2018 -2019 Mid-Year Assessment Brief

13 February 2019

Purpose

❖ Close-Out 2017-2018 - *Validating our Process - Reaffirmation*

❖ AY 2018-2019 - Updates across Tactical, Operational and Strategic Focus Areas – *Building Momentum*

❖ Requirements and timeline for end-of-year AY 2018-2019 Assessment

❖ Navigating the landscape and driving change in Higher Education

The focus is no longer singularly (process) focused – it's also about results from the process. We must maximize the lessons learned to increased operational effectiveness/efficiency and establish unstoppable momentum.

AY 2017-2018 Assessment Complete

	Decision	SFA	Action	OBJ	Status
	AY 2017-2018 Decision Tracker				
1	NLSSI and our local survey will continue to be our assessment tools. Therefore, determining growth from year to year with accuracy will depend on appropriate comparisons of the survey Northwestern State University of Louisiana 22 Strategic Plan 2016-2021 data. We will continue to focus on advising and assessment and will consider a program for student mentorship for new students to promote academic achievement. **P.21.**	SE	ULS will provide the funding of the NLSSI in 2018-2019.	1	Monitoring
2	Upon being found compliant by the SACSCOC Board of Trustees, the University will revalidate its assessment construct for its academic programs. It is critical this process is done deliberately and inclusively to ensure what is assessed is meaningful to the student and to the program. The intent is to stabilize the construct to provide longevity in the consistent acquisition of comparison data to drive continuous improvement. The expectation is to have all 67 degree programs and 17 post-baccalaureate and masters certificate programs participate in the 2018-2019 assessment cycle.**P.42.**	AE	Action is already in motion as degree program coordinators understand they can and should start strengthening their assessment program. All four college coordinators understand we will assess certificate programs in 2018-2019. A methodology has been designed to facilitate a more efficient approach to annual assessments. We will conduct a mid-year update to all degree program reports.	1	Approved as stated. Monitoring in the mid-cycle report.
3	* Develop a new system to capture faculty presentations and publications since we are no longer using TaskStream. * Launch Undergraduate Research Fellows Program and Undergraduate Research mentors Program to capture better student presentations and publications and faculty mentoring efforts. * Secure funding for supplies necessary to produce research posters for conference and Research Day presentations for students and faculty.**P.67.**	RIM	Action is underway to evaluate several possible Taskstream replacement applications. A demonstration of interfolio will take place on 23 Oct 18 to allow for more questioning about its capabilities. Faculty understand they can and should print a version of their activity report off for personal use. This item will turn green once another application is selected.		Possibly use Interfolio as the application for capturing research related work.

50 - Recommendations led to a decision - action

Good News

➢ The Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) found NSU compliant regarding the monitoring report issued during our affirmation of accreditation.

➢ Reached our highest enrollment since NSU was founded in 1884.

➢ New Campus Marketplace is open, which includes the campus bookstore and Chick-fil-a.

➢ University assumed management of the NSU-CENLA campus in Alexandria, formerly the Learning Center of Rapides Parish.

➢ We continued major capital improvements including a new parking lot at Watson Library, overlay of Caspari Street and upgrades in several classroom buildings.

➢ University students and faculty were honored and recognized nationally and internationally for their accomplishments.

➢ Numerous academic accomplishments 100 percent passage rate by our students on NCLEX exam, first cohort of BSN students to complete their clinical studies on the Natchitoches campus, the inaugural Inferno Pitch competition, the highest student-athlete graduation rates in school history, the awarding of the DOE Teacher Quality Partnership grant and many others.

➢ Have acquired Interfolio as our academic faculty management software – replaces TaskStream

To Think About

- ➢ Senior leadership transitions

- ➢ Balancing growth and infrastructure – on and off campus

- ➢ Resources (time / people / funding / cost / structure)

- ➢ Recognize – the why NSU – can we expand?

- ➢ Focus – regional or national?

- ➢ Progress towards Vision vs. Peer Institution

- ➢ Fear – is it preventing innovation

- ➢ Relevance – how do we maintain!

The Student Experience

AY 2017-2018	Mid-Mid Brief 2018-2019	The Student Experience Metrics	AY 2020-2021 Targets
1542	1,560	Enrollment increase per freshman class, per year (EI)	1,700
10572	11,081	Overall Northwestern State enrollment increase	11,300
10	10	Diversity represents regional demographics	10
76%	70.1%	Retention rate(full-time) 1st to 2nd year	75%
39%	39%	Graduation rates	40%
8.22	8.22	Academic excellence and value	10
8.30	8.30	Responsive and helpful faculty and staff	10
8.4	8.4	Satisfaction with support programs	10
8.38	8.38	Campus climate of advocacy and inclusion	10
13	29	Programs with capstone internships or related activities	66
8.01	8.01	Satisfaction with University policies and processes	10
N/A		On-campus facilities satisfaction survey	10
7.58	7.58	Campus housing and dining satisfaction	10
8.35	8.35	Safety and security satisfaction survey	10
N/A	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

Progress
Decline
No Progress - Not Measured
Change Made

25

(1 of 2)

The Student Experience

Top three good news stories:

➢ Continued Increase in enrollment and improved graduation rates

➢ Student demographics reflect diversity of the state of Louisiana

➢ Continued satisfaction with student services and particularly programs in leadership and civic engagement

Top three areas of concern:

➢ Limitations in on-campus growth due to lack of housing, rising costs of attendance, and complaints of on-campus course and program availability

➢ Deterioration of major student assembly spaces with limited resources for improvements

➢ Limited funding for scholarships, recruiting budgets, staff salaries, and student development projects

Final Thoughts: Strategic goals are entrenched in the work and language for all in the Student Experience.

AY 2017-2018	Mid-Mid Brief 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
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
34 (Sample)		Courses focusing on implementing current technologies/best practice principles in teaching	35-40 (Sample)
4.3/5.0 41% (response rate)	4.3/5.0 (C) 4.4/5.0 (I) 47% (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)
28	27	Average class size in University Core courses	28
4.3/5.0 (39%)	4.2/5.0 (86%) 47% (response rate)	Mean student evaluation of instruction in University Core courses	4.5/5.0 (90%) 42% (response rate)
14	6/12 (New criteria for stewardship)	Number of University Core classes with a designated course steward	100% of courses w/ multiple sections
379 52 Prof. Conf. Presentations		Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presentations
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 =147 (34%) GRE Quan: M=145 (17%); LSAT: M=143 (21%); MCAT: M=493 (29%)	GRE Verbal: M=150 (47%) GRE Quan: 147 (26%); LSAT: M=145 (26.7%); MCAT:491 (21%)	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.

Progress
Decline
No Progress - Not Measured
Change Made

AY 2017-2018	Mid-Mid Brief 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
4.6/5.0 4.6/5.0 4.7/5.0	4.6/5.0 4.6/5.0 4.6/5.0	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)	Maintain scores between 4.5/5.0
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)
42 Faculty Grants 55 EPs/Chairs	10 Faculty Grants 58 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)	3% (21)	Percent of faculty/staff receiving external grants	5% (N = 45 PI/Co-PI)
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)
1434		Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600 (12% increase)
17		Number of departments or sites acquiring new classroom or laboratory technologies	35 (29% increase)
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.

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

Legend:
- Progress (green)
- Decline (orange)
- No Progress - Not Measured (gray)
- Change Made (yellow)

Data for 8/17 measures were collected and analyzed

Top three progress areas: Progress in 5.5/8 measures

➢ Higher response rate of students participating in course evaluations

➢ Course and instructor ratings were the same as 2017-18

➢ Average class size in University Core courses decreased

➢ Student performance on GRE, LSAT, and MCAT improved

Top three areas of concern: Decline in 2.5/8 measures

➢ Number of course stewards in University Core courses with multiple sections

➢ Percent of faculty/staff receiving external grants

Final Thoughts:

➢ Faculty profile system (Interfolio)

➢ Lessons learned from the success of Math and English co-requisite programs

➢ Continuing Concerns: Time for data analysis, faculty research, mentoring of graduate students

Research within the Mission

Key Insights: Research Data - Not Collected for Mid-Year Brief;

Data will likely be collected manually for 2019-2020 annual report.

NSU contracted with Interfolio to develop a Faculty Profile System

➢ *Faculty 180* – Activity reporting; Annual review, promotion, and tenure

Outlook: Timeline for Implementing *Interfolio Faculty 180*

➢ Planning (mid-Jan to mid-Feb)

➢ Inform (mid-Feb to mid-Mar)

➢ Train (mid-Mar to mid-Apr)

➢ Deploy (April-July)

General Education Competencies

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

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

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

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

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

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

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

General Education Competencies (Fall 18 = 4,423)

Competency / Total Assessed	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English / 982	ENGL 1010	Writing Portfolio	1 / 1.1 & 1.2	70 / 77	Fall	982
2. Mathmatics / 674	Math 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 46.5	Fall	527
	Math 1035	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 86.0	Fall	100
	Math 1810	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 56.7	Fall	30
	Math 2100	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 91.7	Fall	12
	Math 2110	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 100	Fall	5
3. Natural Science / 960	SCI 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 59.71	Fall	139
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 61.26	Fall	302
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70 / 66.28	Fall	519
4. Humanities / 1,483	BUAD 2200	Paper / Presentation	1 / 1.7	70	Fall	0
	COMM 1010	Presentation	1 / 1.5, 1.6	70 / 70+	Fall	543
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70 / 70+	Fall	175
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70 / 70+	Fall	12
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70 / 70+	Fall	698
	HIST 1010	Post Class Survey	2 / 2.1	70	Fall	0
	HIST 1020	Post Class Survey	2 / 2.1	70	Fall	0
	PHIL 1010	Writing Assign.	2 / 2.2	70 / 70+	Fall	55
5. Behavioral-Social Sciences / 324	Ed. Psych 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	0
	Psych 2050	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	0
	Soc 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Fall	0
	Anthropology 1510	Pretest/Post-test	1 / 1.1, 1.2	70 / 67.9	Fall	184
	Economics 2000	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	0
	Geography 1010	Pretest/Post-test	1 / 1.1, 1.2	70	Fall	0
	Polit. Science 2010	Exams 3 and 4	1 / 1.1, 1.2	70 / 70+	Fall	140
6. Fine Arts / 1012	FA 1040	Pre/Post & Perform	1-2/ 1.1, 1.2, 2.1	30% Growth - 90	Fall	1012

General Education Competencies (Spring 19)

Competency	Course Name	Methodology	SLO Measure	Target %	Term	# Assessed
1. English	ENGL 1020	Portfolio Process	2 / 2.1 & 2.2	70	Spring	
2. Mathmatics	Math 1810	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	Math 2100	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	Math 2110	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	Math 1060	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	Math 1090	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	Math 2010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
3. Natural Science	SCI 1020	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	BIOL 1010	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
	BIOL 2250	Quiz	1-2 / 1.1,1.2,2.1.,2.2	70	Spring	
4. Humanities	BUAD 2200	Paper / Presentation	1 / 1.7	70	Spring	
	COMM 1010	Presentation	1 / 1.5, 1.6	70	Spring	
	COMM 2500	Project / Paper	1 / 1.5, 1.6	70	Spring	
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Spring	
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	70	Spring	
	HIST 2010	Post Class Survey	2 / 2.1	70	Spring	
	HIST 2020	Post Class Survey	2 / 2.1	70	Spring	
	PHIL 1010	Writing Assign.	2 / 2.2	70	Spring	
5. Behavioral / Social Sciences	Ed. Psych 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Spring	
	Psych 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Spring	
	Soc 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	70	Spring	
	Anthropology 2020	Pretest/Post-test	1 / 1.1, 1.2	70	Spring	
	Economics 2000	Pretest/Post-test	1 / 1.1, 1.2	70	Spring	
	Geography 1020	Pretest/Post-test	1 / 1.1, 1.2	70	Spring	
	Polit. Science 2010	Exams 3 and 4	1 / 1.1, 1.2	70	Spring	
6. Fine Arts	FA 1040	Pre/Post Perform	1-2/ 1.1, 1.2, 2.1	30% Growth - 90	Spring	

Core 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.

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 – both good and bad.

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

College of Arts and Sciences

Highlights:

➢ Successful overhaul of our MATH and ENGL co-requisite courses per BoR Policy 2.18.

➢ Faculty recognition, grants, awards, and scholarship.

➢ Memorandum of Cooperative Endeavor KTBS.

➢ School of CAPA celebrating its 30th year and accolades.

➢ Bachelor of Fine Arts (BFA) in Dance enrollment.

Concerns:

❖ Maintaining and improving the success in the Math and English co-req.

❖ Enrollment growth in Departments and Schools vs. Infrastructure and faculty availability.

❖ Continued improvement in the process to assess the Gen. Ed. Core.

Outlook:

❑ New Media/KTBS memorandum has positive potential for students and KTBS professional input into media market responsiveness.

❑ Growth indicates a strong relationship between Academic Departments and Advisory Councils in meeting student needs and preparation for respective professions.

❑ Impact of CAPA's representation on the National and International stage.

Gallaspy College of Education and Human Development

Highlights:

- PD for GCEHD faculty: semester kickoff event in August, events scheduled focused on growth in online teaching strategies.

- SOE completed onsite accreditation visit with CAEP in September.

- Social Work is state lead for Title IVE grant, hiring fulltime program manager.

- Military Science is slated to commission 8 cadets.

- LA GEAR UP funded for 2019, PI is Psychology instructor, Steve Gruesbeck.

Concerns:

- Increasing dependence on adjunct instructors and teaching overloads.

- Increase in residency/research/internship creates need for more faculty or support personnel.

- The need for a recruiter within GCEHD.

Outlook:

- Increasing partnerships with school districts (SOE).

- Grants obtained/partnerships (Title IVE-SOWK; U.S. TQP-SOE; LA GEAR UP- PSYC)

College of Nursing and School of Allied Health

Highlights

- First time in college's history ASN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for two graduating classes and BSN NCLEX first-time licensure exam pass rates ranked 1st in State and Nation (100%) for entire graduating class.

- CON achieved University growth goals (>6%) for Spring, Summer & Fall 2018.

- Retention rates for undergraduate/graduate CONSAH students exceeded 70%

- Obtained/retained funding for 12 full time faculty positions; Over 100 Dean-Stakeholder visits

- (a) Revised Strategic Plan to be congruent with University's; (b) Completed Mid-Cycle accreditation reports for BSN, MSN, DNP programs for State Board of Nursing and CCNE; (c) Established SACSCOC SLOs for post masters certificate programs; (d) 5 faculty obtained doctorates, and (e) Offered 4 professional development CE sessions for faculty.

Concerns

- Needs to sustain growth (infrastructure, faculty, support staff – secretarial, IT)
- Faculty salaries & succession planning (Salary inequities [loosing seasoned faculty but hiring new at higher rate]; adjunct salaries lower than surrounding nursing programs)
- Competition growing for nursing students

Outlook

- Positive for growth in online programs (DNP, RN to BSN) & new programs (partnerships for BS to BSN; Paramedic/Medic to RN; CT PBC)
- Negative for attracting or retaining faculty

College of Business and Technology

Highlights: *Impact, Engagement, Innovation*

➤ Impacted our CoBus & Tech students and business community

➤ Prepared QEP plans for 5 of 6 programs

➤ Redesigned and created a smart-technology classroom & updated all classrooms with Cisco Teleconferencing systems in Natchitoches and Leesville

➤ Implemented into all programs academic advising process "15 to Finish/Think 30"

➤ Engaged business and industry leaders with our CoBus & Tech students and faculty members

Concerns:

➤ Increased student enrollment numbers equal increase faculty members

➤ Scheduled AACSB reaffirmation

➤ Limited faculty office space and classroom space

Outlook: Continue to be innovative, impactful, and engaging with our stakeholders. Awaiting master's program in CIS. Seeking accreditation for HMT.

Student Government Association

Highlights:

- Civic Engagement- Constitution Day, Voter Registration, Candidate Presentation
- Campus Improvements- Parking signs installed, Floors installed, Portraits Commissioned, Football Stadium Beautification, Satellite Campus visits
- Community Involvement- Allocated money for collecting cleaning buckets for hurricane relief, Participated in Ribbon Cuttings
- Student Technology- Grant Process Reinstated, Helped Multiple Departments
- ORF- Approved Organizations for Conferences and Competitions
- Leadership- Hosted Leadership NSU, Attended National Conferences, Hosted COSBP

Concerns:

- Groundskeeping
- Buildings/Infrastructure
- Responsiveness of Student Services (Fin. Aid, Registrars)
- Stability

Outlook:

- Student Memorial
- Student Involvement
- Civic Engagement
- Beautification
- Student Body Elections

Quality Enhancement Plan: Learning for Life

Key Points:

262 students were enrolled in QEP capstone courses in Fall 2018. 275 students are currently enrolled in capstone courses for Spring 2019.

Fall assessment results showed an improvement in SLO 1.2, 1.5 and 2.5. Programs indicate that adding or modifying existing reflection exercises for students in capstone courses helped improve these scores.

It seems to take 2-3 assessment cycles (semesters) for programs to be satisfied with their capstone experience designs.

Benchmark of 50% of students scoring "Mastery" level or better was met in all reporting programs for fall 2018. Our lowest benchmark % in 17/18 was 47%. Our lowest benchmark so far for the current assessment year is 59%.

The end is near! (Already) The last group of programs will go through the redesign process in the fall of 2019 and implementation in the fall of 2020.

We are finding new ways to incorporate QEP data into other university initiatives. Examples include reporting for NC-SARA (out of state internships) and incorporating QEP program goals into university assessment when possible.

Market Responsiveness

AY 2017-2018	Mid-Mid Brief 2018-2019	Market Responsiveness Metrics	AY 2020-2021 Target
80%	80%	New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs	100%
42	42	Number of faculty funded for faculty development	45
119	122	Number of academic articulation and industry partnership agreements	300
98.8%	98.8%	Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
93.0%	93.0%	Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field	100%
73.5%	73.5%	Number of graduating seniors who have a full-time job working in their degree field at graduation	100%
36.95%	36.95%	Number of graduating seniors who will pursue an advanced degree	50%
3	3	Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts	ongoing
established	established	Process for collecting data and monitoring workforce and industry needs	ongoing
95% (21/22)	95% (21/22)	Number of departments that have active advisory councils	100%

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

Progress
Decline
No Progress - Not Measured
Change Made

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
- ➢Decline in number of graduates who have a full-time job working in their degree field at graduation
- ➢Financial support may hinder institutional program – workforce alignment efforts

Final Thoughts:

- ➢ Positive momentum continues with alignment of programs and workforce needs.
- ➢ Recognized that not all programs can achieve perfect alignment due to nature of certain fields.
- ➢ Revised metrics to include professional development will provide additional documentation of departmental efforts to remain current in their fields.

Community Enrichment

AY 2017-2018	Mid-Mid Brief 2018-2019	Community Enrichment Metrics	AY 2020–2021 Target
36,030	19,500	Number of patrons attending recitals, concerts, art exhibits, theater/dance productions	35,000
25	32	Number of off-campus performances	30
$26,852.15	$14,125.75	Expenditures dedicated to advertisement	$51,136.78
11,605	12,000	Number of active users on Creative and Performing Arts social media outlets	10,000
19,870	24,079	Frequency of e-communications and number of participants	20,000
40	40	Number of Student Alumni Association members	200
24	24	Number of active alumni chapters nationwide	35
1,300	161	Number of Alumni Association members	1,500
7,757	7,874	Number of active users on Alumni Association social media outlets	10,000
$5,029,840.98	$2,888,481.59	Amount of annual private support	$6,000,000
2,402	1,558	Number of individual contributors	5,000
$33,239,359.52/ $142,811.13	$30,319,029.74/ $123,305.88	Value of restricted/unrestricted endowment assets	$50,000,000 /$1,000,000
56	58	Number of partnerships with business, industry and government agencies	40
1,436	1,486	Number of advisory volunteers	3,000
73	38	Number of activities including athletic promotions, cultural events and other programs at off-campus instructional sites	100
328	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

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

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Community Enrichment

Top three good news stories:

➢ Social media channels continue to show consistent growth as well as e-mail capture rates.

➢ Number of patrons attending on-campus and off-campus CAPA events is up year on year.

➢ Number of individual contributors and amount of private support is up year on year.

Top three areas of concern:

➢ Growth of unrestricted endowment funds

➢ Stock market volatility

➢ Use of advisory volunteer/internship data

Final Thoughts: Community Enrichment metrics continues to experience positive growth; areas of concern are being addressed to ensure 20-21 targets are met.

Community/Public Service within the Mission

2017-2018 AY Outcomes:
- ➤ Service Agency Partnerships: 328
- ➤ NSU Service Activities: 297
- ➤ Service Hours: 377,923

2018-2019 AY Assessment Plan:
- ➤ Data collection will occur May-June 2019
- ➤ To raise awareness and participation, Community/Public Service activities are addressed in professional development and public fora:
  - ❖ 10th Annual Louisiana Studies Conference (Sept. 2018)
  - ❖ NSU Research Day (April 2019)
  - ❖ UL-System Academic Summit (April 2019)

Community/Public Service data collected via:
- ➤ Online every Spring via Survey Monkey
- ➤ *NSU Service Survey*
- ➤ *Community Partner Satisfaction Survey*

Sources of data:
- ➤ Academic Affairs (e.g., Student Teaching & CONAH Clinical hours)
- ➤ Athletics (e.g., Community Service hours reported to Southland Conference)
- ➤ The Student Experience (e.g., First Year Experience service activities)
- ➤ Community Partners (e.g., MLK Health Center in Shreveport & NCPTT)

University Capital Outlook

Completed:

- Caspari Street & Football Stadium Overlay
- New Lighting Stadium Parking
- Bienvenu Classroom Improvements
- Capital Outlay Request Submitted to ULS and BOR
- Flooring in front of Alley Replaced
- Greek Life Offices New Flooring
- Café Demon New Parking at Library
- Replace Fieldhouse Flooring Office Area 2nd Floor
- New Outdoor Stage at Iberville Student Funded Pavilion
- New Flooring in Soccer Players Locker Rooms
- Repair Sidewalks Child Development Center at Warren Easton
- ADA Improvements to Parking Lot Warrington Place Nursing Bldg.
- New Advising Center, Testing Center, Academic Enhancement in Library
- Elementary Lab School-Storage Building, Base for Greenhouse

University Capital Outlook – In-Progress & Planned

Physical Plant projects in-progress:

➢ Elevator in Teacher Education Center and Middle Lab School
➢ Campus Wide Key Inventory- Load on Computer Program
➢ Student Union Restroom Upgrades
➢ New Elementary Lab School Basketball Outdoor Court
➢ Renovations to Old Bookstore for an E-Sport Center & Student Lounge Area
➢ Replacement of Track Complex Stadium Seating and Press Box

Physical Plant Future Projects Planned:

➢ Turpin Stadium Elevator Replacement
➢ Bienvenu Hall Phase 2 HVAC Replacements
➢ Major Repairs A. A Fredericks Fine Arts Center
➢ Energy Performance RFP
➢ New Fume Hoods Bienvenu Hall and Fournet Hall
➢ Remodel Kitchens Nursing Shreveport Campus
➢ Repair Catwalks in Theater West
➢ Installing Rappelling Tower Equipment
➢ Opening to Public NSU Tree Trail with Interactive QR Code for Cell Phone
➢ Upgrade Brown-Stroud Baseball Stadium Seating, Press Box, Rest Rooms

AY 2017-2018	Mid-Year Brief 2018-2019	Athletic Prominence Metrics	2020 - 2021 Target
92,432	49,598	Increase yearly event attendance 10% for all sports	151,361
2,436,573	1,297,409	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
18,333	19,270	Increase NSU Demons Facebook likes by 10%	25,458
9,122	9,494	Increase @nsudemons Twitter followers by 10%	11,511
$35,633	18,212	Increase licensing royalties (LRG) by 15%	$70,746
3.05	3.01	Retain or improve student-athlete GPA to a minimum of 3.0	3.11
253	337	Increase N-Club membership by 20%	182
288	251, 36%	Increase non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Alexandria, and in Bossier City) by 10%	405
98	95	Increase Vic's Kids Club membership by 10%	162
286	157	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

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

AY 2017-2018	Mid-Year Brief 2018-2019	Athletic Prominence Metrics	2020 - 2021 Target
15	15	Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.)	20
4,376	850	Complete a minimum of 4,000 community service hours by the NSU Athletic Department (coaches, staff, and student-athletes) annually.	4,000
242	118	Average at least 200 Dean's/President's List honorees per year.	250
212	93	Average at least 100 Southland Conference Commissioner's Honor Roll honorees per semester.	200
967	987	Sustain a multi-year (four year) department NCAA Academic Program Rate (APR) of 950 or higher.	940
13	12	Plan and execute facility improvement projects commensurate with funding availability.	10
6/14	0/5	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

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

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Three positive trends:

➢ Noticeable facility enhancements and updates over the past 6-12 months have created a level of excitement and optimism within the Athletic Department and among the athletic program's fan base.

➢ Football tickets revenue (season and single game tickets, plus parking) was the best since the 2013-14 season. Overall, revenue numbers are trending in an upward direction based on annual giving, endowment growth, and facility project contributions.

➢ NSU student-athletes compiled a cumulative grade point average of 3.0 or better, following fall semester, for the seventh straight semester. Also, the department's 980 multi-year NCAA Academic Progress Rate is an all-time high.

Three areas of concern:

➢ Southland Conference winning percentages continue to be below the .600 benchmark.

➢ The mid-year community service hour number is lagging the previous year.

➢ Generating additional merchandising sales outlets continues to be a challenge.

Final thoughts: Although the fall sports conference winning percentages did not exceed the .600 benchmark, first year coaches Brad Laird in football (fan base re-energized) and Jess/Anna Jobe in soccer (qualified for conference tournament for only second time in nine years with a roster consisting of 50% freshmen) have created an air of optimism for the future. The fact that resource acquisition is increasing across the board is an encouraging and necessary positive sign, as well.

Program and Unit Assessments

Educational programs: 93 Degree and Certificate Programs

College of Arts and Science 23 x Degree Programs and 3 x Certificate Programs

College of Education and Human Development 32 x Degree Programs and 13 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: 25 Units

Office of Institutional Effectiveness and Human Resources x 3 Units

External Affairs x 5 Units

Technology Innovation and Economic Development x 4 Units

Informational Technology Services x 1 Unit

Business Affairs x 1 Unit

University Affairs x 6 Units

Athletics x 5 Units

144 Program and Units Assessments

Academic and student support services: 26 Units

Library x 6 Units

Auxiliary Service x 4 Units

The Student Experience x 12 Units

Registrar x 4 Units

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 and we establish the language framework for the analysis and decision paragraphs for each measure.

Fundamentals: _We Still Need Work!_

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

Special Recipe

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.

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The Road Ahead – Making a Difference

Immediate:

- ✓ Stay on task – message - minimize disruption - leadership
- ✓ University Assessment – planning calendar – seeking improvement
- ✓ Budget – executing within our capabilities
- ✓ QEP – design and implementation ongoing – full implementation in Fall 2020
- ✓ *List of most impactful decisions/outcomes made in 2018-2019 by 1 April*

Short Term:

- ✓ 1 May - Excellence in Assessment (NIOLA) submission
- ✓ 10 May - Commencement
- ✓ 15 Jun – Assessment reports due

Long Term:

- ✓ 5th 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)

SACSCOC Timeline: The Next 10 Years

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding

AY 2019-2020: Record Year

AY 2020-2021: Record Year – Strategic Plan Update – Draft Fifth Year

AY 2021-2022: New Strategic Plan – Edit/Update Fifth Year Report

AY 2022-2023: Fifth Year Due March 15th, 2023

AY 2023-2024: Flex Year

AY 2024-2025: Record Year

AY 2025-2026: Record Year – Draft Report

AY 2026-2027: Decennial Review (Reaffirmation)

Northwestern IE Model Timeline

Fall 2018 / Spring 2019

Submit Applications for Faculty Grants

Award Faculty Grants

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

Assessment Plans 2018-19 Plans to DIE

Strategic Plan – 17/18 Assessment Brief to President / Senior Ldrs

Review / Approve 2017-18 Assessment Recommendations

Assessment Cycle 2018 - 2019 Data Collection

Strategic Plan – All Assessments Mid-Year Update To University President

Strategic Plan Update 2018 -2019 Report *Building Momentum*

Assessment Cycle 2018 - 2019 Complete

Fall 2019 / Spring 2020

President - CFO Initial Budget Brief – Guidance

SPBC Submits Budget to Presidents Advisory Council

Presidents Advisory Council Releases 1-N List

College / Administrative Divisions Budget Enhancement Requests Due to SPBC

Final Budget Awaiting Adjustment of Executive Budget

JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

All Review and Adjust 2019-2020 Assessment Plans

Review / Approve 2017-18 Assessment Recommendations

Strategic Plan – Assessment Update To University President

Assessment Cycle 2019 - 2020 Complete

Strategic Plan –18/19 Assessment Year Brief to University President / Senior Ldrs

Programs Aligning Curriculum Submit Proposals

University Curriculum Review Committee Reviews Proposal

Strategic Plan 2019 – 2020 Update - Report in Draft *Sustaining Success*

Collection of Data

Programs Align Coursework

Legend:
- ■ Quality Enhancement Plan
- ■ Strategic Plan Assessment
- ■ Operational - Institution - Wide Assessment Process (Degree program, Unit, and Core Competencies)
- ■ Strategic Budget Process

Comments

15 Feb – Budget Enhancement Request are due
27 Feb – 3:00 Strategic Planning and Budgeting Committee Meeting – HCR

Questions

Guidance

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.