoughts:** The athletic department has gone through a measure of personnel transition over the past two months and now, with a facility campaign on the horizon and the academic/community service components of the program in a good place, there are hopes of producing a higher level of competitive success which will complement the university's momentum.

# Program and Unit Assessments

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## Educational programs: 87 Academic Programs *(Only Degree Programs for SACSCOC Monitoring Report)*

College of Arts and Science 22 x Degree Programs and 3 x Certificate Programs

College of Education and Human Development 30 x Degree Programs and 10 x Certificate Programs

College of Nursing 8 x Degree Programs and 4 x Certificate Programs

College of Business and Technology 7 x Programs and 3 x Certificate Programs

## Administrative support services: 26 Administrative Units

Office of Institutional Effectiveness and Human Resources x 3 Units

External Affairs x 5 Units

Technology Innovation and Economic Development x 5 Units

Informational Technology Services x 1 Unit

Business Affairs & Police x 1 Unit

University Affairs x 6 Units

Athletics x 5 Units

## Academic and student support services: 24 Administrative Units

Library x 6 Units

Auxiliary Service x 4 Units

The Student Experience x 10 Units

Registrar x 4 Units



**+ 20** Certificate Programs

**137 Total** Program and  
Units Assessments

# Program and Unit Mid-Year Assessment Verification

**Purpose:** Review and verify Student Learning Outcomes (SLO) and Service Outcomes (SO) are being actively assessed. That data from the assessment is being collected and documented for integration into the annual assessment of the program and or unit.

## Methodology:

- Each program/unit has reviewed and verified their mission crosswalk/nesting through its hierarchy to the University's mission.
- SLO's/SO's, and their measures meet the SMART test per the NSU development guide.
- Each measure is relevant to the applicable SLO/SO and SLO's/SO's to the program/unit.
- Measures are acceptable, suitable, and attainable.
- The collection of relevant - documented data is taking place.
- Each program/unit coordinator understands the submission timelines and report format.
- Each program coordinator confirms no issue in meeting the submission date – to DIE NLT 15 June 2017 (you will have to establish internal suspense).

# Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

As of 16 November 2017

(136 Assessed Programs – Units)

Educational Program

Admin – Student SPT Services

Academic – Support Services

Academic / Administrative Review Committee	Chair	Program / Unit Name	Coordinator Name	2017-18 Plan	2017-18 Assessment Mid- Year Review
EDUCATIONAL PROGRAM				118 / 137	124 / 137
College of Arts and Science	Lindsay Porter 22 X Degree Programs	Criminal Justice (BS)	Mr. Bill Shaw		
		Unified Public Safety (BS)	Mr. Jack Atherton		
		History (BA)	Dr. James McDonald		
		Homeland Security (MS)	Dr. Mark Melder		
		Biology (BS)	Dr. Fran Lemoine		
		Applied Microbiology (BS)	Dr. Fran Lemoine		
		Physical Science (BS)	Dr. Fran Lemoine		
		Veterinary Technology (AD)	Dr. Brenda Woodard		
		Music Performance (BA)	Dr. Greg Handel		
		Music (MS)	Dr. Greg Handel		
		General Studies (AD)	Steve Hicks		
		General Studies (BS)	Steve Hicks		
		Liberal Arts (Scholar's College) (BA)	Dr. Kirsten Bartels		
		Fine Arts and Graphics (BFA)	Dr. Matthew DeFord		
		Fine Arts and Graphics (MA)	Dr. Matthew DeFord		
		Communication (BA)	Dr. Paula Furr		
		English (BA)	Dr. Allison Rittmayer		
		English (MA)	Dr. Sarah McFarland		
		Theatre/Dance (BS):	Dr. Scott Burrell		
		Math (BS)	Dr. Frank Serio		
		Liberal Arts' (NSU BA)	Dr. Greg Handel		
		Resource Management (BAS)	Mr. Jack Atherton		

## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

	1 x PM Certificate Program	Global Security and Intelligence	Dr. Mark Melder		
	1 x Graduate Certificate Program	Writing For Business, Industry and Technology	Thomas Reynolds		
	1 x Graduate Certificate Program	Teaching English to Speakers of Other Languages (TESOL)	James J. Mischler		
College of Education and Human Development	Katrina Jordan 30 x Degree Programs	Military Science and Leadership	LTC Carlson / Sid Hall		
		Child and Family Studies (137)	Dr. Rania Salman		
		Social Work (BSW) (274)	Dr. Ruth Weinzettle		
		Secondary BS (320)	Dr. Marty Rhymes		
		Music Education (MUED) (327, 328, 329)	Dr. Greg Handel		
		Health and Exercise Science (377)	Mrs. Cindy Davis and Dr. John Dollar		
		Health and Physical Education K-12 Teaching (378)	Mrs. Cindy Davis and Mrs. Jobina Khoo		
		Psychology (BS) (392)	Dr. Tanya Karam-Zanders		
		Addiction Studies (BS) (395)	Mr. Jody Biscoe		
		Ed Tech M.Ed. (502)	Dr. Dustin Hebert		
		Ed Leadership M.Ed.(503)	Dr. Kimberly McAlister		
		C and I M.Ed. (504)	Dr. Marty Rhymes		
		Elementary MAT (506)	Dr. Terrie Poehl		
		Middle MAT (507)	Dr. Marty Rhymes		
		Secondary MAT (508)	Dr. Marty Rhymes		
		SPED M.Ed. (524)	Dr. Barb Duchardt		
		Elem Ed & SPED MAT (531)	Dr. Greg Bouck		
		Counseling MA (533)	Dr. Gerra Perkins		
		Middle Ed & SPED MAT (541)	Dr. Greg Bouck		

## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

		Adult Learning and Development MA (545)	Dr. Bill Morrison		
		Early Childhood M.Ed. (547)	Dr. Michelle Fazio-Brunson		
		Early Childhood MAT (548)	Dr. Michelle Fazio-Brunson		
		Clinical Psychology (MS) (552)	Dr. Cynthia Lindsey		
		Secondary Ed & SPED MAT (561)	Dr. Greg Bouck		
		Student Affairs in Higher Ed MA (574)	Dr. Paula Christensen		
		Health & Human Performance Master's (577)	Dr. Kwon Jeon		
		Educational Leadership and Instruction Ed.S. (582)	Dr. Kimberly McAlister		
		Adult Learning and Development Ed.D. (925)	Dr. Bill Morrison		
		Early Childhood BS (3101)	Dr. Michelle Fazio-Brunson		
		Elementary BS (3102)	Dr. Terrie Poehl		
	10 x PB Certificate Programs (add-on certificates)	<i>*Denotes low completer programs</i>			
		Educational Leadership (10)	Dr. Kimberly McAlister		
		Special Education: Mild/Moderate (13, 14, 15)	Dr. Barbara Duchardt		
		Academically Gifted Education (16)	Dr. Paula Christianson		
		<i>*Early Intervention (17)</i>	Dr. Barbara Duchardt		
		PREP (Practitioner Teacher Program) (19, 20, 21)	Ms. Jodi Shirley and Dr. Greg Bouck		
		School Librarian (23, 23U)	Dr. Kimberly McAlister		
		<i>*Educational Diagnostician (24)</i>	Dr. Barbara Duchardt		
		<i>*English as a Second Language (25)</i>	Dr. Katrina Jordan		
		<i>*Reading Specialist (26)</i>	Dr. Marty Young		
		<i>*Special Ed (Alt Cert) (29, 30, 31)</i>	Dr. Greg Bouck		

## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

College of Nursing and School of Allied Health	Dr. Dana Clawson	Nursing Allied Health	Dr. Pam Simmons Dr. Joel Hicks		
	Dr. Debra Clark	Nursing (ASN)	Dr. Pam Holcombe		
	5 x Degree Programs	Nursing (BSN)	Dr. Pam Holcombe		
		Nursing (RN-BSN)	Dr. Danita Potter		
		Nursing (MSN)	Dr. Connie Hale		
		Doctorate Nursing Practice (DNP)	Dr. Connie Hale		
	2 x PM Certificates (data included with MSN)	Family Nurse Practitioner	Dr. Connie Hale		
		Psych Mental Health	Dr. Connie Hale		
	Dr. Joel Hicks	Allied Health (BS)	Dr. Joel Hicks		
	3 x Degree Programs	Radiological Science (BS)	Dr. Joel Hicks		
		Radiological Science (MS)	Dr. Joel Hicks		
	2 x PB Certificate Programs	Magnetic Resonance Imaging (MRI)			
		Invasive Cardiovascular Technology (ICT)			
College of Business and Technology	Danny Upshaw	Accounting (BS)	Dr. Nat Briscoe		
	7 x Programs	Hospitality Management & Tourism (BS)	Dr. Valerie Salter		
		Business Administration (BS)	Dr. Marcia Hardy		
		Computer Information Systems (BS)	Mr. Curtis Penrod		
		Electrical Engineering Technology (BS)	Dr. Jafar Al-Sharab		
		Industrial Engineering Technology (BS)	Dr. Nabin Sapkota		
		Engineering Technology (AS)	Dr. Nabin Sapkota		
	3 x PB Certificate Programs	Business Analytics	Mr. Curtis Penrod		
		Quality Control	Dr. Kilcoyne		

## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

		Project Management	Dr. Kilcoyne		
<b>ADMIN SPT SERV</b>					
<b>OIEHR</b>	Roni Biscoe	Institutional Effectiveness	Frank Hall		
	3 x Units	Institutional Research	Brendan Marshall		
		Human Resources	Yalanda Taylor		
<b>External Affairs</b>	Leah Jackson	Public Information and Media Relations	Leah Jackson		
	5 x Units	University Advancement	Drake Owens		
		NSU WRAC	Patric Dubois		
		Rec Complex	William Ackel		
		University Printing	Mike Scott		
<b>TIED</b>	Mrs. Suzette Hadden	Electronic and Continuing Education	Emily Perritt		
	5 X Units	Office of Sponsored Programs	Carla Howell		
		Leesville/Ft. Polk	Martha Curry		
		Alexandria/CENLA	Jason Parks		
		Small Business Development Center	Dana Cawthon		
<b>ITS</b>	Ron Wright	Information Technology Services	Ron Wright		
	1 x Unit				
<b>Business Affairs</b>	Rita Graves	Business Affairs	Rita Graves		
	1 x Unit		Daphne Sampite		
			Dawn Eubanks		
			Amber Beasley		
<b>University Affairs</b>	Jon Caliste	University Police	Craig Vercher		
	6 X Units	Physical Plant	Dale Wohletz		
		Environmental Health & Safety	Tammie Pezant		
		Plant Services	Hovey Harrell		
		International Student Center	Telba Espinoza		



## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

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

## Northwestern State University Institutional Effectiveness AY 2017 -2018 Assessment Tracker

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

**Educational programs: 87 Programs; 67 x Degree and 20 x Certificate Programs (15 x PBC and 3 X PMC 2 x GPC)**

- College of Arts and Science: 22 Degree Programs and 3 x Certificate Programs
- College of Education and Human Development: 30 Degree Programs and 10 x Certificate Programs
- College of Nursing: 8 x Degree Programs and 4 x Certificate Programs
- College of Business and Technology: 7 x Programs and 3 x Certificate Programs

**Administrative support services: 26 Units**

- Office of Institutional Effectiveness and Human Resources: 3 Units
- External Affairs: 5 Units
- Technology Innovation and Economic Development: 5 Units
- Informational Technology Services: 1 Unit
- Business Affairs & Police: 1 Unit
- University Affairs: 6 Units
- Athletics: 5 Units

**Academic and student support services: 24 Units**

- Registrar; 4 Units
- Library: 6 Units
- Auxiliary Service: 4 Units

# Program and Unit Assessments

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## Key Findings:

- ✓ Leveraging internal lessons learned
- ✓ Better understanding of the process
- ✓ Some are satisfied with what has been done – no need to adjust
- ✓ Data collection is more precise – better results
- ✓ Non-believers

## Action Items:

- ✓ Continue to refine Outcome (Learning / Service), methodology, measures
- ✓ Explore (research) what other “like” programs at other schools are doing
- ✓ Stay on top of the timeline – Requirements
- ✓ Be inclusive ... all faculty need to be involved
- ✓ Remain flexible – things will/are going to change

# University Core Competencies Assessment

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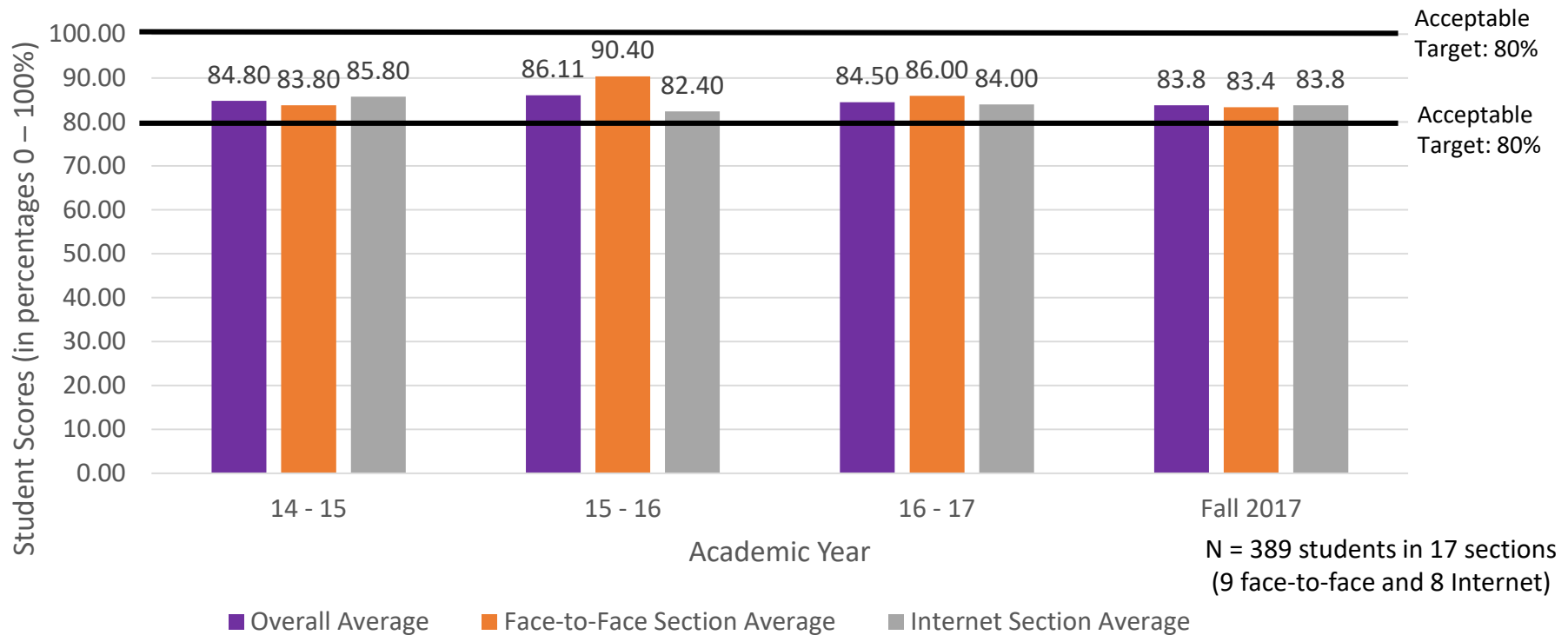
## Key Findings:

- ✓ We are not assessing student performance in a significant portion of our core curriculum in regards to attainment of educational competencies.

## Action Items:

- ✓ We must better define and calibrate the “Core/General Education” curriculum to better address the majority of students mastery of required competencies.
- ✓ General Education Committee is actively working this concern.

# Summary of the “To Communicate Effectively Orally” Fall 17



Students in COMM 1010, Oral Communication, must present a persuasive speech as a measure to assess their ability to meet the core curriculum competency that undergraduate completers can “communicate effectively in oral . . . English.” The class is typically taken during the freshman year and is offered both in a traditional classroom and online. The data from a standardized rubric completed by faculty via McGraw Hill CONNECT assesses student competence.

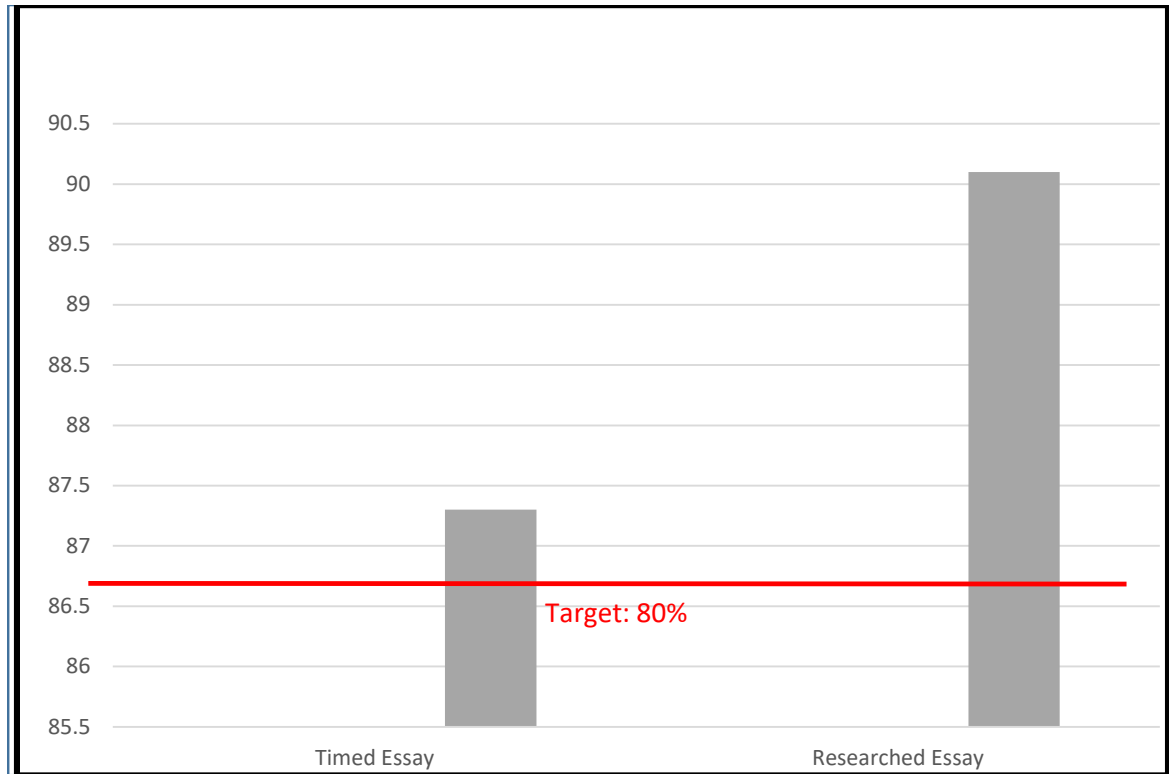
An acceptable target for the persuasive speech, the final speech of the semester, was set at 80% of possible points with an ideal target of 100%. Assessment results since AY 2014-15 remain consistently above 80%. Additionally, face-to-face section averages and internet section averages indicate parity between the two types of learning environments. The department remains committed to parity in terms of student learning experiences and rigor for online and classroom sections in addition to continuing to educate both faculty and student users in the functionality of the digital McGraw-Hill assessment platform.

Going forward, the Department of New Media, Journalism, and Communication Arts will remind and encourage all faculty to use the standardized rubric and to record scores on McGraw-Hill Connect for data retrieval, encourage faculty discussion about scoring to help with consistency in student standards expected, and ensure adjuncts are included in discussions or have separate individual sessions with the department head and/or course steward to assist them in understanding departmental goals and standards.

# Summary of the “To Communicate Effectively in written English” Fall 17

Summary Table

	Fall 2017
Essay	87.3%
Research	90.1%



Communicate Effectively in Written English – Target 80% (direct measures)

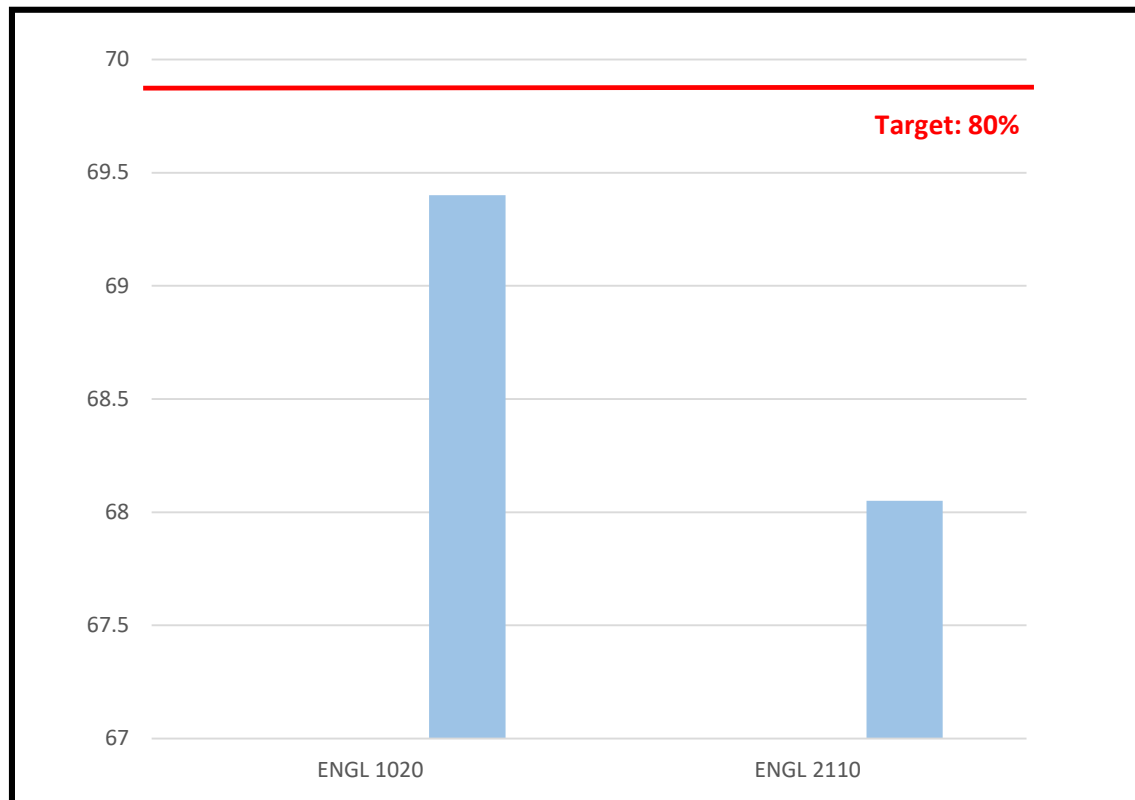
Timed Essay – 87.3%. A slight dip from last year’s numbers expected due to limited number of courses offered in the fall as opposed to spring when the course is in its rotational spot for traditional incoming freshmen—but, still “Exceeding Target.”

Researched Essay – 90.1%. A slight increase over last year’s numbers, moving closer to the recent high reported in 2015-2016—“Exceeding Target.”

## Summary of the “To Read with Comprehension” Fall 17

Summary Table

	<b>Fall 2017</b>
ENGL 1020	69.04%
ENGL 2110	68.05%

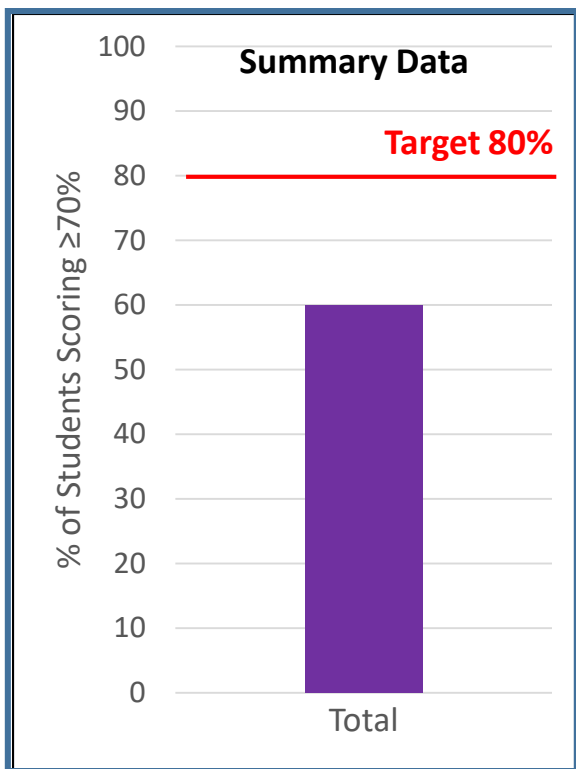


### Target 80% (direct measure)

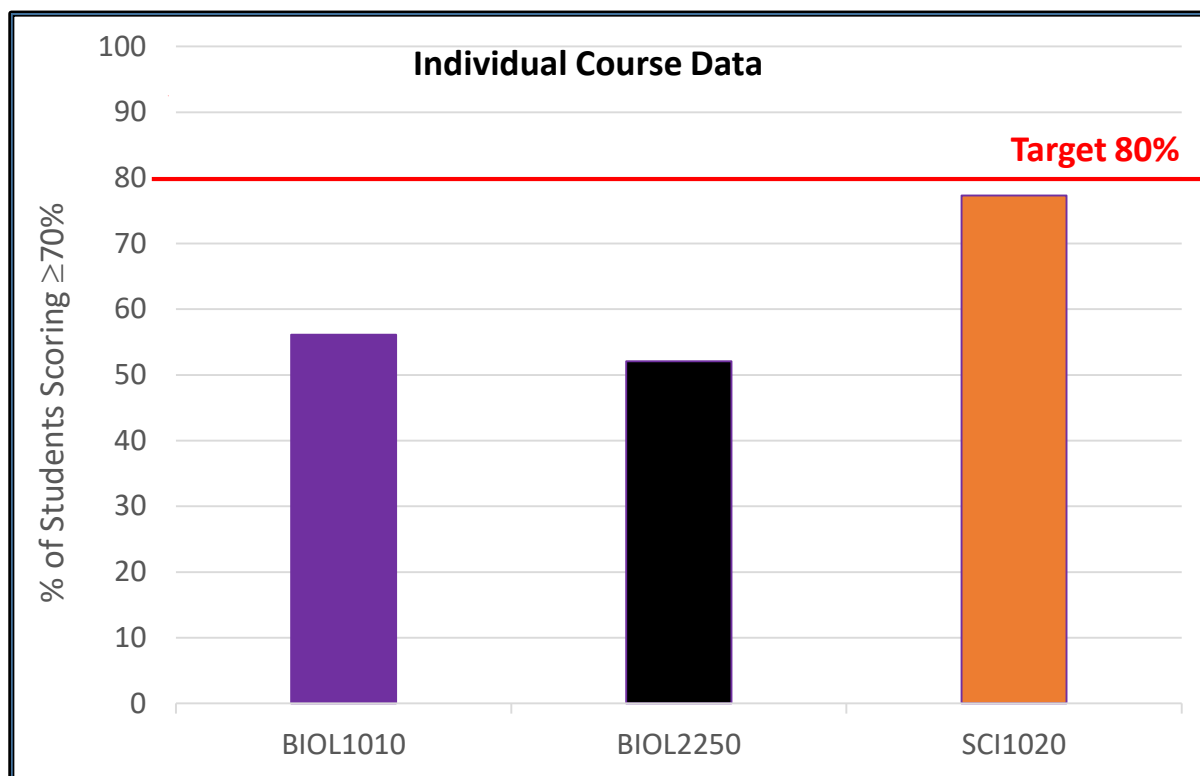
ENGL 1020 – **69.4%**. A small increase over last year’s numbers demonstrates continued improvement over recent assessment cycles. We are moving closer to target, so we would report as “Approaching Target” rather than “Not Met.”

ENGL 2110 - **65.8%**. Virtually identical to previous years. We will work to raise that figure with the new assessments and with some encouragement from faculty members to give some attention to how the assessments work as they teach the course.

## Summary of the “To Apply the Scientific Method” Fall 17



<b>59.9%</b>
<b>(446/745)</b>



<b>56.1%</b>	<b>52.1%</b>	<b>77.3%</b>
<b>(125/223)</b>	<b>(171/328)</b>	<b>(150/194)</b>

Northwestern State University students in BIOL1010, BIOL2250, or SCI1020 are required to complete a quiz assessing their knowledge and application of the scientific method as a measure of the University’s core competency “Apply the Scientific Method”. This assessment is the responsibility of the School of Biological and Physical Sciences. The target for this core competency is that 80% of the students in the indicated courses will score  $\geq 70\%$  on this assessment. The 2017-2018 academic year is the first time a modified assessment is being used. This modification increases the focus of the quiz on the conceptual application of the scientific method, and the target has been increased to **80%** of the assessed students scoring a 70% or better on the quiz. During the Fall 2017 semester, 745 students (223 from BIOL1010, 328 from BIOL2250, and 194 from SCI1020) were assessed using the newly modified quiz. The results demonstrate that 59.87% of the students (446/745) scored 70% or better on the assessment. The distribution of the scores are as follows: 56.1 % (125/223) BIOL1010 students, (52.1% (171/328) BIOL2250 students, and 77.3% (150/194) SCI1020 students. Analysis of the data reveal that the target of 80% of the students scoring  $\geq 70\%$  on the assessment has not been met. While the assessment will not be modified for the Spring 2018 semester, the delivery of instruction on the scientific method application will be altered in BIOL1010 and BIOL2250 courses in which successful completion of the quiz was the lowest.

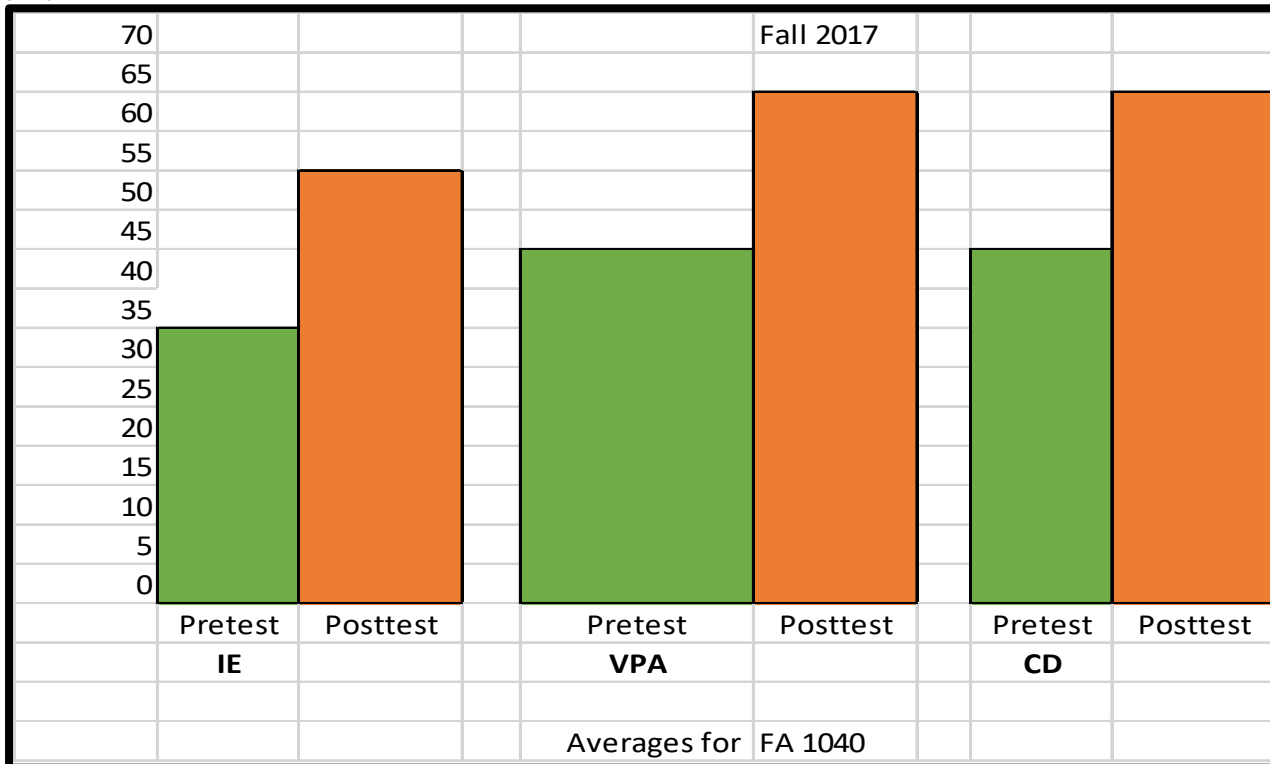


## Summary of:

- \* To Know the nature of cultural diversity (CD)

- \* To know the nature and value of the visual and performing arts (VPA)

- \* To increase students' knowledge of international education through the study of the arts and culture of other countries. (IE)



These results reflect the first semester since we implemented the new testing procedures. A meeting took place to ensure all the data would be collected in the same way across all the sections. Instructors reported total number of students enrolled in each section of Fine Arts 1040, the section averages for each pretest and posttest, and the number of students who took each exam. The results definitely show signs of “exam weariness” on the part of the students. Each post-test participation percentage was significantly lower than the pretest percentage. There was only one exam that met the participation expectation of 80% and not a single assessment exceeded participation expectations of 90%. The scores themselves continue to be positive. All three outcomes exceeded the expectations of a 40% growth rate: to increase knowledge of international education had 51% growth, to know the nature and value of the visual and performing arts had 54% growth, and to know the nature of cultural diversity had 51% growth. This shows the quality of instruction taking place in the classroom across the various sections (only one section had one exam that showed a negative growth from the pretest to the posttest, but these results are skewed since so few students took the posttest in this section).

## Summary of the “To acquire skills needed to learn independently” Fall 17

Summary Table

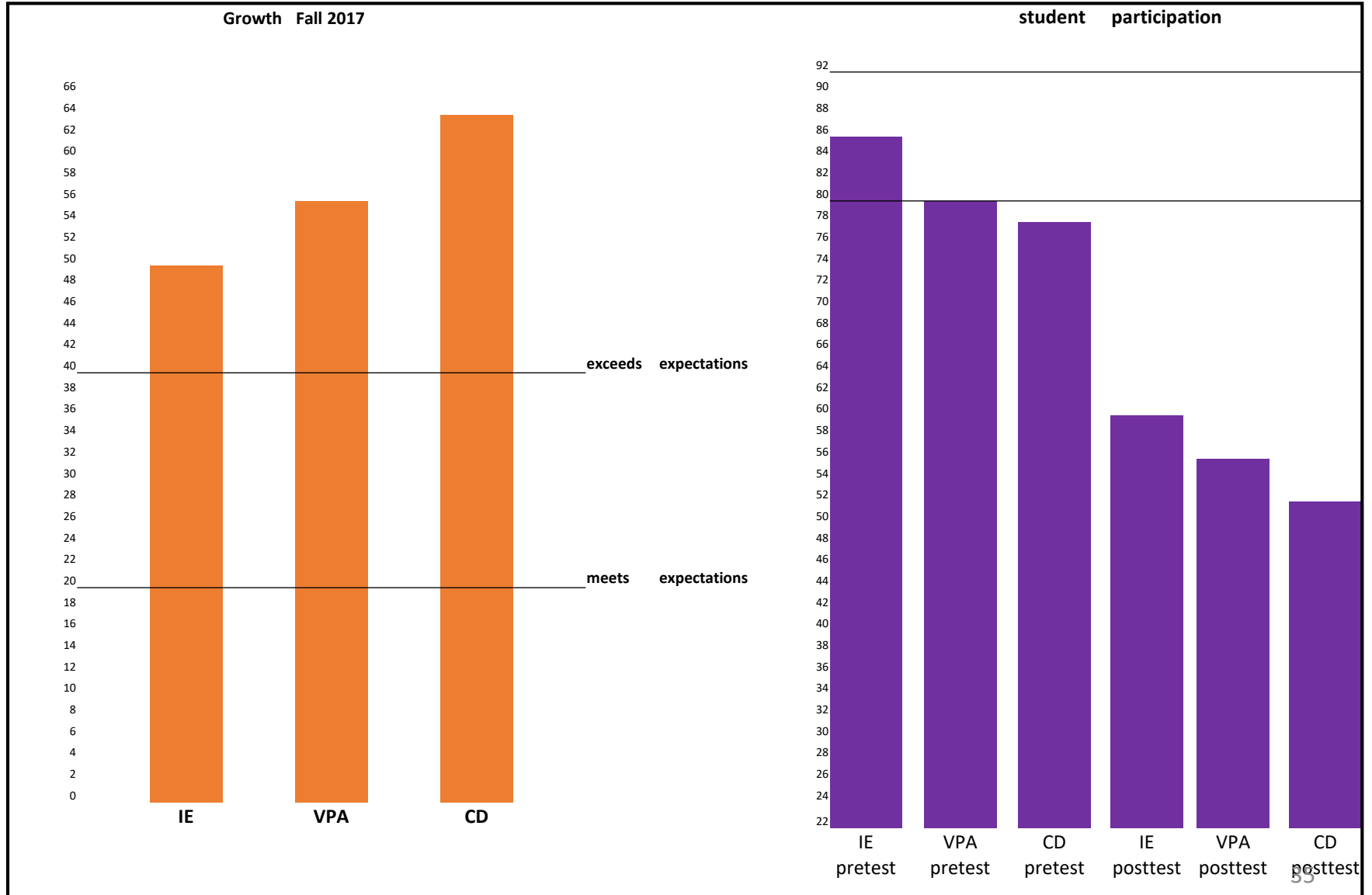
<b>Fall 2017</b>
98.9%



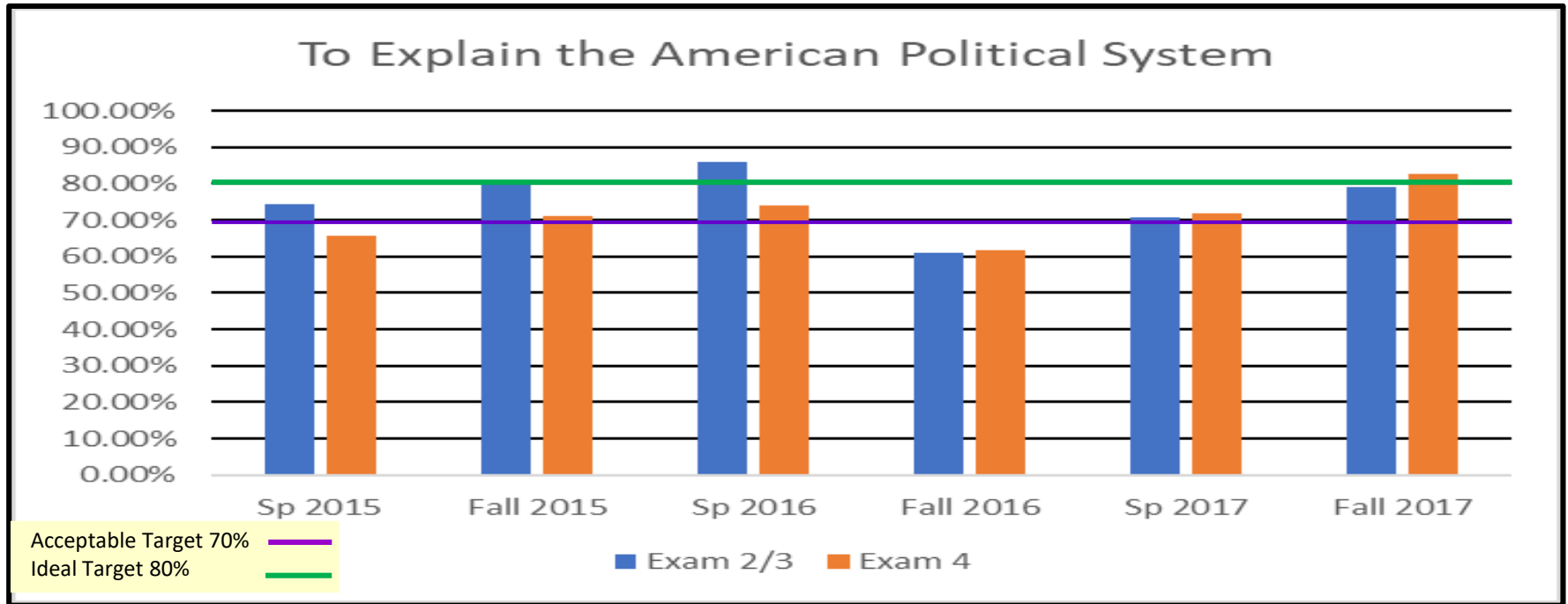
Acquiring Skills to Learn Independently – Target 80% (indirect measure)  
Average: 98.9%--A slight drop due to smaller number of responses this time.

## Summary of:

- \* To know the nature of cultural diversity (CD)
- \* To know the nature and value of the visual and performing arts (VPA)
- \* To increase students' knowledge of international education through the study of the arts and culture of other countries. (IE)



## Summary of the “To Explain the American Political System” Fall 17



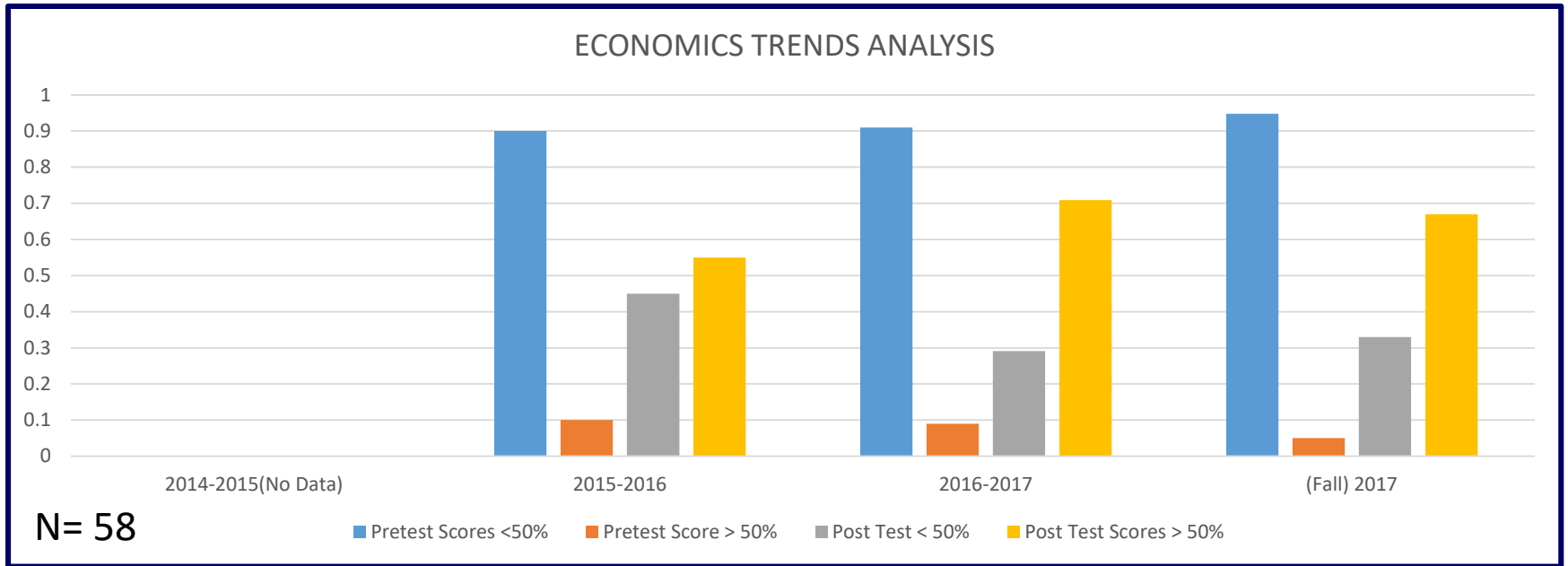
In Fall 2017: 2online sections of PSCI 2010 and 1 F2F/CV section. For all 3 sections together, on Ex 3, 79% scored over a 70 and for Ex 4 82.6% scored over a 70, only exceeding the lower target on Ex 4 but coming very close on Ex 3.

Numbers for Fall 2017:

	Exam 3	Exam 4
PSCI 2010 F2F/CV	n=58	n=51
PSCI 2010 01i	n=38	n=41
PSCI 2010 02i	n=39	n=39

*Note. Additional comments in the note page of this slide.*

# Summary of the “To Explain the American Economic System” Fall 17



	2014-2015(No Data)	2015-2016	2016-2017	(Fall) 2017
Pretest Scores < 50%	NA	90%	91%	94.83%
Pretest Scores $\geq$ 50%	NA	10%	9%	5.17%
Post Test Scores < 50%	NA	45%	29.10%	33%
Post Test Scores $\geq$ 50%	NA	55%	70.90%	67%

**Results and Evaluation Fall 2017:** Students taking the test on the first day of class (pre-test given before the course has been taken) showed that only 5.17 percent of students achieved a 50% or better. Therefore, 94.83% of students achieved less than 50%. The test results given on the day of the Final exam (deemed the post-test taken after the course has been completed) showed remarkable improvement. 33% of students earned less than 50% on the exam while 67% earned a 50% or better. Surprisingly, 15.79% earned a 72% or better. This is decidedly a welcomed improvement from having taken the course.

**Action Details:** We will continue to administer these pre and post- tests making only minimal changes. I have found that these quizzes have been a highlight of the very first day of class. Students have been known to say that they are looking forward to the next lecture. I am pleased about that. I do plan to make one large change, however, and that is concerning the means of administration. I will be using the online classes for assessments in the future. This will facilitate faster retrieval of test results and easier data comparison.

# The Road Ahead – Making a Difference

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## Immediate:

- ✓ Develop a plan - take action to address SACSCOC 3.3.1.1 concern
- ✓ Submission @mid September – must complete by mid-August
- ✓ Stay on task – message - minimize disruption

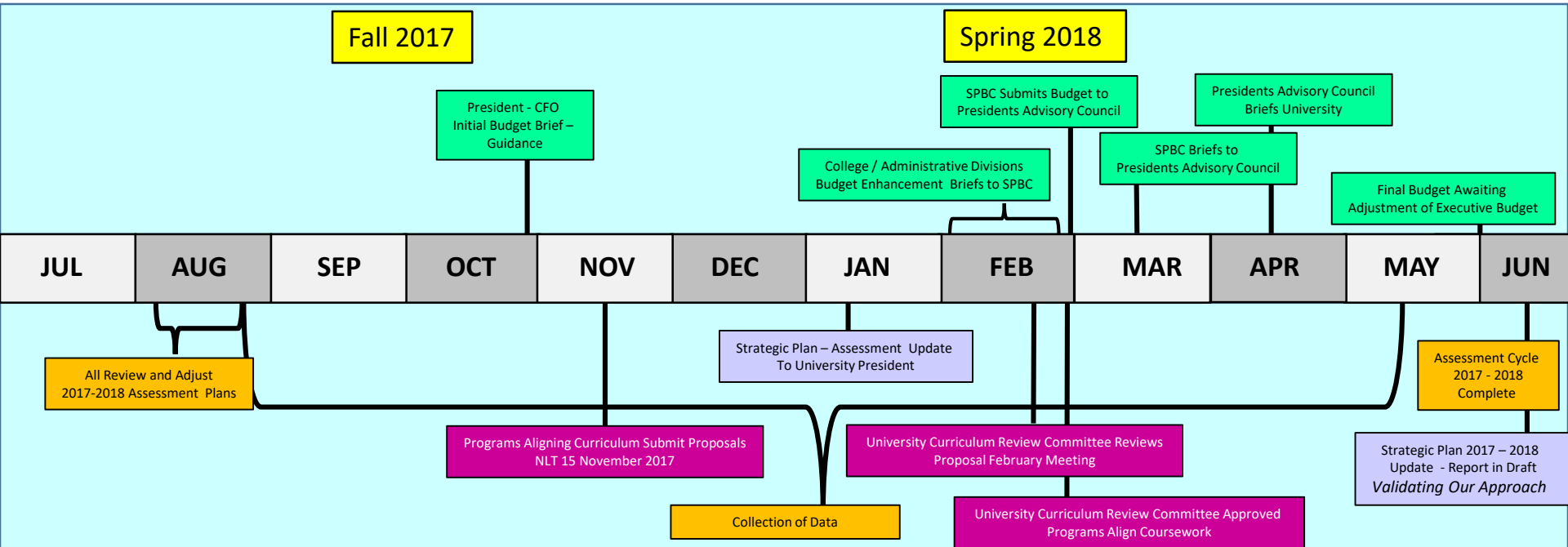
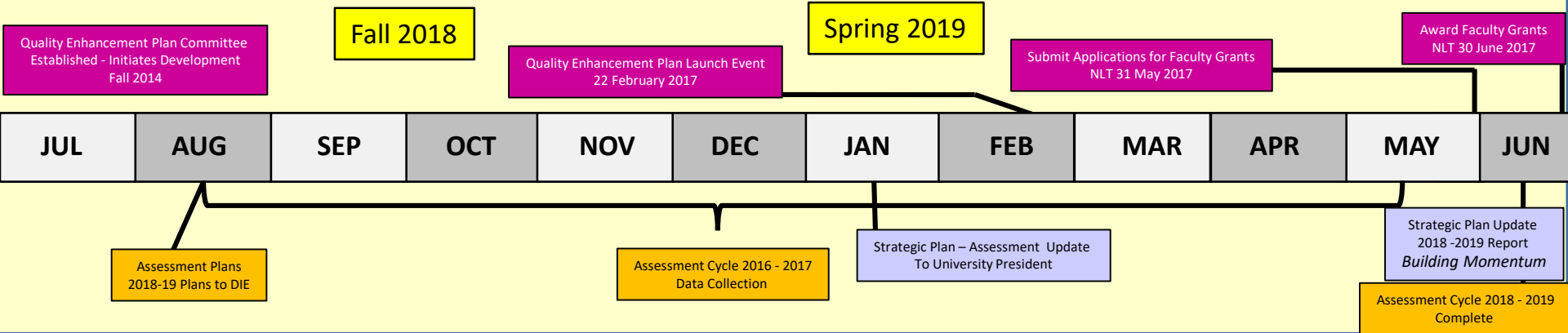
## Short Term: Continue to execute and refine the IE Model

- ✓ University Assessment – planning calendar – seeking improvement
- ✓ Program Assessments – will need to adjust
- ✓ QEP – design and implementation becoming the model
- ✓ Budget – executing within our capabilities
- ✓ University Core Redesign – ownership and realignment

## Long Term:

- ✓ 5<sup>th</sup> Year Review (Data collection years 2019-2020, 2020-2021, 2021-2022)
- ✓ Update Strategic Plan 2020-2021 focused on 2022-2027
- ✓ Reaffirmation 2027 (Data collection years 2024-2025, 2025 – 2026, 2026-2027)

# Northwestern IE Model Timeline



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