AY 2017-2018 – *Validating Our Approach*
Key Findings

August 3, 2018

Agenda

- Purpose
- Mission-Vision-Core Values
- SACSCOC Annual Conference
- AY 2017-2018 Assessment Cycle
- Academic Excellence Strategic Focus Area
  - Research within the Mission
  - General Education Competencies
  - Quality Enhancement Plan
- Market Responsiveness Strategic Focus Area
- Community Enrichment Strategic Focus Area
  - Community/Public Service within the Mission
  - University Capital Outlook
- The Student Experience Strategic Focus Area
- Athletic Prominence Strategic Focus Area
- College of Arts and Science
- Gallaspy College of Education and Human Development
- College of Nursing and School of Allied Health
- College of Business
- Numerical View
- Degree and Unit Assessment
- The Road Ahead

Purpose

Brief the results of the AY 2017-18 institution-wide assessment process as part of Strategic Plan 2016-2021 and the Institutional Effectiveness Model.

This briefing includes a discussion of the strategic planning-assessment process; the University's Mission, Vision, and Core Values; Strategic Focus Areas, academic program and administrative unit assessments; Research, Community/Public service, Capital Outlay Outlook, and updates from each College.

Mission and Vision

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

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

Core Values

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

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

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

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

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

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

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

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

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

SACSCOC Annual Conference 2017

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 – Using the SACSCOC 2012 Principles of Accreditation.*

➢ Status:
  ❖ Degree Programs: 61 of 64
  ❖ Service Units: 49
  ❖ Positive comments from Dr. Crystal Baird

➢ SACSCOC Time Line:
  ➢ 7 Sep 2018 – Monitoring Report due to SACSCOC
  ➢ 2022 – Fifth-year Interim Report – using new Principles of Accreditation
  ➢ 2027 – Decennial Review (Reaffirmation)

➢ University Time Line:
  ➢ Mail University Response on 31 August or 3 September 2018
  ➢ Mid-Year Review January 2019
  ➢ Assessments Due 15 June 2019
  ➢ Presidential AY 2018-2019 Update Brief in August 2019 (Change)

SACSCOC Time Line:

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding – *With Compliance comes flexibility, to a degree*

AY 2019-2020: Record Year

AY 2020-2021: Record Year – Strategic Plan Update

AY 2021-2022: Fifth Year Report - New Strategic Plan

AY 2022-2023: Fifth Year Finding

AY 2023-2024: Flex Year

AY 2024-2025: Record Year

AY 2025-2026: Record Year

AY 2026-2027: Decennial Review (Reaffirmation)

AY 2017-2018 Assessment Cycle

Purpose. Assess how the University quantifiably measures its progress and gauges its targeted success through its decision making in each SFA, academic degree program and administrative and student support units over the past year.

NOTE. The AY 2016-2017 baseline and AY 2021 targets were approved per the AY 2016-2017 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee conducted on July 5, 2017.

This brief serves as a *mechanism to secure approval* for recommended changes to assessment objectives, strategies, and metrics.

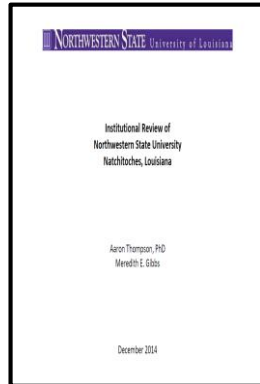The next review (Mid-Year) will take place in January 2019.

AY 2017-2018 Key Evidence of Improvement

Strategic Plan 2011-2018
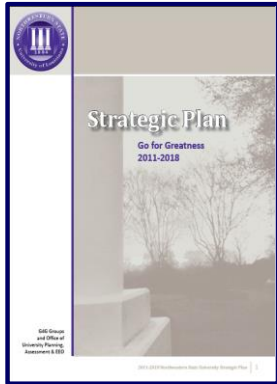
Jan 2011

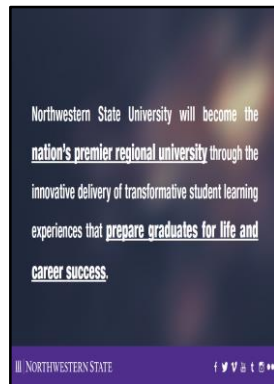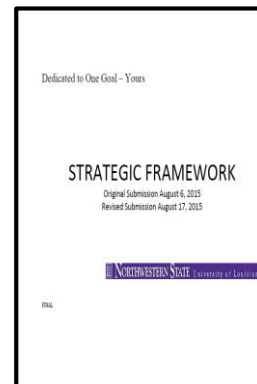**Institutional Review**

Dec 2014
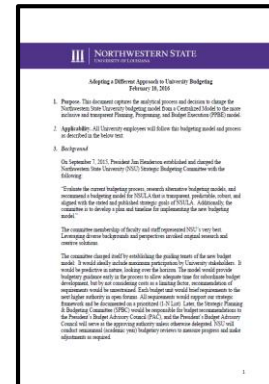
Henderson's Vision

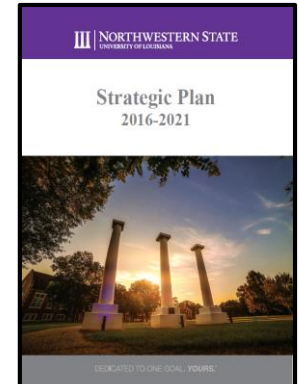Mar 2015

Strategic Framework

Aug 2015

Strategic Budgeting

Feb 2016

Strategic Plan 2016-2021

Jan 2017
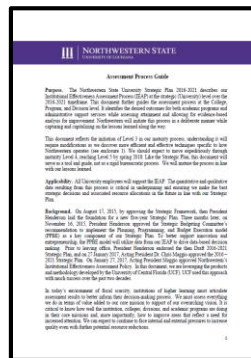
IE Policy

Jan 2017

QEP

Jan 2017

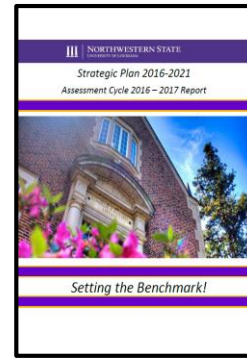**ULS Mission Approval**

Feb 2017

Assessment Guide

Apr 2017

AY 2016-2017

Jun 2017

Monitoring Report
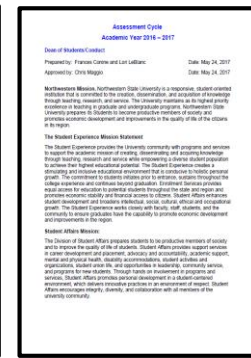
Jan 2018

AY 2017-2018
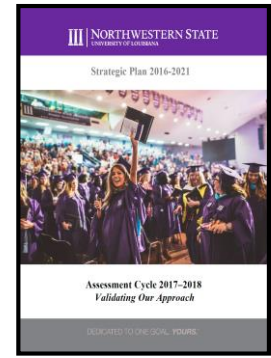
Aug 2018

AY 2017-2018 Key Evidence of Improvement

Examples:

In October 2017, NSU transitioned to the Planning, Programming, and Budget Execution (PPBE) approach to budgeting, the fourth component of its Institutional Effectiveness Model. The approach was incremental to align this process with the University's financial capabilities. The process focused on identifying, prioritizing, and funding enhancement requests from faculty and administrators across the University.

The University received approval from the University of Louisiana System Office to implement a cost of living salary increase for 561 faculty and staff members.

Northwestern has fully adopted the Louisiana Board of Regents' and the Complete College America initiative *15 to Finish/Think 30* campaign.

Northwestern will participate in the Board of Regents' pilot program, Co-Requisite Delivery, to address Academic Affairs policy 2.18 Minimum Placement Requirements for Entry Level – College Level Mathematics and English.

The NSU Foundation continued to expand financial support to attract and retain students. In the first quarter of 2018 alone, the Foundation disbursed $1.55 million in institutional support. This included $972,000 for student scholarships, $204,000 for faculty-staff support and $104,000 for capital improvements. Additionally, $60,000 for recruiting and marketing initiatives and $70,000 for alumni and community outreach events.

AY 2017-2018 Budget Enhancement Process

Strategic Planning and Budgeting Committee 2018 - 2019 Budget Enhancement 1-N List

	Those in dark green are funded in 2017-2018 - lighter green 2018-2019.		
ENHANCEMENT BUDGET REQUESTS, 2018-2019	**COST**	**STATUS**	
Chair Risers for Graduation	12,000	Complete	
Recruiting Banners and Table Covers	4,860	Complete	
Reno of Bienvenu Auditorium Classroom	64,950	Funded 18-19 - 528505	
Portable X-Ray Generator for Vet Tech	12,628	Complete	
Upgrade of Apple Computers - Marketing	21,214	Complete	
Teacher Education Building Upgrade	24,350	Funded 18-19 - 528505	
English Outreach Project Travel Display	1,000	Funded 18-19 - 528130	
Student Lounge Furniture - Alexandria	6,910	Funded 18-19 - 528184	
Kiln - Art Department	3,244	Complete	
Microbiology Lab Equipment	42,193	$32,398 Paid in FY 17-18 $9,795 Funded 18-19 - 528118	
Clinical Labs Floor Repl Shreveport Campus	20,000	Funded 18-19 - 528505	
Upgrade of TV facility in Keyser Hall	185,511	Funded 18-19 - 528505	
Drill and Ceremony Gear - Military Science	3,750	Complete	
TOTAL	**$402,610**	**$775,211**	
Campus Computer Jumpstart will be partially funded for 2018-2019.			
Campus Comput Repl Life-Cycle Jumpstart	180,000		
Jumpstart Partial Funding TOTAL	**$97,390**	Funded 18-19 - 528600	
Funded through University Affairs-separate from 500k Enhancement - budgeted for 2018-19.			
Drain Cleaning Machine - Physical Plant	600		
Upgrade ROTC Water Fountains - Noe Armory	2140		
Upgrade Leesville Library Facilities	17894		
Update Landscaping - Leesville	5630		
TOTAL	**$26,264**		
Funding has already been provided in 2017-2018 - awaiting contract award.			
Elevator Flooring - Russel Hall	5,000		
Completion of rappel tower - ROTC	35,171		
Campus Maintenance Man Lift - Physical Plant	71,797		
University Printing Showroom Copier	48,979		
Tennis Court Resurface	48,000		
Replace Seating - David Morgan Room-Rus. Hall	40,000		
TOTAL	**$248,947**		

2,113,250 = Total Requirement
- 750,855 = Outside Requirements
1,362,395 = Total Requirement
   775,211 = Funded (57%)

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Academic Excellence

AY 2016-2017 Benchmarks)	AY 2017-2018	Academic Excellence Metrics	AY 2020-2021 Targets
66	61/64 (95%)	Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction	120 Degree and Certificate Programs
71	34 (Sample)	Courses focusing on implementing current technologies/best practice principles in teaching	35-40 (Sample)
4.1/5.0 (82%)	4.3/5.0 (86%) 41% (response rate)	Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)	4.5/5.0 (90%) 45% (response rate)
31	28	Average class size in University Core courses	28
4.1/5.0 (82%)	4.3/5.0 (86%) 39% (response rate)	Mean student evaluation of instruction in University Core courses	4.5/5.0 (90%) 42% (response rate)
13	14	Number of University Core classes with a designated course steward	100% of courses w/ multiple sections
21	379 52 Prof. Conf. Presentations	Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presentations
35 21-G; 14-UG Prof. Conf. Presentation	128 52-G; 76 UG Prof. Conf. Presentations	Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting	154 (20% increase)
GRE Verbal: M=148 (39%) GRE Quan: M=145 (20%); LSAT: M=148 (37%); MCAT: M=490 (19%)	GRE Verbal: M=147 (34%) GRE Quan: 144 (17%); LSAT: M=143 (21%); MCAT:493 (29%)	Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT)	90% to score 280 GRE; Increase the # of students scoring above the nat'l median for LSAT & MCAT by one/year

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

AY 2016-2017 Benchmarks	AY 2017-2018	Academic Excellence Metrics	AY 2020-2021 Targets
N/A	4.6/5.0 4.6/5.0 4.7/5.0	Mean scores from student evaluation of instruction that represent quality student-faculty interactions (e.g., my teacher encouraged interactions between faculty and students; my teacher gave prompt feedback; and my teacher displayed an appropriate demeanor)	Improve scores in courses below 4.5/5.0
93	**152** (Sample)	Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	180 (20% increase)
4 Faculty Grants w/Students; 27 Faculty Grants Total	**42** Faculty Grants **55** EPs/Chairs	Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.	45 Faculty Grants 70 EPs/Chairs
4% (37)	4% (32)	Percent of faculty/staff receiving external grants	5% (N = 45 PI/Co-PI)
582	284 (wording of metric changed)	Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	341 (20% increase)
730	**1434**	Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600 (12% increase)
27	17	Number of departments or sites acquiring new classroom or laboratory technologies	35 (29% increase)
8	**21**	Number of events or activities to recognize faculty for their contributions in teaching, research, or service	48 (500% increase)

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

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Objective 4. Foster quality student-faculty interactions

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

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Academic Excellence

Top three good news stories:

➢ Revised wording for A.E. objectives and metrics provided better clarity and alignment to the assessment process.

➢ Demonstrated substantive progress in 10 of the 17 A.E. metrics.

➢ Accomplished major changes to the University Core (A.E. objective 2)

Top three areas of concern:

➢ Time should be dedicated to data analysis for A.E. improvement.

➢ Lacking consistent oversight of University Core courses with multiple sections.

➢ Mentoring of graduate students represents a significant drain on the faculty mentor's time, energy, and ability to produce their own research.

This resource / action would have the biggest impact for my SFA:

➢ Consideration to Graduate School policy changes, such as storing graduate papers and projects electronically – eliminating the requirement of a printed, bound paper/project; more oversight to the most critical components of a graduate paper/project.

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Research within the Mission

Key Points:

Increased student and faculty participation in capstone research
- ➢ 328 undergraduate/graduate capstone research projects completed (up 46%).
- ➢ 92 faculty members directed capstone projects (up 5%).
- ➢ 100% of QEP theses were ranked at "Mastery" or above on 7 of 11 benchmarks.

Increased presentations of capstone research
- ➢ 22 presentations by 52 graduate students at 7 scholarly conferences (up 5%).
- ➢ 59 presentations by 76 undergraduates at 15 conferences (up 321%).
- ➢ 13 Research Day presentations made by 22 graduate students (up 225%).
- ➢ 27 Research Day presentations made by 76 undergraduates (down 43%).

Increased success in securing external funding
- ➢ 35 faculty PIs (up 55%) on 47 grants submitted (down 10%) through the University.
- ➢ 28 grants funded (unchanged) by 19 agencies (up 90%).
- ➢ $6,006,858 funded by external agencies (up 22%).

General Education Competencies

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

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

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

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

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

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

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

NOTE: 2017-2018 Gen Ed Core assessments are in the back-up slides.

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

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

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

3. Natural Sciences (9 hours):

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

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

4. Humanities (9 hours*):

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

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

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

5. Social/Behavioral Sciences (6 hours):

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

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

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

Quality Enhancement Plan: Learning for Life

Key Points:

➢ 166 students took part in experiential learning as part of *Learning for Life* during the 2017/18 assessment cycle. We anticipate 400 students entering the QEP this year (2018/19).

➢ Assessment shows that students have trouble reflecting on their capstone experiences. A majority of programs which were part of the QEP last year have added or modified existing reflection exercises for students in capstone courses.

➢ Faculty and Administrators identified four SLO benchmarks they felt were the most difficult to interpret. Three of these SLOs were also benchmarks with the lowest student performance scores.

➢ Refinement of assessment tools will be a focus of the 2018/19 cycle beginning with our *Learning for Life* conference on August 14.

➢ Indirect assessment of the QEP indicates that students in all capstone experiences need to acquire better time management skills. Other important skills include "creative and critical thinking", "collaboration", "analyze data/audit", "written communication", and "presentation".

Market Responsiveness

AY 2016–2017 Benchmarks	AY 17-18 Progress Data	Market Responsiveness Metrics	AY 2020-2021 Target
77%-17/22	95% (21/22)	Number of departments that have active advisory councils	100%
99%	98.82%	Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
97%	93.04%	Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field	100%
77%-51/66	No Change	Number of NSU degrees or programs aligned with industry and workforce demands	100%
82%	73.48%	Number of graduating seniors who have a full-time job working in their degree field at graduation	100%
34%	36.95	Number of graduating seniors who will pursue an advanced degree	50%
100	119	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

Benchmarks for 2016-2017are reflected on the far left with 2017-2018 results to the immediate right. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

Market Responsiveness

Top three good news stories:

- ➤ Increase in number of departments that have active advisory councils
- ➤ Increase in number of graduating seniors who will pursue an advanced degree
- ➤ Increase in number of academic articulation and industry partnership agreements

Top three areas of concern:

- ➤ Decline in percent of students/alumni who feel they completed requirements for a job or career in chosen field
- ➤ No change in number of programs aligned with industry needs
- ➤ Decline in number of graduates who have a full-time job working in their degree field at graduation

This resource / action would have the biggest impact for my SFA:

- ➤ Year 2 may provide a better understanding of university resources/actions needed for impact.

Community Enrichment

AY 2016–2017 Benchmarks	AY 2017-2018	Community Enrichment Metrics	AY 2020–2021 Target
29,949	36,030	Number of patrons attending recitals, concerts, art exhibits, theater/dance productions	35,000
20	25	Number of off-campus performances	30
$25,568.39	$26,852.15	Expenditures dedicated to advertisement	$51,136.78
7,869	11,605	Number of active users on Creative and Performing Arts social media outlets	10,000
13,000	19,870	Frequency of e-communications and number of participants	20,000
25	40	Number of Student Alumni Association members	200
21	24	Number of active alumni chapters nationwide	35
690	1,300	Number of Alumni Association members	1,500
6,507	7,757	Number of active users on Alumni Association social media outlets	10,000
$4,652,202.88	$5,029,840.98	Amount of annual private support	$6,000,000
1,691	2,402	Number of individual contributors	5,000
$30,000,000/ $100,000	$33,239,359.52/ $142,811.13	Value of restricted/unrestricted endowment assets	$50,000,000/ $1,000,000
16	56	Number of partnerships with business, industry and government agencies	40
1,300	1,436	Number of advisory volunteers	3,000
65	73	Number of activities including athletic promotions, cultural events and other programs at off-campus instructional sites	100
150	328	Number of projects and internships involving students in University and community activities and events	400

Community Enrichment:

Objective 1. Expand World Class Performing Arts Program

Objective 2. Increase Robust Alumni Engagement

Objective 3. Promote Mutually Beneficial Donor Relationships

Objective 4: Expand Institutional Culture of Collaboration and Mutual Accountability

Objective 5. Nurture Thriving Town-Gown Relationships

Community Enrichment

Top three good news stories:

➤ Number of patrons attending on-campus events is up by 6,081. This is an increase of 20% from '16-'17.

➤ Number of Alumni Association members is up by 610. This is an increase of 88% from '16-'17.

➤ Number of public-private partnerships has increased to 56 exceeding '20-'21 target.

Top three areas of concern:

➤ Growth of unrestricted endowment funds.

➤ Expenditures dedicated to advertisement for CAPA.

➤ Use of advisory volunteer/internship data.

This resource / action would have the biggest impact for my SFA:

➤ Analyze new initiatives to ensure additional responsibilities are aimed at enhancing strategic focus areas. Review budget to ensure areas with potential for growth continue to thrive.

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Community/Public Service within the Mission

Number of NSU service activities: **297**

Number of service agency partnerships: **328**

Number of hours students spent in service to the community: **377,923**

Number of community/public service focus areas: **11**

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

- Economic impact of 377,923 service hours (calculated at minimum wage of $7.25/hour): **$2,739,942**

University Capital Outlook

Key Points

1. Northwestern State University has designated the replacement of the Kyser Hall academic building as our first priority in the 19-20 Capital Outlay request.

2. Energy Savings RFP- Northwestern State University Request for Proposals (RFP) for Energy is currently under review with the Louisiana Legislative Auditors Office. NSU expects it to come out of audit in late July or early August. Work will begin during the Fall 2018 and Spring 2019.

3. Steam pipe elimination is planned in the above RFP as one of the energy savings aspects built into the RFP. This project will begin as soon as the RFP is finalized.

4. Lighting conversion to Light Emitting Diode (LED) fixtures is another one of the aspects of the RFP for Energy Savings, and will begin in Fall 2018.

5. Improvement plans for the University to upgrade roofs on 13 university buildings, which includes all three campuses, is included in the 19-20 Capital Outlay, which will be submitted to the University of Louisiana System and the Louisiana Board of Regents for approval.

6. South Jefferson Street Extension was included in the 18-19 House Bill 2, and was approved for $59,000 planning funds.

7. Sam Sibley Drive overlay was completed from University Drive to the intersection of Sam Sibley and Caspari Drive . Overlay of Caspari Drive to the Athletic Fieldhouse is underway, and is being re-routed along the track fence line.

8. University Circular Drive around the northside of Watson Library is almost complete. The lot is to serve ADA parking and Starbucks parking.

9. Construction on the new NSU/Follette Bookstore and new Chick-Fil-A continues across from the Watson Library on University Drive, and is planned to be opened in Fall 2018.

The Student Experience

AY 2016-2017 Benchmarks	AY 2017-2018	The Student Experience Metrics	AY 2020-2021 Targets
1,459	1542	Enrollment increase per freshman class, per year (EI)	1,700
9,819	10572	Overall Northwestern State enrollment increase	11,000
10	10	Diversity represents regional demographics	10
70%	76%	Retention rate(full-time) 1st to 2nd year	75%
35%	39%	Graduation rates	40%
7.9	8.22	Academic excellence and value	10
7.7	8.30	Responsive and helpful faculty and staff	10
8.5	8.4	Satisfaction with support programs	10
8.5	8.38	Campus climate of advocacy and inclusion	10
6	13	Programs with capstone internships or related activities	66
8.2	8.01	Satisfaction with University policies and processes	10
8.5	N/A	On-campus facilities satisfaction survey	10
7.2	7.58	Campus housing and dining satisfaction	10
7.6	8.35	Safety and security satisfaction survey	10
40%	N/A	Percent of graduates working within 6 months of graduation	85%

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

Benchmarks for 2016-2017are reflected on the far left with 2017-2018 results to the immediate right. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

The Student Experience

Top three good news stories:

➢ Increased enrollment and improved graduation rates

➢ Improved facilities, the new Demon Bookstore and Library parking and space renovations

➢ Continued satisfaction with student services and growth in student leadership programs and opportunities

Top three areas of concern:

➢ Limited housing and housing concerns resulting in slower enrollment growth on the Natchitoches campus

➢ Rising cost of education resulting in rising debt coupled with limited support for low and middle income students

➢ Limited resources for Student Experience departments for staff development

This resource / action would have the biggest impact for my SFA: Funding for customer service training, consultation for recruitment and retention, consultation on leadership development.

Athletic Prominence

AY 2016-2017 Benchmark	AY 2017-2018	Athletic Prominence Metrics	2021 - 2021 Target
103,382	92,432	Increase yearly event attendance 10% for all sports	151,361
$2,670,835	2,436,573	Increase yearly revenue by 10% (tickets, annual gifts, sponsorships)	2,380,264
10	10	Increase new merchandise outlets by minimum of two per year	18
16,971	18,333	Increase NSU Demons Facebook likes by 10%	25,458
7,674	9,122	Increase @nsudemons Twitter followers by 10%	11,511
$47,146	$35,633	Increase licensing royalties (LRG) by 15%	$70,746
3.06	3.05	Retain or improve student-athlete GPA to a minimum of 3.0	3.11
121	253	Increase N-Club membership by 20%	182
270	288	Increase non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Alexandria, and in Bossier City) by 10%	405
108	98	Increase Vic's Kids Club membership by 10%	162
40	286	Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors, current/potential donors) and sustain/grow annually.	60

Athletic Prominence:

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

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

27

Athletic Prominence

15	15	Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)	20
2,611	4,376	Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually.	4,000
219	242	Average at least 200 Dean's/President's List honorees per year.	250
204	212	Average at least 100 Southland Conference Commissioner's Honor Roll honorees per semester.	200
968	967	Increase single year and multi-year NCAA Academic Progress Rate (APR) team scores (always above 930 threshold).	940
5	113	Plan and execute facility improvement projects commensurate with funding availability.	10
4/14	6/14	Establish as a goal that all teams will register a winning percentage of .600 or better in conference play (note – eight teams have win-loss records to measure; for track and field/cross country, the metric will be to finish in the upper third of the 13-team conference standings).	14

Athletic Prominence:

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

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

(2 of 2)

Benchmarks for 2016-2017are reflected on the far left with 2017-2018 results to the immediate right. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

28

Athletic Prominence

Three positive trends:

- ➢ Facility updates and enhancements, including some that are already visible (i.e. N-Club Hall of Fame display, Turpin Stadium entrance project, rendering of Fieldhouse Strength and Conditioning Annex) have created positive energy among internal and external constituents.

- ➢ NSU student-athletes continue to excel academically and in the community, both of which are supported by data.

- ➢ Former athlete engagement through N-Club initiatives has grown exponentially.

Three areas of concern:

- ➢ Ticket sales and attendance are not reaching expected goals.

- ➢ While improved year over year, less than one-half of NSU teams are meeting competitive expectations.

- ➢ Continued lack of competitive success could impact private giving.

Final thoughts: The Athletic Department is riding a wave of momentum following the spring sports season, ignited by the baseball team's first-ever conference tournament title/NCAA Regionals appearance and the first-team All-American performance of the men's 4X100 meter relay team. There is also a renewed level of anticipation for the football program based on the hiring of Brad Laird. The key will be to capitalize on the spring sports momentum (and hopefully that of football, as well) as it relates to facility projects, Demons Unlimited Foundation giving, ticket sales, and growth of the NSU Demon brand.

29

College of Arts and Sciences

Success:

- AY 16/17 and 17/18: 585/606 degrees awarded in 10 degree programs in more than 50 concentrations; Avg. GPA 2.79/2.76; More than 1700 students took an average of 16 cr. Hrs./semester

- Alumni Success

- Student Success

- Programs Nationally Ranked

Innovation:

- Bachelor of Fine Arts in Dance (S of CAPA)
- Active Learning classroom; Anatomage Table (S of BPS)
- Math and English Co-Requisite redesign
- QEP Engagement

Outlook:

- Partnership with KTBS in Broadcast Concentration
- Connecting Communities (COAS Advisory: Faculty, Student)
- Arts and Sciences Day

Gallaspy College of Education and Human Development

Success:
- Dr. Ruth Weinzettle appointed to State LA Board of Social Work Examiners.
- Dr. Patrice Moulton , Fulbright Scholar to Nepal.
- Indy Gurley(ECED), supporting Cradle to Prison Intervention project.
- Kimberly Eckert (BSW, M.Ed., SPED) named 2018 LA Teacher of the Year.
- Eight cadets commissioned in 2017-2018.

Innovation:
- Revisioning Educators Rising conference for "Grow Your Own" initiatives
- Internship placements increasing across all academic units.

Outlook.**Vision Casting Committee-goals for fall 2021:*
- Increase faculty within depts or programs commiserate with student growth.
- Continue annual 6% growth overall within GCEHD and by department.
- Conduct PD in targeted areas.
- Increase marketing.
- Hire a dedicated recruiter or grant writer.

College of Nursing and School of Allied Health

Success:

➢ **Alumni:** Numerous ranging from Louisiana's NP of the year to CEO of International Nursing Honor Society. Published NSU's First edition of *Nursing Alumni Columns*.

➢ **Faculty:** Many, a few notable: Louisiana's Radiologic Technologist of the Year, Inductee into American Association of Radiologic Technologist Hall of Fame, Six faculty earning doctorates, and over 30 state, regional, national and international faculty presentations.

➢ **Program:**

- Licensure Pass Rates > than 94%. Certification Pass Rates 96%.
- Enrollment rates >10% annual increase for past 3 years.
- Retention rates >70% for all degree programs.
- Employment rates >90%
- Alumni/Employer satisfaction>90%.
- New Programs: 2 graduate nursing concentrations & 2 post-baccalaureate certificates
- Rankings: ASN #1 ranked program in the US. many more…

College of Nursing and School of Allied Health

Innovation:

> USE OF: Mentimeter (smart phone response system), Microsoft Sway (student presentations), Quizzizz, MS Office Mix (interactive Power Point lectures), & Shadow Health (virtual physical assessment software). WebEx for class meetings, student conferences, and online advising. YouTube Videos and CDC learning Modules

> Transformed tri-annual student research presentations from poster to digital modality

> Beta-testing iPad technology for in-class BSN testing.

> Renovated 3 distance learning rooms (BOR grant).

> Added additional distance learning room in Shreveport.

College of Nursing and School of Allied Health

Outlook:

- ➤ Converting BSRS and BSN to 15 to Finish/Think 30 programs.

- ➤ Developing accelerated BS to BSN program (Centenary Request)BSN to DNP (per DNP program submission)

- ➤ Developing Paramedic/Medic to RN program (per legislators, Military & state board of nursing requests)

- ➤ Developing Ultrasound and CT SAH certification programs (student requests).

- ➤ Fully integrate iPad testing in classrooms on all CONSAH campuses for BSN program.

- ➤ Integrate Virtual Technology Equipment into teaching-learning all CONSAH programs

- ➤ Raise funds to build a new state-of-the-art, technology driven, paperless, building on Shreveport campus.

- ➤ Develop innovative faculty positions to meet growth needs.

- ➤ Continue to increase external funding for faculty positions. Currently CONSAH has 12 externally funded faculty positions. Would like to increase to 14 next year.

College of Business and Technology

Success.

- Student support
- Student organizations (competitive success)

- Industry/real-life connections

Innovation.

- Implementation of QEP
- College of Business and Technology Industry Showcase

- Technology/pedagogical improvements

Outlook.

- Expanding AMT program
- MS in CIS proposal at UL System

- New concentrations effective Fall 2018
- Participation in "Inferno Pitch"

Assessments

Key Findings

- Learning Experience – BIG surprise
- Process – structure MUST be followed (assess-results-change-assess-results-change)
- Comparison and evidence are critical
- Are decisions being made for improvement – Student learning – Program?
- Ownership - support and mentality

Action Items

- Capture Lessons Learned
- Establish internal timelines
- Department Heads role defined
- Determine how to transition key personnel
- Document NSU approach - Handbook
- Think - explore how to make the process better

Assessment - Fundamentals

Student Learning Outcomes: specify what students will know, be able to do, or be able to demonstrate when they have completed/participated in the program, course, project or activity.

Service Outcomes: specify what an organization intends to do, achieve, or accomplish through certain activities or experiences (what a program accomplishes for its students, faculty/staff or institution).

Specific – Measurable – Attainable - Results-Oriented - Time-Bound

Measure: Combines methodology and target. Designed to directly measure what a participant knows or is able to do. It requires demonstration of the skill or knowledge, such as write an essay).

Finding: Binary – met or not met

Analysis: Start with last years finding and why. As a result what was done differently this year to improve. What are the findings for this year.

Decision: Based on this years results what will be done differently next year to improve/plan.

The Numbers

Strategic Focus Areas

SFA	Objectives	Metrics	Improved	No Change	Declined
AE	5	17	10	5	2
MR	4	7	3	2	2
CE	5	16	16	0	0
SE	5	15	9	3	3
AP	4	18	10	2	6
	23	73	48	12	13
	4.6	3.2	65.70%	16.40%	17.80%

Degree Programs and Units

# SLO/SO	Measures	Improved	No Change (+/-)		Declined
88	133	22	73	27	11
34	79	14	60	1	4
13	37	1	10	22	4
38	94	3	77	3	11
116	141	6	121	6	10
64	119	8	75	30	4
54	129	4	76	47	2
407	732	58	492	136	46
	1.8	8.00%	67.20%	18.60%	6.20%

The Road Ahead

Immediate:

Capture the lessons learned and implement decisions

Update AY 2018-2019 Assessment Plans as necessary

Continue to assess recommendations – Build consensus and secure decisions

Initiate – continue AY 2018-2019 assessments – data collection

Near Term:

August 31 – Mail Monitoring Report to SACSCOC

September 1 - General Education Assessment Plans due

October – Review President's guidance Budget Enhancement Process

December – Annual SACSCOC Conference

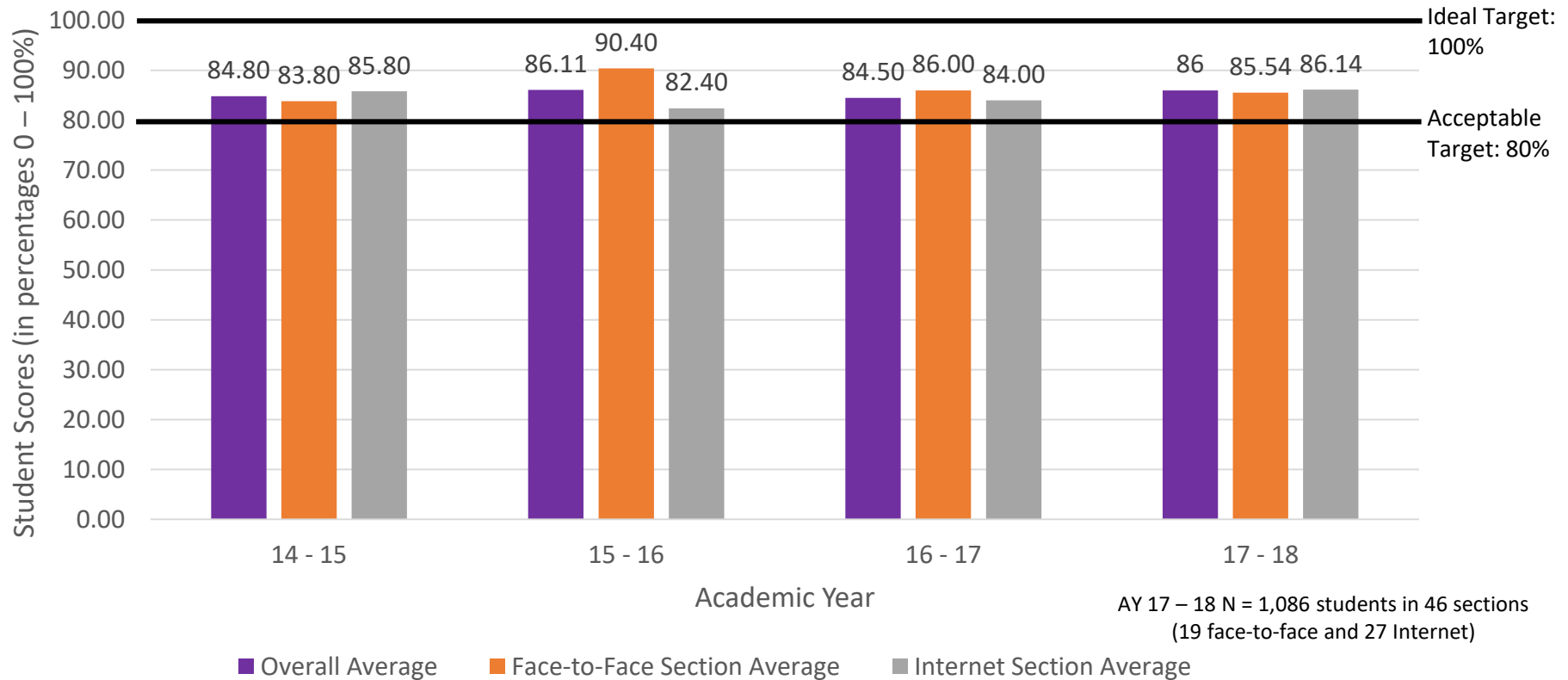   – Azimuth check on AY 2018-2019 assessment process (SFA/Program/Unit)

Short Term:

May 10th – Commencement ends assessment cycle

June 15th – 2018-2019 Assessments complete and submitted to DIE

   – SFA updated assessments complete and submitted to DIE

Draft - Assessment Cycle AY 2018 – 2019 Report – *Building Momentum*

Aug – Brief to President

Conclusion

President's
Comments - Guidance

Back Up – Info Only

Strategic Planning and Budgeting Committee Unfunded 2018 - 2019 Budget Enhancement 1-N List

The following items shaded in green will be budgeted for 2018-2019 unless otherwise stated.

Unfunded Budget Requests, 2018-2019	COST	1	2	3	4	5	6	7	8	9	11	12	15	16	17	SCORE TOTAL
Spectrometer	64,688	32	40.1	38	49	39	39	48	28	39	40	31.6	22	50	28.9	524.5
Library Access Equipment	26,000	34.5	27	34	44	36	38	48	26	35	40	35.3	29	40	38	504.8
Upgrade Watson Library	50,000	22.5	42	32	43	36	35	48	26	37	36.5	30.5	31	40	35	494
Speaker for Diversity and Inclusion	1,500	27	47.7	35	42	35	47	48	28	34	36.5	28	17	20	47	491.7
History Faculty Training	5,594	19	47.4	38	36	37	40	44	27	36	25.5	38.6	21	30	50	489
Renovation of Pod C Second Floor	42,000	33	31.1	41	36	35	34	46	28	40	41.5	36.5	26	25	33.5	485.6
Tech Upgrades for Russell 224 and 225	10,000	25	44.2	38	44	44	0	46	28	43	34	29.7	24	40	41	480.9
Carpet Replacement	9,000	39	37.3	20	44	0	50	47	25	34	35	27.5	30	50	30	468.8
NAFSA Academy 1 Year Training	2,000	29	37.7	20	17	43	32	50	25	32	35.5	36.6	35	40	32	464.8
Supplies	5,500	25	39.2	20	34	40	29	50	22	40	33.5	34	34	35	29	464.7
Convert Motor Pool Building into Offices	87,000	24	35.9	34	34	33	50	43	23	33	36	31.5	17	50	19	462.9
English Outreach Project Travel	3,000	15	42.3	38	27	38	36	45	32	36	34.5	32.5	20	30	36	461.8
Anthro -Festival Attendance	3,150	27	46.9	38	28	33	36	44	26	31	25.5	36.1	21	30	34	456.5
Student Athlete Nutrition Center	25,000	42	44.9	34	40	36	22	43	24	36	34.5	39.3	21	19	17	452
Rec Complex Floor Replacement	25,728	25.5	28.3	37	35	35	26	45	25	40	36	32.5	32	29	26	451.8
John Deere Gator	14,000	30	29.5	32	34	0	43	43	25	29	37	33.5	19	39	43	437
Pro Drive Shallow Water Boat Motor	6,770	29	29	31	42	0	40	48	28	23	34	31.4	26	35	40	436.4
English Outreach Project Activities	5,000	22	38.6	38	19	36	30	45	25	34	35.5	27	20	30	30	429.6
Dept Faculty/Staff Office Desks	32,701	24	44.5	42	33	0	29	47	25	36	39	29.3	20	30	28	426.8
National NAFSA Conference - 3 employees	9,500	18	38.7	20	38	0	26	46	25	31	27.5	35.7	31	40	25	401.4
T750 Bobcat Loader with Tree Spade	61,440	23	23.8	31	35	0	29	45	25	32	38	31.8	21	30	30	394.1
Polaris Ranger	15,000	0	23.6	33	33	0	43	43	26	23	30	33.5	19	39	43	388.6
	504,571															

Summary of the "To Communicate Effectively Orally" AY 2017 - 2018

Chart: Student Scores (in percentages 0 – 100%) by Academic Year

Ideal Target: 100%
Acceptable Target: 80%

Academic Year	Overall Average	Face-to-Face Section Average	Internet Section Average
14 - 15	84.80	83.80	85.80
15 - 16	86.11	90.40	82.40
16 - 17	84.50	86.00	84.00
17 - 18	86	85.54	86.14

AY 17 – 18 N = 1,086 students in 46 sections
(19 face-to-face and 27 Internet)

■ Overall Average   ■ Face-to-Face Section Average   ■ Internet Section Average

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.

Communicate Effectively in Written English
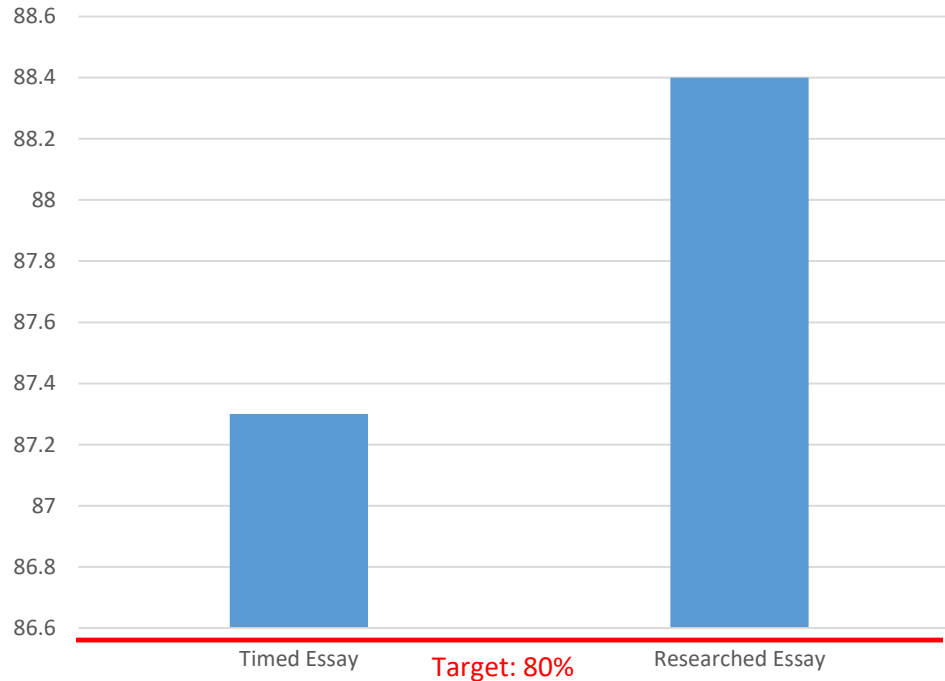
Summary Table

Assignment	2017-18
Timed Essay	87.3%
Researched Essay	88.4%

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

Timed Essay – **87.3%**. The same average as fall 2017 and virtually the same as 2016-17. In addition, more than 46% of students are meeting the ideal target, **both exceeding our goals**. 46% far **exceeds the reported goal** of at least 10% of students meeting the ideal target.
Researched Essay – **88.4%**. A slight decrease from last year's number; however, combined with the 38.3% that are meeting the ideal target, **both are exceeding our goals**. 38% also far **exceeds the goal** of at least 10% of students meeting the ideal target.

Read with Comprehension
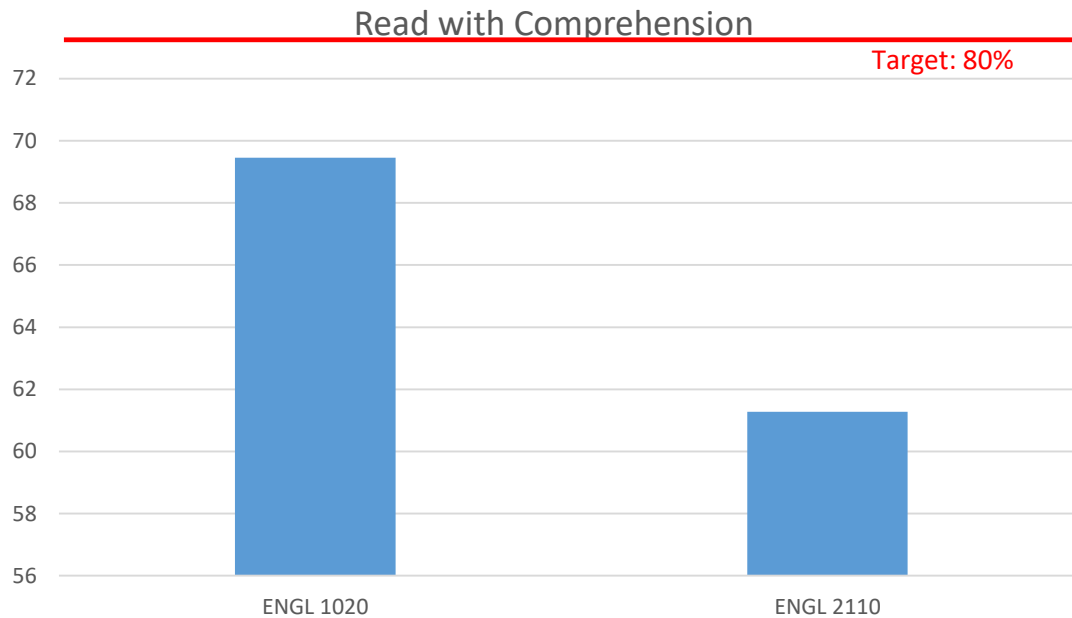
Target: 80%

Summary Table

Course	2017-18
English 1020	69.5%
English 2110	61.3%

Read with Comprehension – Target 80% (direct measure)

ENGL 1020 – **69.5%**. A slight increase over last year's numbers demonstrates continued improvement over several assessment cycles. We are moving closer to target, so we would report as "Approaching Target" rather than "Not Met."
Acquiring Skills to Learn Independently – Target 80% (indirect measure)
Average: **98.9%**--The same number as last year, which far exceeds both the acceptable target and the ideal targets for the measure.

ENGL 2110 Reading with comprehension (direct measure): **61.3%**.
While the fall 2017 number was 68.05%, virtually identical to previous years, the spring 2018 number was 54.5%, a significant decrease of 20% from fall. We have noticed over the past few assessment cycles that the reading measure stays the same or decreases, for no apparent reason. The results do not seem to be related to known variables for which we can (and have) designed interventions, such as student educational needs, course content, or teaching pedagogy.

The Department of Mathematics is responsible for collecting the data to address two competencies:

➢ To Reason Abstractly and Think Critically

➢ To use Numerical Data and Statistics

We do this by collecting data from the Departmental Final Exams in College Algebra (MATH1020) and Finite Mathematics (MATH1060).

We selected 9 questions for each of the competencies. A question is considered to have been successful if 70% of students answered correctly. Our target was that 70% of questions would be successful.

"Apply the Scientific Method" AY 2017-2018

Summary Data
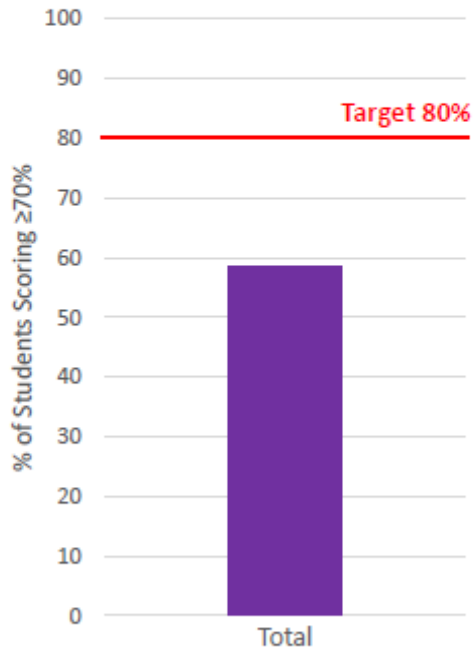
Total
58.7%
(732/1,248)

Individual Course Data
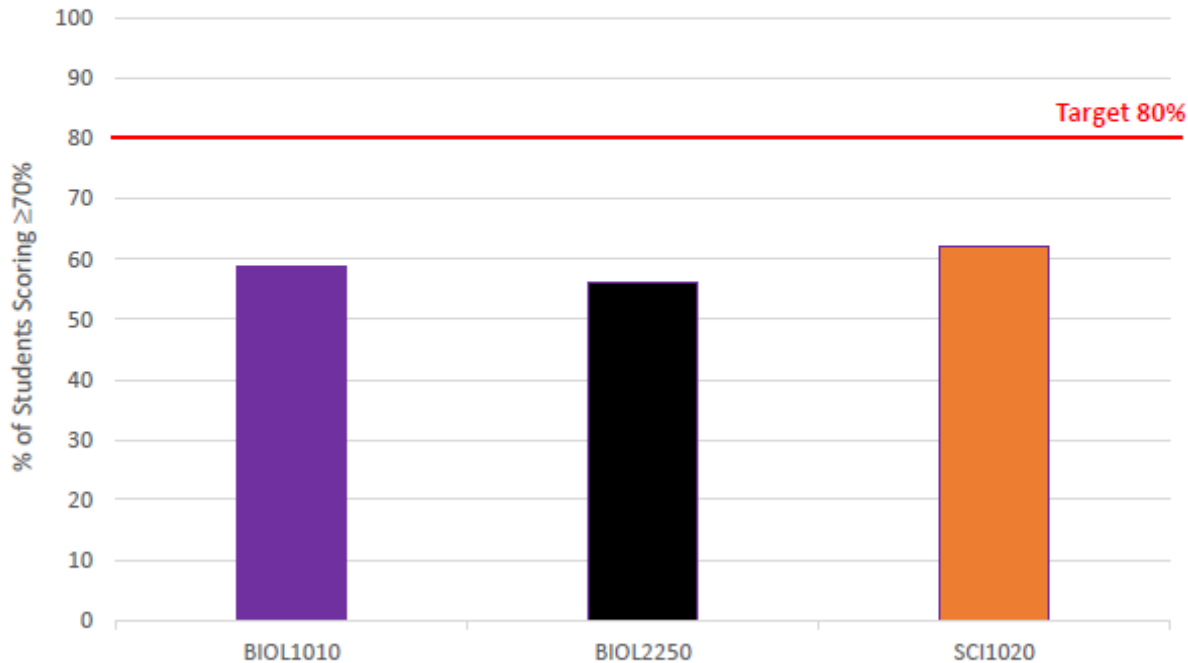
BIOL1010	BIOL2250	SCI1020
58.9%	**56.3%**	**62.2%**
(218/370)	(307/545)	(207/333)

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 "Understanding and Applying 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 the quiz. During AY2017-2018, 58.7% (732/1248) scored $\geq 70\%$ on the assessment. Upon further analysis of the data, it is noted that 58.9% (218/370) of BIOL1010 students (science majors), 56.3% (307/545) of BIOL2250 students (nursing and allied health majors), and 62.2% (207/333) of SCI1020 students (non-science or nursing/allied health majors) students scored $\geq 70\%$ on the assessment. As the target of 80% of students scoring $\geq 70\%$ on the assessment was not met, the assessment will remain unchanged for the AY2018-2019. Faculty members in the indicated courses will employ additional educational techniques (such as active learning/flipped classroom, additional/more frequent assessment, and peer instruction) to improve student performance during the next assessment period.

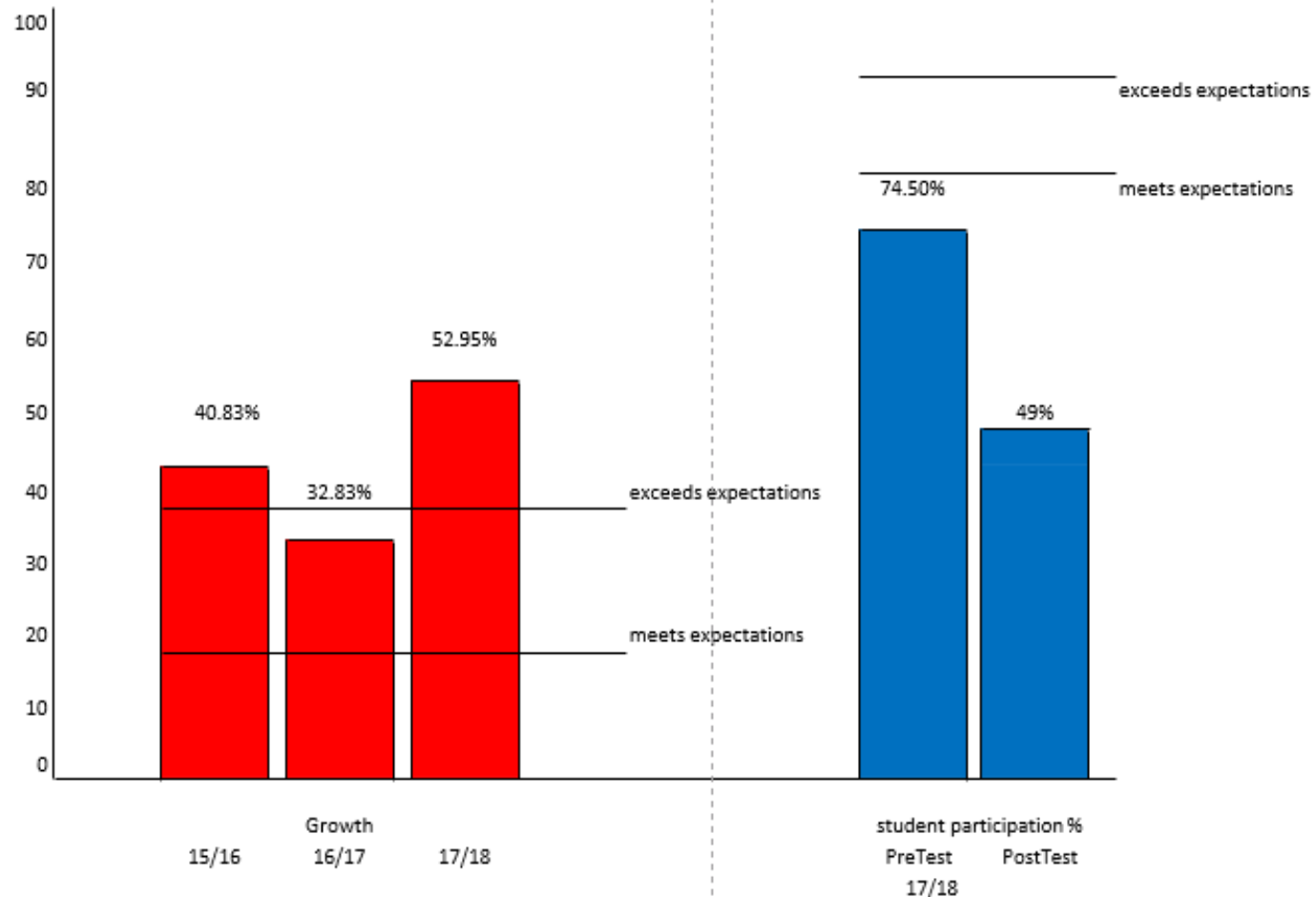# Acquiring Skills to Learn Independently
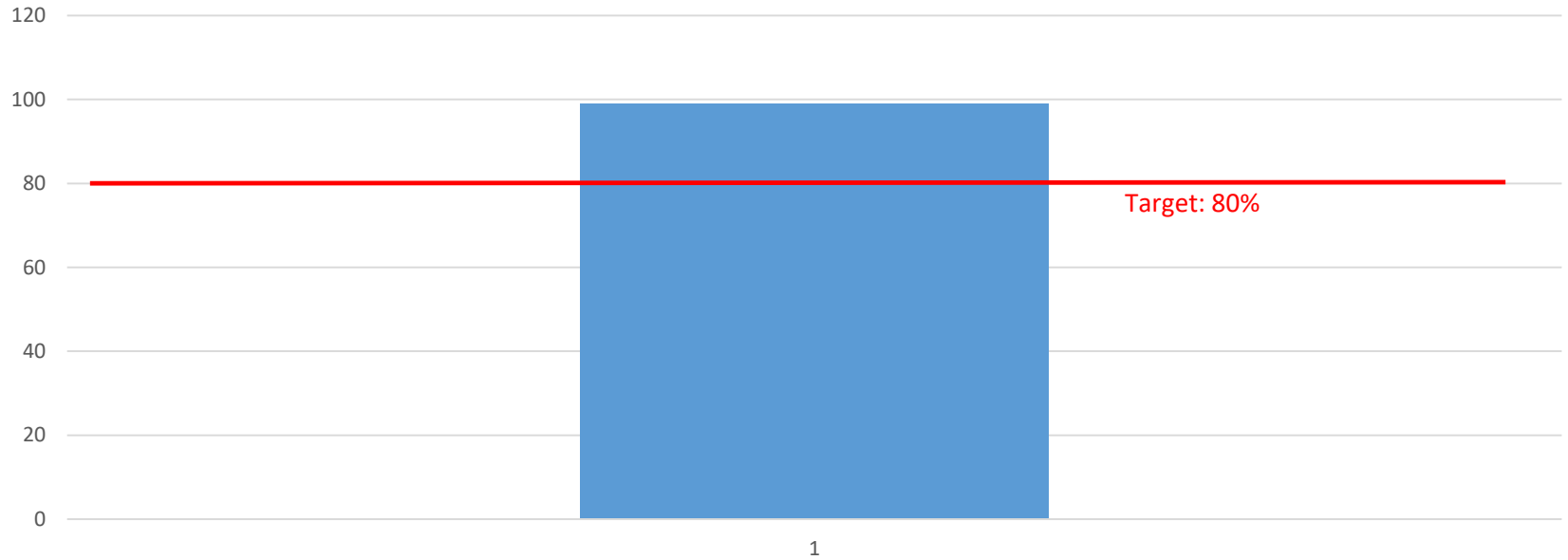
Summary Table

2017-18
98.9%

Acquiring Skills to Learn Independently – Target 80% (indirect measure)

Average: **98.9%**--The same number as last year, which far exceeds both the acceptable target and the ideal targets for the measure.

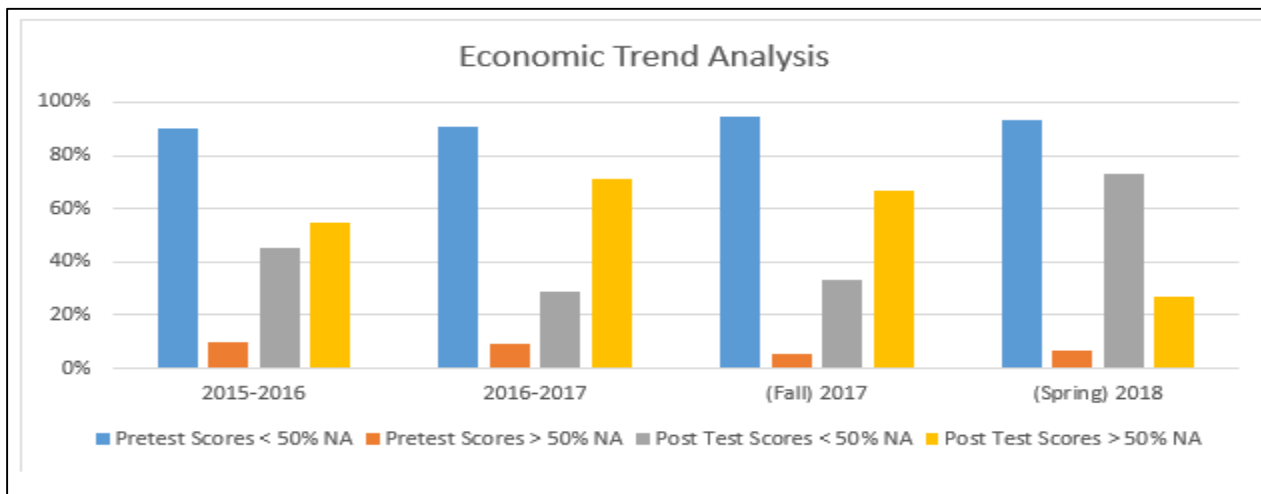# To Know the Nature of Cultural Diversity

Students in FA 1040 must take 3 pretests before the class begins and 3 PostTests once the course has completed. The red chart represents the growth using the formula (PostTest-PreTest)/Pretest. All three school years have met expectations in the growth rate, and we have exceeded expectations in the 2015/2016 and 2017/2018 school year. We started measuring student participation this past year, and we still have a long way to go to meet expectations in that regard.

Going forward, The Fine Arts instructors will be reminded of the importance of gathering this information in order to achieve a higher student participation rate. We will also be paring down the number of tests from six to two in order to relieve examination weariness.

Summary of the "To Understand the American Political System" Core Competency, Spring 2018
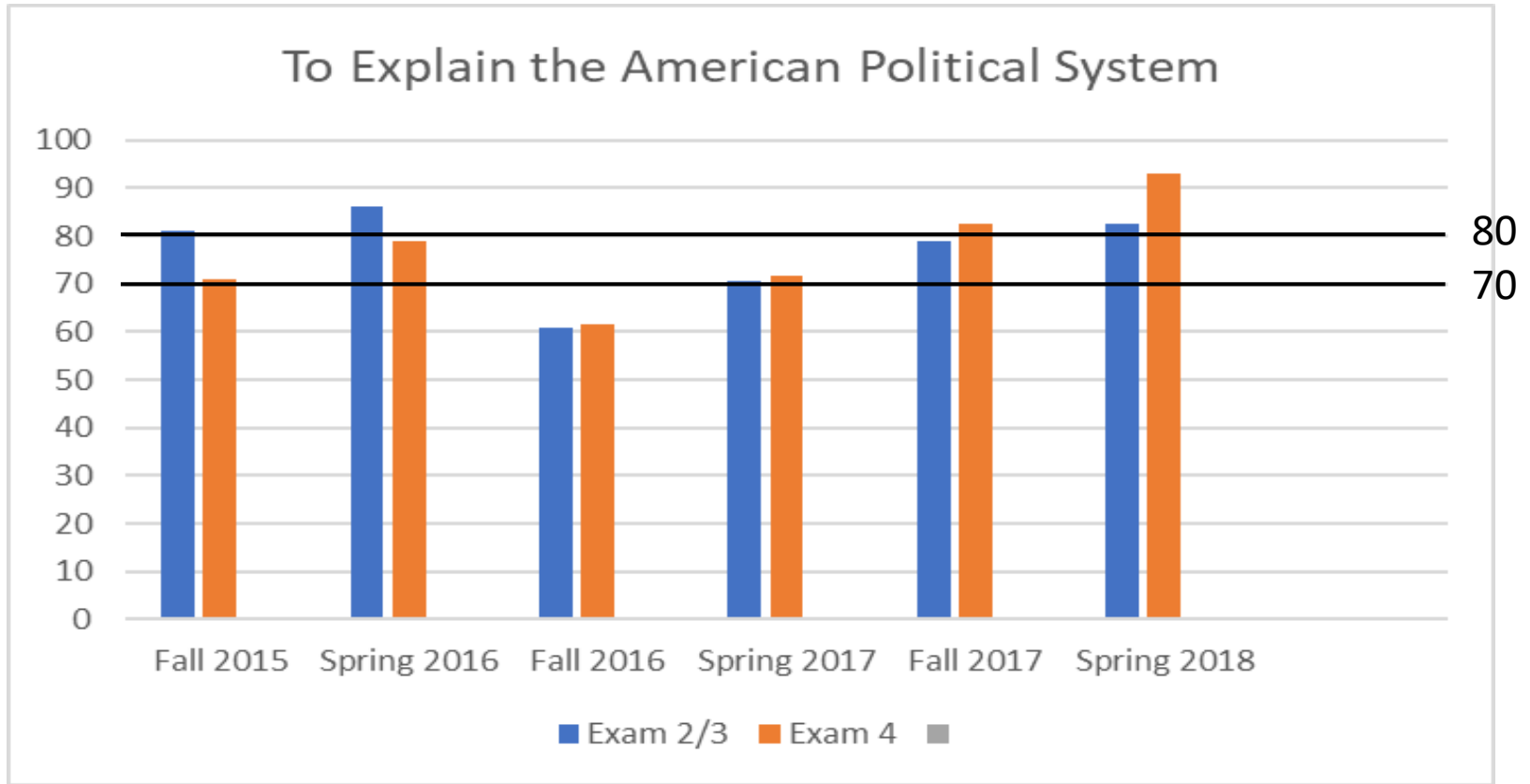
In Spring 2018, I taught 3 online and one F2F section of PSCI 2010. In total, on Exam 3 82.6% of students surpassed the Acceptable Target of 70%. Also on Exam 3, 75.15% scored higher than 80%, falling short of the ideal target. On Exam 4, 93.2% scored higher than 70% and 87.7% scored at the Ideal 80% target or higher.

Economic Trend Analysis

Legend: ■ Pretest Scores < 50% NA ■ Pretest Scores > 50% NA ■ Post Test Scores < 50% NA ■ Post Test Scores > 50% NA

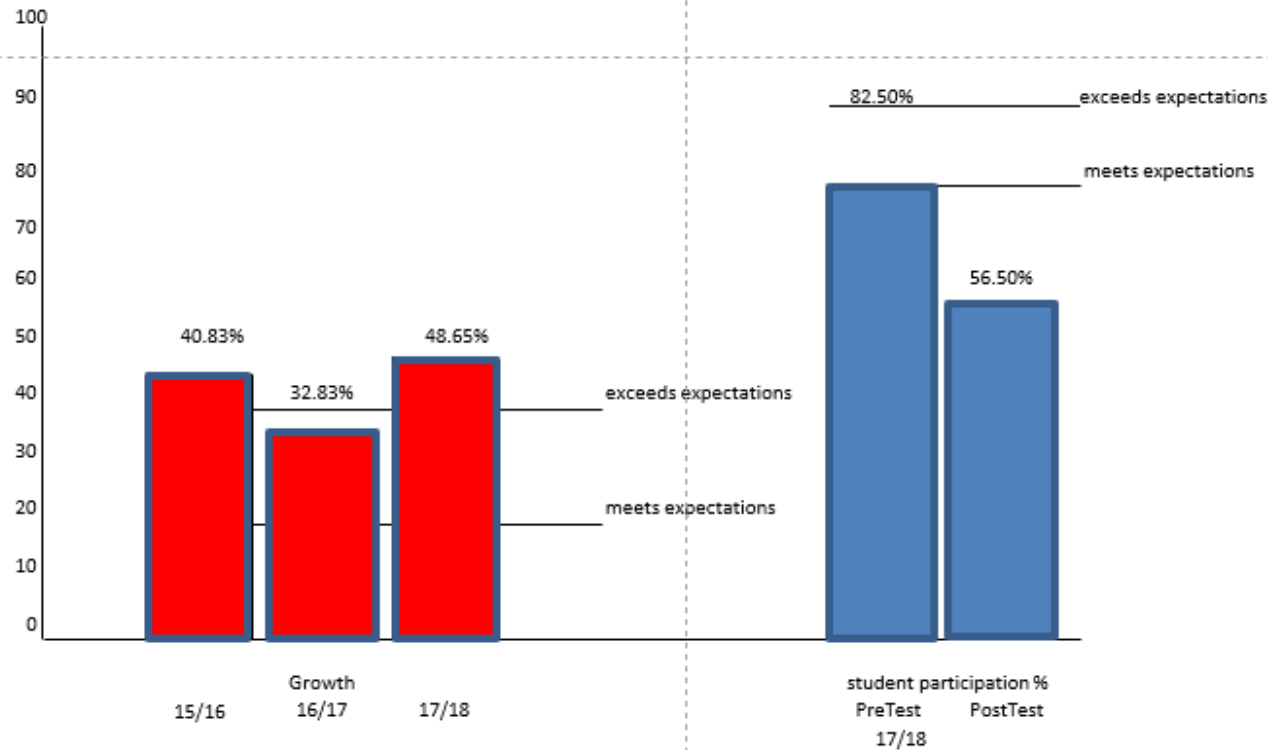|	2014-2015(No Data)	2015-2016	2016-2017	(Fall) 2017	(Spring) 2018
Pretest Scores < 50%	NA	90%	91%	94.83%	93.10%
Pretest Scores > 50%	NA	10%	9%	5.17%	6.9%
Post Test Scores < 50%	NA	45%	29.10%	33%	73.21%
Post Test Scores > 50%	NA	55%	70.90%	67%	26.79%

RESULTS and Evaluation: There has been a consistent pattern that only 10% of the students are successful to pass with a 50% or better on the first day. The post- test shows great improvement as that score rises to over 55% of the class making 50% or better in 2015-16 and over 70% in 2016-17. I'd say that that is improvement and that is what we are going for.

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.

Results and Evaluation Spring 2018. My first impression is that the in-class students that I had this semester were decidedly different from my past classes. These students were not as motivated to learn. They seemed to just want to be coddled from a lecture and an actual "teacher" in a face to face class. That being said, the results showed that only 6.9% of students taking the test on the first day of class (before the coursework) achieved a 50% or better. Consequently, 93.10% of the students achieved less than 50%. Test results given on the day of the Final Exam (deemed the post-test taken after the coursework had been completed) revealed that there was improvement. While 73.21% of the students earned less than 50% on the test, 26.79% of the class earned a 50% or better. In Economic terms, this was a "good" day as it showed a 20% increase from the results of the first day.

Action Details: We will continue to administer these pre and post- tests making no real changes in the future. 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.

To increase students' knowledge of international education through the study of the arts and culture of other countries.

Students in FA 1040 must take 3 pretests before the class begins and 3 PostTests once the course has completed. The red chart represents the growth using the formula (PostTest-PreTest)/Pretest. All three school years have met expectations in the growth rate, and we have exceeded expectations in the 2015/2016 and 2017/2018 school year. We started measuring student participation this past year, and we still have a long way to go to meet expectations in that regard.

Going forward, The Fine Arts instructors will be reminded of the importance of gathering this information in order to achieve a higher student participation rate. We will also be paring down the number of tests from six to two in order to relieve examination weariness.