



NORTHWESTERN STATE
UNIVERSITY OF LOUISIANA

Strategic Plan 2016-2021



Assessment Cycle 2017–2018 ***Validating Our Approach***

DEDICATED TO ONE GOAL. *YOURS.*[™]

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PREFACE

Northwestern State University of Louisiana's (NSU) *Strategic Plan 2016-2021* provides the framework and context for our actions in 2016-2021. While the plan is designed to be flexible and responsive to the challenges of the landscape of higher education, it remains the steadfast guide for innovative change and positive transformation. It embraces and builds upon the history, traditions, and core values of a University that has been the educational, cultural, economic, and social bedrock of this region for 135 years. *Assessment Cycle 2017-2018, Validating Our Approach* is the tangible evidence Northwestern is a learning institution committed to holistic organizational improvement. Northwestern is on a path of growth, adaptation, and innovation in providing the highest caliber educational experience in the region through the innovative delivery of transformative student learning experiences. Northwestern is unmatched in preparing its graduates for life and career success. The caliber and character of the students, faculty, staff, administrators and community ensured the reaffirmation of accreditation of Northwestern by the Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on 3 December 2017. This commitment to excellence by the entire University community will continue to drive Northwestern towards securing its vision of becoming the nation's premier regional university. This document reflects the strategic guidance of President, Dr. Chis Maggio, and Northwestern's senior leadership. Members of the leadership team have ownership of the Strategic Focus Areas (SFAs) and their associated objectives and strategies. The document is written in the reflection of diverse leadership and answers the call of our mantra, "Dedicated to One Goal—Yours."

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SFA Academic Excellence: Provost and Vice President for Academic Affairs, Dr. Vickie Gentry

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Executive Summary

August 27, 2018

On 3 December 2017, Northwestern closed Assessment Year (AY) 2016-2017 having secured its reaffirmation of accreditation from the Board of Trustees for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This validation of mission accomplishment is a testament to the tremendous work of the entire University community and reflects a sincere commitment to excellence. While the SACSCOC Board of Trustees reaffirmed the accreditation, it also requested a *Monitoring Report* from the University addressing the Visiting Committee's recommendation (March 14-16, 2017) applicable to CS 3.3.1.1, Institutional Effectiveness (IE): educational programs. This standard expects an institution to identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on the analysis of the results in its educational programs, including student-learning outcomes. Specifically, the Board of Trustees found "the institution provided evidence that it identifies student learning outcomes for each academic program and assesses the extent to which those outcomes are achieved; however, the institution did not provide sufficient evidence of improvement based on the analysis of the results. The University will submit its response to the SACSCOC Board of Trustees concern on 7 September 2018.

AY 2017-2018 is the second iteration of exercising the University's Institutional Effectiveness (IE) Model as part of *Strategic Plan 2016-2021 Dedicated to One Goal—Yours*. The focus during the past year has been on validating the approach, refining procedures and processes, and further ingraining a culture of continuous improvement. The growth in the process has been tremendous over the last 12 months. Just as the strategic plan is maturing so is the IE Model and its associated assessment processes. Northwestern's IE Model now consists of a series of ongoing and systematic institutional procedures and integrated practices reflected in the strategic, operational, and tactical decisions made by the President and his senior leaders, the college deans and unit directors, and degree program coordinators and faculty in the classroom. The Model encompasses strategic and operational planning, the allocation of budget and resources, and the evaluation of programs and services, including administrative and experiential learning activities. Additionally, it includes the identification and measurement of outcomes across all objectives, including strategic focus areas, student learning and service outcomes, and the analysis of data and assessment results to inform decision making. These coordinated activities are intended to support and enhance the Mission, Vision, and Core Values of Northwestern State University by improving programs and services and increasing student success and institutional quality.

Completing the second iteration of its institution-wide assessment process for all strategic focus areas, academic programs, administrative support services, and academic and student support services allows for analytical comparisons of the results between the previous year or benchmark to this year and to the established target. These comparisons provide the University with

meaningful evidence to drive institutional improvement, including student learning and programs. The study of these results is the bedrock for the development of executable action plans focused on improvement in student learning, as well as institutional and program growth. The process provides the University the opportunity to analyze program results across all colleges and schools to better inform its strategic planning effort and make informed improvements based on the analysis of these results. The University will now be able to provide SACSCOC with the required evidence of improvement based on the analysis of the results per the requested Monitoring Report.

With clear objectives and mature comparison data, Northwestern is now in a better position to quantifiably measure progress and gauge success. Informed assessment allows for enhanced environmental visualization, which drives our ability to make better decisions and navigate the future. This cyclic analytical decision-making process will continue to require honest, and at times, complex analysis of our current plan. Through this process, we continue to find we must be flexible in modifying (including adding or deleting) objectives, metrics, and methods. The results point to better-informed objectives, metrics, and associated strategies, thereby allowing for holistic findings, comprehensive analyses, and informed strategic decisions. This document represents the second of four annual assessments, all underpinning our Strategic Plan and overarching planning process. The foundation of the process is organizational self-actualization and continuous reassessment, adjustment, and refinement, all focused on meeting our 2021 objectives.

Strategic Decision Making, 2017-2018. This process continues to allow for better strategic decisions resulting in transformative change and the establishment of a community of trust and inclusion. The actions below resulting from the analysis of assessment results serve as the evidence Northwestern is engaged in the process of continuous improvement. Highlights from 2017-2018 include:

Financial Decisions.

Strategic budgeting. In October 2017, Northwestern State University officially 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. This inclusive approach provided the appropriate incentives and emphasized a high level of transparency, in concert with the principles of the University's Strategic Plan. The University committed \$500,000 to this effort. More than 65 enhancement requests, totaling over \$2.1 million, were submitted from various University units in Natchitoches, Shreveport, Alexandria, and Leesville. Using the Strategic Planning and Budgeting Committee's recommended priority list, the President and his advisory team determined how to best leverage the funding committed to this process. As a result, the University supported over \$775,000.00 of the requests submitted and retained a prioritized list of requirements should additional monies become available.

Faculty/staff raises. 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. This

was the first University-wide salary increase plan since academic year 2007-08 and was made possible by revenues generated from increased enrollment. Its timing coincided with the Louisiana State Civil Service Compensation Redesign Plan, which provided a salary increase for all classified employees effective January 1, 2018.

Facilities. Northwestern assumed the lease and management of the **Learning Center for Rapides Parish** (LCRP), a 40,000 square foot facility located at England Airpark in Alexandria, Louisiana. While the University has been a long-time tenant of this facility, this decision supports the University's commitment to serving the constituents of the central Louisiana region and provide an opportunity to increase enrollment, enhance onsite support services, and engage the community in a broader sense in economic development.

The **Recreation Complex** made significant improvements to enhance student experiences at the University and expand the University's community enrichment initiatives. Upgrades and enhancements include new cart paths on the 18-hole golf course, resurfaced decks at the Olympic-size swimming pool, construction of a new driving range, and other improvements to the grounds and facilities. Student participation in Recreation Complex events has increased, and more civic and community activities are conducted at the complex pavilion.

External funding. The **NSU Foundation** continued to expand financial support to attract and retain students. In the first quarter of 2018 alone, the Foundation disbursed \$1.55M 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 were spent. The unit's platform to assist in job placement of graduates has grown to 20,000 users and had 2,500-page views in the past quarter. A drive to expand and update alumni membership and information resulted in 72,000 alumni records submitted to a national alumni service organization for data updates. Included in the NSU Foundation's facility improvement initiatives was the distribution of \$300,000 in private funds for an Academic Success Center in Watson Library that will enhance the student experience. More than 2,200 donors contributed to the NSU Foundation last year—a substantial increase from the 1,857 of the previous year. Total contributions over the past year were \$4,995,613. In March 2018, the value of the NSU Foundation endowments was \$16,841,141-up from the \$13,988,696 of last year.

Board of Regents Initiatives.

Elevate Louisiana. The Board of Regents adopted *Elevate Louisiana* in 2015 as an aspirational theme, tying the response of the state's higher education system to the challenge of meeting the ever-changing job market. Key among the Elevate Louisiana initiatives is the emphasis on undergraduate education and the need to increase the number of citizens achieving degrees and credentials of value in a timely manner. Recognizing students must be provided a structured pathway to timely completion and graduation, Northwestern has fully adopted the Louisiana Board of Regents' and the Complete College America initiative *15 to Finish/Think 30* campaign. The [initiative](#) encourages full-time Northwestern students to pursue and successfully complete a minimum of 15 credit hours per semester, 30 per academic year. At Northwestern, students pursuing 15 credits per semester pay the same tuition as those earning 12 credits. Therefore, pursuing 15 credits not only saves money, but it puts students

on track to graduate and begin their careers sooner.

Co-Requisite Delivery. 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. In Fall 2018, we will utilize a co-requisite delivery model in which students with ACT scores of 16, 17, 18 (Math) and 15, 16, 17 (English) will be placed together in class section cohorts, engaging in both lecture and laboratory experiences to meet course objectives and to enhance learning. Our Math and English Departments will continue to evaluate how we offer co-requisite support for Math and English students who fall below the ACT threshold for regular admission to the University. The process is flexible to ensure each student is provided every opportunity to be successful. Additionally, Northwestern will respond to the Regents' guidelines for Academic Affairs policy 2.22, Minimum Requirements for Dual Enrollment, and will monitor the program accordingly, beginning fall 2018.

Distance learning leadership. Northwestern renewed its contract with the Louisiana Board of Regents to facilitate the **BOR's eLearning activities** at the state level. In doing so, the University spearheaded activities such as promoting the BOR's eLearning Innovation Grants Program (\$70,000 awarded annually) and the State's eLearning Conference, which provided for several national presenters and more than 150-200 participants each year. This partnership further acknowledged and underscored Northwestern as a leader in online education and provided the University with the opportunity to be at the forefront of the State's eLearning activities and engagement.

Academic Programs.

College of Arts and Sciences. The College of Arts and Science developed a **Faculty Advisory Committee** to initiate conversations with their faculty in an effort to: (1) share information across departments and schools about successful strategies in the classroom environment; (2) assist in dialogue regarding how the College can continue to grow and maintain its responsiveness to students; and (3) offer suggestions regarding how the College can reach the larger campus community, as well as the Natchitoches community, and how to make the College accessible.

During Fall 2017, the Department of Theatre and Dance submitted a letter of intent to the University of Louisiana System Board of Supervisors to establish a new degree program: **Bachelor of Fine Arts in Dance.** This decision was made after the Spring 2016 accreditation visit of the National Association of Schools of Theatre (NAST). The team noted students in dance were not performing the work of a concentration; instead, they were performing at the level of a Bachelor's in Fine Arts. It was recommended the University pursue the degree. The letter of intent was approved, at which time it moved to the Louisiana Board of Regents for approval. The program proposal and curriculum were then submitted to the University of Louisiana System Board and approved in April 2018. The Board of Regents approved the program in May 2018. Northwestern is the only public institution in Louisiana to offer this degree. The degree will assist with influence and reach into regional dance studios to provide experiential learning opportunities for Northwestern students, as well as faculty exchanges with the National Center for Contemporary Dance in Angers, France. Also, the Department of

Theater and Dance intends to become a regional dance resource center that assists in providing support, feedback, choreographers, dancers, and interns for dance studios, productions, and other arts-related fields in the area.

College of Business and Technology. To provide a venue for external funding and experiential student learning, the School of Business became a member of the **New Louisiana Angel Fund 2** (NLAF 2) in March 2018. As a member, the Dean of the College of Business and Technology and selected Northwestern business students now have an active role in evaluating potential start-up companies for North Louisiana. These companies could improve the region's economic future and possibly allow the School to participate in the profit of these new companies. NLAF 2 provides opportunities "to continue stimulating high-growth startup enterprises that will add jobs and increase the economic well-being of our communities. Participation in this fund will yield two-fold returns: the creation of potential Return on Investment by young startup companies with high-growth capability as well as improving the quality of place in North Louisiana to retain future generations" (New Louisiana Angel Fund 2 [NLAF2] 2017, February 20, Executive Summary).

The School of Business also partnered with the BRF's Entrepreneurial Accelerator Program (EAP) to create the **NSU "Inferno Pitch,"** which will allow students who have business ideas to compete among their peers in a business model competition. The three top winners will receive EAP services that include assistance with business plans, financial analysis, modeling, market analysis, market industry research, and assistance with locating funding opportunities. The inaugural event is scheduled for Fall 2018. This initiative will provide another venue for experiential student learning and student visibility. The decision was made by the College to host a business and industry showcase during the spring semester. This venue allows business and industry partners to become more knowledgeable about Northwestern's program content, special programs, and outreach initiatives.

To provide a setting for external funding and experiential student learning opportunities, the Hospitality Management and Tourism Department sought external locations to showcase its culinary arts talents and provide students with the opportunity to plan major and small events. One such fund-raising event is the **Columns Café**. It is believed these initiatives have increased student interest.

Because of regional business and industry feedback, the Engineering Technology Department established a collaborative partnership—the **Advanced Manufacturing Technician (AMT) initiative**. Students can earn an associate degree from Northwestern and an AMT certificate from the Central Louisiana Technical Community College-Natchitoches Campus. This initiative is a work-based learning program allowing students to earn an associate degree in Engineering Technology and apply knowledge and skills while employed with a sponsoring manufacturer.

During Spring 2018, the College of Business and Technology submitted a letter of intent to the University of Louisiana System Board of Supervisors to establish a **master's degree program in Computer Information Systems** (CIS). This decision was based on feedback from students seeking opportunities to further their education. The letter of intent was approved, at which time it moved to the Louisiana Board of Regents for approval.

Gallaspy College of Education and Human Development. The Gallaspy College of Education and Human Development (GCEHD) developed a **Vision Casting Committee** to initiate conversations with faculty across the college to highlight current best practices and set short-term goals for each department and for GCEHD. This college-wide Committee is an effort to (1) share information across departments about successful initiatives and procedures; (2) establish goals regarding growth and retention of students and faculty; and (3) initiate conversations with internal and external stakeholders to foster new programs, concentrations, or events.

The departments in the GCEHD, along with the NSU Foundation, will raise funds for scholarships, facility improvement, research, and professional development within the College. At the NSU Foundation "Flavor of Louisiana" event held in March 2018, GCEHD conducted a silent auction and raffle for a variety of NSU items and Louisiana travel. In addition, GCEHD launched its **first fundraising campaign** for all departments in the college (Health and Human Performance; Psychology; Military Science; Social Work; and Teaching, Leadership, and Counseling) in May 2018. All graduates from 2002-2017 will be contacted. This effort is targeted to more fully engage GCEHD graduates with current initiatives.

During the academic year 2017-2018, the Department of Teaching, Leadership, and Counseling worked toward **reaccreditation** with two national agencies. The Association of Family and Consumer Sciences (AAFCS) is examining the program in Child and Family Studies, and the Council for the Accreditation of Educator Preparation (CAEP) is exploring all programs leading to a teaching license. Site visits for both accrediting organizations will occur during the academic year 2018-2019.

College of Nursing and School of Allied Health. Based on Advisory Council requests, the Doctor of Nursing Practice program (DNP) faculty investigated the possibility of adding another concentration to the DNP program, focusing on preparing organization/systems leaders. The DNP Curriculum Committee developed an organizational/systems leadership concentration curriculum that aligned with national standards and met the needs of the local nursing leaders. After receiving approval from University's Curriculum Committee, a substantive change application was submitted to the Louisiana State Board of Nursing and to the Commission of Collegiate Nursing Education (CCNE), one of the College of Nursing's national accreditation agencies. After receiving approval from these agencies in Spring 2016, students began to enroll in the first **Organizational-Systems Leadership DNP** cohort (Fall 2016). The first cohort graduated in Fall 2017.

During Spring 2016, the Alexandria-Leesville Advisory Council met with numerous nursing executives from various hospitals and recommended Northwestern offer the **Psychiatric Mental Health Nurse Practitioner concentration** to help meet the growing number of psychiatric patients being seen in their hospitals and clinics and address the lack of qualified psychiatric mental health providers. Further, the Rapides Foundation asked Northwestern to draft a proposal for a psychiatric mental health NP program to meet their service area's needs. An additional survey of community stakeholders was administered to both Central Louisiana and Shreveport area hospitals/clinics. After receiving an overwhelmingly positive response, a consultant was hired to aid in program curriculum development. After receiving approval from the State Board of Nursing and the Southern Association of Colleges and Schools (SACSCOC)

and hiring qualified faculty, the University began offering the psychiatric mental health NP concentration in Fall 2017. The Rapides Foundation provided funding to aid with the program consultants' fees and the hiring of faculty. Eighteen students were admitted into the first cohort (Fall 2017) and all students progressed to their second semester in Spring 2018.

For the past two years, the College of Nursing has moved to computerized testing to better prepare students to take their national licensure examination. Students were transferred from the classroom setting to a computer lab to take the exams. Often the computer labs were in a different building from the teaching classroom causing students to extend their time on campus. Further, the rapid growth (over 30%) of undergraduate nursing students caused faculty to rotate students through the computer labs in over five shifts. Basically, the program had outgrown its computer lab space. After Information Technology Services (ITS) was consulted, faculty surveyed regarding their needs for learning resources, and the Student Government Association addressed regarding campus concerns, it was determined that computer lab development was outdated and costly due to the need for constant upgrades. A viable option was to offer in-class testing; ITS recommended **iPad testing** as the best option for the students. In Spring 2018, iPads Beta testing was implemented with a sizeable undergraduate nursing class. Continued Beta testing on a larger scale will occur during Summer 2018. The goal is to achieve full-scale iPad testing for Fall 2018.

Distance Learning. Northwestern decided to adopt a broader model for **recruitment of online students**. By expanding the current strategies to include a focused online national effort, the University is competitively positioned in the online education space central to the University's mission. As an example, the University decided to maintain the existing fee structure for the military. This strategic decision affects all branches of the military, including active duty members of the reserves, military dependents, veterans, and retirees. While most of the instruction is delivered online and the fee structure must adhere to Department of Defense regulations, this decision made by the University will ensure competitiveness in serving military constituents both on campus and online.

Student, Alumni, and Community Relations.

Student enrichment. The **Wellness, Recreation & Activity Center (WRAC)** continued to expand and enhance services and programs to address the student experience and community enrichment realms of the Strategic Plan. The WRAC promotes fitness, wellness, and a healthy lifestyle among students, faculty, and other area citizens and provides outstanding facilities and continually-improved programming. Non-student membership has grown to more than 640, and student-faculty participation in the facility and programs continued to expand. Intramural programs and participation also have increased. More than 1,682 students were involved in intramural competition during spring 2018. A new website was created for WRAC activities, and social media engagement increased by 900 percent over the past six months. Summer camps for youth are expanded, and a satisfaction survey of this year's Fun and Fitness camps indicated 100% satisfaction in seven of eight categories.

Alumni engagement. Alumni-Foundation social media activity continued to grow, with 4,496 Facebook, 1,936 Twitter, and 445 Instagram followers. The NSU Student Alumni Association has been re-established to expand current and future alumni engagement and support for the

University. Twenty-four active alumni chapters across the nation provide support for the University, and alumni membership continues to grow.

Community engagement. The Student Experience and Community Enrichment focus areas will be enhanced by a partnership resulting in a new campus bookstore and marketplace for the Fall 2018 semester. Progress continued in collaboration with the City of Natchitoches for the development of a recreation park that will serve NSU students and complement the NSU Recreation Complex. Community service projects undertaken by athletes, members of student organizations, and other students, faculty, and staff, have increased at least 70% in the past year. Together, members of the University have contributed over 375,000 hours of their time to various community partners.

Campus events for area students. Schools and Departments in the College of Arts and Sciences have either continued to evolve in current recruiting practices beneficial to the College and the University or implemented new events. The Spirit of Northwestern Marching Band annually sponsors the *Classic on the Cane* marching contest. Since 2016, the contest has had corporate sponsorship to pay the registration fee for high school bands to compete. This has assisted in increasing the number of participants (22-25 bands in 2015 to 35-38 in 2017). Overall attendance (bands and spectators) has exceeded 10,000. In addition, the School of Creative and Performing Arts hosted the American Collegiate Dance Association Regional Conference (400+ participants), Choral Day (200+), and plans, during academic year 2018-19, to host an Orchestra Day, inviting area students to a day of clinics with the faculty of the School. The School of Biological and Physical Sciences initiated their annual *Science Showcase* in 2017; attendance doubled in 2018 (300+). Northwestern also hosts the Social Sciences Fair, the Demon Math Classic, and LitCon. After seeking feedback from students, the Scholars' Day recruiting event has undergone significant changes to serve prospective students better.

Marketing. Advertising, social media activity, and other marketing initiatives reflect all areas of the Strategic Plan, primarily through expanded promotion of University programs and activities. These initiatives included the installation of more than 20 new signs at buildings on the Northwestern campus and its off-campus instructional sites to enhance the appearance and image of the campus. Outdoor advertising on billboards and other signage created more than 40.5 million impressions in Alexandria, Baton Rouge, Natchitoches, Port Barre, Marksville, Bunkie, Leesville, Fort Polk, Many, and other locations. Television and social media commercials created more than 1.7 million impressions throughout Louisiana.

Social Media targeting on Facebook, Instagram and other platforms, reached more than three million. Numerous campus events were highlighted through video sharing and social media engagement, including Freshman Connection programs, Presidential Investiture, Christmas Gala programs, Flavor of Louisiana fund-raising event, Homecoming programs, Scholars' Day events, and numerous other activities.

The Sports Information office has expanded regular email distributions to more than 90 **local, state, regional and national media**, including Associated Press and other distribution hubs. Updates and expansion of web and social media platforms, including more video production, has resulted in increased coverage of University events and activities. This activity is in

harmony with Strategic Plan initiatives related to Academic Excellence, Student Experience, Community Enrichment and Athletic Prominence.

External Affairs.

The University's Division of External Affairs continued to expand its **governmental affairs initiatives** to help assure adequate funding for higher education, especially TOPS scholarships. Working in concert with the University of Louisiana System, External Affairs continually contacted legislators and other elected officials to advocate on behalf of the University and the state higher education community. Governmental affairs activities include daily monitoring of legislation that would affect the University and making contacts to provide information to legislators. All areas of the University's Strategic Plan are impacted by legislative actions, and the University remains extremely engaged in efforts to create positive outcomes for Northwestern and the state in matters related to legislative decisions.



Introduction

All components of our strategic plan support and enhance the Mission, Vision, and Core Values of Northwestern State University.

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.

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.

Section I.

Assessment Cycle 2017–2018

Purpose. To document the results of Assessment Year (AY) 2017-2018.

On June 15, 2018, the University completed its second academic assessment year of the strategic plan, *Assessment Cycle 2017–2018, Validating Our Approach*. This report is the second in a series of five annual evaluations incorporated into our Strategic Plan 2016–2021. It refines the University’s roadmap to securing its vision and provides the strategic azimuth to navigate the uncertain fiscal environment of higher education. The University assessment process is based on a quantitative and qualitative understanding of its supporting metrics. This approach allows for better-informed and more realistic 2021 objectives. The transition between maturity levels has occurred more rapidly than anticipated (Figure 1). We attribute this success to the overwhelming dedication of the entire campus community as underwritten by the University’s reaffirmation of accreditation. The University is now at the peak of maturity, Level 5 where the focus is on improving and maximizing existing processes.

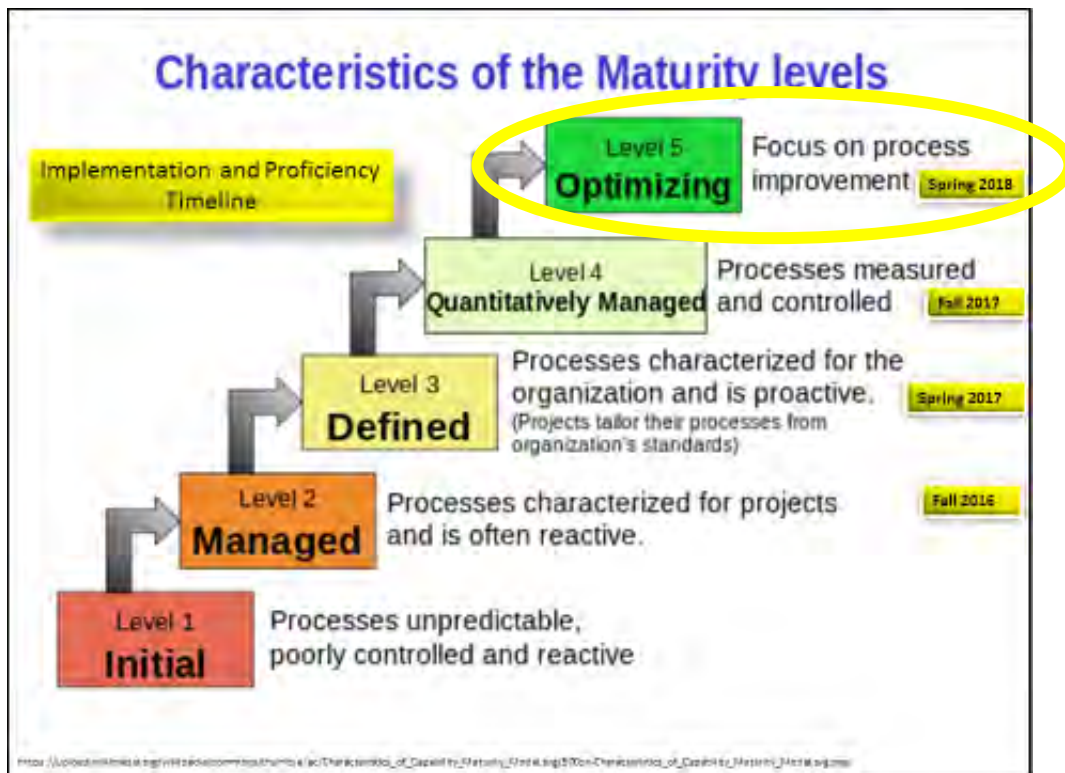


Figure 1. Levels of process development in the Capability Maturity Model.

Uninterrupted, integrated, and institution-wide research-based planning and evaluation continues to allow Northwestern to maximize its strategic decisions leading to institutional improvement. The assessment of 116 academic programs and administrative units underpin this report. These programs and administrative units have continued to capitalize on their independent findings, analyses, and decisions/actions. We are integrating the results, and more importantly, the analysis of the results/lessons learned, into next year’s assessment plans (AY

2018-2019). This structured, cyclic review of our mission, goals, and outcomes will establish unstoppable momentum in the University's push towards its vision.

Our Institutional Effectiveness process is improving the quality of our academic programs, academic support services, administrative support services, and strategic decision-making. More importantly, it demonstrates to the region's stakeholders that Northwestern is quantifiably accomplishing its mission and striving to improve the socioeconomic conditions of the region.

Strategic Planning and Institutional Effectiveness Model. The Louisiana Board of Regents and the Board of Supervisors of the University of Louisiana System hold institutions accountable for achieving positive outcome measures in academics as well as support services. Our ability to offer students federally-based financial aid depends on our accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation requires institutions of higher education to demonstrate an active assessment process that examines all programs and services and leads to improvement and mission accomplishment. According to SACSCOC, "The institution identifies expected outcomes for its educational programs and administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results." SACSCOC adds, "Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against the mission in all aspects of an institution." As such, Northwestern's model consists of the following components:

Southern Association of Colleges and Schools (SACS) Principles of Accreditation: Foundation for Quality Enhancement, 2018. The University has apportioned each applicable standard to the appropriate authority for ownership, evaluation, and integration into the daily operations of the University in preparation for its five-year review. The remaining standards will be apportioned when appropriate.

Northwestern State University Strategic Plan 2016-2021. The University strategic plan provides the framework and context for our actions for 2016-2021 while allowing for adaptation and adjustment based on the higher education and socioeconomic environments.

Each July and January, the University Senior Leaders, Strategic Planning Team, and University Assessment Committee, conduct a semiannual review of progress through an update to the President from each Strategic Focus Area (SFA) team leader and special topic area. In turn, if appropriate, the President or designated senior leader will provide an update to faculty, staff, and community partners at the beginning of the fall and spring semesters as part of the Faculty and Staff Institute or similar activity. In mid-March, the Office of Institutional Effectiveness, in coordination with each SFA, will initiate that year's assessment report. This report captures strategic decisions made during the year and will address adjustments to the strategic plan moving forward. Each SFA team leader will present an update brief to the President and the leadership team in July as a status check of each area's progress. During these forums, the President reviews all proposed adjustments to the objectives, strategies, or metrics. The University will publish the Assessment Cycle Report within 30 days of this meeting. The reports are:

1. *Assessment Cycle 2016–2017 to Strategic Plan 2016-2021–Setting the Benchmark.*
2. **Assessment Cycle 2017–2018 to Strategic Plan 2016-2021–Validating Our Approach.**

3. *Assessment Cycle 2018–2019 to Strategic Plan 2016-2021–Building Momentum.*
4. *Assessment Cycle 2019–2020 to Strategic Plan 2016-2021–Sustaining Success.*
5. *Assessment Cycle 2020–2021 to Strategic Plan 2016-2021–The Way Forward.*

Strategic Plan 2016-2021 objectives: Our objectives by strategic focus area are:

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.

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.

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.

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.

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.

University Assessment Process. All 66 academic programs, in coordination with the University Provost and College Deans, reviewed, amended, or revalidated their respective missions. They identified the degree-awarding programs (diplomas, certificates, undergraduate, graduate, and doctoral) that will participate in the assessment process. Each has developed program-specific Student Learning Outcomes (SLOs).

Simultaneously, University Vice Presidents determined which of their administrative units must review, amend, or revalidate their respective missions. The 50 units identified have developed their Service Outcome Measures (SOMs) and their assessment methodology.

Assessments are by Assessment Year (AY: July to May). Each academic program and administrative unit submit their assessment cycle plans for the coming to their respective Academic or Administrative Review Committee Chair. The Dean or Vice President reviews and approves assessment plans. The DIE will account for each plan as part of the assessment process.

Data collection takes place throughout the academic year with spring commencement ending the assessment cycle. Each year, faculty and staff will collect data, compare results of the previous year's assessment, the target, and the effectiveness their action plans on this year's results. Evidence of improvement should result from the analysis of the results.

All academic year assessments are due to the DIE no later than June 15. The University will use the Institutional Effectiveness website as the primary repository of these assessments. The DIE develops the Assessment Year presentation in line with the July Strategic Plan update.

Quality Enhancement Plan. The development and implementation of the *Learning for Life: Experience Your Future* QEP is a seven-year process. This included two years (2014-2016) of data gathering and proposal development and five years (2016-2021) of implementation. The timeline consists of information relative to all stages of QEP development and implementation: committee and personnel assignments, faculty and student forums, community engagement and marketing, QEP editing and submission, curricular redesign and approval, and academic program assessment.

Embedded in this timeline is an annual cycle of curricular redevelopment and alignment to the principles of the QEP. This cycle includes seven stages:

1. Each spring, faculty representing academic programs aligning their curriculum to the QEP will submit applications demonstrating program readiness. These applications will be due annually on April 30.
2. The Faculty Grants Team will review these applications to ensure that departmental support and faculty responsibility are adequate. The Faculty Grants Team will award funding (or course release) to successful applicants by May 31, with funding allocated for the following fall semester.
3. During the fall semester, grant recipients will develop a formal proposal for realigning program curricula. Recipients will submit these proposals to the Implementation Team by November 30.
4. The Implementation Team will review proposals to ensure program curricula meet the requirements of the QEP and its two student learning outcomes.
5. Once approved by the Implementation Team, program coordinators and department heads will submit proposed curricular changes to the University's Curriculum Review Council (CRC). The deadline to submit proposals to be included on the agenda for the February meeting, the final meeting of the CRC each academic year, is January 31. The CRC

reviews all proposed changes to course offerings, curricula, and catalog entries and makes recommendations to the University President for approval.

6. Following approval by the CRC, program faculty may begin aligning coursework and course materials to the student learning outcomes of the QEP.
7. The Assessment Team will complete direct and indirect assessment of QEP SLOs at the end of each semester and share findings with program faculty.

Strategic Budgeting Process. The *Planning, Programming, and Budget Execution (PPBE) Process* has four overlapping phases.

Planning. The Planning Phase is the definition and examination of the environment; the analysis of changing conditions and trends; threat, technology, and economic assessments in conjunction with efforts to understand change and the long-term implications of current choices; and the guidance required to initiate the second phase. The University President owns this phase along with the VP Business Affairs and others as deemed necessary by the President. The President briefs University personnel and other appropriate audience members on the “State of the University,” enabling them to provide the desired guidance to allow for budget development. The Strategic Planning and Budgeting Committee (SPBC) will develop the budget development calendar.

The SPBC members include the College Deans; VP Academic Affairs; VP Business Affairs; VP External Affairs; VP Technology, Innovation, and Economic Development; VP The Student Experience; VP University Affairs; Faculty Senate President; Representative from Accounting and Budgeting; Student Government President; legal subject matter expert (SME); and both faculty and staff representatives.

Programming. The Programming Phase begins immediately after the President disseminates budgetary guidance. This phase defines and analyzes requirements as envisioned to underpin our Strategic Plan and intents. In this phase, each organizational unit, operating with an independent budget, prepares and presents its requirements to its next higher authority. For example, Deans will determine within their college who must develop and submit their budget requirements. Simultaneously, each unit prepares its NSU Budget Request Template as part of its submission. Once complete, the Dean will analyze each department’s requirements, capturing each onto a *List of Budgetary Priorities* (ordered 1-N). Colleges will then brief the SPBC on their consolidated budget requirements. Administrative agencies/organizations will follow the same blueprint and brief their respective Vice President or equivalents of similar authority. University stakeholders own this phase. The tangible products produced in this phase are the budget brief and corresponding Budget Request Template for each organization.

Budgeting. The Budgeting Phase begins once all budgetary briefings are complete and each organizational unit has submitted corresponding Budget Request Templates. This phase includes review, formulation, justification, preparation, and presentation of the proposed NSU budget. The primary purpose is to have the Strategic Planning and Budgeting Committee (SPBC) scrutinize and prioritize the requirements presented during the programming phase by University subcomponents. The product of this phase is a budget proposal submitted to the President and his Advisory Council (PAC). The PAC is composed of the Chief Financial Officer and anyone else designated by

the President. This phase concludes with the production and presentation of a University budget in an open forum. The Strategic Planning and Budgeting Committee owns this phase.

Execution. The Execution Phase is the real-world application and begins once the President approves and presents the budget for the academic year. This phase includes a periodic evaluation via a mid-year review to assess budget execution to date and any necessary adjustments. The VP Business Affairs owns this phase.

Northwestern also considers the Board of Regents', Board of Supervisors', and State and Federal mandates and regulatory guidelines/requirements as supporting components of its holistic Institutional Effectiveness Assessment Process.

Section II.

Performance Indicators and Assessment Results (Objectives–Strategies–Metrics–Findings-Analysis-Decisions-Responsibility)

Strategic Focus Area 1–The Student Experience

Northwestern State remains committed to continually redefining and strengthening The Student Experience through careful assessment and planning. We continue to use data and student input to improve all aspects of student life: academic, physical, social, and mental well-being

Several decisions based on AY 2016-2017 data were tracked during the 2017-2018 year. This chart was labeled *Decision Tracker* by Institutional Effectiveness. In The Student Experience those decisions included:

1. Leadership in The Student Experience determined Ruffalo Noel Levitz Student Satisfaction Inventory (NLSSI) should be utilized as the primary survey instrument for The Student Experience metrics. Financial restraints dictated that the NLSSI could be purchased every other year. Therefore, a local survey will be conducted in years when NLSSI is not given. The local survey was administered in fall 2017 and is reported in this document as the primary data source for AY 2017-2018.
2. Data from AY 2016-2017 led us to question the depth that diversity is addressed in our curriculum. As a result, the VP for The Student Experience met with the Provost and VP for Academic Affairs to request a curriculum review. The deans and departments heads are reviewing the academic curriculum in each college to determine if courses and coursework related to diversity, leadership, and social justice may be added. Findings will be included in plans for next year.
3. In AY 2016-2017, data on the quality and other specifics of the academic advising process was limited. The academic deans should determine, with departmental input, if local surveys for academic advising are warranted. If local surveys are conducted, we must expand the number of students surveyed. In addition, anecdotal data collected at Freshman Connection indicates a review of Summer Orientation advising is warranted. The Provost will discuss with academic deans how best to assess faculty advising, which represents over two-thirds of the advising mission. This process is incomplete and ongoing, and should determine if local surveys of students with PIN numbers is the best approach and if assessing Summer Orientation advising is warranted.
4. NSU will continue to assess the impact of policy and procedures on student satisfaction and retention. All offices, particularly the Registrar's Office, will train employees on the provision of correct information to students. This strategy also should affect policies and procedures. It is suggested that training for all service areas include policies, processes, and correct campus information. Financial Aid, Registrar, Admissions, and others as directed will initiate a process to circulate and educate the administrative and student populations on roles, functions, best practices, and FAQ's. Financial Aid and Admissions regularly review policy in training. Much of this effort focuses on FAQs which are reviewed each year. This goal is partially met. Strides to improve communication around policy were

implemented with student advocacy programs and within the unit plan in Financial Aid and Admissions. Other areas, such as the Registrar's Office, report through the VP for Academic Affairs rather than through The Student Experience

5. Based on AY 2016-2017 retention rates, it was determined that NSU must plan and implement intentional sophomore-to-junior and junior-to-senior events in Academic Affairs and The Student Experience. This process is ongoing. In response to this decision, each fall, NSU Demon Days hosts a sophomore breakfast. Other sophomore efforts included connecting financially needy students to the NSU Foundation and other intentional referrals such as academic support services and Student Support Services. The Provost and Deans developed a very prescriptive program for students, many of whom are sophomores, who are on appeal. Those students are required to develop an academic plan with the Academic Success Center.
6. Enrollment data for AY 2016-2017 and national enrollment trends indicate that new recruitment markets must be explored. This recommendation includes all possible markets and is ongoing. As a result, NSU expanded international recruiting to Cuba. NSU also expanded recruiting with students in manufacturing-related degrees (Industrial Technology) by pairing them with jobs in the manufacturing industry. Northwestern recently contracted with EAB to provide market information to increase online enrollment.
7. To increase enrollment and retention based on AY 2016-2017 data, we decided to reorganize leadership in The Student Experience by hiring an Enrollment Manager so that retention and recruitment efforts could be coordinated through an office of Enrollment Management which will be comprised of Recruitment, Admissions, and Financial Aid. Also, to aid in retention and increased student satisfaction, we will select a Director of Student Affairs to coordinate Student Life, Student Activities, Student Services, and New Student Programs. Selection of an Enrollment Manager and Director of Student Affairs is underway. The reorganization will begin after new hires are in place.
8. Based on retention data, it was suggested to the Provost that NSU should develop intentional-advising in academic areas with high enrollment and low retention, such as nursing. The purpose of this effort is to move students to other more appropriate majors. Nursing developed a strategy to move unsuccessful students in Radiologic Sciences to other programs.
9. To increase retention and graduation rates, NSU developed a plan for financial assistance for students who need assistance after the first year. This effort is conducted by the VP for The Student Experience and the Director of Recruitment. University Advancement is committed to providing funding for all eligible students as funds are available.
10. In AY 2016-2017 to support diversity efforts, The Student Experience reviewed budgets for additional support for the Center for Inclusion and Diversity. This effort is complete. Funds were made available via the VPSE for the 2017-2018 year.
11. To foster retention, The Student Experience wants to consider the development of degree programs or curriculum concentrations in leadership. VPSE will present a request to the President's cabinet next year for one-time dollars to hire a consultant for this project. This project was suggested in AY 2016-2017. Efforts will continue in 2018-19
12. In AY 2016-2017 we suggested an expansion of the President's Leadership Program. This effort will be addressed with the consultant noted above.

13. The Student Experience wants to review and set goals for on-campus academic programs for growth in National Rankings. David West, in Information Services, was appointed as the staff member to maintain data. After reviewing with the DIE, it was decided that this data should be reported by Academics. National Rankings will not be reported as a metric in The Student Experience in the future; individual non-academic awards will be reported in other ways in The Student Experience.
14. To increase our enrollment and retention rates, we want to expand Living and Learning Communities to other fast-growing academic areas. Meetings with housing revealed that this is not a feasible project until additional housing can be secured. Our focus will remain on providing a robust experience in existing programs.
15. After reviewing alumni support during AY 2016-2017, we decided to increase efforts to engage alumni and to continue to grow the alumni base and those supporting the University financially, focusing specifically on new alumni. The NSU Foundation implemented programs seeing the tremendous response for alumni giving, particularly with new alumni.
16. To improve student health and increase student satisfaction with health services, NSU will create a campus-wide task force to promote a healthy mind and body for the NSU community. This project is in transition because of hazing legislation in Louisiana and other health-related goals at Northwestern. The Director of Health Services and Counseling Services will revisit the task force objective.
17. Based on the lack of data regarding job placement for students upon graduation, The Student Experience and Academic Affairs assigned Institutional Effectiveness, Career Services, and Alumni to develop and implement an improved graduating student survey, adding information on specific fields of study and acceptance to graduate and professional schools. This goal was accomplished with the implementation of two local surveys. In addition, Career Services purchased a multifaceted placement program, Handshake, which provides placement information before and after graduation.
18. To improve health care for our students, NSU will develop an MOU with Outpatient Medical Center and Campus Health Services to provide additional health care for NSU students. This objective is complete. The Shreveport clinic will open this fall under the umbrella of the Natchitoches clinic. This project brings new services to Natchitoches as well as Shreveport students. The MOU between Natchitoches Outpatient Medical Center is complete. The Director of Health Services and Counseling Services are in the process of negotiating additional MOUs.
19. Department Chairs in The Student Experience redeveloped goals, metrics, and strategies for the area May 2018. Changes were based on current needs and data from previous years and reflected the goals and efforts of the current leadership team in The Student Experience.

Metrics used to establish measure progress for The Student Experience strategic focus area (Table 1) may be adjusted for 2018-19 and afterward as necessary to secure the appropriate data.

The AY 2016-2017 baseline and AY 2021 targets were reaffirmed per the AY 2017-2018 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee on August 3, 2018. The next review will take place in December 2018. In AY 2017-2018, five objectives

support the goals in The Student Experience. Data gathered in AY 2017-2018 is compared to baseline data assembled AY 2016-2017. Decisions made between 2016 and 2018 are reflected in changes to the objectives, strategies, and metrics that will be used in AY 2018-19.

Table 1
Metrics for Assessing The Student Experience

AY 2016-2017 Benchmarks	AY 2017-2018	The Student Experience Metrics	AY 2020-2021 Targets
7.9	8.22	Academic excellence and value	10
8.5	8.4	Satisfaction with support programs	10
8.2	8.01	Satisfaction with University policies and processes	10
7.7	8.30	Responsive and helpful faculty and staff	10
70%	76%	Retention rate(full-time) 1st to 2nd year	75%
35%	39%	Graduation rates	40%
1,459	1,542	Enrollment increase per freshman class, per year	1,700
9,819	10,572	Overall Northwestern State enrollment increase	11,000
10	10	Diversity represents regional demographics	10
8.5	8.38	Campus climate of advocacy and inclusion	10
7.6	8.35	Safety and security satisfaction survey	10
8.5	N/A	.On-campus facilities satisfaction survey	10
7.2	7.58	Campus housing and dining satisfaction	10
6	13	Programs with capstone internships or related activities	66
40%	N/A	Percent of graduates working within 6 months of graduation	85%

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

Objective 1:

Provide responsive student services through streamlining processes and understanding the individual student’s needs.

Strategies:

- Provide programs and services for achieving academic excellence.
- Better-integrate admissions processes, financial aid, registrar services, and academic advising throughout the campus.
- Streamline policies and procedures to enhance responsiveness to students’ needs.
- Establish and implement programs that assist students in transition from one academic level to the next, beginning with a comprehensive first-year experience and progressing through high-impact experiences and career preparation opportunities.

Metrics:

1. Academic Excellence and Value–measured by Local NSU Student Satisfaction Survey (NSU SSS) administered in fall 2017
2. Satisfaction with Support Programs–measured by Local NSU Student Satisfaction Survey administered in fall 2017
3. Satisfaction with University Policies–measured by Local NSU Student Satisfaction Survey administered in fall 2017
4. Responsive and Helpful Faculty and Staff–measured by Local NSU Student Satisfaction Survey administered in fall 2017
5. Retention and Graduation Increases–measured by Institutional Research data
6. Enrollment Increases–measured by Institutional Research data

Metric:

1. Academic Excellence and Value

Findings:

Satisfaction with academics and perception of academic value is based on the NSU SSS completed in fall 2017. Academic Excellence and Value depends on the factors listed below.

Scores for 2017 included the responses of 110 students using a 4-point Likert scale from 1 (*strongly disagree*) to 4 (*strongly agree*). Students responded online to the following questions relating to academic value:

<i>My coursework is preparing me for my chosen career or continued field of study</i>	3.43
<i>My coursework is of equal quality compared to other schools my friends attend.</i>	3.20
<i>My tuition is worth the value of my education</i>	3.19
<i>My coursework provides for hands-on learning or learning outside the classroom.</i>	3.18
<i>My instructors are well-prepared and knowledgeable.</i>	3.47

Analysis:

An overwhelming majority of students agreed or strongly agreed with all items. Students clearly believe that NSU provides quality academic experiences. The average response is 3.29/4 which converts to 8.22 on a ten-point scale (for comparison to the 2016 NLSSI). This is compared to a 7.9 average response from last year. Northwestern is making positive strides toward the target goal.

The slight rise in satisfaction is positive. Since we are comparing different assessment tools, we are cautious in our conclusions. The focus next year will be on the continued increases satisfaction in academic advising. Advising was a focus area based on AY 2016-2017 assessments and appears to be yielding positive results in AY 2017-2018.

Decision:

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

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.

Metric:

2. Satisfaction with Support Programs

Findings:

Satisfaction with support services is based on the NSU SSS completed in fall 2017. Students rated the following statements related to support programs:

<i>Northwestern provides the appropriate academic support programs for me to be successful.</i>	3.42
<i>Northwestern provides the appropriate health, counseling, and social support for me to be successful.</i>	3.31
<i>Campus technology is adequate for my success in my program(s).</i>	3.39
<i>Library resources are adequate for research and study in my academic program(s).</i>	3.42
<i>Support programs are available for online students.</i>	3.26

Analysis:

The average response for all scales for AY 2017-2018 is 3.36 on a four-point scale. This converts to 8.40 on a ten-point scale. As this scale is based on a single local survey that has not been validated against the NLSSI, it is difficult to draw conclusive parallels to last year’s data. The data reflects a slight drop in satisfaction which is likely not statistically significant.

Although above average, the lowest satisfaction rating in this category is for support for online students. NSU needs to take a more in-depth look at support programs for online students. It appears that the higher rates in this area are holding.

Decision:

Review online services

Metric:

3. Satisfaction with University Policies and Processes

Findings:

Satisfaction with Policies and Procedures is based on the NSU SSS completed in fall 2017. Students rated the following statements related to policies and procedures:

<i>Registration processes are convenient and easy to understand.</i>	3.21
<i>Billing processes are convenient and easy to understand.</i>	3.17
<i>Financial aid processes are convenient and easy to understand.</i>	2.97
<i>The Student Conduct and Complaint Process is reasonable and easy to negotiate.</i>	3.28
<i>Northwestern has a strong commitment to free speech.</i>	3.39

Analysis:

The average for the scales in this assessment is 3.20 or 8.01 on a 10-point scale. While this scale does not show growth, the decline on the scales is unlikely significant unless we are comparing to the same survey

The two lowest scales relate to financial aid and student billing which mean these two areas need greater scrutiny. A review of the individual responses of students who were not satisfied in these areas reveals a considerable amount of confusion around billing and financial aid processes

Decision:

A committee of students, faculty, and staff will assess appeals procedures and review all printed materials for clarity.

We will continue to provide a series of workshops to assist students in understanding financial aid processes, aid packages, and remaining eligible.

NSU will conduct student focus groups to gain specific information to guide our committees and design programs, to clarify FA and billing procedures.

Metric:

4. Responsive and Helpful Faculty and Staff

Findings:

Assessment of staff was based on fall data from the NSU SSS. Students responded to the following:

<i>Northwestern makes students feel cared for and welcome.</i>	3.45
<i>I feel comfortable asking for help at Northwestern.</i>	3.42
<i>Faculty and staff are quick to respond to my requests for assistance.</i>	3.29
<i>Faculty and staff are knowledgeable about resources and policies.</i>	3.33
<i>I rarely get the runaround at NSU</i>	3.12

Analysis:

The data clearly indicates that NSU students are satisfied with the care and responsiveness of the faculty and staff at Northwestern. Growth on this metric appears to be more favorable than last year. However, we must be cautious in our approach to data comparison for the two surveys.

Decision:

Our focus in this area will be on continued training. We will also look at the individual responses for students who indicate lower satisfaction.

Metric:**5. Retention and Graduation Increases****Findings:**

Retention rate(full-time) 1st to 2nd year was 75.6%. Six-year graduation rate for the cohort entering 2011 was 449/1141 (39.4%).

Analysis:*Retention Rates:*

Our data shows a 5.6% increase in retention of full-time students from the first year to the second year. This is a significant and a notable increase in our institutional goals of recruitment and retention. This increase pushes NSU past our target for the first year to the second retention. NSU continues to have a robust First Year Experience from our Freshman Orientation Program for our first six weeks of classes known as Demons Days. In addition, based on previous findings, NSU revamped our University Studies classes and, as mentioned above, we have been prescriptive in our goals for students readmitted on appeals.

Graduation Rates:

Our graduation rate also show significant growth ($p = .003$) with an increase of 5.5%, falling one percentage point short of our target. Efforts in Academic Affairs, including support programs mentioned above, likely support this increase. Also, a strategic effort included in our decisions to track from last year's finding included intentional financial support for our students. These efforts along with the positive ratings regarding faculty and staff surely add to our increase in retention and graduation rates.

Decision:*Retention Rates:*

NSU should continue with our current strategies and analyze data on individual student responses to determine where to focus efforts. For example, as listed above new emphasis will be on helping students understand Financial Aid and billing processes. Assisting students to understand the requirements and processes of our auxiliary services should also be considered.

Graduation Rates:

NSU should continue with our strategies and consult best practices in higher education for innovative efforts to increase graduation rates. In particular, we will continue to find ways to help poor students finance college and find new ways to help students and parents understand financial procedures. As we have made growth in this area, leadership in The Student Experience will also consider adjusting our graduation rates to a higher target level.

Metric:**6. Enrollment Increases****Findings:**

The entering freshman class in fall 2017 was 1,542, compared to 1,459 for fall 2016, an increase of 83 students (5.6%). Overall, enrollment increased from 9,819 to 10,572 for an increase of 753 students (7.6%), a record enrollment in the history of Northwestern.

Analysis:

Clearly Northwestern is making positive strides toward reaching our enrollment targets. We experienced record enrollment in fall 2017 and are trending up for fall of 2018 as well.

Because of our AY 2016-2017 enrollment, in AY 2017-2018, NSU investigated new markets as recommended. NSU is recruiting abroad and recently developed new markets in Cuba. Another new market is our Advanced Manufacturing Technology, AMT program. Operating in collaboration with local manufacturers, we recruit students for our Industrial Technology programs. Upon completion, students gain employment and degrees. As noted above in the Decision Tracker, NSU will continue to look for and develop new markets for recruitment. We recently began discussions with the LA Department of Corrections to investigate online degree programs for inmates. Additionally, we have negotiated a contract with EAB to aid with online recruiting.

Decision:

NSU will continue our successful recruitment processes, and we will continue to look for new markets. To sustain a robust on-campus collegiate experience, NSU must maintain current growth and look for new markets for face to face recruiting.

NSU should consider strategies for increasing enrollment of on-campus first-time students.

Objective 2:

Create a community that fosters diversity and inclusion (through developing ethical and effective leadership, service, and civic engagement)

Strategies:

- Develop a diversity plan articulated in all University policies and procedures.
- Continue to broaden programs and services for students, faculty, and staff geared to making the campus climate equally welcoming for all members of the community.
- Develop our students to be future leaders with a strong sense of civic responsibility, ethical reasoning, and social justice.

Metrics:

1. Diversity represents regional demographics
2. Campus climate of advocacy and inclusion
3. Safety and security satisfaction

Metric:

1. Diversity represents regional demographics

Findings:

Northwestern State University Enrollment Data fall 2017 and spring 2018 (Tables 2 and 3).

Table 2
NSU Fall and Spring Enrollment by Gender and Ethnicity

Gender	American Indian or Alaskan Native	Asian	Black or African American	Foreign	Hispanic	Native Hawaiian or Pacific Islander	Two or more races	Unknown	White	Total	%
F	116	72	2,545	88	433	8	304	150	4,894	8,610	70.8%
% of F	1.3%	0.8%	29.6%	1.0%	5.0%	0.1%	3.5%	1.7%	56.8%		
M	57	39	871	72	225	9	147	83	2,049	3,552	29.2%
% of M	1.6%	1.1%	24.5%	2.0%	6.3%	0.3%	4.1%	2.3%	57.7%		
NSU	173	111	3,416	160	658	17	451	233	6,943	12,162	
	1.4%	0.9%	28.1%	1.3%	5.4%	0.1%	3.7%	1.9%	57.1%		

Derived from Fall 2017 and Spring 2018 Census files, unduplicated (6/6/2018).

Table 3
State of Louisiana Demographics for AY 2017-2018

Gender	American Indian or Alaskan Native	Asian	Black or African American	Foreign*	Hispanic	Native Hawaiian or Pacific Islander	Two or more races	Unknown (Some Other Race)	White	Total	%
F	15,330	35,408	761,756		86,166	917	36,971	28,480	1,349,052	2,314,080	51.0%
% of F	0.7%	1.5%	32.9%		3.7%	0.04%	1.6%	1.2%	58.3%		
M	15,249	34,724	690,640		106,394	1,046	35,912	40,747	1,294,580	2,219,292	49.0%
% of M	0.7%	1.6%	31.1%		4.8%	0.05%	1.6%	1.8%	58.3%		
LA	30,579	70,132	1,452,396		192,560	1,963	72,883	69,227	2,643,632	4,533,372	
	0.7%	1.5%	32.0%		4.2%	0.04%	1.6%	1.5%	58.3%		

Derived from <https://suburbanstats.org/population/how-many-people-live-in-louisiana>.

*"Foreign" not used as a category by this source.

Analysis:

As noted in AY 2016-2017, other than the HBCUs in Louisiana, Northwestern State is one of the most diverse four-year colleges in the state. For AY 2017-2018, African American, Hispanic, two or more races, Asian, and other race students make up nearly 43% of our student population. In addition, due to Northwestern State's practice of preparing teachers and nurses, traditionally female-dominated programs, about 70% of our total population are female.

Northwestern State's student body is comparable to the Louisiana population in terms of the ratio of White and minority groups. Within our minority population, American Indians, Hispanics,

Native Hawaiian or Pacific Islanders, two or more races, and other races are somewhat overrepresented, while African Americans and Asians are somewhat underrepresented. Northwestern surpasses the state in the percentage of females with nearly 71% compared to the state population of 51%.

Decision:

Continue current recruiting practices. Consider recruitment of specialized populations.

Metric:

2. Campus climate of advocacy and inclusion

Findings:

Assessment of the NSU campus climate regarding advocacy and inclusion was completed via the NSU SSS. Students rated the following statements on a four-point scale:

<i>All students at Northwestern are afforded equal rights and opportunities.</i>	3.42
<i>Faculty and staff handle student issues the same for all students.</i>	3.27
<i>The content of my courses includes different racial and ethnic perspectives and is sensitive to all backgrounds.</i>	3.40
<i>Campus programming and activities are sensitive to students of different backgrounds and cultures.</i>	3.28
<i>There is a commitment to diversity at Northwestern.</i>	3.40

Analysis:

The average for the scales above is 3.35 which converts to 8.38 on a 10-point scale. Based on this assessment, NSU experienced a slight regression on this scale but likely not enough to be statistically significant. It is important to note that we are comparing two different assessment tools.

All scales show that most students agree or strongly agree that NSU addresses issues of diversity and inclusion.

This data appears to indicate that NSU students believe that the leadership is committed to addressing issues of diversity. In addition, and equally important, students feel that they are afforded equal opportunities and rights at NSU. An overwhelming majority of students (93) who answered questions regarding equal rights and opportunities agreed or strongly agreed that NSU afforded equal rights and opportunities. A total of 5 students (1 strongly disagreed/ 4 disagreed) that NSU afforded equal rights and opportunities.

As mentioned previously, deans and department heads will review the academic curriculum in each college to determine if courses and coursework related to diversity, leadership, and social justice may be added. This process is ongoing. However, the item, *"The content of my courses includes different racial and ethnic perspectives and is sensitive to all backgrounds,"* indicates that students feel comfortable in this regard. Of the students responding to this statement, 96 agreed or very strongly agreed compared to 3 who strongly disagreed.

While the curriculum remains under review, the question above indicates that students feel that our curriculum addresses diversity.

The two lowest individual scales in this section of the assessment are:

Faculty and staff handle student issues the same for all students. 3.27

Campus programming and activities are sensitive to students of different backgrounds and cultures. 3.28

Both warrant additional investigation; however, most students agree or strongly agree that faculty and staff handle issue the same for all students. In addition, most students believe that campus programming is sensitive to diversity.

Other decisions from AY 2016-2017 included a review budget for additional support for the Center for Inclusion and Diversity, CID. Two efforts to secure funding for CID included a one-time request from the strategic budgeting committee and an overall demand for a budget for CID. The strategic budget request was denied. However, a budget for CID was created out of existing expenditures for The Student Experience.

Data from AY 2016-2017 pushed us to engage our Campus Diversity Committee further and reorganize our efforts. As a result, the Campus-Wide Diversity Committee serves as the umbrella committee for the Center for Inclusion and Diversity (CID) Steering Committee and will likely absorb that committee now that CID is well established. The Diversity Committee conducted a faculty, staff and student survey to assess feelings and perceptions related to campus diversity and inclusion.

Using this assessment, the committee specified the following action steps:

1. Reduce HIV stigma by education and awareness.
2. Address issues of transgender and gender nonconforming people in our community through education and review of campus policies, particularly those related to preferred names and questions on applications.
3. Address classroom accommodations for disabled students through faculty education at Faculty Institute, utilize students with disabilities in training, review physical accommodations, and research universal syllabus project.

Decision:

NSU should train faculty and staff regarding awareness and treatment of students with differences, particularly students with disabilities, HIV, and transgender issues. Part of this training will take place at the Faculty Institute and will include students with differences.

NSU should conduct awareness and sensitivity training related to members of the community with HIV.

We should continue to review the academic curriculum in each college to determine if courses and coursework related to diversity, leadership, and social justice may be added. It is important to note that students were delighted with the diversity of their course content at Northwestern.

Review all policies for diversity sensitivity.

Metric:**3. Safety and security satisfaction****Findings:**

Generally, the Northwestern campus is safe.

3.40

Analysis:

Student responses to items on the local student survey were very positive. While NSU scored above the national average last year on the NLSSI and this result appears to be comparable, we recognize the need to improve in this area. One area of complaint during the 2017-2018 year was police reactions to peaceful demonstrations. While this information is not explicitly assessed in our surveys, managing student perceptions related to free speech rights is very important and addressed below.

Decision:

VP for University Affairs will instruct all officers on appropriate procedures in addressing students during demonstrations.

Objective 3:

Develop a unique campus life experience (through involvement, activities, services, and experiences to support student recruitment, engagement, retention, and loyalty to NSU).

Strategies:

- Transform campus spaces to create a unique and engaging campus environment, which adapts to the changing trends of a diverse student body
- Expand the number of living-learning programs and activities
- Engage in partnerships that build affinity with alumni
- Expand activities that build affinity with students

Metrics:

1. On Campus Facilities Satisfaction.
2. Campus Housing and Dining Satisfaction (HDS).

Metric:**1. On Campus Facilities Satisfaction.****Findings:**

Fall 2017, 93% ($N = 16$) were satisfied or very satisfied overall with the Student Union. Spring 2018, 95% ($N = 22$) were satisfied or very satisfied overall with the Student Union.

Analysis:

Our local survey for facilities surveyed only the Student Union. A review of comments shows that users see a need for facility updates.

Decision:

Upgrade bathrooms and other common areas in the Student Union.

Investigate ways to repurpose old bookstore and Student Union Alley.

Investigate better ways to assess student satisfaction with campus-wide facilities.

Metric:

2. Campus Housing and Dining Satisfaction (HDS).

Findings:

Assessment of campus housing and dining was completed via the NSU HDS. Students rated the following statements on a four-point scale:

<i>Staff in the residence halls demonstrate understanding and compassion when approached for assistance.</i>	3.18
<i>Staff in the dining halls are helpful and friendly.</i>	3.16
<i>Living conditions in the Northwestern residence halls are inviting and comfortable.</i>	3.00
<i>The variety of meal plans at Northwestern meets my needs.</i>	3.00
<i>The experience of living in residential life is worth what I pay.</i>	2.83

Analysis:

This data comes from an NSU local survey conducted in fall 2017. The questions above were averaged and converted to a 10-point scale as shown above to compare to AY 2016-2017 NLSSI scales. This chart shows a slight increase in overall satisfaction with housing and dining.

Further analysis indicates that 57 students agreed or strongly agreed that “Staff in the residence halls demonstrate understanding and compassion when approached for assistance” while only 9 students disagreed or strongly disagreed with this statement. Data on AY 2016-2017 NLSSI indicated that staff care was an area for growth. “Residence Hall Staff are concerned about me as an individual,” $M = 4.84/7$ ($SD = 1.98$) compared to a national mean of 4.93, which was not significantly low but lower than the national mean. Our housing staff trained around this issue and it appears that our students are experiencing positive results from increased staff sensitivity and care.

The lowest indicator on this scale is:

<i>The experience of living in residential life is worth what I pay</i>	2.83
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This data aligns with the financial issues consistently brought to the University leadership on the cost of housing. NSU students are among the poorest in the state and most are Pell eligible. Students complain about the cost of housing and our housing providers find it difficult to maintain occupancy due to student attrition.

Specific strategies to create a unique campus live experience include:

Transform campus spaces to create a unique and engaging campus environment, which adapts to the changing trends of a diverse student body

- NSU continues to make improvements to our campus. Bids were finalized this week to complete a stage and performance area on Iberville Green which is located between the cafeteria and student housing.
- A new Academic Advising Center was added to Watson Library and offices moved in summer 2018.
- Road and elevator projects will be completed prior to the start of Fall 2018.
- The Cane River Room in the Student Union was remodeled to include a state of the art media center and new floors.
- New signage and a wall-sized map was installed in The Center for Inclusion and Diversity
- Housing added new furniture in UP, UC, and Varnado.
- New and expanded parking spaces will be available in front of Watson Library to better accommodate Café Demon.
- The newly renovated campus bookstore, Follett, will open in fall 2018.
- Chick-fil-A will also open in the Follett building this fall.

Expand the number of living-learning programs and activities:

- The CAPA living and learning community continues to grow.
- A freshman experience and women's LLC are being considered for Varnado.

Engage in partnerships that build affinity with alumni:

- Recruiting continues to conduct alumni recruiting receptions each year. We hosted 12 in 2017-2018.
- Flavor of LA, a large Alumni Affairs fundraiser, brings students in contact with alumni as students from various classes and organizations are charged with planning and working the event.
- The NSU scholarship banquet pairs student scholarship recipients with the alumni who create and fund their scholarships,

Expand activities that build affinity with students:

- Freshman Convocation
- Demon Readers Theatre
- Pep Rallies
- SGA NSU giveaways to promote school spirit
- Chasing Isabella
- NSU Ring Ceremony

- NSU graduation regalia
- New Greek Awards Ceremony

Decision:

NSU should investigate ways to provide additional housing at lower costs.

Provide opportunities for students to increase civic engagement knowledge and experience.

Provide collaborative partnerships between NSU students, alumni, faculty, staff, and community stakeholders.

Objective 4:

Provide a transformational learning and career preparation experience (through advising, mentorships, experiential learning, and co-curricular involvement).

Strategies:

Develop a series of high-impact experiential learning activities designed to engage students beginning their first year.

Metrics:

1. Number of programs with capstone internships or related activities
2. Percent of graduates working within 6 months of graduation

Metric:

1. Number of programs with capstone internships or related activities

Findings:

Programs with capstone internships or related activities increased from 6 to 13.

Analysis:

At the end of AY 2016-2017 Northwestern State had 6 programs meeting the standards of the Northwestern Quality Enhancement Plan (QEP) which is internships, capstone projects or major undergraduate research. In AY 2016-2017 those programs included:

- Early Childhood Education (internship)
- Elementary Education (internship)
- Health and Exercise Science (internship)
- Hospitality Management and Tourism (internship)
- Radiologic Science (internship)
- Music Performance (capstone experience or project)
- Louisiana Scholars' College (undergraduate research)

Recommendations at the end of AY 2016-2017 were to add 8 programs to the total number of programs for the QEP. While NSU fell short by one program, the institution currently has 13 programs meeting QEP standards and has a robust plan to meet the end goal of 66 programs in 2021.

Programs added in 2017-2018 included:

- Child and Family Studies
- Fine and Graphic Arts
- Health and Physical Education
- Industrial Engineering Technology
- Mathematics
- Nursing
- Secondary Education

Decision:

NSU will add 9 programs to the QEP for 2018-19.

Metric:

2. Percent of graduates working within 6 months of graduation

Findings:

In the spring of 2018, NSU did not survey students to determine job placement 6 months within graduation.

In 2017 and 2018 NSU did conduct a survey asking anticipated placement after graduation:

Spring 2018

Anticipate Full Time Employment	73%
Anticipate Part Time Employment	10%
Anticipate Graduate or Professional School	24%

Spring 2017

Anticipate Full Time Employment	82%
Anticipate Part Time Employment	14%
Anticipate Graduate or Professional School	14%

Analysis:

In AY 2016-2017, NSU Career Services surveyed a limited number of students to determine the percent of graduates working within 6 months of graduation. This survey showed that only 40% of students had jobs. This gives a very restricted and perhaps less than accurate picture of the number of students with employment. As a result, Career Services determined to utilize an improved assessment tool. In Spring of 2018, NSU purchased Handshake, an online career planning and placement tool that will allow NSU to survey our students before and after graduation.

We will re-establish baseline data and move forward.

Our graduating students survey used in 2017 and 2018 asking students to anticipate their post-graduate activity; while not necessarily accurate, this data gives us a snapshot of the employment/graduate school status expected by our students.

An observation from the graduating survey data listed above is the increase in part-time jobs and the increase in students entering graduate and professional programs.

Decision:

NSU will determine new baseline data and develop appropriate surveys and distributions times.

NSU will review data on the number of students planning on graduate school and program appropriately.

Increase student involvement in the Career Center.

Objective 5:

Increase efforts to provide for the wellness of our students (through physical, emotional, spiritual, and environmental health initiatives).

Strategies:

- Expand and maintain campus and community partnerships which enhance student health and wellness
- Create and implement appropriate outreach efforts which address the changing developmental needs of students

Metrics:

1. Satisfaction with Support Programs
2. Elevate LA Financial Health Analysis Score with ULS

Metric:

1. Satisfaction with Support Programs (question 2)

Findings:

<i>Northwestern provides the appropriate academic support programs for me to be successful.</i>	3.42
<i>Northwestern provides the appropriate health, counseling, and social support for me to be successful.</i>	3.31
<i>Campus technology is adequate for my success in my program(s).</i>	3.39
<i>Library resources are adequate for research and study in my academic program(s).</i>	3.42
<i>Support programs are available for online students.</i>	3.26

Analysis:

The data above is from the NSU SSS (fall 2017). Data in AY 2016-2017 is from the NLSSI, making it challenging to compare growth accurately. However, it appears that NSU students continue to show satisfaction with overall support services at NSU. The NSU SSS measured academic support, health and counseling services, technology support, library services, and other support for online students. It is explained at length in the first objective.

Satisfaction with student counseling and health services is a focus in this objective. It appears that NSU students are satisfied with counseling and health services provided at NSU and feel they offer appropriate services to help them achieve success. Unit plans in Counseling and Health Services also indicate a high level of satisfaction with services. Students surveyed in counseling suggest that support provided in the NSU Counseling Center allows them to remain in school.

Northwestern continues to provide programs supporting a healthy lifestyle:

- WRAC recreation, sports competition, instruction, fitness, and wellness activities.
- Northwestern State operates a nurse-driven campus clinic on the Natchitoches campus.
- NSU has contracts with three physicians to provide mental and physical health services.
- Northwestern State provides confidential mental health services and outreach on the Natchitoches Campus.
- Four full-time, licensed counselors, counseling interns, and a part-time psychiatrist staff the center

The Title IX program at NSU is committed to eliminating sexual assault at NSU and in the Natchitoches community. The program follows state law and best practices related to prevention, reporting, and resolution of complaints.

In AY 2016-2017, Northwestern State developed a Memorandums of Understanding (MOU) with the local Natchitoches community focusing on student health and safety, namely sexual assault elimination and care for victims, per Title IX law and Board of Regents policy. This agreement remains in effect.

In AY 2016-2017 it was suggested that NSU begin an MOU with the Natchitoches Outpatient Medical Center. This MOU was signed in 2017-2018 and is active today providing medical services to many Northwestern students.

AY 2016-2017 data also indicated a need to develop an MOU with the Natchitoches Regional Medical Center. This MOU is currently in process.

Data from AY 2016-2017 pointed to the need for a small health clinic on the Shreveport campus. In AY 2017-2018, research was conducted, and plans were developed to provide primary clinical care in Shreveport which would also include the required treatment/inoculations for students entering clinicals. A clinic will open on the Shreveport campus in fall 2018.

NSU Health Services continues to offer outreach services:

- Operates as a state reporting agency for LA Department of Health and Hospitals for STI (chlamydia, gonorrhea) testing.
- Participates in the Center for Disease Control, Influenza-like Illness Network. NSU is Acts as a sentinel site, the only sentinel site in the NW LA Region.
- Participates in the Nurse-Family Partnership to ensure prenatal care and reduce infant mortality.
- Participates in PAT Organization for Kindergarten Readiness.
- Participates in 4th-grade Health Fair focusing on Pulse Oximeter Project.
- Collaborates with NSU Nursing Students for mini health fairs in the Student Union to screen for high blood pressure.
- NSUHS Director is a member of the Community Action Advisory Committee.

Northwestern State is fully compliant with Louisiana law related to campus sexual misconduct. NSU follows best practices published by the Department of Education, Office for Civil Rights, Louisiana State Act 172, Board of Regents Policy on Sexual Misconduct, and the Not Alone Campaign. Best practices and federal and state guidance are the guideline for training, programming, policy revision, investigation and adjudication of complaints. Northwestern State focuses prevention training around consent and bystander intervention. The administration believes student engagement in programming is crucial to success.

The Title IX Coordinators and Dean of Students engaged students in the process via participation in a communication class with the goal of creating campus projects. Students in the class started a recognized student organization (RSO) called Demons Support Demons, and they helped form the MOU. Students have also been involved in rewriting policy.

A new Title IX Coordinator and Student Advocate was hired in AY 2017-2018.

Decision:

Develop campus-wide committee on health focusing on hazing and other risky behavior.

Develop a campus bystander training program using NSU CORE data.

Assess health needs and increase the number of health-related encounters of students.

Continue to develop NRMC MOU with NSU and look for other appropriate community collaborations.

Metric:

2. Elevate LA Financial Health Analysis Score with ULS

Findings:

Baseline established AY 2017-2018 data currently not available

Decision:

Assess LA Financial Health as data is available

Comprehensive Summary of findings and changes/decisions.

Northwestern State University is performing very well on the metrics for The Student Experience. We are making progress towards 5-year goals and surpassed one for AY 2017-2018.

Enrollment rates remain on an increase and retention from freshman to sophomore year increased significantly. Graduation rates also saw a rise in AY 2017-2018 over the rate in AY 2016-2017. NSU must continue efforts to recruit new students. Assisting disadvantaged students financially will remain a focus.

Through the QEP, NSU is developing programs within degree programs to engage students in their field of study. We expect this effort to drive graduation rates higher.

Overall, students are satisfied with Northwestern's campus climate, support programs, support from faculty and staff, and policies and procedures. Satisfaction data for AY 2017-2018 is very similar to rates in AY 2016-2017. Data in AY 2016-2017 was above the national average in almost every category. NSU must continue to provide excellent programming and services using comments on surveys to guide us toward improvement.

In May 2018, to simplify goals, provide clarity, and assure buy-in, Student Experience leadership rewrote objectives for The Student Experience. The new objectives are:

Objective 1: Provide responsive student services that aid in recruitment, retention and student success.

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

Objective 3: Enhance the co-curricular experiences to aid in retention, engagement, persistence, and completion of all NSU students

Objective 4: Provide a transformational learning and career preparation experience for students.

Objective 5: Provide for student health and wellness

Strategies and metrics were also adjusted as discussed above under decisions.

Key decisions based on these changes and data for AY 2017-2018 are:

- Consider adjusting our graduation target to a higher rate.
- Consider a program for student mentorship for new students to promote academic achievement.
- Examine in-depth support programs for online students.
- Consider strategies for increasing enrollment of on-campus first-time students.
- Provide programs to help students understand processes in FA and auxiliary services.
- Provide HIV awareness and faculty staff training on diversity/sensitivity.
- Provide training for University Police on free speech and demonstrations.

- Make upgrades in the Student Union.
- Locate lower cost housing for students.
- Add 9 additional internship experiences.
- Increase student contact in Career Services.
- Establish new baseline data for student employment after graduation.
- Assess health needs and increase the number of health-related programs/experiences.
- Increase social norming campaigns around Core data for high-risk behavior.

Resources:

NSU Institutional Research

NSU Student Experience Satisfaction Survey, Fall 2017

NSU Student Union Reservation Survey, Fall 2017 and Spring 2018

NSU Graduating Student Survey, Spring 2018

Report from NSU QEP Director

State of Louisiana Demographics for 2017-2018

Strategic Focus Area 2–Academic Excellence

The Academic Excellence (AE) focus area made substantive progress in meeting objectives for AY 2017-2018. In comparison to the baseline year, there was growth in 11 of the 17 metrics, including a 10% improvement in student learning across 61 academic degree programs assessed; a 4% increase in mean student ratings of course quality and instructor effectiveness; a 10% decrease in class size for University core courses; an almost 8% increase in the number of course stewards in University core courses; a 1,704% increase in the number of graduate students engaging in research/scholarship and mentored by faculty; a 321% increase in undergraduate student conference presentations; an increase in the number of faculty participating and receiving internal grant opportunities or endowed professorships/chairs (4 to 42 and 51 to 55, respectively), an increase in the number (93 to 152) of department/college events bringing faculty, students, and families together; the number of faculty/staff (730 to 1434) engaging in professional development workshops at NSU; and an increase in the number of events (8 to 21) recognizing faculty for their contributions in teaching, research, or service.

Table 4
Metrics for Assessing 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 or 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 multi-section courses
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. 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)

AY 2016-2017 Benchmarks)	AY 2017-2018	Academic Excellence Metrics	AY 2020-2021 Targets
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: M = 144 (17%); LSAT: M = 143 (21%); MCAT: M = 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 nat'l median for LSAT & MCAT by one/year
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., <i>encouraged interactions between faculty and students; gave prompt feedback; and displayed an appropriate demeanor</i>)	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% (45 PI/Co-PI)
582	284 (metric reworded)	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)

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

Five objectives support Academic Excellence.

Objective 1:

Provide effective, innovative instruction in the classroom and online.

Strategies:

- Foster the assessment of expected outcomes for the improvement of instruction
- Provide online and face-to-face instruction on technology/techniques that will improve the educational experience of our students and professional development of our faculty
- Create a program of faculty-led workshops for tutors in key areas (English, Mathematics,

- Sciences) to better equip these peer tutors to meet the needs and expectations of our students
- Develop a plan for online and off-campus students so these students have the same level of academic support and access to tutoring as our main campus students
 - Ensure that faculty and staff are well-informed about the services offered by the Academic Success Center so that they may direct students who would benefit from these opportunities for academic support
 - Use student fee accounts for upgrading consumable classroom and laboratory equipment and supplies
 - Provide stipends for faculty to design new or to re-design established courses that focus on integrating technology with content to improve student learning

Metrics:

1. Number of assessed academic degree programs with student learning outcomes that help drive improvements in quality and innovative instruction.
2. Courses focusing on implementing current technologies or best practice principles in teaching.
3. Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness).

Metric:

- 1. Number of assessed academic degree programs with student learning outcomes that help drive improvements in quality and innovative instruction.**

Findings:

The assessment results from the 61 of 64 academic programs assessment completed in AY 2017-2018 reflects a slight improvement in student learning over the assessment results of AY 2016-2017.

Analysis:

On 3 December 2017, the SACSCOC Board of Trustees reaffirmed accreditation with a request for a *Monitoring Report* addressing the Visiting Committee's recommendation applicable to CS 3.3.1.1 (Institutional Effectiveness: educational programs). For the University to be found compliant the University had to maintain consistency in its construct and approach to assessing its academic programs. The University could not make significant changes to its Student Learning Outcomes (SLO), Service Outcomes (SO) or Measures without running the risk of not being able to address the concerns of the Monitoring Report.

The second iteration of assessment for all academic programs, administrative support services, and academic and student support services allowed for analytical comparisons of the results between the previous year, this year, and the established target thereby providing the evidence requested in the Monitoring report.

In AY 2016-2017, 66 academic degree programs were assessed. Sixty-one degree programs have been assessed in AY 2017-2018 with another three to be completed by the end of August 2018,

totaling 64. Two-degree programs from the AY 2016-2017 assessment group were not assessed in AY 2017-2018 based on curriculum changes. These two programs have submitted new assessment plans and will be assessed in AY 2018-19. Lastly, the Physical Science degree program was not assessed in AY 2017-2018 because of the low density of students in the degree program.

The 61 academic degree programs assessed in AY 2017-2018 generated 289 SLOs, and 486 measures, averaging almost two (1.7) measures per SLO. Of the 486 measures, 10% (46) saw improvement over the past year, and 8% (40) saw regression. Most measures, 82% (400), remained unchanged from the previous year. Of those, 341 remained as being met, and 59 remained unmet.

Decision:

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.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, and degree program coordinators.

Metric:

2. Courses focusing on implementing current technologies or best practice principles in teaching.

Findings:

Each college reported multiple courses using technologies or best practice principles (Table 5).

Analysis:

Fifty-eight courses were submitted to the Provost and Vice President for Academic Affairs by academic administrators as evidence for meeting this metric. A sample of college courses were then selected from the 58 to demonstrate how faculty expect their students to use current technologies to learn or to apply the subject matter. Also, courses were sampled to illustrate how faculty use best practices in teaching the subject matter.

Decision:

The sample of courses ($N = 34$) clearly illustrates effective, innovative instruction occurring at Northwestern during the academic year.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty.

Table 5

Courses Implementing Current Technologies or Best Practices, by College

College of Arts and Sciences	
ART 3410, 3810, 4610, 4810 New Media I-IV	Concepts, processes and technologies involved in web, animation, video, and sound.
BIOL 1011 -Biological Principles I Laboratory	New Vernier Probes enhanced student laboratory experiences monitoring conditions such as temperature, blood pressure, and oxygen and carbon dioxide levels.
COMM 1010, 2500 – Oral Communication & Interpersonal Communication	Uses McGraw-Hill Connect to provide students with an interactive online learning environment.
COMM 3260 -Social Media Management	Uses current social media channels, Adobe InDesign, Canva, and Hootsuite to develop applicable, industry-relevant skills.
COMM 4420 - TV News Reporting	Uses television studio equipment, TriCaster, and mobile video equipment to help students develop applicable, industry-relevant skills
ENGL 3190 – Foundations of English Grammar	The Flipped Classroom. The professor provides lectures and discussion boards in Moodle. In-class sessions focus on exercises and extended writing to practice use of specific grammatical structures in real-world communication.
MUS 4400/5430 -Sound Recording	Current software and equipment used in sound recording industry. New equipment purchased with BoR Grant funding this year.
MUS 4200/5440 - Music Technology	Software and hardware associated with music technology (MIDI, sequencing, digital sound sampling, editing, music notational software).
College of Business and Technology	
BUAD 2200 – Business Reports and Communication	Professors use a Swivl and iPhone to capture classroom lectures and upload to MOODLE. Students capture their required presentations with the Swivl and iPhone and upload them to MOODLE for required student critiques.
CIS 3900 - System Analysis Development CIS 1015-Introduction to Computer Information System	Embedded into CIS 3900 and CIS 1015 is a Mentor/Protégé program: CIS 3900 students engage CIS 1015 students and participate in a service-related project. It brings together students, faculty, sometimes family members, and the community. One professor noted, “An online student (military spouse) shared her technology competency (using Skype or Facebook Messenger) to help other wives learn to use these technologies to stay in touch with their deployed spouses. There are impactful, innovative activities that our students are coming up with on their own. It’s really exciting to witness and be a part of.” The NSU Demon Coding Club engages our students with elementary and junior high school students, and the NSU Demon Tech Clinic engages our students with parents, other faculty members, and business and industry partners seeking computer-related assistance. We solve problems.
EET4940 - Project Design I; IET 4960 – Project Design II	Students in senior design projects solved real-world problems for industrial partners. Last year, students worked closely with ATMOS Energy, Fish Hatchery, and NCPTT. In this course, students learned to use materials characterization tools such as XRD, FTIR, and XRF. In addition, students incorporated current microcontrollers, Arduino, and Raspberry PI in their projects.
HMT 3050 – Meal Management	Students are required to host semi-formal luncheons. They work as a team to select the menu items, prepare the food, invite family members, other students, faculty members, and administrators, and serve the food.
College of Education and Human Development	
EDUC 3140 – Instructional Planning	Best practices of lesson planning to enhance student learning.
ETEC 5610 – Technology Integration for P-12 Digital-Age Learning	Alternate certification candidates create instructional and assessment materials using Web 2.0 tools. For instance, candidates use resources from the Center for Applied Special Technology (CAST). Working with partners, candidates select a lesson from CAST’s library, then collaboratively use CAST’s UDL Curriculum Toolkit (http://udl-toolkit.cast.org/home) to deconstruct the lesson and analyze each segment against the UDL Guidelines v2.0. They identify strengths in alignment and areas for improvement. For each area for improvement, the team must suggest a revision that would either create or enhance alignment.

College of Education and Human Development (continued)	
HP 2630 –Motor Learning	Laboratory experiments using electronic equipment to test motor responses/reflexes/reaction time of students.
PSYC 4410- Psychological Tests & Measurement	Hands-on experience with standardized testing instruments and live observation of intellectual assessment instrument administration. Students receive multiple opportunities to participate in both computerized and live mock psychological assessment procedures for comprehensive exposure to psychological testing as a specialized area of professional psychology. Guest speakers provide additional insight into psychological assessment applications in the world of work.
SOWK 3180 –Techniques of Interviewing	Use of video recording students conducting mock social work interviews; The online section additionally uses video upload via Moodle, YouTube, and Vimeo.
College of Nursing and School of Allied Health	
ALHE 4430 –Education in Allied Health	Students are asked to submit goals and objectives for a hypothetical course based on Bloom’s Taxonomy. Students also participate in a discussion forum exploring their own learning styles using VARK learning style inventory.
ASN and BSN didactic courses	Mentimeter, a response system students can use on their smart phones, iPads or computers, allows faculty to assess student understanding of content in real-time.
NURB 3160 - Research in Nursing	Research Carousel– tudents presented their research to peers and faculty via a virtual modality. Select students presented their research in Indianapolis, IN (spring 2018) and again in Melbourne, Australia (summer 2018).
NURG 5330, 5340, 5350, 5360 - Women’s Health Nurse Practitioner I, II, III, IV	Microsoft Sway for Student Presentations. Microsoft Groups used with each cohort. Also, Microsoft Office Mix for interactive PowerPoint lectures and Microsoft Stream for lecture & video sharing. Quizizz used for fun, interactive games and quizzes. WebEx technologies for online class meetings and individual student conferencing. Moodle, YouTube Videos, CDC Learning Modules.
RADS 5220 -Assessment in Radiologic Sciences	Students participate in a discussion forum explaining the importance of alignment among course and lesson objectives, topics, activities, and assessment. Students create a lesson plan using Gagné’s Nine Events of Instruction. Based on a hypothetical course, students are asked to submit test questions which must align with the course objectives and are written using the revised Bloom’s Taxonomy. Finally, students participate in a discussion forum explaining the differences in formative and summative evaluations.

Metric:

3. Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor’s effectiveness).

Findings:

Fall 2017 and Spring 2018 summative results for courses and instructors from the Student Evaluation of Instruction are given in Tables 6 and 7.

Analysis:

Results of student surveys, distributed at the end of fall 2017 and spring 2018 semesters, revealed that students hold Northwestern courses and instructors in high regard. The mean for all courses and all instructors was 4.3/5.0. The overall response rate was 41%, which is considered a good response rate for an internal survey. The overall student course evaluation of instruction in AY 2016-2017 was 4.1/5.0; the response rate was 37.7%. The target for 2021 is 4.5/5.0.

Table 6
Fall 2017 Student Evaluation of Course and Instructor

Overall, I would rate this course as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	223	1.34%
Poor	(2)	480	2.88%
Fair	(3)	1752	10.51%
Good	(4)	6204	37.22%
Superior	(5)	8011	48.06%
Response Rate	Mean	STD	Median
15,481/42,683 (36.27%)	4.28	0.86	4.00

Overall, I would rate this teacher as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	226	1.36%
Poor	(2)	466	2.81%
Fair	(3)	1510	9.09%
Good	(4)	5153	31.02%
Superior	(5)	9258	55.73%
Response Rate	Mean	STD	Median
15,448/42,683 (36.19%)	4.37	0.86	5.00

Table 7
Spring 2018 Student Evaluation of Course and Instructor

Overall, I would rate this course as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	185	0.98%
Poor	(2)	433	2.31%
Fair	(3)	1,725	9.18%
Good	(4)	7,135	37.98%
Superior	(5)	9,307	49.54%
Response Rate	Mean	STD	Median
17,173/37,557 (45.73%)	4.33	0.81	4.00

Overall, I would rate this teacher as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	206	1.10%
Poor	(2)	415	2.22%
Fair	(3)	1447	7.74%
Good	(4)	6058	32.40%
Superior	(5)	10573	56.54%
Response Rate	Mean	STD	Median
17,128/37,557 (45.61%)	4.41	0.81	5.00

Decision:

The quality of instruction at Northwestern is good. With continued professional development of faculty and students, we will obtain our target of excellent course/instructor effectiveness by 2021. We will continue to encourage students to participate in course/instructor evaluations and raise the overall response rate to 45% by 2021.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Department Heads/Directors, Faculty.

Objective 2:

Demonstrate a comprehensive commitment to core competencies.

Strategies:

- Expand the online resources available through the Academic Success Center to include discipline-specific links to useful websites and resources/tutorials
- Appoint course stewards for each course in the University core curriculum
- Review and strategically monitor the size of classes in the University core curriculum
- Review student satisfaction with instruction in core classes
- Evaluate the measure(s) for each core competency to insure alignment
- Develop a proactive advising system for students not successful in University core classes, beginning with procedures to follow for students not passing the first exam or first major assignment.

Metrics:

1. Average class size in University core courses.
2. Mean student evaluation of instruction in University core courses
3. Number of University core courses with a designated course steward.

Metric:

1. Average class size in University core courses.

Findings:

Fifty-one core courses were offered during fall 2017, and 52 in the spring 2018 semester. The mean class size for all University core courses was 28 (Table 8).

Analysis:

Courses with the largest enrollments included Biology 2250 ($N = 56$), Geography 1010 ($N = 53$), and Science 1010 ($N = 51$). Courses with the lowest enrollments were Physics 2511 ($N = 4$) and 2510 ($N = 6$); Math 2110 ($N = 4$) and 2100 ($N = 7$); and English 2070 ($N = 7$).

Table 8
Average Class Size in University Core Courses

Course Prefix & Number	Average Class Size	Course Prefix & Number	Average Class Size	Course Prefix & Number	Average Class Size
ANTH 1510	42.8	ECON 2000	29.3	MATH 1810	35.0
BIOL 1010	42.6	ENGL 1010	28.9	MATH 2010	39.5
BIOL 1011	24.3	ENGL 1020	23.2	MATH 2100	7.0
BIOL 2060	38.0	ENGL 2070	7.25	MATH 2110	4.0
BIOL 2061	18.0	ENGL 2110	24.6	PHIL 1010	44.5
BIOL 2250	56.1	EPSY 2020	33.2	PHYS 2030	18.0
BIOL 2251	31.2	FA 1040	39.0	PHYS 2031	12.3
BIOL 2260	38.0	GEOG 1010	53.3	PHYS 2510	5.7
BIOL 2261	26.6	HIST 1010	33.2	PHYS 2511	4.3
BUAD 2200	20.3	HIST 1020	20.7	PSCI 2010	27.5
CHEM 1030	43.8	HIST 2010	35.3	PSYC 1010	37.6
CHEM 1031	17.0	HIST 2020	31.3	PSYC 2050	32.1
CHEM 1040	39.0	MATH 1020	28.0	SCI 1010	50.9
CHEM 1041	14.3	MATH 1035	27.6	SCI 1020	47.3
CHEM 1070	36.1	MATH 1060	32.8	SCI 2010	48.6
COMM 1010	22.5	MATH 1090	22.0	SCI 2020	21.7
COMM 2500	24.8	MATH 1100	13.0	SOC 1010	47.2
Mean for fall 2017-spring 2018			27.89		

In AY 2016-2017, the mean class size in 51 University core courses was 31. Thus, class size for University core courses decreased 10% overall in AY 2017-2018.

Decision:

NSU is pleased to report an average class size of 28 in University core courses. Although a national and state trend is larger lecture classes in the sciences and smaller lecture classes in mathematics, NSU will continue to monitor enrollment in core courses with the goal of maintaining instructional quality and cost efficiency. Our 2021 target is an average class size of 30 in University core courses; thus, we exceeded our goal in AY 2017-2018 with an average class size of 28. Further, NSU is advertising for a new geography faculty position, which will reduce the mean class size in Geography 1010 during the 2018-19 year. Further, by allowing non-English majors to register for English 2070 in 2018-19, a recommendation supported by the University General Education committee, enrollment should slightly increase in this course. The 2021 target is revised to 28.

Responsibility: Provost/Vice President for Academic Affairs, Deans/Directors/Department Heads, Institutional Research.

Metric:

2. Mean student evaluation of instruction in University core courses.

Findings:

Table 9

Average Evaluation of Course and Instructor in University Core Courses

Semester	N	Core Course Mean	Response Rate Mean	Core Instructor Mean	Response Rate Mean
Fall 2017	51	4.19	35.9%	4.28	35.75%
Spring 2018	52	4.27	41.7%	4.36	41.64%

Analysis:

The overall rating by students for University core courses was 4.2/5.0 (85%); this compares to an 83% average in the baseline year. The mean instructor effectiveness in core courses was 4.3/5.0 (86%), an increase of 3% (4.1/5.0) in comparison to the baseline year.

In comparing the size of University core classes to student ratings, larger classes, such as Biology 2250 and Science 1010, received lower ratings than the overall University core mean. As examples, Biology 2250 was rated by students 3.9/5.0 and Science 1010 was rated 4.0/5.0 (overall mean 4.2/5.0). Of interest, Geography 1010 ($N = 53$) was rated 4.5/5.0 (90%). Smaller classes—Physics 2510, 2511, Math 2100, 2110, and English 2070—were also rated slightly lower than the mean: 4.0/5.0 for all Physics/Math courses, whereas English 2070 was rated 4.3/5.0.

This finding differs from the baseline year, where larger classes generally received lower student ratings and smaller classes received higher student ratings.

Decision:

Northwestern will continue to review student evaluations in University core courses and strive to obtain the 2021 target of superior ratings (4.5/5.0) in *all* University core courses.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty, Institutional Research.

Metric:

3. Number of University core classes with a designated course steward.

Findings:

Fourteen University core courses had a designated course steward (Table 10).

Analysis:

Fourteen of 51 (21%) University core courses had a designated course steward. This compares to 13 of 51 core courses in the 2016-2017 academic year. The decision to name a course steward is made at the department level. Course stewards are expected to prepare a schedule of effort (tasks

performed/completed) if financially compensated for providing course oversight. Some departments award a course reduction for course stewardship.

Table 10

Course Stewards in University core Courses, AY 2017-2018

Course #/Title	Course Steward
BIOL 1011 – Biological Principles I Laboratory	Mr. Millard Mangrum
COMM 1010 – Oral Communication	Dr. Paula Furr
COMM 2500 – Interpersonal Communication	Dr. Paula Furr
EPSY 2020 – Introduction to Child & Adolescent Psychology	Dr. Greg Bouck
ENGL 1010 – Composition & Rhetoric I	Dr. Thomas Reynolds
ENGL 1020 – Composition & Rhetoric II	Dr. Thomas Reynolds
ENGL 2110 – Introduction to Literature	Dr. Helaine Razovsky
FA 1040 – Introduction to Fine Arts	Dr. John Dunn
MATH 1020 – College Algebra	Ms. Carrie Maggio
MATH 1060 – Finite Mathematics	Dr. Leigh Ann Myers
PSYC 1010 – General Psychology	Ms. Neeru Deep
PSYC 2050 – Developmental Psychology	Ms. Shannon Wall-Hale
SCI 1020 - Basic Concepts of Biological Science I	Mr. Ellis Michael Antoon
SCI 2010 - Basic Concepts of Physical Science II	Mr. Ellis Michael Antoon

Decision:

Course stewards are appointed to ensure course goals/objectives/key assessments are the same across all course sections and to ensure that instructors are engaging with students and responsive in meeting their learning needs. Only courses with multiple sections should have course stewards.

The criteria for stewarding a course and the degree of oversight expected across courses likely varies. It is recommended that data findings for this measure are reviewed by the General Education committee during the 2018-19 year and that University-wide criteria are identified and adopted. As examples, core courses with five or more sections would have a designated course steward; the course steward would complete a checklist of course criteria two or three times each semester; courses with 10 or more sections would need additional stewards identified for monitoring purposes. Accountability processes for stewards should also be established.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty.

Objective 3:

Offer exemplary graduate and professional school preparation.

Strategies:

- Establish a workshop series aimed at preparing students for graduate/professional school admission exams.

- Support student and mentor travel to present research at professional conferences.
- Offer mini-courses/workshops on test-taking skills, tips on the application process, and interview preparation.
- Offer discipline-specific courses focused on student transition from undergraduate to graduate/professional school.

Metrics:

1. Number of graduate students engaging in research/scholarly activities and mentored by faculty.
2. Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting.
3. Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT).

Metric:

1. Number of graduate students engaging in research/scholarly activities and mentored by faculty.

Findings:

Fifty-two graduate students presented 22 papers and posters at seven conferences. Twenty-two graduate students delivered 13 presentations at NSU Research Day. Of the 13 graduate presentations, only one was delivered at another conference.

The number of graduate research products required for graduation (summer 2017-spring 2018) included: Graduate theses ($N = 14$), Field studies ($N = 6$), Performance documents ($N = 5$), Scholarly projects ($N = 5$), Creative research projects ($N = 7$), and Papers-in Lieu of Thesis ($N = 275$).

Approximately 25% of Northwestern's full-time faculty were engaged in directing or assessing the capstone research of graduate students. On average, graduate supervisors worked with 5.8 graduate students.

Analysis:

The number of graduate student conference presentations was comparable to last year. (We were one presentation short of reaching this year's goal of 23 graduate presentations.) The number of non-nursing presentations was seven higher than last year.

Student scholarship may result in a collaborative presentation or publication for the research mentor; however, in most cases, time spent on supervising papers-in-lieu of thesis, scholarly projects, performance documents, and theses do not produce publishable results and represent a significant drain on the faculty mentor's time, energy, and ability to produce their own research.

Decision:

Graduate presentations at professional conferences for the target 2021 year will be 29 (80 presenters). To facilitate mastery of this goal, faculty across all graduate programs will mentor their

students by recommending professional conferences to attend and will encourage them to submit their student research for review/consideration. Additionally, to obtain a yearly increase in the number of graduate presentations, Northwestern will partially fund (e.g., registration or travel) graduate students whose proposals are accepted to a national, regional, or state professional conference. Faculty mentors will have internal funding opportunities, such as endowed professorships or faculty grants, to support their scholarship.

Responsibility: Provost and Vice President for Academic Affairs, Faculty Grants Chair, Research Council Chair, Directors/Department Heads, Faculty

Metric:

2. Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting.

Findings:

A total of 128 students (52 graduate; 76 undergraduate) presented papers and posters in professional meetings this year. The 2018 NSU Research Day included 13 presentations made by 22 graduate students and 27 presentations made by 76 undergraduate students. All four colleges were represented by student presenters and faculty mentors.

Analysis:

Although graduate student conference presentations were comparable to last year, undergraduate presentations significantly increased (321%) in AY 2017-2018. Northwestern undergraduates presented at 12 additional conferences, including two national conferences (American Chemical Society and Entomology 2017) and one international conference (6th World Congress and School on Universal Logic, Vichy, France, as well as two invited presentations at the School of Economics and Business-Universitat d'Alacant Universidad de Alicante). All undergraduates attended conferences with one or more faculty mentors.

Research Day provides a venue for students to present thesis research and research projects in progress that may not yet be ready to present at a conference. Only one of the graduate presentations was made elsewhere; approximately half the undergraduate research had been presented at other conferences.

Decision:

Northwestern will continue to emphasize the importance of graduate and undergraduate research/scholarship by providing partial or full funding to conduct research or to travel to professional meetings to present research findings.

Internally, Northwestern will annually prepare a report of all student participation in NSU Research Day. The number of student presenters will represent all colleges and increase by 10% each year at both undergraduate and graduate levels.

Responsibility: Provost and Vice President for Academic Affairs, Faculty Grants Chair, Research Council Chair, Directors/Department Heads, Faculty

Metric:**3. Undergraduate student performance on graduate/professional school admission exams (e.g., GRE, LSAT, MCAT).****Findings:**

Test scores on graduate or professional school exams were verified for 102 undergraduates and graduating seniors for tests administered during the period July 1, 2017 to June 30, 2018. The largest number of students took the GRE (Verbal: 147.4 ± 1.7 , Quantitative: 144.3 ± 1.5 , $N = 68$).

Two students who graduated in May 2017 and six who graduated during the evaluation period applied to law school and released their LSAT scores to the LSAC for the 2018 application cycle. An additional 7 graduates and 9 juniors also took the LSAT. The average score was 143.4 ± 4.2 , with a low of 124 and a high of 165.

In the evaluation period, 9 graduating seniors, 5 juniors, and 4 graduates from 2017 took the MCAT (Total: 493.4 ± 3.6 , CBPS: 122.7 ± 1.1 , CARS: 124.2 ± 1.3 , BBFL: 123.4 ± 1.0 , and PSBB: 123.1 ± 1.1 , $N = 18$).

Analysis:

For the GRE, 21 (33%) of those tested scored above the national median on the verbal component; nine (14%) scored above the median on the quantitative reasoning component. Northwestern's Graduate School requires a composite score (V + Q) of at least 280; 57 (89%) attained this benchmark.

LSAT scores range from 120-180; the national median is approximately 151. Six students (25%) scored above the median. Admissions information for the 2017 applicant cycle indicates that 5 of the 12 test takers in the AY 2016-2017 matriculated.

The majority of the MCAT scores and sub-scores were below the national median. The best performance was on the CARS sub-score where six scores (33%) were above the national median. Overall, five (28%) scored above the median. Nationally, approximately 38% of medical school applicants are accepted. Twelve Northwestern graduates applied to one or more of the 93 U. S. medical schools in the evaluation period; three (25%) have been accepted by one or more medical schools. This is not significantly different from the national average.

Decision:

Students taking the GRE earned acceptable scores for admission into graduate schools. In subsequent evaluation periods, the target for GRE scores will be for at least 90% of test takers to score at or above the level of 280, combined verbal and quantitative.

All but two of the LSAT scores were in the second or third quartile. The target for subsequent evaluation cycles will be to raise the number of students scoring above the national median by one each year. Acceptance data for the current cohort will be assessed next year to determine whether this target needs to be changed.

Curricular and advising changes were made last year by the two academic units advising pre-medical students, but these changes will not be reflected in the performance of medical school

applicants for another two years. The target for subsequent evaluation periods is to raise the number of students scoring above the national median on the total score for the MCAT (*Mdn* = 500) by one each year.

Responsibility: Provost and Vice President for Academic Affairs, Dean of Graduate School, Institutional Research, Deans/Department Heads/Directors.

Objective 4:

Foster quality student-faculty interactions.

Strategies:

- Create and utilize program-specific advising packets to improve/streamline the advising process
- Establish a Meet the Faculty program
- Identify successful/meaningful student-faculty interactions
- Provide transportation or other funds for faculty and students who take educational trips or engage in experiential learning activities
- Reward faculty who serve as recognized student organization sponsors
- Create a space for faculty/staff and students to meet in informal gatherings and engage in conversations about educational and social topics
- Create and promote opportunities for faculty to interact with students and their families such as academic recognition ceremonies or extracurricular activities

Metrics:

1. 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).
2. Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together.

Metric:

1. **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).**

Findings:

The Student Evaluation of Instruction is given each semester for each course section offered by the University. In fall 2017, 42,683 evaluations were solicited from students; in Spring 2018, this number was 37,557 (Tables 11 and 12).

Table 11
 Student Evaluation of Instruction, Fall 2017

My teacher encouraged interaction between faculty and students.			
Response Option	Weight	Frequency	Percent
Never	(1)	432	2.58%
Occasionally	(2)	532	3.17%
Sometimes	(3)	926	5.52%
Usually	(4)	1964	11.72%
Always	(5)	12121	72.30%
Not Applicable	(0)	789	4.71%
Response Rate	Mean	STD	Median
15,556/42,683 (36.5%)	4.55	0.94	5.00

My teacher gave prompt feedback to questions and assignments.			
Response Option	Weight	Frequency	Percent
Never	(1)	410	2.45%
Occasionally	(2)	635	3.79%
Sometimes	(3)	886	5.29%
Usually	(4)	2126	12.70%
Always	(5)	12217	72.99%
Not Applicable	(0)	465	2.78%
Response Rate	Mean	STD	Median
15,533/42,683 (36.4%)	4.54	0.95	5.00

My teacher displayed an appropriate demeanor and enthusiasm both inside and outside the learning environment.			
Response Option	Weight	Frequency	Percent
Never	(1)	352	2.11%
Occasionally	(2)	481	2.88%
Sometimes	(3)	655	3.93%
Usually	(4)	1725	10.34%
Always	(5)	12388	74.29%
Not Applicable	(0)	1074	6.44%
Response Rate	Mean	STD	Median
15,474/42,683 (36%)	4.62	0.88	5.00

Table 12
 Student Evaluation of Instruction, Spring 2018

My teacher encouraged interaction between faculty and students.			
Response Option	Weight	Frequency	Percent
Never	(1)	427	2.26%
Occasionally	(2)	490	2.59%
Sometimes	(3)	842	4.46%
Usually	(4)	2128	11.27%
Always	(5)	14051	74.40%
Not Applicable	(0)	948	5.02%
Response Rate	Mean	STD	Median
17,275/37,557 (46%)	4.61	0.88	5.00

My teacher gave prompt feedback to questions and assignments.			
Response Option	Weight	Frequency	Percent
Never	(1)	373	1.98%
Occasionally	(2)	608	3.22%
Sometimes	(3)	868	4.60%
Usually	(4)	2332	12.36%
Always	(5)	14157	75.04%
Not Applicable	(0)	528	2.80%
Response Rate	Mean	STD	Median
17,262/37,557 (46%)	4.60	0.88	5.00

My teacher displayed an appropriate demeanor and enthusiasm both inside and outside the learning environment.			
Response Option	Weight	Frequency	Percent
Never	(1)	318	1.70%
Occasionally	(2)	447	2.39%
Sometimes	(3)	634	3.39%
Usually	(4)	1786	9.55%
Always	(5)	14122	75.51%
Not Applicable	(0)	1395	7.46%
Response Rate	Mean	STD	Median
17,115/37,557 (46%)	4.67	0.82	5.00

Analysis:

Data from student evaluations for fall 2017 and spring 2018 indicate **superior** student-faculty interactions. Overall, 73% of students indicated Northwestern teachers *always* encourage interaction between faculty and students; 12% stated their teachers *usually* encourage interaction. The mean for both semesters was 4.6/5.0.

For the criterion, my teacher gave prompt feedback to questions and assignments, 74% responded *always* and 13% answered *usually*. The criterion mean for both semesters was 4.6/5.0. Seventy-five percent of students believed their teachers *always* displayed an appropriate demeanor both inside and outside the learning environment; 10% stated their teachers *usually* displayed an appropriate demeanor. Overall, the mean for this criterion was 4.7/5.0. University-wide, the response rate for student evaluation of instruction for fall was 36% and 45% for spring.

Decision:

The mean scores of these components, obtained from the student evaluation of instruction, indicate an exemplary relationship between faculty and students at Northwestern. The data collected serve as baseline data for this year. The specificity of these components better address objective four than that of overall student evaluations, the measure used for the baseline in AY 2016-2017. These components will continue to be collected and analyzed in AY 2018-2019.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty, Institutional Research.

Metric:

2. Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together.

Findings:

Faculty, students, and (many times) family members of students participated in 152 events during the year. This compares to 93 events documented during the baseline year.

A sample of events includes:

- **Solar eclipse screening** parties held by various units, such as the School of Creative and Performing Arts/Department of Fine and Graphic Arts; the College of Nursing and School of Allied Health; and Watson Library (August 21, 2017).
- **Marching Band Honors Day** to honor band students and families for one day; participants had the opportunity to perform with NSU Marching Band at halftime for the football game on September 16, 2017.
- **Chef Leah Chase Lecture and Cooking Demonstration** sponsored by the School of Business/Hospitality Management and Tourism, the Creole Heritage Center, and the NSU Foundation; held September 19, 2017.
- **Walter Porter Forum** brought business and industry professionals to campus to share their life experiences with students as a way of bridging the gap from college to career; held October 19, 2017.
- **Hall of Distinguished Educators** recognized young and veteran educators for their contributions to K-20 education; held October 21, 2017.
- **Halloween and costume** parties held by various units, such as the Department of Psychology, the School of Creative and Performing Arts/Department of Fine and Graphic Arts, and the College of Nursing and School of Allied Health (October 2017).
- **Honor convocations/Induction Ceremonies** held to recognize outstanding students in various academic fields, such as
 - ∞ Beta Gamma Sigma – Business, fall 2017
 - ∞ Psi Chi – Psychology, fall 2017; spring 2018
 - ∞ Phi Delta Kappa – Education; spring 2017
 - ∞ Phi Beta Lambda – Business; spring 2018
 - ∞ Epsilon Delta Pi – CIS; spring 2018
 - ∞ Sigma Theta Tau – Nursing; spring 2018
- **International Festival of Culture and Cuisines** hosted by the Department of Hospitality Management and Tourism; held March 27, 2018 on Front Street in Natchitoches.

- **Association of Information Technology Professionals** held in the spring semester to recognize students for their regional conference competition achievements.
- **Flavor of Louisiana** event sponsored by the NSU Foundation and the Louisiana Seafood Board; a spring fundraising event that also showcased academic programs and involved faculty, administrators, and students.
- **Pi Day** to celebrate the number pi and to give faculty and students an opportunity to share food and play games held March 14, 2018.
- **New Media Showcase** to feature photography of new media students and faculty; reception was March 22 and gallery showing was March 19-31, 2018.
- **Family Day Concert** for family members of NSU Concert Bands to visit campus to hear performances of four concert bands; held April 22, 2018.
- **Breakfast/Lunch events**, such as Back-to-School BBQ, Taco Tuesday, Warm-Up Wednesday, Wind-Down Wednesday, Southern Comfort Thursday, Thoughtful Thursday, to promote camaraderie between faculty/staff and students in the College of Nursing and School of Allied Health; held multiple times fall and spring semesters.
- **Graduation Ceremonies/Receptions** held by each College to recognize all graduates of each degree program; students, faculty/staff, and families attend.

It should be noted that Watson Library held 22 events, usually lectures and/or exhibits, and posted 16 different social media on-campus events or activities. Shreveport library hosted an open house for students and families of Nursing and Allied Health students.

Analysis:

Adhering to the recommendation from the baseline year, in AY 2017-2018 academic units kept better records of events hosted for faculty, students, and families. As a result, there was a 63% increase in events documented by colleges or departments/schools. These events serve an important purpose for faculty and students interacting with one another in both social and academic settings.

Decision:

This measure contributes to the purpose of objective four. Academic units will continue to document social functions and academic ceremonies. The new target will be to capture these 150+ events and promote them in the future using social media.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Department Heads/Directors, Director of Marketing, NSU Press.

Objective 5:

Support faculty in teaching, research, and service.

Strategies:

- Survey faculty to determine needs in teaching, research, and service.
- Establish policies for internal research and travel funding opportunities.
- Participation (directly/indirectly) in the strategic budgeting process.

- Promote the goals/activities/outcomes of The Center for Faculty Excellence in Research and Teaching.
- Develop methods for establishing faculty workload policies.
- Ensure that faculty across the University are equitably compensated for their rank, expertise, and service to the University, profession, and/or community.
- Inform faculty of University endowed professorship policies and encourage their participation in the application process.
- Recognize faculty for their contributions in teaching, research, and service.
- Ensure that all classroom/laboratory technologies are functional and updated and that faculty are trained on their usage
- Promote the activities of The Center for Faculty Excellence in Research and Teaching

Metrics:

1. Number of faculty participating in and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.
2. Percent of faculty/staff receiving external grants.
3. Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy
4. Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn.
5. Number of departments or sites acquiring new classroom or laboratory technologies.
6. Number of events or activities to recognize faculty for their contributions in teaching, research, or service.

Metric:

- 1. Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.**

Findings:

Thirty-four faculty were awarded research or travel grants by the Office of Academic Affairs. Six were research grants, totaling \$4,847 and 28 were travel grants for a total of \$24,982.

QEP Learning for Life Coordinators ($N = 8$) were awarded up to \$3,000 each to redesign their curriculum to include experiential learning as a capstone course. Monies were awarded up to \$24,000.

Forty-eight faculty received endowed professorships, four endowed scholarships were awarded, and three faculty were endowed chair recipients. The 55 honorees were provided \$1,005,718 to support their professional development during the year.

The Strategic Planning and Budgeting Committee (18 members) reviewed 70 budget proposals and made recommendations to award 14 initiatives for a total of \$500,000 in new resources to be awarded in AY 2018-2019. As a result of reallocating existing resources, 10 additional University projects were funded for AY 2017-2018, totaling \$275,211.

Analysis:

The number of University-sponsored research or travel grants awarded this year increased 26% (38 to 48). Faculty grants ranged from \$250 to \$1,000 each. The majority were funded for \$1,000. The faculty grants committee reviewed applications three times during the year.

The number of faculty awarded endowed professorships increased by four this year (51 to 55 or 7.8%). Over \$1 million was available to faculty in endowed spending for the year, as compared to \$562,009 in the baseline year. Sixty-five percent of funds was expended this year; 35% (\$356,457) will be available for spending in AY 2018-2019.

Decision:

Funds will continue to be dedicated to support faculty in their research and professional development. We will need to secure 15 additional endowments to reach our 2021 target of 70.

Responsibility: NSU Foundation, Vice Presidents, Deans, Directors/Department Heads, Faculty

Metric:

2. Percent of faculty/staff receiving external grants.

Findings:

Twenty-two faculty members or administrators served as principal or co-principal investigators for external grants, which represents 6% (22/379) of Northwestern faculty/administrators.

Ten staff members served as principal or co-principal investigators, which represents 2% (10/487) of the University’s staff. The total number of funded proposals for the year was 30; the total funded amount was \$6,006,858 (Table 13).

Table 13
Grant Funding for Faculty/Staff, AY 2017-2018

PI	Sponsoring Agency	Funded Amount
Alexander, Nancy	Bossier Parish Public Schools	\$16,000.00
	DeSoto Parish Public Schools	4,400.00
	LA Department of Education	367,873.10
	LA Department of Education	25,860.00
	LA Department of Education	504,780.00
	LA Department of Education	1,781,848.75
Biscoe, Joseph	University of Texas	25,000.00
Boone, Rebecca and Perkins, Gerra	US Department of Health and Hospitals	100,480.00
Cawthon, Dana	LA Small Business Development Center	247,000.00
Clawson, Dana	Rapides Foundation	83,335.00
	Rapides Foundation	202,267.00
	Willis Knighton Health System	74,974.00
Conine, Frances	LA Highway Safety Commission	29,250.00

PI	Sponsoring Agency	Funded Amount
Cordell, Kirk and Ammons, Kevin	National Park Service	88,558.00
	National Park Service	499,932.82
	National Park Service	99,222.15
Longlois, Julie	BPCC/LA Community & Technical College System	40,954.00
	BPCC/LA Community & Technical College System	5,275.00
McAlister, Kimberly	LA Department of Education	15,000.00
Porter, Lindsay	LA Mosquito Control Association	10,000.00
Rasmussen, Shane	Cane River National Heritage Area	2,000.00
	Nat. Historic District Development Community	3,000.00
	NEA	10,000.00
	New Orleans Jazz & Heritage Festival	3,000.00
	SRAC	2,753.18
Striegel, Mary	National Park Service	67,344.50
Tyler, Wade M.	Southeastern Louisiana University	1,546,750.00
Williams, Darlene	LA Board of Regents	150,000.00
TOTAL		\$6,006,857.50

Analysis:

The baseline year was 37 grant recipients; therefore, there was a 13.5% decline in the number of faculty/staff investigators this year (37 to 32). It should be noted, however, that the total funded amount was 22% over last year.

Decision:

Northwestern will continue to promote grant opportunities for faculty and staff. The 2021 target is 45 external grant awards.

Responsibility: Office of Sponsored Programs, Vice Presidents, Deans, Directors/Department Heads, Faculty.

Metric:

3. Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy.

Findings:

- Two hundred eighty-four (284) faculty attended sessions in their department/school or college that focused on innovative instruction.
- The School of Creative and Performing Arts, Fine and Graphic Arts, and New Media held 13 separate events with approximately 100 faculty participants. Workshop topics included *figure drawing, large format pinhole camera, macramé, clarinet symposium, saxophone festival, double reed day, percussion day, and journalism day*. Faculty also performed at the *Southeastern Composers' League Conference*.
- The School of Business and Technology held one event (*Innovation, Engagement, and Impact*) for 15 faculty participants; Engineering Technology sponsored a *Programmable Logic Controller Workshop* with 12 faculty participants.

- McGraw-Hill conducted two workshops for 7 faculty in the Department of Psychology.
- The Department of English, Foreign Languages, and Cultural Studies held a workshop with 10 faculty participating.
- An *Educators Rising Conference* was held for education and laboratory school faculty, with 55 participants. Additionally, inclusive workshops, featuring Louisiana’s Teacher of the Year, were held in the fall and spring semesters with 40 faculty participants.
- One workshop (*Active Learning in the Contemporary Classroom*) provided 45 College of Nursing faculty with techniques for increasing student engagement in classroom and online instruction.

Analysis:

The baseline for this measure in AY 2016-2017 was 582; however, wording for this measure changed this year, resulting in lower faculty participation numbers. Previously, “the number of students and/or faculty...” was used, and this year “the number of faculty...” to give greater attention to meeting the objective “supporting faculty...”

Additionally, this metric focuses on workshops specific to *innovation in teaching or understanding content*, whereas metric four addresses professional development workshops for faculty *and* staff offered within or across academic units. The workshop topics for metric four are not always discipline-specific.

Decision:

Changes in the wording of this metric, as well as metric four, necessitates a change in the 2021 target. Due to the importance of faculty learning and using innovative practices in teaching their discipline, faculty participation numbers will increase by at least 20%. Thus, faculty participation in department/school or college workshops focusing on innovation will be at least 341 in 2021.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Department Heads/Directors, Faculty

Metric:

4. Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn.

Findings:

A University-wide professional development session on the topic of Experiential Learning was held at the Faculty Institute on August 14, 2017. Approximately 250 faculty/staff attended. The next day, a one-day Quality Enhancement workshop was held with approximately 100 participants. For the opening of the spring 2018 semester, a half-day Quality Enhancement workshop was held for approximately 80 participants.

Analysis:

A total of 1,434 faculty, staff, and—in some cases—students participated in professional development workshops hosted by the University, colleges, or schools/departments. The workshops support University efforts, such as accreditation or student recruitment. Keeping faculty current on higher education and K-12 topics is essential for academic program growth. Showcasing faculty expertise is also helpful for student recruitment and retention and maintaining community relations.

Table 14
Professional Development Workshops, AY 2017-2018

College or Department/School	Workshop Title and Presenter	# Participants
Business	Moodle 3 Migration	20
	SLOs & Assurance of Learning	15
	ADA	15
	Career Services	15
Education	Educators' Rising Conference	57 (w/students)
	Inclusive Classrooms	50 (w/students)
Math	My Math Lab	10
Music	Saxophone Festival	40 (w/students)
	Double Reed Day	20 (w/students)
	Percussion Day	40 (w/students)
	Southeastern Composers' League	180 (w/students)
New Media	Faculty Training: Moodle (Jarrod Sanson)	8
	Careers in Communication (Patrick Dennis)	80 (w/students)
	Journalism Day	300 (w/students)
	Airline High School Newspaper Workshop	15 (w/students)
Nursing	Certified Nurse Educator Exam Review	50
Psychology	McGraw Hill Connect Training for PSYC 1010	21
Social Science	Louisiana Studies Conference	22
TOTAL		958
Lunch and Learn Series		
November 2017; February 2018; March 2018; April 2018		
College or Department/School	Workshop Title and Presenter	# Participants
Art	<i>Following the Poverty Point Objects</i> , Dr. Phyllis Lear	4
Criminal Justice, History, & Social Science	<i>Our Man in Natchitoches: The Unlikely Appointment of John Sibley as Indian Agent</i> , Dr. James MacDonald	10
Criminal Justice, History, & Social Science	<i>Traveling in a Private Capacity: True Believers, Fellow Travelers, and Verbal Converts</i> , Dr. Mark Melder	20
Scholars'/English	<i>Lincoln in the Bardo (Reading Series)</i> Dr. Holly Stave; Dr. Andy Briseno	12
TOTAL		46

During AY 2016-2017, 730 faculty (full-time; part-time) and staff participated in University, college, department, or school professional development workshops. Workshop participation increased 96% in AY 2017-2018.

For objective five, metrics three and four were reworded to better represent faculty participation in professional development events. It remains challenging to separate full-time versus part-time/adjunct participation and faculty versus staff. Further, it may not be important to do so. All employees warrant professional development opportunities.

Decision:

Professional development opportunities will continue to be a priority for Northwestern. The 2021 target (1,000 participants) was exceeded this year. The revised target will be 1,600 participants by 2021.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty

Metric:

5. Number of departments or sites acquiring new classroom or laboratory technologies.

Findings:

Seventeen departmental sites acquired new classroom or laboratory technologies (Table 15).

Analysis:

In comparison to AY 2016-2017, the number of *reported* departments or sites acquiring new or upgraded classroom or laboratory technologies declined (27 to 17). Data for this measure was obtained from department heads, deans, and the student technology coordinator.

Table 15

New Classroom or Laboratory Technology, AY 2017-2018

Department Name/Location	Purpose
School of Biological & Physical Sciences, 211 Bienvenu Hall	NSU's first active learning classroom to foster faculty/student collaborative interaction.
CAPA Room 206	Computer lab upgrades
English, Foreign Languages, & Cultural Studies, 316-J Kyser hall	Content Creation Lab to teach techniques for creating text and video for composition, literature, and film studies classes.
107 Fournet Hall	Computer lab upgrades
New Media, 106 Kyser Hall	New computers, scanners, Wacom tablets
New Media, 239 Kyser Hall	New camera accessories for students to check-out to complete professional projects.
Mathematics, 401-G Kyser Hall	Chromebooks, television displays, and furniture for Math 1020-1021 and 1035-1036 classes.
Music, Magale Recital Hall	New recording equipment and webcams for Livefeed ability (BoR grant funding)
Music, Varnado Hall	New technology and equipment for recording studio (BoR funding)
Scholars' College Lab	Computer lab upgrades
School of Business, Russell Hall: 1010D, 104, 217, 218, and 224	New technologies and equipment to establish CISCO enabled labs; AR/VR lab; and Demon Coding Club Rooms
School of Business, Leesville Site, Building 551, Room 7	New technology, equipment, and furniture to establish a CISCO enabled lab.
Engineering Technology, 220 Williamson Hall	Programmable Logic Controllers installed to be used in EET 4350-4351 classes.
Teacher Education Center, Pod D-Counseling	Computer lab upgrades
College of Nursing and School of Allied Health, Shreveport Classrooms LB221, LB212, LB 216; Leesville Classroom L121	Video Conferencing Systems upgraded to contemporary technology.
College of Nursing and School of Allied Health, Shreveport Classrooms LB203, LB205; Alexandria Classroom LCRP 226; DeRidder Classroom 1	New Video Conferencing Classrooms
College of Nursing Natchitoches campus	Clinical lab upgrades to include facility accommodations in FACS

Decision:

Computer and classroom laboratories located on- and off-campus instructional sites will continue to receive upgrades, typically every three years with funding provided by student technology fees. The Louisiana Board of Regents provides a cycle of funding for most disciplines; although the application is competitive, Northwestern faculty have been successful in receiving funds to support technology use in the classroom. Private donations this year also contributed to classroom upgrades. A better system for recording University-wide upgrades should be in place before AY 2018-2019. Our target remains at 35 by the year 2021.

Responsibility: Office of Information Technology Systems, Office of Sponsored Programs, Vice Presidents, Deans, Directors/Department Heads

Metric:

6. Number of events or activities to recognize faculty for their contributions in teaching, research, or service.

Findings:

Twenty-one events recognizing faculty for their work in teaching, research, or service were documented.

Analysis:

The University recognizes outstanding teachers of each College and one or two advisors of the year at its first fall semester workday, Faculty Institute, and then again at the University-wide luncheon. The NSU News Bureau distributes a press release, which is printed by local newspapers and it is shared by social media. These individuals are also recognized at halftime for a home football game. For colleges hosting a reunion during Homecoming, such as Education and Business, the distinguished faculty member is presented to a different audience.

At the fall luncheon following Faculty Institute, faculty and staff are recognized for their years of service to the University, e.g., 25, 30, 35, etc. A new way to recognize personnel who go beyond the call of duty is called Above and Beyond Awards. Approximately 20 staff members received one of these awards at the University luncheon, fall 2017.

During Northwestern's Research Day (April 12, 2018), faculty were selected for outstanding contributions in two areas: research and Louisiana studies. The criteria for each award are published and nominations are presented to the Research Council for review. The outstanding Research Award, named to honor Mildred Hart Bailey, began in 1989, and the Louisiana Studies award, first given in 2012, honors Dr. Marietta LeBreton. The 2018 recipients for each respective award were Dr. Dennette McDermott and Dr. James MacDonald. A NSU Press Release followed the event and posted to social media.

The keynote speaker for Research Day was Dr. Patrice Moulton. As a Fulbright Specialist assigned to Nepal during the early part of the spring semester, Dr. Moulton impacted over 1,000 Nepali citizens with lessons taught on various mental health topics.

The following events, hosted by a college, school, or department or a professional organization, honored faculty for their teaching, research, or service:

- Louisiana Association of Business Educators Conference, March 2018: Named Dr. Julie McDonald as the post-secondary business teacher of the year for Louisiana.
- Faculty/Staff Appreciation Day in the School of Business, January 27, 2018: Recognized Ms. Kim Gibson and Ms. Tina Bridges and Dr. Xinjia Chen.
- New Media Awards Day, April 25, 2018: All communication faculty were recognized for their work with students. Dr. Raymond Strother, Wise Endowed Chair, was recognized for his decade of service to NSU.
- Biology Ball, April 26, 2018: Various faculty members were given personal awards voted on Beta Beta Beta club members.
- Reception for Dr. Raymond Strother, April 28, 2018: Recognized for his service and retirement.
- English, Foreign Language, and Cultural Studies Honors Convocation, May 2, 2018: Recognized department advisor of the year (Dr. Allison Rittmayer) and department 'shining star' recipients (Dr. Sarah McFarland and Mr. Jim Crawford).
- College of Nursing and School of Allied Health, May 2018: Recognized the College's Nurse of the Year (Anna Morris), Educator of the Year (Dr. Amie Garcie), and Above and Beyond recipient (Paula Craig).

In comparison to the baseline year, there was a 162% (8 to 21) increase in the number of events held for honoring faculty/staff in the AY 2017-2018 year.

Decision:

Northwestern values its faculty and staff members and will continue the tradition of recognizing faculty/staff for their excellence in teaching, research, and service to the University or to their profession. Our target is a 500% increase by 2021, and we are making good progress in meeting the target.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads.

Comprehensive Summary

In some cases, substantive progress results for AY 2017-2018 were likely obtained due to slight word changes in the AE objectives/metrics, thereby contributing to a better understanding and alignment of the metric to the objective. As an example, during AY 2016-2017, overall student evaluations for courses/instructors were used to meet objective four: *foster quality student-faculty interactions*. During AY 2017-2018, components of the student evaluation of instruction instrument were extracted to better reflect this relationship. Thus, "my teacher encouraged interactions between faculty and students; my teacher gave prompt feedback; and my teacher displayed an appropriate demeanor." The results of these components for fall 2017 and spring 2018 semesters indicate *superior* student-faculty interactions: 4.6/5.0, 4.6/5.0, and 4.7/5.0 respectively. Appropriately, the target for AY 2020-2021 was changed to "improve scores in courses with less than a 4.5/5.0 in these components." This example illustrates how AE data results are used to guide and, hopefully, improve future outcomes in academic courses and programs.

The AE focus area will strive to address the following concerns during the 2018-2019 year: dedicate time to data analysis provided in this year's report for the purpose of AE improvement; provide consistent oversight by course stewards of all University core courses with multiple sections; and give consideration to rewarding faculty who mentor undergraduate and graduate students (e.g., reducing workload, additional financial compensation).

Research within its mission

The *Research Council* enables, supports, enhances, recognizes, and promotes research activities by undergraduates, graduate students, faculty, and staff across all academic units of the University. The Council advises the Office of Sponsored Programs (OSP) and the Provost on guiding principles and policies for the OSP, as well as on policies and guidelines for administering competitive grant programs, Research Day, research awards, participation in undergraduate research conferences, and other research activities.

Within the University's mission, research plays multiple roles. *Undergraduate Research* is a pedagogical tool to increase understanding of theory through practice and to prepare students for success in graduate and professional programs, business, and other career paths. As stated in Graduate School's *General Guidelines for Preparing Your Final Research Document at Northwestern State University*, *Graduate Research* "provides graduate students an opportunity to design and implement research, explore historical and current trends, create new designs and products, and engage in problem-solving" as a component of their professional training. Both undergraduate and graduate research activities represent best practices in higher education. The research activities of *Faculty and Staff* contribute to the generation of new knowledge in their disciplines and to innovation, best practices, and problem-solving in applications ranging from Northwestern's traditional strengths in education and nursing to newer areas such as computer information system and engineering technology. Collectively, research activities at Northwestern contribute to a more capable workforce, service to the community and industry, innovation in the classroom, and an increase in scholarly knowledge. Thus, it is important to foster a culture of scholarship at all levels (faculty, graduate students, and undergraduate students).

AY 2017-2018 Key Findings (in comparison to AY 2016-2017):

- 328 undergraduate and graduate capstone research projects were completed (up 46%).
- 92 faculty members directed capstone projects to completion (up 5%).
- 22 presentations by 52 graduate students at 7 scholarly conferences (up 5%).
- 59 presentations by 76 undergraduates at 15 conferences (up 321%).
- 13 presentations made by 22 graduate students at Research Day (up 225%).
- 27 presentations made by 76 undergraduate students at Research Day (down 43%).
- 9 departments, representing all four colleges, sponsored students (unchanged)
- 100% of QEP theses were ranked at "Mastery" or above on 7 of 11 benchmarks. (No benchmarks were met across the board last year.)
- 35 faculty were PIs on 47 grants submitted through the University (up 55% and down 10%).
- 28 grants were funded (unchanged) by 19 agencies (up 90%).

- Of the \$6,427,069 requested by the successful proposals, \$6,006,858 was funded (93%). Total awarded was up 22% over last year.
- 13 faculty presentations at Research Day, not including coauthors on student presentations (down 35%).

Plan of Action Moving Forward.

- 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.

General Education Competencies

In January 2018, under the direction of the Provost, the General Education Committee completed a deliberate and systematic 18-month review of the University Core Curriculum to ensure its alignment with policy 2.16 Statewide General Education Requirements, Louisiana Board of Regents. As a result, the University modified its General Education Core Curriculum ensuring the courses selected were introductory, survey, or appreciation courses and not tied to a specific degree program. The current broad-based core curriculum leverages six key competencies central to the University's mission and is consistent with the Louisiana Board of Regents' requirements for general education. The selection of courses encompasses the knowledge and abilities that Northwestern believes are essential to college graduates. The requirements are designed to improve students' writing and speaking; provide students with mathematical skills at the level of college algebra and above; strengthen students' understanding of biological, physical, social, and behavioral sciences; and develop an appreciation and knowledge of the arts and humanities. These courses provide the breadth of a student's educational program while the degree program requirements provide the depth of education.

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.

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

The goal of NSU's QEP, "Learning for Life: Experience Your Future", is to "prepare students to transfer theory into practice as they transition from University settings to a career or advanced study in graduate or professional schools." The foundation laid during the QEP pilot study in spring 2017 was improved upon during AY 2017-2018. Establishment of protocol for programs applying for QEP grants, implementation of capstone coursework, and completion of an assessment cycle have been successfully achieved. Eight programs have completed a round of

fall/spring graduate cohorts with eight more programs ready to begin the assessment cycle in fall 2018. In addition, nine more programs will go through program review in AY 2018-2019.

Providing faculty workshops and attending educational conferences this year have been beneficial to faculty and administrators to learn more about experiential education. As Learning for Life moves forward, faculty and administration should embrace future opportunities to attend conferences and present our current QEP initiative to colleagues, students, and stakeholders. With Learning for Life protocol successfully established, the relationship between direct and indirect QEP assessment will be strengthened during AY 2018-2019 through refinement of assessment tools. Faculty and administration will continue to develop and improve assessment tools through corroboration. Collaborative efforts will include: Learning for Life workshop held on August 14th, 2018 for faculty, group meetings with program coordinators, QEP assessment team meetings held at least once each semester, and individual meetings with Program Coordinators as needed.

The university benchmark goal of “fifty percent of students will score a three or better” on all SLO rubric items was met for AY 2017-2018. In fall 2018, the Assessment Team will discuss implementing incremental improvement as more program cohorts go through the assessment cycle. Establishing an incremental increase in the percentage of students expected to perform at least at a “mastery” level on SLO rubric items will reflect program growth through several cycles of capstone coursework. All programs are encouraged to incorporate more reflection exercises into their coursework and capstone experience. Focusing on reflection should, theoretically, strengthen scores on SLO rubric items addressing Principle “four” and “six” of the *Eight Principles of Good Practice for All Experiential Learning Activities*.

Indirect assessment of the QEP via student pre- and post- surveys indicate that students in all capstone experiences feel they need to acquire better time management skills. Addressing time management at all levels of university programs is encouraged. Time management should also be addressed in all capstone experiences. Another important skill recognized through indirect assessment was “Creative and Critical Thinking.” To better define these two skills, “critical” and “creative” thinking will be separated on the pre and post student surveys next year. According to survey data, students in each capstone type expected growth in similar skills during their capstone experiences. These skills include: collaboration, analyze data/audit, written communication, and presentation. Likert scale data from post surveys for all capstone experiences showed growth in “collaboration.” QEP assessment encourages programs to focus on growth across capstone types for additional skills as well as maintaining growth in collaboration. The QEP Assessment team will attempt to more strongly connect SLO rubrics (QEP direct assessment) to student surveys (QEP indirect assessment) to better connect student skills to rubric benchmarks.

Recognition ceremonies have become an integral part of Learning for Life. Learning for Life has been incorporated into several existing recognition programs by awarding portfolios to students who have completed capstone coursework. Further development of recognition ceremonies is encouraged. Promotion of NSU’s QEP will continue with an emphasis on recognition ceremonies within departments, recognition of QEP graduates at fall/spring commencement, and information provided to incoming freshmen during Freshmen Connection. Attention to assessment refinement, faculty/ administrative corroboration, and promotion of Learning for Life to all stakeholders will help ensure continued QEP growth next year.

Strategic Focus Area 3–Market Responsiveness

Universities have become somewhat of a marketplace for students. Influences such as cost, technology, and a changing job market contribute to the changing landscape of higher education. As a result, competition among postsecondary providers demands better alignment with workforce needs to be efficient while producing market-ready graduates. Being responsive has become a requirement, not an option. In each college, and in each department, we are increasingly aware of the importance of engaging our industry partners in robust conversations about current and future needs. Their feedback is invaluable as we enact changes that involve continuous assessment of programs and reflection about the needs of graduates.

Established in year one of our assessment cycle, clear benchmarks (Table 16) provide quantifiable measures used to assess our progress and gauge our success. Progress towards meeting these targets include:

- An 18% increase in the number of active advisory councils reflects the University's efforts to productively engage alumni and employers to ensure that programs are aligned with workforce demands.
- Nearly all students/alumni (98.8%) continue to feel that they are well-prepared upon graduation and have increased their knowledge in the academic field. Confidence in the acquired knowledge in one's field is recognized as a driver of productivity and economic growth.
- Ninety-three percent of graduates feel that they completed requirements for a job in their chosen field. Some occupations operate under a high degree of regulation and oversight from associations, governmental agencies, or legislation; others require on the job training, so the time between degree completion and acquisition of such training may be delayed. The University's QEP states that by 2021 every program will include an experiential learning opportunity. The QEP further established two SLOs: (1) During the capstone experiential learning course(s), students will demonstrate the knowledge, skills, and dispositions expected of entry-level professionals in their disciplines, and (2) During the capstone experiential learning course(s), students will reflect critically to link theory with practice and develop applications of knowledge based on the reflection. These actions combined with the engagement of industry partners will be essential moving forward. This focus on experiential learning provides even further evidence of the University's commitment to the preparation of students who have had an opportunity to engage in real-world experiences and are work ready upon graduation.
- Graduates responded that 73.48% have full-time jobs at graduation, and 36.95% of graduates planned to pursue an advanced degree. According to the National Center for Education Statistics, the employment rate upon graduation is improving, and in 2016, the employment rate was higher for those with higher levels of educational attainment. For example, the employment rate was highest for young adults with a bachelor's or higher degree (88%). While the target metric remains the same, the data obtained from NSU graduates provides an opportunity to explore further internal and external factors that contribute to the post-commencement full-time employment of NSU students.

- Collaboration among 2-year and 4-year institutions and industry partners has been widely viewed as a positive endeavor. The University has successfully established 119 articulation agreements to provide the clearest pathway for students to transfer credit towards a degree. This represents a 9.5% gain towards achieving the 2021 target.
- The labor market has changed significantly, and institutions are using terms like *market responsiveness* as a form of rebranding. Northwestern State University continues to be focused on the importance of preparing a skilled and dynamic workforce capable of thriving in what will be the next generation economy.

Table 16
Metrics for Assessing Market Responsiveness

AY 2016–2017 Benchmarks	AY 2017–2018	Market Responsiveness Metrics	AY 2020-2021 Target
(new metric)	80%	New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs	100%
38	42	Number of faculty funded for faculty development	45
100	119	Number of academic articulation and industry partnership agreements	300
99%	98.8%	Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
97%	93.0%	Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field	100%
82%	73.5%	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%
11	3	Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts	
initiated	established	Process for collecting data and monitoring workforce and industry needs	ongoing
77% (17/22)	95% (21/22)	Number of departments that have active advisory councils	100%

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

AY 2016-2017 baseline and AY 2021 targets were reaffirmed per the AY 2017-2018 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee on August 3, 2018. The next review will take place in December 2018.

We understand this is an evolutionary process and that we will continue to develop new, more sophisticated methodologies as we refine our processes. We will continue our dialogue with alumni and our workforce partners in this process to identify key indicators required for market responsiveness. Four objectives support our efforts to respond to our market needs.

Objective 1:

Modify programs through continuous reflection and thoughtful advancement.

Strategies:

- Analyze current and projected academic program needs.
- As required, increase the number of faculty members with industry-recognized certifications and competencies.
- Develop University funding opportunities for faculty development, education, certifications, and skill development.

Metrics:

1. Departmental academic program review reflected through the availability of new or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet the needs of the workforce.
2. Availability of University funding for faculty development, education, certifications, and skill development.

Metric:

- 1. Departmental academic program review reflected through the availability of new or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet the needs of the workforce.**

Findings:

Of the 66 degree programs currently offered at NSU, 53 (80%) have been modified in the last 5 years and 76% have been modified in the last 3 years.

Curriculum changes approved by CRC during AY 2017-2018 included two new certificate programs and five new concentrations to existing majors:

- Post-Baccalaureate Certificates in: Invasive Cardiovascular Technology (CONSAH) and Magnetic Resonance Imaging (CONSAH)
- New concentrations in: Archeology (Major in Resource Management), Cyber Security (Major in Computer Information Systems), Entrepreneurship (Major in Business Administration), Health Science Administration (Major in Resource Management), and Pre-Law & Paralegal Studies (Major in Resource Management).

Analysis:

Departmental curriculum review is an ongoing process that employs data and feedback from internal and external constituents to guide curriculum development and redesign.

The University and its partners consult and revise programs and courses as necessary as we work to realize a shared vision for the region. University departments assess local industry and business needs and set forth strategies for the region's workforce development system consistent with the state's strategic workforce system goals. The University is deeply committed to the economic vitality of the community and has confidence in our ability to redesign programs and curricula to

meet workforce needs and evolving talent demands in local and global economies. Unless approval by outside agencies is required, departments can revise or develop new courses, concentrations, and minors internally, with the approval of the Curriculum Review Council; new majors, degrees, and certificate programs require additional approval from the Board of Regents. Many departments updated course offerings and degree requirements this year in response to the change in University core requirements. It is evident by the analysis of data that the University is deeply committed to responding to workforce needs.

Decision:

This is an ongoing process that will continue to provide relevant information for decision making by academic departments. Input from internal and external constituents forges an opportunity for the institution to remain at the forefront of leading trends. As a result, the institution will remain focused on activities that lead to the production of relevant programs and courses that are taught by highly qualified faculty while producing graduates who enter the workforce prepared to engage in today's economic opportunities.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Deans, Department Heads

Metric:

2. Availability of University funding for faculty development, education, certifications, and skill development.

Findings:

Institutional professional development opportunities during AY 2017-2018 included:

- The Office of Electronic and Continuing Education (ECE) offered 157 workshops in AY 2017-2018 to enable faculty to design or redesign online courses and learn more about the latest teaching practices and quality standards in online education.
- The Faculty Research Support Grant program assisted 42 faculty members with partial funding to attend conferences or workshops or to provide services or supplies necessary to conduct their research.
- Seven QEP coordinators in the pilot departments and eight in those developing courses for implementation in AY 2018-2019 provided support and training for other faculty in their departments.

Analysis:

Professional development is generally initiated on the part of the faculty but may be provided at the institutional level or arranged by the Vice President for Academic Affairs (*Faculty Handbook*, p. 2). Professional development is also viewed as a scholarly activity and emphasis is placed on these types of activities (*Faculty Handbook*, pp. 36-37).

The Office of Electronic and Continuing Education (ECE) provides monthly [professional development workshops](#) for faculty that is offered face-to-face, via WebEx, and online. Of the 157 workshop opportunities offered, 123 were conducted, based on faculty demand. An extended program engages faculty in the design or redesign of online courses and provides media and instructional support as they learn more about the latest teaching practices and quality standards

in online education. A new [website](#) was created in 2017 to modernize the presentation of offerings available for faculty which includes a robust set of new options for faculty to engage in meaningful professional development focused on the creation of quality content.

Established in Spring 2017, the Faculty Research Support Grant program made awards to 42 faculty members in AY 2017-2018 for travel or professional development, totaling \$29,829. Funds were awarded on a competitive basis to faculty from 14 departments, representing all four colleges and the library. Proposals were evaluated based on benefit to the individual faculty member, their students, their department, and the University, in addition to their budget justification.

In AY 2016-2017, one faculty member from each pilot program was identified as the QEP Coordinator on the topic of experiential education. They continue to ensure support for other faculty within each of the initial seven academic programs as they transform their curricula to include experiential opportunities designed to immerse students in their fields through pragmatic engagement. Over the next five years, all academic programs will include an experiential learning experience for students.

Additional opportunities continue to be initiated at the college and departmental levels and through external funding agencies. However, sustaining faculty development initiatives can be an opportunity and a challenge considering budget constraints. Continued work will glean opportunities to identify practices that best support the faculty and departments in their efforts to remain at the forefront of leading pedagogical practices and workforce trends.

Decision:

Teaching and learning is changing, roles are changing, and the student population is changing in the 21st century. Traditional teaching methodologies are evolving, and new forms of pedagogy are transforming the teaching-learning experience. As a result, the University has embraced technology advancements and is proactive in its efforts to provide opportunities for faculty development, education, certification, and skills development.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Deans, Department Heads

Objective 2:

Align curricula with tomorrow's workforce demands.

Strategies:

- Review current degree programs for productivity and connection to workforce.
- Develop or redesign programs to align with workforce demands.
- Monitor graduate success and preparedness using alumni and employer feedback.

Metrics:

1. Number of academic articulation and industry partnership agreements
2. Spring 2018 Graduating Student Survey

Metric:**1. Number of academic articulation and industry partnership agreements****Findings:**

An additional 19 articulation agreements and partnerships were added in AY 2017-2018 to better enable students to pursue industry-specific credentials or advanced degrees.

Analysis:

The University now has 119 established [articulation agreements](#) and partnerships to provide clear pathways for the articulation of credit. As an example, the University, in partnership with Northwest Louisiana Technical College, Central Louisiana Community Technical College, the Natchitoches Community Alliance, Alliance Compressors, Boise Cascade, Stella-Jones, Pilgrim's, and RoyOMartin, collaborated on the development of an Advanced Manufacturing Technician (AMT) program. This program was launched in 2017 and continues to be an excellent example of a multi-institutional/employer relationship in which a program was developed that combines a cutting-edge curriculum with paid work experience and integrates highly sought-after business principles and best practices of world-class manufacturers. Departments continue to engage both public and private institutions and organizations to provide seamless pathways by which students can be successful in achieving work-ready skills while advancing through curriculum patterns that have been coordinated to promote student achievement.

Decision:

Efforts to develop new partnerships with educational and industry partners will continue. Such agreements simplify the college transition of credit from technical and 2-year programs and highlight the University's acceptance of credit while providing very specific course plans for students. Forging long-term relationships with industry partners provides opportunities for students through internships, cooperatives, and research. Further, these relationships provide firsthand knowledge about the immediate and long-term needs for an industry's workforce. In the broadest sense, these relationships create public good while satisfying the mission and objectives of each partner.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Department Heads, Deans

Metric:**2. Spring 2018 Graduating Student Survey****Findings:**

Of the 231 graduates completing the Spring 2018 Graduating Student Survey:

- 97.8% were "satisfied" or "very satisfied" with the way their experiences at NSU increased their knowledge in their chosen academic field ($N = 230$);
- 93.0% were "satisfied" or "very satisfied" with the way their experiences helped them complete job or career requirements ($N = 230$);
- 73.5% indicated that their principal activity upon graduation would be full-time employment, and 10.0% part-time employment ($N = 230$);

- 37.0% reported a desire to pursue graduate or professional school studies (N = 230).

Analysis:

A high proportion of graduates were “satisfied” or “very satisfied” with both the way their experiences at NSU increased their knowledge in their chosen academic field and the way their experiences helped them complete job or career requirements. Although the percentages on these two measures dropped slightly compared to AY 2016-2017, the differences were not significant and amounted to a negative response from two more graduates on the first measure and eight more on the second. (The sample sizes were similar.)

Decision:

The University will continue to monitor alumni preparedness for the workforce and workforce trends using alumni and employer feedback and use the results in academic program design and redesign.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/ Vice President Academic Affairs, Department Heads, Deans

Objective 3:

Deliver class-leading employer service and industry-recognized competencies

Strategies:

- Evaluate and implement employer recommendations on competencies needed into curriculum and program development.
- Use results to create or redesign programs aligned with workforce demands.

Metric:

1. Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts.

Findings:

During AY 2017-2018, the Louisiana Board of Regents approved a Post Master’s Certificate in Psychiatric Mental Health Nurse Practitioner, a Bachelor of Fine Arts degree in Dance, and a Letter of Intent for the Master of Science in Computer Information Systems (Table 17).

Table 17

New Programs Submitted on Behalf of Northwestern State University and Approved by the Louisiana Board of Regents for AY 2017-2018 (Fiscal Year 07/2017–07/2018)

CIP Code	Degree	Subject/ Discipline	Approved
50.0301	BFA	Dance	6/20/18
	New Academic Unit	School of Education	5/23/18
	MS Letter of Intent	Computer Information Systems	3/21/18
513810	PMC	Psychiatric Mental Health NP	8/23/17

Analysis:

During AY 2017-2018, the Louisiana Board of Regents approved 1 new Post Master's Certificate (PMC) for Northwestern State. The process involves a review of market demand data and input from stakeholders by departments to determine changes that are needed to existing curriculum and future academic needs. For example, NSU created the MSN PMC which includes six concentrations for Nurse Practitioners (NPs): Adult-Gerontology Acute Care NP, Adult Gerontology Primary Care NP, Family NP, Primary Care Pediatric NP, Psychiatric Mental Health NP across the Lifespan, and Women's Health NP. In addition, the MSN program includes concentrations in nursing education and in nursing administration. To maximize flexibility, many of the courses will be available online, and clinical courses will be hybrid, with some in-class meetings and some online delivery. The need for psychiatric and mental health care is growing. Community partners and stakeholders responded overwhelmingly in support of the proposed expansion of the program during a formal meeting, hosted by NSU, to share their needs for psychiatric mental healthcare providers and the use of PMHNPs.

The Louisiana Board of Regents also approved Northwestern's request for a Bachelor of Fine Arts in Dance. The development of this program is in response to Louisiana's occupational forecast prediction, alumni and interest surveys.

One new academic unit, the School of Education, has been approved by the Louisiana Board of Regents. BoR approved the request to create the School of Education within the Gallaspy College of Education & Human Development, replacing the current Department of Teaching, Leadership & Counseling.

Finally, the Board of Regents granted approval of the Letter of Intent to develop a full proposal for a Master of Science in Computer Information Systems at Northwestern State University. The department recognized that all areas of private and public enterprise rely on information systems for communication, planning, providing services, control and supporting decisions. The MS in CIS program was proposed to meet the growing demand for graduates with high-level information skills by providing a pathway for undergraduate students from diverse fields to transition to computer information systems as a career path.

The development and proposal of new programs and certificates require an analysis to determine current and future program needs and may be driven by the department, by alumni input, or by employers. At all levels of the continuum, academic departments and employers work closely together to analyze workforce needs and develop curriculum and training to meet those needs.

Decision:

Input from internal and external constituents forges an opportunity for the institution to continue to remain at the forefront of leading trends. As a result, the institution will remain engaged in activities that lead to the production of relevant programs while producing graduates who enter the workforce prepared to engage in today's economic opportunities. The monitoring of new program development based on workforce trends, alumni satisfaction, and employer feedback will be ongoing.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Deans, Department Heads

Objective 4:

Prepare graduates to work, learn, and lead.

Strategies:

- Increase efficiency in which information is collected, analyzed, and disseminated that is needed to make institutional decisions that affect our graduates' abilities to work, learn, lead, and achieve success in their chosen careers.
- Create a process for collecting data and monitoring workforce and industry needs.
- Collect feedback from alumni, advisory councils, and employers.

Metrics:

1. Availability of a recognized process for collecting data and monitoring workforce and industry needs.
2. Number of departments that have active advisory councils with employer representation.

Metric:

- 1. Availability of a recognized process for collecting data and monitoring workforce and industry needs.**

Findings:

Systematic data collection includes:

- Graduating Senior Survey
- Review of departmental advisory councils
- Newly approved degrees and certificates
- Current academic and industry partnerships

Analysis:

During AY 2017-2018, the process for data gathering included the collection of data by individual departments and from state and national workforce authorities, including a review of departmental advisory councils, alumni surveys, graduating senior survey results, a compilation of newly created degrees and certificates, and an analysis of existing academic and industry partnerships.

Decision:

The data collected provides appropriate and relevant information for academic departments. The process by which the data is collected and made available has been established but can still be improved upon. Annually, data will continue to be solicited from departments and collected from public documents, but a semiannual checkpoint has been implemented to create awareness and present opportunities for collaborative endeavors across disciplines. Further discussion regarding advisory boards will be conducted to determine how best to assist in the development of advisory boards for the remaining departments.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Deans, Department Heads

Metric:

2. Number of departments that have active advisory councils with employer representation.

Findings:

95% of academic departments have active advisory councils, all of which include representatives of employers.

Analysis:

The University has established 21 advisory councils, all of which include employer representation. To provide a better understanding of the process in which advisory councils are utilized, information was solicited from departments. Based on a review of [departmental advisory councils](#), 95% of the departments have established advisory councils to assist the departments in providing input into programmatic alignment with workforce needs. The advisory councils are involved in curriculum development with varying degrees of intensity. At the low end of the continuum, the advisory boards offer general advice on workforce issues and local labor market needs. Further along the continuum, members of the advisory councils may partner with departments to design training for immediate workforce needs and/or contribute to industry-led efforts to prepare students for jobs. Members may also donate equipment required to meet certain curricular needs and provide help in developing curriculum for student job shadows and internship experiences, as well as serve as a source and recruiter for adjunct faculty in their industry area.

Decision:

Further discussion regarding advisory boards will be conducted to determine how best to assist in the development of an advisory board for the remaining department.

Responsibility: Vice President of Technology Innovation and Economic Development, Provost/Vice President Academic Affairs, Deans, Department Heads

Comprehensive Summary:

Many Northwestern State University Alumni have entered the workforce prepared by their degree requirements to embark upon long-lasting, successful careers as educators, engineers, law enforcement personnel, lawyers, doctors, nurses, artists, authors, business owners, chief executive officers, legislators, military service members, and other professions of elite status. Our institution has a long history of being a responsive university.

Maintaining and enhancing the institution's responsiveness to students and employers has become increasingly important. The activities targeted for development are based on the collection and analysis of quantitative and qualitative data to make informed and effective decisions about the alignment of Northwestern's program offerings to market demand. The University's efforts must be agile to meet the needs of constituents.

The institution must continue to build upon its existing partnerships to provide additional pathways for students, engage business and industry partners through its advisory councils and solicit their feedback for program alignment with workforce needs. To this end, the institution

will maintain and enhance strategies that allow it to be market responsive and deliver educational programs that directly address the needs of a 21st-century workforce.

Supporting Documentation and References:

Bureau of Labor Statistics. <https://www.bls.gov/emp/>

Electronic and Continuing Education. <https://www.nsula.edu/ece/professionaldevelopment/>

GRAD Act. 2016. <http://oir.nsula.edu/assets/GRADAct/NwSUGRADActReport201516.pdf>

Louisiana Board of Regents CRIN: Inventory of Degree and Certificate Programs.
<https://apps.regents.state.la.us/Reports/Report.aspx?reportPath=/CRIN/CRINDLOAD>

Louisiana Workforce Commission Career Exploration Database.
<http://www.laworks.net/Stars/default.aspx>

National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=561>

Northwestern State University Articulation and Partnership Agreements. University Registrar.
<https://www.nsula.edu/registrar/articulation-partnership-agreements/>

Northwestern State University Curriculum Review Committee Minutes.
<https://www.nsula.edu/registrar/>

Northwestern State University Departmental Advisory Councils.
<https://oir.nsula.edu/advisory-panels/>

Northwestern State University Graduating Senior Student Survey. Question 4.

Northwestern State University Graduating Senior Student Survey. Question 7.

Strategic Focus Area 4–Community Enrichment

This strategic focus area is benchmarked by world-class performing arts programming, robust alumni engagement, mutually beneficial donor relationships, institutional culture of collaboration and accountability, and thriving town-gown relationships in cities where University campuses are located. We conducted a survey of more than 6,700 alumni, business and industry representatives, educators, appointed and elected officials, and others to determine their interest in our existing community enrichment programs and the effectiveness of these activities. We also requested their recommendations for expansion of community enrichment efforts. Based on survey results, we have numerous new initiatives underway and existing programs have been enhanced to address various aspects of our plan for continued and increased community enrichment, shared governance, and the engagement of University stakeholders.

Growth in AY 2017-2018 includes:

- The Spirit of Northwestern Marching Band, the largest in history with 320 members, is featured at athletic events, parades, and cultural programs and special events on the main campus and throughout Louisiana and surrounding states. Creative and Performing Arts programs are also highlighted at the President’s Command Performance, a high-profile program that attracts alumni and other friends from the local community and far beyond.
- Communications with alumni have been expanded substantially through database updates including a recent increase of over 6,000 valid e-mail addresses. Websites and email initiatives such as Purple Pulse and Demonsunite.net allow us to disseminate information to alumni and to increase membership and participation in alumni activities.
- Alumni chapters have expanded beyond the southern region and event attendance continues to grow.
- A renewed focus on increasing contributions from alumni and supporters was initiated through additions to the development office staff. Steady growth in fundraising has resulted. Over \$5 million was raised during the 2017-2018 fiscal year in private support through the NSU Foundation and Alumni Association, up 8% from the previous year. The number of individual donors has grown from 1,691 to 2,402 over the past 12 months. At the root of that growth is the promotion of an “every contribution counts” concept.
- We have entered numerous partnerships with business, industry, government agencies, and especially cities where NSU campuses are located in an effort to increase collaboration and mutually-beneficial relationships.
- Over the past 12 months, NSU students were engaged in 297 community service activities totaling 377,923 volunteer hours resulting in an economic impact of over \$2.7 million.
- Our footprint covers North-Central Louisiana with the main campus in Natchitoches, off-campus instructional sites in Alexandria and Leesville-Fort Polk, and one of the nation’s largest and most respected nursing and allied health programs in Shreveport, along with academic programs at Barksdale Air Force Base in Bossier City. We are developing strategies not only to expand these town-gown relationships but also to permanently connect students at off-campus instructional sites as involved and productive alumni.

By 2021, we will have experienced substantial growth and expansion in all areas of community enrichment. World-class performing arts programming will be evidenced through increased participation and widespread program awareness. Robust alumni engagement and mutually beneficial donor relationships will be revealed through increases in communication, participation, and financial support. An institutional culture of collaboration and mutual accountability, as well as thriving town-gown relationships, will be illustrated through the growth of internal and external partnerships and increased brand identity and awareness. By achieving success in community enrichment, the institution will move ever closer to becoming “the nation’s premier regional university.”

We will continue our dialogue with all stakeholders to best identify and modify the key indicators of program improvement.

Table 18
Metrics for Assessing Community Enrichment

AY 2016–2017 Benchmarks	AY 2017–2018	Community Enrichment Metrics	AY 2020–2021 Target
29,949	36,030	Number of patrons attending on-campus recitals, concerts, art exhibits, theater/dance productions	35,000
20	25	Number of off-campus performances	30
\$25,568	\$26,852	Expenditures dedicated to advertisement	\$51,137
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
\$4,652,203	\$5,029,841	Amount of annual private support	\$6,000,000
1,691	2,402	Number of individual contributors	5,000
\$30,000,000/ \$100,000	\$33,239,360/ \$142,811	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
		Alumni surveys for events	
65	73	Number 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	400
16	56	Number of cooperative endeavors with public and private entities	70

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

AY 2016-2017 baseline and AY 2021 targets were reaffirmed per the AY 2017-2018 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee on August 3, 2018. The next review will take place in December 2018.

Five objectives support community enrichment.

Objective 1:

World Class Performing Arts Program

Strategies:

- Increase emphasis in Natchitoches and other communities on the excellence of Creative and Performing Arts at the University.
- Increase regional and national recognition of The Spirit of Northwestern Marching Band.
- Increase regional and national recognition of our Creative and Performing Arts programs through events such as the President's Command Performance, a high-profile program that attracts alumni and other friends from the local community and far beyond.
- Induct distinguished alumni into the Creative and Performing Arts Hall of Fame each year, focusing widespread positive attention on the University and its music, dance, theater, and visual arts programs.
- Expand advertising for other groups, such as the Natchitoches-Northwestern Symphony Orchestra, NSU Jazz Orchestra, and the NSU Dance Company.
- Expand performance schedules to include state conferences, community events, arts festivals and master classes for citizens from Natchitoches and surrounding communities.
- Expand social media activities to increase attention in the community and develop stronger relationships between the University and stakeholders who have an interest in Creative and Performing Arts.

Metrics:

1. Number of patrons attending on-campus recitals, concerts, art exhibits, and theater/dance productions
2. Number of off-campus performances
3. Expenditures dedicated to advertisement
4. Number of active users on Creative and Performing Arts social media outlets

Metric:

1. Number of patrons attending on-campus recitals, concerts, art exhibits, and theater/dance productions

Findings:

Number of patrons attending on-campus events are up from AY 2016-2017:

- Classic on the Cane Marching Contest: 9,500
- GALA: 15,000
- Theatre/Dance Mainstage: 6,700
- Journalism Day: 130
- Symphony Concerts: 2,200
- Art Exhibits: 2,500

Analysis:

The addition of new on-campus events has increased participation. Numbers for Classic on the Cane, GALA, and Symphony concerts will remain consistent with slight increases as Classic on the Cane invitations to bands are capped at 35, GALA performances are sold out/capacity of Fredericks, and Symphony concerts in Magale are also at capacity.

Decision:

The School of Creative and Performing Arts will continue to host events that are currently at capacity. To increase annual participation, additional performances would require increases in faculty/staff resources.

Metric:

2. Number of off-campus performances

Findings:

Number of off-campus events are up from AY 2016-2017:

- Musical Theatre @ Kiwanis and Rotary: 5 performances
- Design Center Students with outside contracts: 6 contracts
- Voice Faculty @ Hodges Garden: 1
- Regional Symphony Performances: 8
- Modern in Motion Dance Concert: 2
- Mardi Gras Balls Performance: 2
- The Natchitoches Christmas Parade: 1

Analysis:

The number of off-campus performances is healthy, as are social media outlets and e-communications with patrons. The School of Creative and Performing Arts continues to increase visibility locally and regionally by its participation in the annual Natchitoches Christmas Parade. Many CAPA students and faculty represent the program/University to over 100,000 spectators.

Decision:

The number of off-campus performances has a window for growth and the School of Creative and Performing Arts will seek more opportunities in this area as well as a stronger way to track attendance at these performances. The School of Creative and Performing Arts will continue to explore strategies to become more visible throughout the state and region

Metric:

3. Expenditures dedicated to advertisement

Findings:

Expenditures dedicated to advertisement in AY 2017-2018 were \$26,852, up from \$25,568 in AY 2016-2017.

Analysis:

Expenditures dedicated to advertising represent a significant portion of the overall marketing budget. Expenditures are up, but only 5% from AY 2016-2017.

Decision:

Expenditures dedicated to advertising are up slightly from AY 2016-2017 and will need to increase over future cycles to meet the AY 2020-2021 target.

Metric:

4. Number of active users on Creative and Performing Arts social media outlets

Findings:

Number of users on CAPA social media outlets are up from AY 2016-2017:

- CAPA Facebook: 2,866
- SON Facebook: 4,492
- Theatre/Dance Facebook: 1,698
- NSU Choirs: 176
- CAPA Twitter: 1,194
- SON: 829
- NSU Theatre Alumni Facebook: 350

Analysis:

The number of users on CAPA social media outlets continues to rise and is commensurate with that of other units, such as the NSU Foundation/Alumni Association. As with other outlets, participation will continue to grow in line with prudent management and quality of the content posted.

Decision:

Continued financial investments will help social media outlets grow and allow another avenue to promote events which will, in turn, increase attendance.

Responsibility: Director of Creative and Performing Arts, Assistant Vice President External Affairs, Director of Marketing and Branding

Objective 2:

Robust Alumni Engagement

Strategies:

- Expand communications through online initiatives such as the “Purple Pulse” e-newsletter and “DemoNSUnite” networking platform to provide opportunities and information to alumni and to increase membership and participation in alumni activities.
- Establish a Student Alumni Association to focus on membership, alumni connections, spirit and traditions, student philanthropy, and other aspects of student participation in alumni-related activities.
- Utilize the Natchitoches Alumni Chapter as a model to expand the role and involvement of community chapters across the state and nation in University alumni initiatives.
- Increase social media activities such as Twitter Chats, Alumni Spotlights, “Why I Love NSU” campaigns, and other programs.

- Inform soon-to-be graduates of opportunities for participation in alumni events and endeavors through expansion of the Gradfest program, free first-year Alumni Association membership, and the new Fork 'em Farewell program.
- Establish programs to better connect graduates with careers and jobs through social media and websites, new databases, links to Fast Start, partnerships with the Louisiana Department of Economic Development, electronic and magazine advertising, and the establishment of a career-based Speakers Bureau and Directory.
- Establish a dues-based Alumni Association program to include expanded benefits and a membership card with tracking capabilities.
- Increase number of active chapters, alumni events, and activities throughout Louisiana and across the nation.

Metrics:

1. Frequency of e-communications and number of participants
2. Number of Student Alumni Association members
3. Number of active alumni chapters nationwide
4. Number of Alumni Association members
5. Number of active users on Alumni Association social media outlets

Metric:

1. Frequency of e-communications and number of participants

Findings:

The Purple Pulse e-newsletter is sent monthly to 19,870 alumni (number of alumni with active email addresses on file). This is up 53% from 13,000 reported during the AY 2016-2017 cycle.

Analysis:

Substantial growth in verified e-mail addresses is attributed to data mining. The NSU Alumni Association contracted with PCI Company to compose an updated alumni directory. As a result, over 6,000 new email addresses were submitted. Monthly e-communications to alumni and supporters continue to assist in fundraising and event awareness activities.

Decision:

Completion of the first phase of the PCI update resulted in significant increases in not only e-mail updates, but home addresses and phone numbers. Historically, full database updates have only occurred every 3 years. An annual update is being considered to keep contact information current. Cost will be the determining factor.

Metric:

2. Number of Student Alumni Association members

Findings:

The NSU Student Alumni Association currently has 40 members. This is up 60% from 25 selected as charter members during the AY 2016-2017 cycle.

Analysis:

The NSU Student Alumni Association was re-established in 2016 and soon after slated as a recognized student organization. Since then, a charter group was selected, and a membership drive will be held during the Fall 2018 semester.

Decision:

The NSU Alumni Association will continue to strengthen the NSU Student Alumni Association and monitor increases in participation. A Fall membership drive has been planned along with monthly meetings to involve members in University, community, and statewide activities.

Metric:

3. Number of active alumni chapters nationwide

Findings:

Northwestern State currently has 24 active alumni chapters nationwide. This is up from 21 reported during the AY 2016-2017 cycle.

Analysis:

NSU Alumni Chapters (Table 19) are located primarily in Louisiana and the southern region. Other chapters are in areas with large concentrations of alumni including many of the major cities across the country. Two new chapters were formed outside of the southern region along with 1 new chapter in south Louisiana.

Decision:

The NSU Alumni Association will continue to add chapters in areas where concentrations of alumni live. A focus on sustaining existing chapters will continue. While self-sustaining activity is ideal, staff members will continue to attend chapter events to ensure a strong base of consistent support is established.

Metric:

4. Number of Alumni Association members

Findings:

Currently, the NSU Alumni Association has 1,300 members, an 88% increase from 680 reported during the AY 2016-2017 cycle.

Table 19
NSU Alumni Chapters

City	State	Name
Los Angeles	CA	Los Angeles Chapter
Washington, DC	DC	Washington DC Chapter
Orlando	FL	Orlando Chapter
Pensacola	FL	Emerald Coast Chapter
Atlanta	GA	Atlanta, GA Chapter
Bloomington	IL	Bloomington, IL Chapter
Alexandria	LA	Central LA Chapter
Baton Rouge	LA	Baton Rouge Chapter
Houma	LA	South Louisiana Chapter
Lafayette	LA	Lafayette Chapter
Lake Charles	LA	Southwest LA Chapter
Mandeville	LA	Northshore Chapter
Monroe	LA	Northeast LA Chapter
Natchitoches	LA	Natchitoches Chapter
New Orleans	LA	New Orleans Chapter
Shreveport	LA	Northwest LA Chapter
Raleigh	NC	Carolina's Chapter
New York	NY	New York Chapter
Seattle	OR	Pacific Northwest Chapter
Austin	TX	Austin Chapter
Dallas	TX	DFW Chapter
Houston	TX	Houston Chapter
San Antonio	TX	San Antonio Chapter
Tyler	TX	East Texas Chapter

Analysis:

Distinctions established between the NSU Alumni Association membership program and the annual giving campaign, now branded the “Columns Fund,” have resonated with supporters. Membership increased by 88% in the second year as branding and awareness of the separate uses of the two programs continues to increase growth. With a database of over 40,000 alumni records, the potential for increases in participation (both membership and giving) could be exponential.

Decision:

The NSU Alumni Association, in conjunction with the NSU Foundation, will continue to market the separate purposes of these funds. The timing of the annual appeals will continue to be a distinguishing factor with the “Columns Fund” campaign occurring in the fall and the Alumni Association membership drive occurring in the spring.

Metric:

5. Number of active users on Alumni Association social media outlets

Findings:

The NSU Alumni Association *Facebook* “likes” for the fiscal year ending 2018 were 5,250. The NSU Alumni Association *Twitter* page has 1,985 “followers” for the fiscal year ending 2018. The *Instagram* page has 522 “followers” for the fiscal year ending 2018. This is a total of 7,757 active users among the three outlets. Each outlet has increased in numbers since the AY 2016-2017 cycle.

Analysis:

The growth of social media outlets is attributed to increased event participation, additional funding for advertising, and the PCI alumni database update.

Decision:

The NSU Alumni Association will continue the use of social media platforms with a focus on increasing exposure. Additional analytical measures such as *Twitter* “impressions” will be reported to better understand overall reach and effectiveness of communications. Paid advertisement and sponsored posts on these platforms will continue to be utilized to increase engagement.

Responsibility: Assistant Vice President External Affairs, President Student Government Association

Objective 3:

Mutually Beneficial Donor Relationships

Strategies:

- Increase number of staff members with job duties directly related to the cultivation and stewardship aspects of fundraising.
- Promote an “every contribution counts” concept to engage supporters not currently giving back the University.
- Rebrand the “Columns Fund” annual giving program to provide an income stream to support non-scholarship needs at the University and endow a portion of revenue and contributions to generate perpetual earnings.
- Increase focus on income-generating initiatives such as the acquisition of property contiguous with the campus that will create new revenues and enhance the aesthetic appeal of the area.
- Increase on-campus and off-campus events for prospective and current donors with a focus on recognition and awareness of giving opportunities.
- Showcase the positive impact of private funding through messages to alumni and public.

Metrics:

1. Amount of annual private support
2. Number of individual contributors
3. Value of restricted/unrestricted endowment assets

Metric:

1. Amount of annual private support

Findings:

For the fiscal year ending June 30, 2018, the NSU Foundation secured \$5,029,841 in private funding for the institution. This is up from \$4,652,203 recorded during the AY 2016-2017 cycle.

Analysis:

Private support has increased. Increases in contributions are attributed to a renewed focus on maintaining current relationships with donors while simultaneously developing new ones. Previously, allocating time and resources to both approaches was difficult, however increasing the development staff from 1 full-time employee to 3 full-time employees in the last year has allowed for an increase in the number of donor visits and opportunities for solicitation.

Decision:

Development officers will continue to seek contributions from both current and new donors. As development officers build relationships through the cultivation process, more opportunities for solicitation will arise resulting in increased contributions. It is recommended that additional development staff be added over time as increases in yield are realized.

Metric:

2. Number of individual contributors

Findings:

The number of individual contributors for the fiscal year ending June 30, 2018 was 2,402. This is up substantially from 1,691 recorded during AY 2016-2017.

Analysis:

The number of individual donors has increased substantially. Growth is attributed to the addition of new staff members dedicated to development efforts.

Decision:

Increases in the number of individual contributors will be achieved by promoting the range of giving levels and demonstrating the impact of smaller contributions secured in large volumes.

Metric:

3. Value of restricted/unrestricted endowment assets

Findings:

As of June 30, 2018, restricted endowment assets totaled \$33,239,360 while unrestricted assets totaled \$142,811, up from approximately \$30,000,000 and \$100,000 reported during AY 2016-2017.

Analysis:

While growth in endowment assets has been realized, we nevertheless need to secure additional permanent funds. A surge in contributions eligible for state matching funds has created a pipeline for endowment funds that will be awarded at approximately \$200,000 per year.

Decision:

The NSU Foundation will continue to promote the “Columns Fund” by educating donors on the purpose and importance of giving to the unrestricted account. As increases in unrestricted giving are realized, an annual percentage will be set aside and added to the NSU Foundation endowment to ensure perpetuity. Annual yield from the endowment will be applied to the corpus to grow the fund until annual unrestricted budgetary needs can be paid through interest earnings.

Responsibility: Assistant Vice President External Affairs and University Advancement, Director of Development

Objective 4:

Institutional Culture of Collaboration and Mutual Accountability.

Strategies:

- Expand decision-making at the administrative level through an internal Leadership Team structure that includes more than 20 individuals from across the campus.
- Enter partnerships with business, industry, government agencies and especially cities where NSU campuses are located to increase collaboration and mutually-beneficial relationships with entities associated with the school.
- Encourage alumni, supporters, and other stakeholders to act in an advisory capacity for University activities.
- Develop an overarching communications strategy directed at all stakeholders that is designed to expand validation of the University’s brand, core goals, and mission.

Metrics:

1. Number of partnerships with business, industry and government agencies
2. Number of advisory volunteers
3. Brand identity and alumni surveys

Metric:

1. Number of partnerships with business, industry and government agencies

Findings:

NSU is currently engaged in 56 cooperative endeavors with public and private entities, including relationships such as those with the Building our Region’s Future organization to invest in startup companies, the Central Louisiana Economic Development Alliance to promote manufacturing in the region, the Central Louisiana Chamber of Commerce to promote economic development, the Bossier Parish Chamber of commerce to promote military events, and numerous state agencies and institutions. These endeavors include 41 articulation and partnership agreements (<https://www.nsula.edu/registrar/articulation-partnership-agreements/>).

Analysis:

The growth of partnerships with business, industry and government agencies is healthy. Cooperative endeavors with private partners allow for shared cost and mutual invested interest. Growth of articulation and partnership agreements allow for expanded academic flexibility and assist greatly in increasing the number of transfer students.

Decision:

Continue to seek partnerships with business, industry, and government agencies.

Metric:

2. Number of advisory volunteers

Findings:

The demoNSUnite.net platform currently has over 1,436 users comprised of advisory volunteers, internship providers, and occupational network supporters. The NSU Foundation, Alumni Association, and Demons Unlimited Foundation maintain 80 volunteer board members serving in fiduciary roles overseeing private investments and outreach initiatives.

Analysis:

The demoNSUnite.net platform was launched in April of 2016 and has since grown to over 1,436 users. Of these users, 70 % indicated they are willing to help by serving in a mentor or ambassador capacity, demonstrating their willingness to provide a service to the University. Considering the intent of the platform to not only involve these constituents but encourage others to join because of their need for support, trends show that the community will continue to grow.

Decision:

The demoNSUnite.net platform will be promoted as one of the highest marketing priorities. As growth continues and volunteers are categorized by field, the Office of Career Counseling has been engaged to assist in matching students with mentors for internship and job opportunities.

Metric:

3. Brand identity and alumni surveys

Findings:

A brand identity survey has not been conducted since 2010. Alumni satisfaction surveys, however, were submitted after each event to better serve the alumni base. Satisfaction surveys garnered an average 95% positive feedback on all alumni outreach events.

Analysis:

The NSU Marketing and Branding division was established in 2010. During the first year a brand identity survey was conducted to gauge recognition and affinity. Initial reports revealed area in which immediate improvement could be realized. Since then, incremental increases in the budget have allowed for growth in enrollment and record achievements in fundraising. Alumni surveys show positive feedback and details are being used to enhance outreach experiences and increase event attendance.

Decision:

The last brand identity survey was conducted in 2010. A new brand identity must be conducted by 2020 as a measure to re-assess overall recognition and garner constituent feedback regarding reputation. Results will be analyzed to determine returns on investment and used as evidence for increases in budgetary allocations. Alumni surveys will continue to be submitted following events and feedback will be utilized for enhancement.

Responsibility: Assistant Vice President External Affairs and University Advancement

Objective 5:

Thriving Town-Gown Relationships

Strategies:

- Plan activities such as athletic promotions, cultural events, and other programs to increase awareness of the University at sites away from the main campus.
- Identify and establish a database and graduates who earned degrees online or at off-campus instructional sites to help provide a network to expand town-gown relationships at all the University's campuses.
- Promote increased involvement of online and off-campus learners in both community and University events and programs.
- Expand community service projects and internships involving Northwestern students with a focus on youth programs, food bank initiatives, beautification, preservation, economic development, literacy, improved health, and other initiatives that provide valuable experiences for students, positive recognition for the University, and beneficial assistance to the communities.
- Increase cooperative programs with the community and technical colleges, public schools, business and industry and other entities that cultivate town-gown relationships for the University not just at its main campus in Natchitoches but also in Shreveport-Bossier City, Leesville-Fort Polk, Alexandria, and Marksville, where the University offers classes at the Tunica-Biloxi Cultural and Educational Resources Center.

Metrics:

1. Number of activities including athletic promotions, cultural events and other programs at off-campus instructional sites
2. Number of graduates from online and off-campus instructional site programs participating in University activities and events
3. Number of projects and internships involving students in University and community activities and events
4. Number of cooperative endeavors with public and private entities.

Metric:

1. Number of activities including athletic promotions, cultural events and other programs at off-campus instructional sites

Findings:

Northwestern State held 81 events at off-campus instructional sites, up from 65 in AY 2016-2017.

Analysis:

Event and activity growth at the off-campus instructional sites are thriving. Many of the events that were previously exclusive to the main campus such as Gradfest, Freshman Connection, Welcome Week, and Student Activity Board events are now being held at other instructional sites. Other activities include events such as the "Victory Tour" promoting athletic events, "Transfer Day" highlighting students transferring in from the 2-year institutions and "Military Appreciation Day" at instructional sites located on military installations. Additional events were added during AY 2017-2018.

Decision:

The University will continue to develop strategic initiatives and activities and host events at our off-campus instructional sites. There is room for growth in this area and increases will continue with proper planning and adequate funding.

Metric:

2. Number of graduates from online and off-campus instructional site programs participating in University activities and events

Findings:

Currently, data on the number of online and off-campus graduates participating in University and activity events is not captured.

Analysis:

Currently we have no medium for capturing this data and some issues must be overcome before accurate counts can be taken. Examples include the self-identification of a student as online, as many students take classes both online and on campus, and the lack of identification of post-graduation of alumni who attended off-campus instructional sites rather than the main campus.

Decision:

The Office of University Advancement will coordinate with the Division of Technology, Innovation and Economic Development to better define and identify online students. Initial data has been requested evaluating two major categories: students who take 51% to 99% of their classes online and students who take 100% of classes online. These "hybrid" and "fully online" groups will be tracked after graduation to allow for assessment.

Metric:

3. Number of projects and internships involving students in University and community activities and events

Findings:

During AY 2017-2018, NSU students were engaged donated 377,923 hours serving the community in 297 service activities. The economic impact of the hours spent serving the community (calculated at \$7.25 per hour) resulted in an economic impact of \$2,739,942. Partnerships have been established with 328 service agencies to increase opportunities.

Analysis:

Partnerships with 328 service organizations comprised of 11 focus areas including 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, and Hunger, and/or Homelessness has resulted in a vast expansion of opportunities for student involvement. The original baseline metric of 30 with a goal of 50 was determined through activities related only to students involved in leadership roles on campus. The addition of the Service Learning Department and inclusion of capstone projects in the intuitions Quality Enhancement Plan have greatly increased these numbers.

Decision:

In addition to the successful participation of students working through the Office of Service Learning, other opportunities will be identified through the demoNSUnite.net platform to increase community service opportunities in the local community.

Metric:

4. Number of cooperative endeavors with public and private entities

Findings:

NSU is currently engaged in 56 cooperative endeavors with public and private entities.

Analysis:

Cooperative endeavors with organizations such as the Coordinating and Development Commission, Building our Region's Future, Central Louisiana Economic Development Alliance, Central Louisiana Chamber of Commerce, Bossier Parish Chamber of Commerce, and North Louisiana Economic Partnership, along with numerous state agencies and institutions comprised of 41 articulation and partnerships have increased transfer enrollment and the ability of the institution to share resources with private partners. The potential for growth in this area is excellent, as the benefits the University can provide to private partners are vast and readily available.

Decision:

The University will continue to develop partnerships with business, industry, regional support groups, and peer institutions to enhance opportunities for mutual growth.

Responsibility: Vice President of Technology Innovation and Economic Development,
Assistant Vice President External Affairs and University Advancement

Comprehensive Summary:

The area of Community Enrichment is essential in increasing the major growth areas of enrollment and funding. Every aspect set forth hereinabove plays a unique role in achieving success in these areas. Whether it be national recognition through world-class performing arts or local prestige through regional outreach and community service activities, the identity and reputation of the institution are crucial to continued success.

To ensure Community Enrichment initiatives continue to thrive, respective increases in financial investments will be required. As state funding decreases, funding from private sources will be necessary to sustain growth. By building the perpetual endowment fund and investing in programs that provide a return on investment, the institution will be able to achieve financial independence and continue toward the goal of becoming the nation's premier regional university.

Community/public service within the Mission

Northwestern Community/Public Service Mission and Purpose: The University is committed to serving the citizens in its region through organized community and public service projects that are relevant and meaningful to the volunteers and to those being served. Service projects that target community-identified needs enhance (and are enhanced by) university-community partnership. Service projects provide an educational platform through which the University can contribute to the quality of life of the citizens of its region. Students benefit by learning, first-hand, about social responsibility. Meanwhile, the community benefits from responsive service projects that address real-life matters such as health and fitness; education; environmental stewardship; economic development; arts, culture, and entertainment; safety and emergency preparedness; poverty, hunger and homelessness; and the protection of vulnerable adults and children.

AY 17-18 Key Findings (with comparisons to baseline year):

- 297 service activities (Down 9%)
- 66 courses with service components (Up 25%)
- 328 service agency partnerships (Up 32%)
- 6,051 instances of volunteerism (Up 60%)
- 377,923 hours of volunteerism (Up 70%)
- \$2,739,942 economic impact in the community (Up 70%)
(Calculated at the minimum wage of \$7.25 per hour)
- 18 NSU students and 8 faculty attended *UL-System Academic Summit*, a showcase of best practices in Academic Service-Learning, Creative & Performing Arts, and Undergraduate Research. (No change)

- 11 areas on which NSU service projects focus (No change):
 - Healthcare
 - Education
 - Environmental Stewardship
 - Economic Development
 - Creative & Performing Arts
 - Sports and Fitness
 - Event Planning
 - Historical and Cultural Preservation
 - Community Safety and Preparedness
 - Protection of Children and Adults
 - Combatting Hunger and Homelessness
- 96% of community partners surveyed rated our service efforts as 'effective' in helping them address community needs. Examples of additional feedback below (Up 3%)
 - "The research undertaken by the students serves as important building blocks in our research." *National Park Service, NCPTT*
 - "We participated in diagnosing and medically treating 100s of medically underserved patients free of charge." *Martin Luther King Health Center*
 - "The Computer Information Systems (CIS) Department and Dr. Begona Perez-Mira helped us connect with tourists through mobile technology to inform them about our historic building and our organization. We could not have developed our new HP Reveal APP without their help." *Natchitoches Historic Foundation*

Plan of Action Moving Forward

A thorough analysis of AY 2017-2018 results helped shape next year's improvement plan and expectations.

1. Adopt a two-stage information dissemination campaign by creating press-releases twice per academic year. Also, we will use the generic term 'service' to minimize confusion about differences between academic service-learning and community/public service. These press-releases (with simplified language) should increase awareness of and interest in service projects and drive-up the number of courses that include service components.
2. Continue to use two surveys at the end of each academic year to capture data about service, one for faculty and staff and the second for their community partners. The *Community Partners Survey* will be launched immediately after the closure of the faculty/staff's *Service Survey*. By launching these surveys during the last few weeks of the Spring we expect to capture as much data as possible.
3. Continue to promote professional development opportunities for our faculty and staff. We expect that faculty, staff, and student participation will increase because of the ready availability of high-quality professional development.

University Capital Outlook

Northwestern State University is currently developing a plan to improve infrastructure on all campuses. At present, we are in the final stages of a Request for Proposal for Energy Savings for the University. This project would remove all the remaining steam fed systems and replace them with hot water systems. Only three buildings remain on steam: Warren Easton, Russell Hall, and the Old Warehouse Building. This upgrade would eliminate loss of steam from existing piping. The RFP would also address the lack of a centralized control center for all buildings on campus for HVAC and Lighting. Additionally, lighting on campus would be updated to LED fixture and well as athletic venues. We have submitted requests for Capital Outlay funds to repair 13 different buildings on all three campuses. Included in the capital outlay submission is the Extension of South Jefferson for an additional entrance to campus. We have completed Sam Sibley Drive Overlay; this street is one of the main entrances to the center of campus. Work has begun on the installation of an elevator in the Teacher Education Center and NSU Middle Lab School. This project will accommodate ADA needs for the building. In progress are ADA upgrades for our Warrington Nursing Campus. We will continue to make improvements to the campus as funds become available.

Strategic Focus Area 5–Athletic Prominence

It is often said that an athletic program is the “front porch of a university” based on the exposure that success can provide for an institution. Achieving the identified goals associated with the “Athletic Prominence” component of NSU’s Strategic Framework will result in outcomes for student-athletes that emphasize academics, leadership, service learning, competitiveness and an experience that will ultimately prepare them for life after NSU. The athletic prominence area will also provide all students, community members, and alumni with entertainment and pride at an unmatched value.

AY 2017-2018 concluded with a high level of momentum for the ensuing year based on the competitive success of the spring sports teams. Furthermore, the academic and citizenship emphases continued to produce positive results. Specifically, the athletic department’s three core values all yielded levels of success:

- Academic Achievement
 - All teams exceeded the 930 NCAA APR benchmark.
 - Athletic Department recorded a higher than cumulative 3.0-grade point average for both semesters and overall for six straight semesters.
 - Senior De’Shalyn Jones (Track and Field) and junior Polina Mutel (tennis) were named Southland Conference Student-Athlete of the Year for their respective sport.
- Personal Responsibility
 - NSU student-athletes recorded 4,377 hours of community service to finish runner-up for the second time in three years for the Southland Conference “Southland Strong” Community Service Award (NSU won the inaugural award four years ago).
- Competitive Success
 - Baseball won the Southland Conference Tournament for the first time in program history and advanced to the Oregon State NCAA Regional, where the team eliminated San Diego State and came within two outs of eliminating LSU. Second-year coach Bobby Barbier was named conference, state, and region coach of the year while senior first baseman David Fry was named conference and state player of the year.
 - The men’s and women’s track programs qualified a record 20 athletes for the NCAA East Regional Meet and another record nine athletes for the NCAA Track and Field Championship Meet. The 4X100M relay team, with one senior, broke a 36-year old school record to earn first-team All-American honors.
 - The women’s tennis team, with one senior, advanced to the conference tournament championship match
 - Second baseman Cayla Jones was named Louisiana Softball Freshman of the Year and First Team NFCA All-South Region.

The Athletic Department continued to expand the program’s external scope and brand, increasing social media statistics and generating revenue. Furthermore, plans continued to develop for a significant facility fundraising campaign.

Table 20
Metrics to Assess Athletic Prominence

AY 2016-2017 Benchmark	AY 2017-2018	Athletic Prominence Metrics	2020-2021 Target
103,382	92,432	Yearly event attendance for all sports	151,361
\$2,670,835	\$2,436,573	Yearly revenue (tickets, annual gifts, sponsorships)	\$2,380,264
10	10	Number of merchandise outlets	18
\$47,146	\$35,633	Licensing royalties (LRG)	\$70,746
16,971	18,333	Number of NSU Demons Facebook likes	25,458
7,674	9,122	Number of @nsudemons Twitter followers	11,511
121	253	N-Club membership	182
270	288	Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, and Bossier City)	405
2,611	4,376	Yearly number of community service hours by coaches, staff, and student-athletes.	4,000
108	98	Vic’s Kids Club membership	162
40	286	Number of transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors, current/potential donors).	60
15	15	Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)	20
	(new metric)	Identify campus and community engagement by coaches and staff	75
219	242	Number of Dean’s/President’s List honorees per year.	250
204	212	Southland Conference Commissioner’s Honor Roll honorees per year.	200
14/14	14/14	Number of teams with single year and multi-year NCAA Academic Progress Rate (APR) above 940.	14/14
3.06	3.05	Student-athlete GPA	3.11
4/14	6/14	Number of teams with 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
5	13	Number of facility improvement projects planned and executed, commensurate with funding availability.	10

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

Four objectives support our efforts to gain and retain athletic prominence.

Objective 1:

Enhance Marketing Opportunities, Game Day Experience and Resource Acquisition

Strategies:

- Sustain and expand external revenue sources.
- NSU Athletics must be more externally assertive in terms of brand awareness through increased advertising and affinity.
- Improving product variety and availability of merchandise through regional merchants, as well as informing fans of media coverage and outlets with which to engage dynamic content, will serve to enhance school pride.
- Increasing the visibility and awareness of student-athletes and coaches representing NSU, as well as adding opportunities for the department to connect with former student-athletes, will help to keep those alumni engaged and will cultivate supporters.
- Improving the game day experience with continuous attention to concessions and merchandise offerings, revamped tailgating amenities/options, and strategic in-game activities and giveaways will foster an environment that expands fan satisfaction, leading to heightened attendance and loyalty.
- Focus on the Northwest Louisiana market, inviting members of the Shreveport nursing campus and Fort Polk to participate in events both on the main campus and on-site in Shreveport and Central Louisiana if appropriate. These locations will add new segments to our fan base.

Metrics:

1. Yearly event attendance and revenue for all sports
2. Number of merchandise outlets and licensing royalties
3. Social media exposure (i.e. Facebook, Twitter)
4. N-Club membership
5. Number of non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Bossier City)

Metric:

1. Yearly event attendance and revenue for all sports

Findings:

- Attendance for all sports decreased by 11% year over year. This includes attendance figures for football, soccer, volleyball, basketball, softball and baseball (Table 21).
- The reporting method for annual revenue was changed. "Yearly revenue" is now defined as ticket sales (season and gate), total Demons Unlimited Foundation attainment (restricted and unrestricted giving plus all gifts-in-kind), and licensing/advertising/

sponsorships. Consequently, the benchmark for AY 2016-2017 was \$2,670,835. The preliminary AY 2017-2018 total as of June 30 is \$2,436,573, derived from ticket sales (\$262,051), Demons Unlimited Foundation donations (\$1,238,043), and licensing/advertising/sponsorships (\$936,479). This reflects a decrease in revenue of \$234,262 (9%).

Table 21
Change in Game Attendance by Sport, AY 2015-2016 to AY 2017-2018.

Sport	AY 2015-2016			AY 2016-2017			AY 2017-2018		
	# Games	Total Attend.	Av. Attend.	# Games	Total Attend.	Av. Attend.	# Games	Total Attend.	Av. Attend.
Football	5	42,003	8,400.6	5	39,714	7,942.8	5	37,749	7,549.8
Soccer	8	3,608	451.0	7	2,196	313.7	7	1,867	266.7
Volleyball	9	2,933	325.9	9	2,489	276.6	9	3,057	339.7
M-Basketball	13	22,219	1,709.2	13	18,909	1,454.5	14	16,175	1,155.4
W-Basketball	15	15,764	1,050.9	16	14,943	933.9	15	12,715	847.7
Softball	22	7,550	343.2	27	11,286	418.0	23	8,976	390.3
Baseball	25	13,079	523.2	27	13,845	512.7	27	11,893	440.5
TOTAL	98	107,156	1,093.4	104	103,382	994.1	100	92,432	924.3

Analysis:

Minimal competitive success in the fall and winter, especially for higher profile and normally better-attended sports (i.e., football, men’s and women’s basketball), contributed significantly to decreases in both attendance and revenue (i.e., ticket sales, donations, licensing). While some revenue areas did increase year over year, a \$500,000 donation in January 2017 inflated total attainment for AY 2016-2017. On a positive note, the athletic scholarship endowment, under the umbrella of the “Perpetually Purple” program, closed in on the \$2 million mark for principal based on the generation of nearly \$100,000 in donations to new and existing scholarship funds. The success of the baseball and track programs illustrated the impact of “Athletic Prominence” on the overall university as \$4.2 million in earned media was generated for NSU during one weekend in June. In addition, the Athletic Department signed an agreement with insurance claims company Vivature and although only \$8,700 was realized this past year, a full year of the system is in place is expected to generate a minimum of \$80,000 in new revenue.

Despite the limited on-field success, the Athletic Department moved forward aggressively to enhance marketing opportunities and resource acquisition. For example, the football home opener featured the unveiling of a new video board and an improved sound system made possible by nearly \$900,000 in sponsor commitments. The continued growth of the “NZone” hospitality area at Turpin Stadium engaged more first-time fans and also included accommodations for families with children. Promotional efforts helped attracted a crowd of over 11,000 for an opener that was aired live in Louisiana and at outlets nationwide on Cox Sports Television as a result of NSU purchasing the air time by selling sponsorships.

Other promotions—a home volleyball crowd of over 800 that helped NSU beat previously unbeaten Sam Houston State, the newly created idea of having a Ladies Fashion Show sponsored by Lux Clothing and Accessories, the perennially popular Gumbo and Chili Cook-offs at home basketball doubleheaders and several “Opening Night” promotions for baseball and softball—were again very successful. The Partnering with Blue Frame Technology significantly enhanced video streaming for all sports.

Metric:

2. Number of merchandise outlets and licensing royalties.

Findings:

While it is not possible to know exactly how many outlets carry NSU merchandise and apparel, the following 10 are of note:

- Wal-Mart significantly upgraded its NSU merchandise this past year
- Walgreen’s began carrying NSU merchandise; other outlets already carrying NSU gear included Lids, Neebo, Barnes & Noble, Posey’s, Super 1 (2), and Hibbett (Natchitoches and Leesville).
- Vendors who requested, through Licensing Resource Group (NSU’s licensing partner), approval to sell the NSU brand increased.

Licensing revenues through Licensing Resource Group (LRG), based on the last three quarters of the calendar year 2017 and the first quarter of 2018, decreased by \$11,513 (Table 22). This decrease mainly was due to a one-time payment of \$12,000 from IMG during the previous year.

Table 22
Licensing Resource Group Revenue by Academic Year

AY	4th Qtr (prior yr)	1st Qtr	2nd Qtr	3rd Qtr	Total
2013-2014	8,307.49	7,809.99	5,596.91	5,298.57	27,012.96
2014-2015	7,146.06	6,585.08	7,103.51	5,249.65	26,084.30
2015-2016	8,495.75	8,312.63	7,977.94	9,757.60	34,543.92
2016-2017	12,508.86	18,009.30	10,580.81	6,047.17	47,146.14
2017-2018	10,040.00	10,144.24	7,973.51	7,475.91	35,633.66

Analysis:

Associate Athletic Director Haley Taitano spent an entire day with an LRG (licensing partner) representative visiting over a dozen retail outlets in Shreveport-Bossier to increase the availability of NSU gear/apparel in that market. Early indications are that progress will be made in this area.

Metric:

3. Social media exposure

Findings:

Social media year over year numbers reflected the following:

- NSU Demons Facebook likes–18,333 (+8%; Figure 2)
- Twitter (@nsudemons) followers–9,122 (+18%; Figure 3)

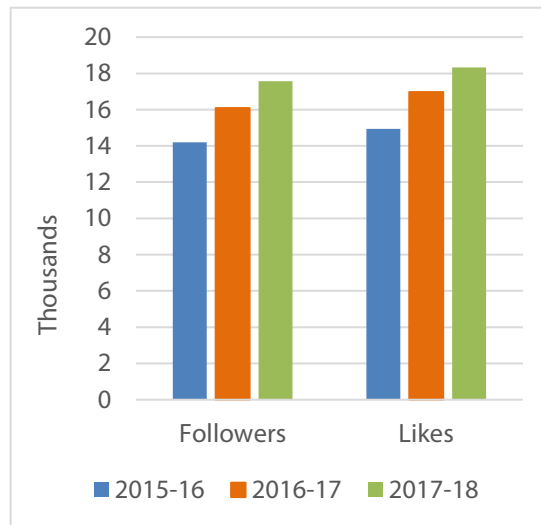


Figure 2: NSU Demons Facebook followers and likes, AY 2015-2016 to AY 2017-2018

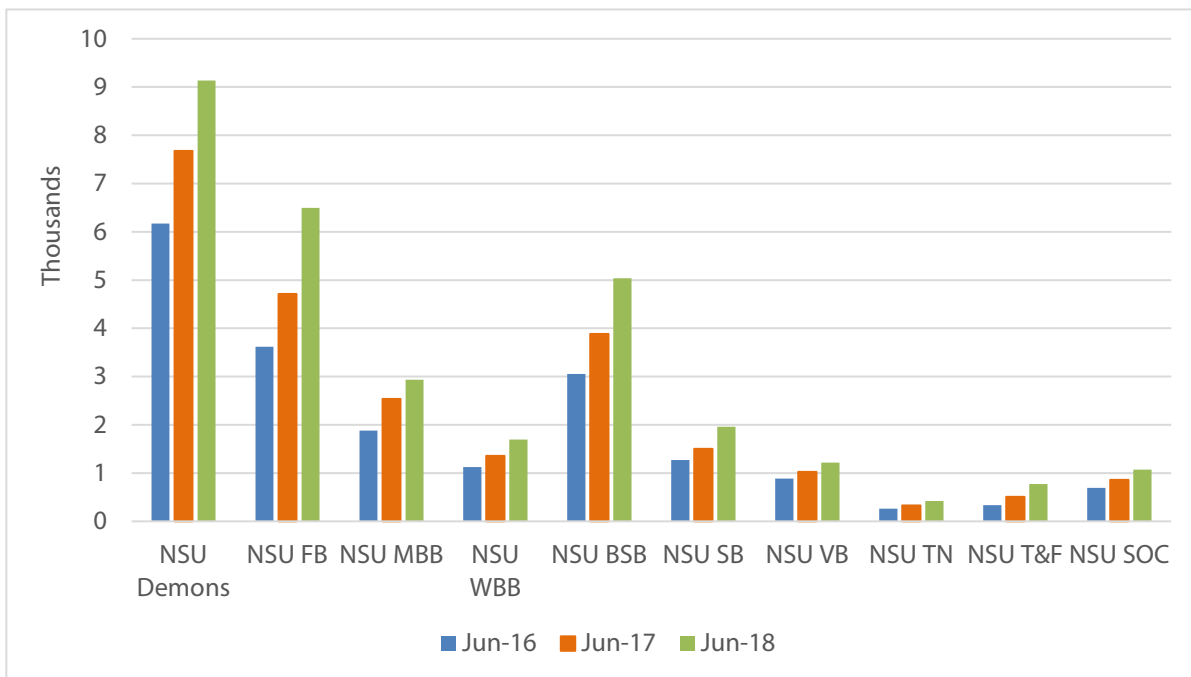


Figure 3: @nsudemons Twitter followers, AY 2015-2016 to AY 2017-2018

Analysis:

Efforts to expand the NSU brand through social media made great strides. Social media connectivity increased on all levels and upgraded its look through the department's partnership with BoxOut Sports Graphics. A new partnership with Mobile Cause was established to enhance online giving and text-to-give campaigns

Metric:

4. N-Club membership.

Findings:

N-Club Membership grew year over year from 121 to 253 members (up 109%) and dollars generated from those memberships grew from \$10,820 to \$17,715 (up 64%).

Analysis:

The department assertively made efforts throughout the year to better connect with fans/alumni and former athletes. NSU baseball alumnus Mike Jaworski was hired mid-year and more than doubled N-Club membership while also providing recognition for new members via social media. Including former athletes in the presentation of letter jackets to current student-athletes was a positive way to engage alumni athletes further. Reunions for several sports were highly successful, including a gathering of the 1997 Southland Conference football championship team. The Athletic Department, for the 14th year, coordinated a statewide "Victory Tour" in July to promote the upcoming football season.

Metric:

5. Number of non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Bossier City)

Findings:

Season ticket holders (all sports) from outside of Natchitoches accounted for 49% of all sales.

Analysis:

The fact that the percentage of season ticket holders across all sports (football, men's/women's basketball, baseball, softball) who were from outside of Natchitoches increased by another 7% to account for nearly one-half of the overall total continues to be a positive because a) the athletic program can only count on Natchitoches so much, based on its size and economic profile and b) the best opportunity to continue increasing ticket sales lies outside of the Natchitoches market.

Efforts by the Athletic Department to have a presence in outside markets may have positively impacted interest from those areas. Examples of doing so include monthly football luncheons in the Shreveport-Bossier market, selling \$20,000 of sponsorships to broadcast Demon football in the Shreveport-Bossier and Central Louisiana markets, and playing a basketball game at the newly renovated Rapides Parish Coliseum and in Shreveport at the Centenary Gold Dome.

Decision:

The Athletic Department must continue to be assertive in all areas related to development and marketing. While the success level of teams is unpredictable, the premise of all efforts must be

to position the program for when success does happen. This involves sustaining current promotional efforts while continuing to be creative with new ones. Enhanced social media efforts should also continue by being creative with graphics and content (i.e., video). Increasing external financial support through contributions and sponsorships will involve identifying new prospects, while ensuring that current supporters are cultivated. This will be a three-person effort (Athletic Director, Associate Athletic Director, Director of Development and Donor Engagement) by individuals who also have a myriad of other responsibilities but must keep these initiatives top of mind.

Responsibility: Vice President External Affairs, Athletic Director, Associate Athletic Director for External Relations, Director of Marketing and Digital Media, Assistant Athletic Director for Ticketing and Special Events, Director of Development and Donor Engagement, Assistant Athletic Director for Media Relations, Assistant Sports Information Director

Objective 2:

Promote Campus/Community Service, Appreciation, and Engagement

Strategies:

- Establish a community service approach through heightened interaction between coaches/student-athletes and the NSU campus and the Natchitoches community.
- NSU Athletics will collaborate with youth to offer special products and opportunities.
- Appreciation efforts will include the continued addition of strategic touches, giving student-athletes the chance to thank supporters, boosters, faculty, and students.
- Increase the transparency of budgets and spending will show increased appreciation and spur engagement.

Metrics:

1. Yearly number of community service hours by coaches, staff, and student-athletes.
2. Vic's Kids Club membership
3. Number of transparent budget exposures (i.e., Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors).

Metric:

1. Yearly number of community service hours by coaches, staff, and student-athletes.

Findings:

Student-athletes registered 4,377 hours of community service for the AY 2017-2018 academic year (Table 23). That total was runner-up for the Southland Conference "Southland Strong" community service award. NSU won the inaugural Southland Strong Award four years ago and had placed second twice in the past three years.

A reporting system for service activities by coaches and staff was initiated.

Table 23

Community Service Hours Contributed by NSU Athletics by Team, AY 2016-2017 to AY 2017-2018.

AY	Soccer	Men's Basketball	Women's Basketball	Football	Baseball	Softball	Tennis	Men's track	Women's track	Volleyball	All Teams
2016-2017	63.5	443.5	549.0	297.5	92.0	592.0	312.0	35.5	15.0	211.5	2,611.5
2017-2018	230.3	418.5	648.0	211.5	239.3	1,159.3	53.0	699.5	400.5	317.0	4,376.8

Analysis:

A higher level of awareness for community/campus involvement and accountability by Athletic Department coaches and staff was initiated at the start of AY 2017-2018. A form outlining everyone’s service was to be submitted on a quarterly basis. As the year progressed, the information from coaches and staff diminished; thus, a better system for securing the information must be developed. This method, however, did result in reports from some staff and coaches that reflected heightened interaction and visibility in the community.

NSU teams/student-athletes continued to find time in their busy schedules to engage supporters. Examples include the annual “Thank a Donor Day” in November, the annual “Etiquette Dinner” and “Scholarship Banquet,” and community service efforts.

Decision:

Campus/community involvement by coaches and staff is a higher priority now than it was a year ago but despite the busy schedules that are kept by all who work in the Athletic Department, we must push harder for improvement in this area.

Metric:

2. Vic’s Kids Club membership

Findings:

Vic’s Kids Club membership decreased by 9% but still generated \$2,785 which is still significantly higher than the AY 2015-2016 total of \$300.

Analysis:

A focus on a higher level of connectivity with local youth was evident through another positive year for Vic’s Club membership—plus good efforts to engage those youngsters throughout the year—and through sports camps and clinics that are held by NSU coaches/teams throughout the year (19 camps alone during the 2018 summer months).

Decision:

Although many other distractions and options are available to them, we can find better ways to connect youth to NSU Athletics.

Metric:**3. Number of transparent budget exposures (i.e., Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors).****Findings:**

A renewed emphasis on increasing transparency and awareness of Athletic Department and Demons Unlimited Foundation budget numbers and mechanics that was initiated in AY 2016-2017 continued this past year:

- Athletic Director met with Faculty Senate President twice
- Athletic Director met with all head coaches and executive staff members at five department meetings
- Athletic Director met with Student-Athlete Advisory Council on 10 occasions
- Athletic Director discussed with Demons Unlimited Foundation Board of Directors at three official meetings
- Athletic Director and Athletic Business Manager discussed budget mechanics with the NSU Athletic Council at its once per semester meeting.
- Athletic Director provided details about the department's financial profile and need for increased revenue via social media and media (i.e. newspaper, radio) interviews
- Athletic Director, Associate Athletic Director and Director of Development and Donor Engagement are averaging at least one point of contact (i.e. in-person meeting to solicit support or cultivate a donor; attendance at and involvement in community organizations and events; attendance at alumni functions) per business day.

Analysis:

The Athletic Director's efforts to provide transparency regarding the Athletic Department's direction, especially as it relates to finances, was complemented by the time investment of the Associate Athletic Director and newly appointed Director of Development and Engagement.

Decision:

The efforts of the administration to enhance transparency must be continued and perhaps can even be complemented further by coaches and additional staff members.

Responsibility: Athletic Director, Associate Athletic Director for External Relations, Director of Ticketing and Special Events, Director for Development and Donor Engagement.

Objective 3:

Enhance University and Community Collaboration and Support.

Strategies:

- Develop a more cohesive bond between the Athletic Department and the campus.
- Improve Athletics participation in University initiatives and activities.
- Collaborate with University entities to conduct research for Athletics' projects and partnerships through academic programming to educate about Athletics' traditions.

Metrics:

1. Participation in campus activities (SGA, SAB, Greek life, BCM, etc.).
2. Identify campus and community engagement by coaches and staff.

Findings:

Student-athletes participated in the following campus organizations, activities and initiatives during the AY 2017-2018 academic year—Fellowship of Christian Athletes, Ping Pong Club, Student-Athlete Advisory Committee, Phi Kappa Phi, Alpha Lambda Delta, Tri-Beta, Baptist Christian Ministry, Sigma Nu, Psychology Club, Trio Support Services, Intramurals, Epsilon Delta Pi, Presidential Leadership Program, SAOB, and Student Diversity Committee.

Campus and community organizations/groups in which coaches/staff participated or engaged included Creative and Performing Arts, Dancing with the Sigmas, local churches, Kiwanis Club, Convention and Visitors Bureau Board of Directors, Natchitoches Young Professionals, Mardi Gras Krewes, Jaycees, JazzFest, Chamber of Commerce, Agitators Club, Louisiana Sports Hall of Fame, and the American Cancer Society.

Members of the Athletic Department also engaged with others on campus by attending an on-campus Bystander Workshop and a Student Safety Hazing workshop in Baton Rouge sponsored by the ULS office, by partnering with the Student Affairs staff to address mental health issues, and by attendance at the University president's monthly Leadership Team meetings.

Analysis:

Student athletes are very active on campus and in the community. A renewed emphasis on student-athlete community service produced significant improvement in this area (68% increase). From the administration to the student-athlete development staff to the Student-Athlete Advisory Committee, a concerted effort was made to pursue more community service efforts and to better document hours served. The coach/staff community service forms that were turned in reflected a strong commitment on the part of those individuals to be visible and engaged both on campus and in the community.

Decision:

The 2018-2019 Student-Athlete Advisory Committee officers are actively planning for a successful year that will ensure continued community service engagement. A better system must be put in place to regularly record coach/staff hours and more emphasis must be placed on the

importance of this to the department. One concept suggested is to distribute a quarterly community/campus service and engagement update to the department (listing all coaches and staff) and another is to recognize one member of the department on either a semester or annual basis for their level of service.

Responsibility: Athletic Director, Senior Woman Administrator, Assistant Athletic Director for Student-Athlete Development and staff, Head and Assistant Coaches

Objective 4:

Enhance Success and Avenues to Recognize/Promote It.

Strategies:

- Revise the plan for publicizing the Student-athlete of the Month as well as Dean's and President's List honors; the academic success of Student-athletes can be placed more in the spotlight.
- New programming, which may include speeches or seminars and social media pieces, will help highlight the real-world success of former and current Student-athletes. Rewards and incentives will continue to be in place to reward success on the playing surface, in the classroom, and in the community (as allowed by NCAA, University, and UL System regulations), including for some staff and coaches.
- Athletics will place an increased emphasis on maintaining and upgrading existing facilities in any way possible. The discussion will be initiated regarding a facility campaign that will need to be underwritten through private support.

Metrics:

1. Dean's/President's List and Southland Conference Commissioner's Honor Roll honorees.
2. Single year and multi-year NCAA Academic Progress Rate (APR) team scores.
3. Student-athlete GPA.
4. Competitive success of all 14 teams.
5. Number of facility improvements planned and executed.

Metric:

1. **Dean's/President's List and Southland Conference Commissioner's Honor Roll honorees.**

Findings:

NSU student-athletes were recognized for extraordinary academic success during AY 2017-2018 (Table 24). President's List year over year comparison improved 7% and Dean's List year over year correlation improved 13%. Also noteworthy is the fact that 100 student-athletes made the Honor Roll (3.0-3.49) for fall semester and 94 were so honored for spring semester. In addition, 212 were recognized by the Southland Commissioner's Honor Roll.

Table 24

Student-Athletes Receiving Academic Honors AY 2014-2015 to AY 2017-2018

Term	President's List	Dean's List	Total	Southland Commissioner's Honor Roll
Spring 2014	16	34	50	71
Fall 2014	27	76	103	71
Spring 2015	32	60	92	86
Fall 2015	34	72	106	99
Spring 2016	40	69	109	101
Fall 2016	49	67	116	101
Spring 2017	38	65	103	107
Fall 2017	47	82	129	111
Spring 2018	46	67	113	101

Analysis:

The number of student athletes recognized for academic excellence increased year over year in both fall 2017 and spring 2018 in every category of honors except the President’s List fall 2017. Overall, President’s List and Dean’s List recognitions increased 10.5% while honors from the Southland Conference increased 1.9% in AY 2017-2018.

Metric:

2. Single year and multi-year NCAA Academic Progress Rate (APR) team scores.

Findings:

APR numbers are officially reported the spring following an academic year. In the most recent NCAA Academic Progress Report (APR), all NSU teams’ APR exceeded the 930 benchmarks and the 940 target on both a single and multi-year level (Table 25). As a department, NSU attained both a single year and a three-year APR of 967 for the last reporting period (AY 2016-2017). (For APR purposes, both indoor and outdoor track teams are combined, reducing the total number of teams reporting to 12.)

Analysis:

All 12 teams currently have a multi-year APR well above our 940 target. Three teams (Tennis, Men’s Cross-Country, and Women’s Cross Country earned a perfect 1,000 single year APR for the most recent period.

Table 25

Three Year NCAA Academic Progress Report (APR) by Sport, AY 2014-2015 to AY 2016-2017

Teams	AY	Multi-Year APR	Single-Year APR	
Baseball	2014-2015	955	963	
	2015-2016	962	972	
	2016-2017	971	981	
Men's Basketball	2014-2015	960	912	
	2015-2016	972	1,000	
	2016-2017	948	941	
Women's Basketball	2014-2015	970	983	
	2015-2016	973	981	
	2016-2017	973	960	
Football	2014-2015	951	969	
	2015-2016	957	975	
	2016-2017	960	955	
Soccer	2014-2015	985	1,000	
	2015-2016	981	964	
	2016-2017	973	963	
Softball	2014-2015	990	975	
	2015-2016	987	978	
	2016-2017	986	990	
Tennis	2014-2015	983	1,000	
	2015-2016	984	1,000	
	2016-2017	992	1,000	
Men's Cross Country	2014-2015	981	1,000	
	2015-2016	978	1,000	
	2016-2017	977	1,000	
Women's Cross Country	2014-2015	993	1,000	
	2015-2016	991	1,000	
	2016-2017	991	1,000	
Men's Track*	2014-2015	947	987	
	2015-2016	946	956	
	2016-2017	963	965	
Women's Track*	2014-2015	958	958	
	2015-2016	955	990	
	2016-2017	964	976	
Volleyball	2014-2015	989	957	
	2015-2016	984	1,000	
	2016-2017	984	958	

*For APR reporting track includes by indoor and outdoor teams

Metric:

3. Student-athlete GPA

Findings:

In AY 2017-2018, NSU student-athletes earned a cumulative grade point average of 3.040 for fall semester and 3.048 for the spring for an average yearly GPA of 3.044 (Table 26).

Table 26

Average Cumulative Grade Point Average for Student-Athletes, AY 2017-2018

Semester	Total Quality Points	Total Quality Hours	GPA
Fall 2017	16,202	5,329	3.040
Spring 2018	15,104	4,956	3.048
Combined	31,306	10,285	3.044

Analysis:

Although the yearly average dropped compared to AY 2016-2017 (3.07), academic performance remained above the target of 3.0.

Metric:

4. Competitive success of all 14 teams.

Findings:

Eight teams register win-loss records (football, volleyball, soccer, men’s basketball, women’s basketball, baseball, softball, and women’s tennis) in Southland Conference play annually. The cross-country and indoor/outdoor track teams are evaluated based on standings at the conference championship meet. The volleyball, women’s tennis, and baseball teams registered a winning percentage of .600 or better in conference play. In track and field/cross country, both the men’s and women’s teams placed in the top third at the conference indoor meet and the women’s team did at the outdoor conference meet.

Analysis:

Although our athletic teams have not all met our competitive goals, the long term trend is positive, with more teams succeeding each year.

Metric:

5. Number of facility improvements planned and executed

Findings:

Numerous facility enhancements and upgrades are either in progress or on the drawing board:

- TBA Architect firm has provided preliminary cost estimates and drawings for a strength and conditioning annex to the Athletic Fieldhouse and a baseball operations center at Brown-Stroud Field
- Exploring the potential of a new video board in Prather Coliseum
- Exploring the possibility of new video boards for the baseball and softball complexes
- Replacing/updating the N-Club Hall of Fame display at Prather Coliseum will be completed by August, 2018
- Permanent dugouts (brick or cinder block) will be constructed at the soccer facility during the summer of 2018
- A crown will be added to the soccer playing field to create better drainage for the 2019 season
- The tennis courts were resurfaced (in purple) during the summer of 2018
- An entrance to the tennis facility similar to that at other athletic playing areas is planned to be in place for the 2019 season
- New carpeting will be installed on the second floor of the Athletic Fieldhouse (hallway and offices)
- The 40-year old restrooms on second floor and in administration area of the Athletic Fieldhouse will be renovated in summer of 2018
- ADA compliant bleachers will be installed at the track complex in the summer of 2018
- The main entrance to Turpin Stadium will be enhanced (repave road/parking lots, install banners on outer façade, place large planters across front entrance) summer of 2018
- Plans are underway to move volleyball team locker room to another locker room at Prather Coliseum and update it for the 2019 season
- Tentative prices/plans are being secured to install artificial turf at some or all of the softball facility. Private donors (cash and in-kind) are also being secured to renovate the softball dugouts.
- Installation of a permanent nutrition center in back foyer of Athletic Fieldhouse will take place during the summer of 2018
- Construction of a team locker room, coach's office, and storage area at the tennis complex is on the drawing board.
- Construction of a track locker room.

Analysis:

Several visible signs of improvement around the NSU athletic complex reflect vision and dedication to updating and enhancing facilities.

Decision:

The Athletic Department academic support staff (academic coordinators, compliance coordinators, and Faculty Athletic Representative) will continue to meet monthly to assess academic performance with the intention of monitoring success/problems and sustaining the high level of academic performance in place. The Demons Unlimited Foundation Board in

collaboration with the NSU athletic administration is in the process of developing a plan to move forward with completion of key facility projects, most notably the strength and conditioning annex, the baseball operations building, and a track and field locker room.

Responsibility: Athletic Director, Senior Woman Administrator, Assistant Athletic Director for Development/Marketing, Athletic Business Manager, Assistant Athletic Director for Media Relations and staff.

Comprehensive Summary of findings and changes / decisions because of the above:

The success level of NSU's spring sports teams combined with the optimism for similar success for fall sports (hiring of former Demon Brad Laird as head football coach, hiring of Jess and Anna Jobe as co-head women's soccer coaches, and the opportunity for a senior laden volleyball team to win the conference regular season and/or tournament titles) has rejuvenated the enthusiasm and optimism of the program's fan base. As a senior student-athlete recently tweeted, "Love the culture being created within NSU Athletics." It will be critical that the athletic department continues to position itself if the hoped-for success occurs. Priorities should include aggressively seeking diverse sources of private funding (annual gifts, special events, N-Club memberships, endowment growth) and expanding the brand of the athletic program through campus/community engagement, social media initiatives, and creative promotional concepts. At the same time, the extraordinary academic profile of the department must be sustained and we must continue to emphasize improving community/campus service and engagement by student-athletes, staff, and coaches. Finally, facility projects, both enhancing those in place and developing new ones, must continue to be a focal point to positively influence the recruiting process and provide quality venues daily for current student-athletes.

Section III.

College Performance and Assessment Cycle AY 2017-2018

College of Arts and Sciences

The College of Arts & Sciences (COAS), the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

As the largest of the Colleges at the University, it is also one of the most diverse from several perspectives. Bookended by two large Schools (Creative and Performing Arts and Biological and Physical Sciences), the state's designated Honor's College, and Departments that complete the Liberal Arts and Sciences experience, we span a diversity of degrees and concentrations offered, activities presented, outreach completed, and courses offered/taken. The COAS enrolls over 2,700 undergraduate and graduate students in 10 Degree programs and more than 50 concentration areas within degrees. The Louisiana Scholars' College, housed within the COAS, has joint degree programs with all other Colleges, Departments, and Schools at Northwestern State University. In addition, most of the General Education CORE classes are nested within the COAS, thus serving the entire academic population of the University and reaching all students at some point in their academic career. Students in the COAS maintained an average GPA of 2.79 in AY 2016-2017 and 2.76 in AY 2017-2018. In both academic years, more than 1,700 students took more than 12 credit hours per semester averaging 16 credit hours per semester.

More than 130 full-time faculty and 40 part-time faculty teach courses throughout the College. The Faculty and Degree Programs offered by the COAS spans two (2) Schools, seven (7) Departments, and the Louisiana Scholars' College, and includes the following:

Degree Programs

Associates Degree: Veterinary Technology

Associates Degree: General Studies

Bachelor of Applied Science: Resource Management

Bachelor of Arts: Communication, Criminal Justice, English, and Liberal Arts

Bachelor of Fine Arts: Fine and Graphic Arts; Dance (starting Fall 2018)

Bachelor of General Studies

Bachelor of Science: Applied Microbiology, Biology, Mathematics, Physical Sciences, Theatre, and Unified Public Safety Administration

Bachelor of Music

Bachelor of Music Education (*offered in conjunction with the School of Education*)

Master of Arts: Art and English
Master of Science: Homeland Security
Master of Music: Performance and Music Education

In the Academic Year 2016-2017 (Summer, Fall, Spring) the COAS awarded 585 Degrees, and in AY 2017-2018 (Summer, Fall, Spring), the COAS awarded 606 Degrees.

Alumni and Student Success

Alumni of the College have been very successful in professional engagements, and state that the hands-on involvement of faculty, linked with the outstanding field-experiences and internships while at NSU, have allowed them to make professional connections, take auditions, transition from intern to full-time employee, and enroll in graduate/professional school. A few recent alumni successes are highlighted here:

Alumni

- Donald Jones, Jr. (BS, Theatre), has had several roles in Broadway productions including Chicago: The Musical, Aladdin, and was recently named to the cast of the Broadway musical Aladdin.
- Daryl Willis (BS, Scholars' College), currently serves as Vice President Oil, Gas, and Energy for Google Cloud.
- Bruston Manuel, (BS, Theatre), serves as CEO of RWS Entertainment in New York City. This is a company he founded with the vision to create award-winning, custom entertainment, and to serve as a connection agent between talent and those desiring to hire it.

Current Students

- Vi Kinney (Junior, Scholars' College), was elected as a student at-large representative on the Southern Regional Honors College board.
- 22 students from the COAS participated and presented at the annual NSU Research Day, sponsored by the Research Council. In addition, 85% (13) of the faculty presentations were made by faculty in the COAS.
- 32 students from the COAS made 41 different presentations at 9 conferences. One student presented internationally at the 6th World Congress on School and Universal Logic in Vichy, France. These students were sponsored by 11 different faculty mentors.
- Emily Benscome was accepted into the prestigious Ph.D. program in the Biomedical Sciences in the Department of Veterinary Pathobiology at Texas A & M University.
- Jonathan Andino, a violinist and music major, was selected through competitive audition as the state and regional winner in the MTNA (Music Teacher's National Association) competition and placed 2nd in the national competition.
- Katherine Langlois, theatre/dance student, had her choreographed work—Machine--chosen for adjudication at the ACDA (American College Dance Association) conference held on NSU's campus.
- The NSU Dance Company's piece—Windows + Doors—was selected through adjudication for the GALA concert at the ACDA competition.

- The NSU Women’s Lyric took gold at the Laurea Mundi Budapest competition, and the NSU Chamber Choir took silver.
- A record 26 graduates of the School of Biological and Physical Sciences have been accepted into Professional Schools for Fall 2018 including Dental, Medical, Physician’s Assistant, Pharmacy, Chiropractic, and Graduate School.

Academic Engagement

National Rankings

- The online Master of Arts in Fine and Graphic Art was ranked #4 in the nation for online Master’s Degrees by thebestschools.org, and #21 for most affordable as well as #27 for best online by affordablecollegesonline.org
- The online Master of Arts in English was ranked #11 by gradschoolhub.com as one of the most affordable online programs
- Dr. Pete Gregory, Professor of Anthropology, received the Louisiana Culture Award as Archeologist of the Year by the Lieutenant Governor and Office of Cultural Development
- *SR Education Group* ranked as *Best Value*: Prelaw and Paralegal Studies (#3), Criminal Justice (#7), and Homeland Security (#6)
- *Best Colleges.com* ranked Criminal Justice at #19
- *Best Colleges.com* MS in Homeland Security ranked # 17
- *Guide to Online Schools* ranked UPSA # 1 program and #6 for tuition.
- *College Choice.net* ranked Criminal Justice at #15
- *Great Value Colleges* ranked Criminal Justice at #21

The COAS participates in several current and future activities and initiatives to ensure student success, maintain rigor, emphasize integrity, encourage student responsibility, and promote recruitment, retention, graduation, employment, and professional/Graduate School. Included in our efforts is a continued emphasis on and promotion of academic advising throughout the semester, assessing our general education CORE classes, early interventions for students struggling in classes, and promotion of the Academic Success Center.

In addition, several specific strategies have taken place to bring increased visibility and impactful meaning to our programs. These include:

- NSU’s first Residential College for students in the Creative and Performing Arts. Students choosing to live in Varnado Hall live in an environment of creative collaboration with other artists, participate in activities that cater to the special interests of the Arts, and link directly to visiting Guest Artists who are in residence in Varnado and the School of Creative and Performing Arts.
- NSU’s first active learning classroom in the School of Biological and Physical Sciences opened in Fall 2017. This is a classroom in which students and professors can interact with one another from several perspectives including digital engagement, collaborative communities, and the flipped classroom where faculty are able to engage the students and

empower them to assist in teaching each other. Director of the School, Dr. Francene Lemoine, and faculty member, Dr. Lindsay Porter, presented their research and innovative approach to teaching at the 1st Annual Universities of Louisiana System Conference.

In addition, departments and schools host several events, annually, that strengthen our recruiting and retention efforts. To highlight a few:

- *Classic on the Cane Marching Contest*: annual Marching Band Contest that attracts more than 35 HS Bands to campus/Turpin Stadium, and more than 10,000 spectators
- *Science Showcase*: annual showcase sponsored by the School of Biological and Physical Sciences that attracts nearly 300 young scientists to campus to explore the Sciences, participate in research activities, and to gain potential direction for careers in the Sciences
- *Demon Math Classic*: annual event that attracts area high school math students to campus for competitions in Math.
- *Scholars' Day*: an event that is held once each semester to showcase the Scholars' College. Potential students sit in on Scholars' classes taught by faculty and gain insight into what daily life is like as a Scholars' student.
- *Louisiana Thespians Conference*: annual event that is hosted by NSU and the School of Creative and Performing Arts each year. It attracts over 600 thespians from the state and offers adjudication and performances for students.
- *LitCon*: LitCon brings together members of the Natchitoches and NSU literary community to showcase their work, foster collaboration and educate the community on the importance of the humanities. LitCon creates a relaxed environment allowing students, faculty and community members to talk about their craft, educational opportunities, working across disciplines and how to make a living in the humanities.

In addition to the above, the School of CAPA also hosted the regional conference of the American College Dance Association, as well as the Southeastern Composer's League national conference.

Next year, the Dean will initiate the COAS Student Advisory Council whose membership will be made up of representative students from the departments and schools throughout the COAS. This council will be charged with providing feedback and guidance to the Dean on student concerns, initiatives, planning, and furthering activities for student engagement and success. These ideas will be shared with the COAS Faculty/Staff Advisory Council.

Strategic Planning

As the largest of the Colleges at the University, it is also one of the most diverse from several perspectives. Bookended by two large Schools, the state's designated Honor's College, and Departments that complete the Liberal Arts and Sciences experience, we span a diversity of degrees and concentrations offered, activities presented, outreach completed, and courses offered/taken.

On February 19, 2018, the COAS Faculty/Staff Advisory Committee met for the first time. The committee is made up of representatives from each Academic Unit within the College, led by the Dean. The first meeting consisted of the Dean presenting a broad overview of the College with

the intent of bringing familiarity of the depth and breadth, the broad reach of our Academic offerings, and the outreach of the College. Considering that the work of the Liberal Arts and Sciences is important, deep, powerful, and has tremendous potential to affect change, committee members were charged with the following questions as beginning dialogue for our goals for 2021:

1. How does a large and diverse College continue to build and expand its identity?
 - a. The COAS has gone through several iterations (titles) in the last ten years and has recently gained stability in name and offerings. This leads to several questions:
 - i. Who are we?
 - ii. Who do we want to be?
 - iii. What defines us?
2. How do we bring the Arts and Sciences further into the lives of our students and, more broadly, the campus community?
3. How do we define the Arts and Sciences to our communities beyond the campus?
4. How do we make the Arts and Sciences accessible to our collective communities?
5. How do we engage in courageous conversations in which the Liberal Arts and Sciences can have tremendous, and often, profound effect?

The advisory committee will meet again during on-call week in Fall, 2018. In addition to the above questions, we will engage with the COAS student advisory council to consider how we might better respond to student perspectives, and dialogue with them about how to promote and evolve the College into a student-responsive entity. We will use the following questions to guide our dialogue together:

1. How do we continue to be innovative in our approaches?
2. How do students and faculty work together to have conversations that seek to solve problems with solutions that take into consideration the vast influence the Liberal Arts and Sciences have on our society?
3. How do we continue to connect our departments and communities through the virtual world without compromising the integrity that is imperative in our interactions with one another?

Current Innovations

This past academic year, the College has worked collaboratively in several areas that will propel us forward and assist in our mission to provide a 21st-century educational experience to our students with opportunities through innovative models, degrees, and course delivery. For example:

- COAS will continue to pursue agreements with business and industry professionals including a Memorandum of Agreement with KTBS in Shreveport to provide internships and practical experience for students majoring in New Media, Journalism, and Communication Arts. This agreement will allow our students to intern and learn at the station and in the field and will assist in KTBS professionals providing dialogue with our course offerings.
- COAS will continue to pursue 2+2 agreements with Community Colleges to provide a seamless transition for students wishing to transfer into one of our many programs.

- The School of Biological and Physical Sciences converted an outdated laboratory into a state-of-the-art active learning classroom. This smart space classroom embraces digital engagement with traditional learning in a seamless blended classroom experience, with smart desks that allow students to move in any direction to dialogue with one another.
- The School of Creative and Performing Arts submitted a letter of intent to the University of Louisiana Board of Supervisors and the Louisiana Board of Regents to establish a Bachelor of Fine Arts in Dance. The degree will be offered beginning Fall 2018 as the only public institution in the state to offer this degree. Its vision is to provide students with hands-on and interactive opportunities to pursue training that will prepare them for careers as Dancers.
- The Departments of Math and English, Foreign Language, and Cultural Studies have reimagined the way we are offering our co-requisite classes in Math and English. Students in both departments will take a lecture and laboratory classes in which the same professor will teach lecture and lab, provide hands-on assistance and tutoring for homework, and utilize current laboratory technologies and digital engagement to further student understanding and success.

NSU's Quality Enhancement Plan (QEP) reaches deeply into the existing infrastructure of the COAS, and enhances and strengthens some of the values and activities already at our core, including:

- Capstone Course or Project: many of our programs already include a culminating capstone experience, and for students in the Arts, the exhibit, recital, or performance is an opportunity to bring deeper meaning to the knowledge gained through 4 years of applied study.
- Students in the Scholars' College or Biological and Physical Sciences present their research in a culminating thesis or research project through which they are able to communicate the depth of knowledge and understanding gained through intensive course work and research.
- Students in teacher certification programs finish their degrees with an internship in the field, which allows them to apply the knowledge gained in classes to field and clinical experiences that bring them a deeper understanding of the challenges of the classroom.

Responsiveness and Future Innovations

As the work of the creative thinkers on the two advisory councils evolves, the College of Arts and Sciences will continue to look at our daily operations and how they play a role in connecting our communities—from Scientific advancements through Artistic and Humanistic endeavors. We will continue to evaluate the QEP and assess its effectiveness for it to have maximum impact on our students as they prepare themselves for lives in the Arts and Sciences professions. It will be imperative that we analyze our Math and English co-requisite program to ensure student success; it is essential that we continue to encourage faculty and students to collaborate on research that has the potential to bring greater meaning to our work in the Arts and Sciences; and we will strive to have deeper conversations with our alumni and advisory committees who serve as valuable resources as we continue to evolve as a College.

We will continue to engage in crucial conversations, in which we realize that the work of the

Liberal Arts and Sciences—though difficult and demanding—is critical to our lives as we create graduates who are responsive and respectful, and stellar contributors to their chosen professions. As we continue to look at best practices for delivery of instruction, we will constantly evaluate how residential and online education can best serve the students, programs, and departments within the COAS, and how we can continue to evolve in the scope of our influence.

The Gallaspy College of Education and Human Development (GCEHD)

The Gallaspy College of Education and Human Development (GCEHD) is a community of eclectic students, faculty, and staff, working to increase knowledge, skills and dispositions through teaching, research, and service. The GCEHD produces graduates with the capabilities and confidence to be productive members of society equipped to promote economic and social development where they live and work. The GCEHD offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, child and family studies, adult learning and development, educational technology leadership, educational leadership, special education, student affairs in higher education, counseling, health and exercise science, health promotion, psychology, addiction studies, social work, and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. GCEHD consists of four academic units (School of Education, Department of Health and Human Performance; Department of Psychology, Department of Social Work) and Military Science.

Degree Programs

In fall 2017, the GCEHD enrolled 2,492 undergraduate and graduate students in 30 programs (BA, BS, BME, BSW, MAT, MA, M.Ed., Ed.S, Ed.D) and eight certificate programs. In addition, University core and support courses are offered in the social/behavioral sciences (Psychology, Educational Psychology), nutrition, first aid, and social work. Students in GCEHD maintained an average GPA of 3.05 in fall 2017 and 3.07 in Spring 2018. Within departments, average GPA ranged from 2.67 to 3.33.

Within the GCEHD, academic success is measured through multiple metrics including overall grade point average, being in good standing with the University (GPA of 2.0 or higher), progress towards graduation, average number of credit hours earned and student retention (persistence).

For AY 2017-2018, 87.5% of GCEHD students achieved a GPA of 2.0 or higher (Table 27).

Another measurement of student academic success is academic progress, moving towards earning a degree. In AY 2017-2018 (summer, fall, spring), 455 GCEHD students earned degrees as compared to 519 students in AY 2016-2017.

Additionally, academic success can be measured by the percentage of full time students completing an undergraduate degree within a 6-year window. For those full-time students beginning college in fall 2009, the GCEHD boasted the highest graduation rate among NSU colleges with 43.6%.

Table 27

GCEHD Students Obtaining 2.0 Cumulative Grade Point Average or Better, AY 2017-2018

Department	Fall 2017		Spring 2018	
	% students obtaining 2.0 or higher	Number of students within the department	% students obtaining 2.0 or higher	Number of students within the department
Health & Human Performance	83.3%	352	84.2%	313
Psychology	89.2%	538	87.7%	511
Social Work	85.4%	310	86.0%	292
Teaching, Leadership, & Counseling	92.8%	1,292	93.6%	1,199
GCEHD (overall)	89.7%	2,492	90.0%	2,315

Academic progress is also determined by the number of credit hours earned by our students per semester. In Fall 2017, the average number of credit hours earned by GCEHD undergraduate students was 12.04 hours with 12.15 earned credit hours in spring 2018.

More than 55 full-time faculty and 50 part-time faculty teach courses throughout GCEHD. In fall 2017, GCEHD generated 21,810 Student Credit Hours (SCH). Of this total, Psychology (7,485) and Teaching, Leadership, and Counseling (8,594) generated the majority of these hours.

Alumni and Student Success

Alumni

Alumni of the GCEHD have been very successful in their chosen professions. A few recent alumni successes are highlighted below:

- Dr. Rogers Loche (BS, MS, Psychology) earned his Ph.D. from Oklahoma State University. Dr. Loche is now working as a counselor with the U.S. government.
- Tony Vets (BS, MS Psychology) is the program director of St. Mary’s Residential School, Alexandria, LA.
- Multiple alumni (Kristen Daisy, Alejandro Caspedes, Brittany Jeanice) in ROTC have established ROTC scholarships in the name of a loved one.
- CPT Jimmie Watson is an accomplished company commander and served as the guest speaker for the Demon Battalion Military Ball in March 2018.
- Cayce Badeaux-McDaniel (BSW, Social Work) completed advanced graduate study at LSU to obtain her MSW and now serves as the Regional Manager for Pathways/Compassus Care, a non-profit addiction treatment agency with a home base in Missouri.
- Kimberly Eckert (BSW, Social Work; M.Ed., Special Education) was named the 2018 Louisiana Teacher of the Year.

Current Students

- Lauren Nelson (senior, Social Work) earned a field placement with the Federal Public Defender’s Office: Western District of Louisiana, Shreveport, LA.

- Indy Gurley (junior, Early Childhood Education) initiated a service project to benefit local preschool and kindergarten students. Gurley implemented a t-shirt fundraiser to support the Cradle to Prison Intervention Pipeline project. Gurley raised enough money to purchase 180 children's books for local classrooms.
- Five Social Work interns will complete their internship in foster care programs in Natchitoches, Shreveport, Leesville, and Alexandria through the Title IVE Child Welfare Scholars Program.
- 100% of second year Clinical Psychology graduate students participated and presented poster and paper sessions at the annual NSU Research Day, sponsored by the Research Council.
- Fourteen undergraduate students in psychology and addiction studies had internship placements during AY 2017-2018. This elective course requires a minimum of 100 contact hours at their respective sites.
- Psi Chi (psychology) members support and raise funds for Empower Nepali Girls.
- The Department of Teaching, Leadership, and Counseling hosted the first annual Educators Rising Conference in February 2018 where prospective students from 10 school districts attended sessions led by state teachers of the year (Louisiana, Minnesota) and university faculty.
- Twelve cadets successfully completed Advanced Camp in AY 2017-2018: Cadets Kingsley and Kimball earned honors in the Top 15% of their regiments. Both Cadets were named Distinguished Military Graduates having scored in the top 20% of Cadets across the nation.
- Cadet Karl Marzahl was selected for the Army's Cultural Understanding and Language Proficiency Program and spent 4 weeks in the Republic of Indonesia working with the Indonesian Naval Academy.
- Eight Cadets were commissioned in the US Army in AY 2017-2018: Cadet Shaffer Kimball, Cadet Savannah Carter, Cadet Michael Kingsley, Cadet Alexander Stewart, Cadet Taylor Andrews, Cadet Tucker Ellis, Cadet Scott Stearns, and Cadet Albert Tuiel.

Academic Engagement

National Rankings

The online Bachelor of Arts degree in Child and Family Studies and the Master of Arts in Teaching degree in Secondary Education was ranked among the most affordable programs in the U.S. by *CollegeChoice.net*.

Faculty and Staff Awards/Recognition

- Mr. Raymond McDowell-Commander's Award for Civilian Service, 6th Brigade, April 2018
- Mr. Dennis Montgomery-Commander's Award for Civilian Service, 6th Brigade, April 2018
- Mr. Edward Kelly-NSU Excellence in Teaching, August 2017
- Dr. Patrice Moulton named as a Fulbright Scholar, Spring 2018
- Jody Biscoe co-authored a book *Change Book: A Blueprint for Technology Transfer*, 2nd edition.

- Ramona Wynder and Kimberly McAlister served as Co-Principal Investigators for a \$300,000 Believe and Prepare grant focused on initiatives to increase teachers in seven rural school districts.
- Nine Endowed Professorships were awarded to faculty within the Department of Psychology, and Teaching, Leadership, and Counseling. These EP allowed faculty to pursue research and scholarship opportunities at the local, state, regional and national levels.
- Dr. Ruth Weinzettle was appointed by Governor John Bel Edwards to serve on the State Louisiana Board of Social Work Examiners in AY 2017-2018.

Strategic Planning

In spring 2018, the GCEHD established a Vision Casting committee comprised of representatives from the 5 units within the GCEHD (Health and Human Performance, Psychology, ROTC, Social Work and Teaching, Leadership, and Counseling). The goal is to seek input from each faculty group to identify current strengths and areas of improvement within individual departments. Based upon this information, the committee sought to set goals (by department and as a college) to pursue by fall 2021.

In fall 2018, the committee and departmental administrators will continue to refine and modify the goals set forth by the departmental faculty.

Based on the brainstorming of departmental faculty and the vision casting committee, the following goals have been established for the GCEHD by fall 2021:

1. Increase faculty within departments or programs commiserate with student growth.
2. Continue annual 6% growth overall within GCEHD and by department.
3. Conduct professional development with GCEHD faculty in two targeted areas: benefits of ARMY ROTC and online instructional design and strategies.
4. Increase marketing using social media accounts and students to drive traffic about departmental and GCEHD initiatives.
5. Hire a dedicated recruiter or grant writer for the GCEHD.

Areas of Strength by Department

Department of Health and Human Performance:

1. Our graduate HHP programs attract quality students from all over the country.
2. Five to ten percent of the graduate students are international students.
3. Undergraduate and graduate students are placed in competitive internships.
4. Undergraduate and graduate instructors integrate technology and current trends/topics/events into the classroom instruction.
5. HHP does well at advising and preparing students for success in the workplace and/or graduate school.
6. We are currently searching for an additional faculty member to assist in the Health Promotion Program. (update 6/1/18- position filled by Dr. Amanda Divin)

Military Science:

1. We have strong support for academics.
2. The average GPA for cadets is 3.57.

3. Cadets are active in community and university service.
4. We currently have a 100% three-year success rate on matching requests for reserve duty and active duty for graduates.

Department of Psychology:

1. Faculty are available to students outside of office hours with strong advising and course support for students.
2. Faculty offer flexibility in meeting student needs that increase our retention.
3. Faculty are very active in the NSU Community and community at large.
4. Faculty consistently use measurable objectives and assessments.
5. Faculty are a good team.

Department of Social Work:

1. Enrollment has increased with the implementation of our online program. Courses are currently offered on the Natchitoches campus and online. Since implementation, two students have graduated from the online Bachelor of Social Work.
2. Courses within the program are offered on an annual rotation posted on our website.
3. The rotation of courses makes it possible for students to complete the degree in a reasonable time frame as we have students located in multiple states and countries (i.e., Guam)

Department of Teaching, Leadership, and Counseling:

1. The implementation of the new doctoral program in Adult Learning and Development for those wishing to pursue a terminal degree in the multi-state area.
2. As a group, faculty are involved in service to the University and department in various capacities.
3. Faculty conduct research projects involving students; endowed professorships provide opportunities for research and professional development.
4. Faculty are planning and implementing program changes to satisfy State Department and BESE mandates.
5. Communication among faculty has improved.
6. Faculty are becoming a more collaborative group.
7. Faculty provide excellent instruction in the classroom.
8. Faculty advocate service learning; we promote students publishing and presenting with us; we advocate sharing our research at conferences.
9. The department has strong student support and advising; strong partnerships with districts.
10. Students are successful in passing licensure exams.

Departmental Goals for 2021:

Department of Health and Human Performance:

1. Hire more full-time HHP faculty members to meet the current and increasing number of HHP students
 - a. Currently, HHP has 6 full-time faculty members
 - b. Approximately 260 undergraduate students
 - c. Approximately 60 graduate students
2. Develop an undergraduate Sport Administration major. A conservative estimate is approximately 200 additional students would enroll in this major if faculty were provided to support the curriculum.

3. Offer more undergraduate and graduate HHP courses online
4. The Sport Administration Graduate Program to offer courses online!
5. Double the number of graduating students in the PE/Health teaching curriculum.
6. Increase the number of HPE TC courses to teach lesson planning, assessment, and classroom management
7. For the HHP faculty, to be treated like the rest of the University, regarding summer pay.
8. Find a way for the HHP department to receive departmental funds to assist HHP faculty with additional certifications, equipment, research, and travel
9. Update the computers, monitors, and other electronic devices for HHP faculty members
10. Purchase licensing for research or educational software programs (eg. Qualtrics, Stata, Dartfish, Campus Knot, etc.)
11. Update the office furniture

Military Science:

1. Increase the faculty cadre.
2. Increase the number of commissioned offered to meet the contract mission percentage. In 2021, contract will require cohorts of 15 with 12 completing the program.
3. Increase the professional development of GCEHD faculty on the benefits of ARMY ROTC
4. Begin process to have dedicated cadre of dorm rooms for ROTC cadets.

Department of Psychology:

1. Apply for more grants to increase funding for resources (i.e., testing materials, research labs)
2. Use technology more efficiently for tours to PhD programs, guest lecturers, etc.
3. Implement an experiential component for all undergraduate and graduate students “more competitive in the world of work”

Department of Social Work:

1. Seek approval for a Master of Social Work program at NSU.
2. Work in collaboration with the MA in Counseling to help BSW graduates that are interested in earning an LPC in Counseling.

Department of Teaching, Leadership, and Counseling

1. Hire additional faculty with local connections
2. Update and maintain building and grounds (replace auditorium seating & sound, replace clinical labs, make outdoor area more attractive, maintain old school house)
3. Build a better website
4. Improve opportunities for student connectedness
5. Find ways to increase student professionalism

College of Nursing & School of Allied Health

Northwestern State University’s College of Nursing and School of Allied Health (CONSAH) share a common mission, to serve the people of Louisiana and in so doing improve the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

CONSAH's vision is to be an innovator and pacesetter in the educational preparation of individuals in nursing and allied health professions. CONSAH's core values are: (1) Excellence, (2) Respect, (3) Caring, (4) Teamwork, and (5) Professionalism.

Faculty members are committed to a program of strong advising, robust student mentoring student advocacy, and excellence in teaching and service. CONSAH's students and graduates represent the future of health care.

In 2016, CONSAH enrolled over 26% of Northwestern State University's total enrollment and in 2017 over 27% of the University's total enrollment. The CONSAH is deeply committed to providing accessible, quality nursing education to develop future healthcare leaders. The commitment to provide **quality accessible education** is exemplified in several ways:

- In 1949 NSU became the first state supported university to offer a baccalaureate degree in nursing.
- In 1972 NSU became offering the first masters in nursing degree program in Louisiana.
- In 1976 Northwestern State's College of Nursing supported the initiation of the Louisiana's first chapter of Sigma Theta Tau International Honor Society of Nursing (Beta Chi), to foster the creation of nursing scholars.
- In 1996, the College of Nursing's BSN and MSN programs were the first programs in the University to deliver courses via compressed video throughout northern and central Louisiana.
- In 2003, the RN to BSN program was the first-degree program within the University to be offered entirely online and the first online nursing program in Louisiana.
- In 2009, Northwestern State was the first university in Louisiana to offer the Masters of Science in Radiologic Science (MSRS) degree and today remains the only MSRS program in Louisiana. The program is offered entirely online.
- In 2012 Northwestern State was the first university in Louisiana to offer the BASAH (Bachelor of Applied Science in allied health) degree, and remains the only university to offer this unique, totally online degree.

CONSAH's commitment to creating accessible quality educational opportunities never ceases. In the past year, CONSAH has expanded compressed video offerings to a new campus located in DeRidder, Louisiana. Additionally, approval was received to offer the BSN degree in Natchitoches and Leesville and the ASN program in Alexandria. CONSAH has been a huge part of the expansion of NSU's physical plant footprint at the learning center in Alexandria. Robust round table discussions with advisory boards in Alexandria, Leesville, and Shreveport occur annually. From these meetings, partnerships are developed to produce degree programs, which meet workforce needs and are beneficial to the University. CONSAH is dedicated to helping each student obtain their educational goals as well as developing a quality healthcare workforce.

Degree Programs

The College of Nursing and School of Allied Health offers seven degree-programs spanning from the associate degree to the practice doctorate. The CONSAH enrolls over 2,900 undergraduate and graduate students in these seven-degree programs and more than ten concentration areas within the degrees.

More than 70 full-time faculty members and 40 adjunct faculty members teach courses throughout CONSAH. Degrees offered through the College of Nursing include:

1. Associate of Science Degree in Nursing (ASN),
2. Bachelor of Science in Nursing (BSN),
3. Master of Science in Nursing (MSN)
4. Doctor of Nursing Practice (DNP).

Degrees offered through the School of Allied Health include:

1. Bachelor of Science in Radiologic Science (BSRS)
2. Bachelor of Applied Science in Allied Health (BASAH)
3. Master of Science in Radiologic Science (MSRS)

The Louisiana State Board of Nursing (LSBN) has approved all four nursing degree programs. The Accreditation Commission nationally accredits the ASN program for Education in Nursing (ACEN) through 2022. The Commission on Collegiate Nursing Education (CCNE) nationally accredits the BSN and MSN degree programs through 2023. The DNP degree program received initial national accreditation by the Commission on Collegiate Nursing Education (CCNE) on November 4, 2015 and is accredited through June 30, 2021. The CON is also accredited as a provider of Continuing Education in nursing by the American Nurses' Credentialing Center on Accreditation (ANCC).

The Joint Review Commission on Education in Radiologic Technology (JCERT) nationally accredits the BSRS degree program through 2025.

In the Academic Year 2016-2017 (Summer, Fall, Spring) the CONSAH awarded 466 Degrees, and in AY 2017-2018 (Summer, Fall, Spring), the CONSAH awarded 427 Degrees.

Alumni, Faculty, and Student Success

Alumni

CONSAH alumni are successful professionals who bring regional and national prominence to NSU through their achievements. CONSAH alumni are involved in professional organizations, inpatient and outpatient healthcare management, and are engaged with current NSU students as mentors. Examples of recent alumni successes include:

- *Jennifer Cameron Hart*, NSU BSN, 2004; MSN 2009; and Doctorate of Nursing Practice 2016 Graduate. American Association of Nurse Practitioners (AANP) State Award for Excellence.
- *Carmen George*, MSRS 2012. Louisiana Society of Radiologic Technologists (LSRT) President AY 2017-2018

- *Jessica Love*, BSRS 2018. Selected for National Student Leadership Development Program by the American Society of Radiologic Technologist (ASRT) in 2017. Louisiana Society of Radiologic Technologists (LSRT) Student Technologist of the Year (2018)
- *Billy Morales*, NSU Masters and Doctorate of Nursing Practice Graduate. Professional contributions to Alexandria area as Family Nurse Practitioner, by Louisiana Association of Nurse Practitioners, 2017.
- *Chad Rains*, ASN and BSN NSU Graduate. AY 2017-2018 Honorable Alumnus. President of Axis Research and Technologies (ARTA) and Sr. Director Professional Education of OrthAlign, Inc.
- *Tiffany Roe*, Masters Nursing Graduate. 2017 Professional contributions to healthcare in Louisiana by Louisiana Association of Nurse Practitioners, 2017.
- *Dr. Patricia Eichelberger Thompson*, NSU BSN Graduate 1970. AY 2017-2018 Outstanding Alumnus, Sigma Theta Tau International President from 1999-2001; CEO Sigma Theta Tau International Honor Society of Nursing 2007-2018.

Faculty

CONSAH faculty members are interprofessional collaborators committed to the development of graduates who demonstrate the characteristics of resilient critical thinkers, compassionate caregivers, and healthcare professionals capable of handling future healthcare challenges.

CONSAH's commitment to excellence continues to be exemplified through faculty members who constantly strive to promote students' success in their pursuit of academic and professional career goals. Over the past several years, this commitment to excellence has been reiterated with greater emphasis placed on recruitment and retention of students through multiple creative modalities. Use of innovative teaching-learning strategies partnered with experiential learning have improved the traditional learning environments of the past and created flexible, student-friendly settings that facilitate learning.

Faculty understand that the future of health care will be challenging, however, CONSAH is equipped to meet those challenges by creating stronger and more flexible academic programs that are accessible to diverse student populations throughout the country.

Achievements of CONSAH faculty include:

- Louisiana's Radiologic Technologist of the Year
- One Fellow in the American Association of Radiologic Technologist Hall of Fame
- Three Fellows in the Louisiana Academy of Nurse Practitioners
- One Fellow in the American Academy of Nursing
- Four Fellows in the American Academy of Colleges of Nursing's Leadership for Academic Nursing Programs
- One Fellow in the Academy of Nursing Education
- Six CONSAH faculty earned doctorates
- Twelve CONSAH publications in refereed journals

- Over 30 CONSAH presentations in state, regional, national and international professional forums
- Holders of 18 Endowed Professorships
- Began Global Health Initiatives to Cuba and Panama

Students

- Participated in over 20 community-engagement events
- Two students commissioned in US Air Force Nursing Corps
- Four students invited to participate in National Health Policy Summit
- Produced over 15 scholarly project practice change projects (DNP capstone projects)
- Over 4 doctorate scholarly projects published
- Two students invited to present at national nursing research conference
- Two undergraduate students invited to present at international nursing research conference
- 2018 Dean's Award winner
- 2018 Two undergraduate students inducted into Lambda Nu National Honor Society for Radiologic Science
- 2017 Winner of LSRT Scientific Essay

Program Growth and Success

Measures of program success include passage rates on licensure and certification examinations, national program rankings, progression from admission to graduation data and employment data. Additionally, alumni and employer ratings of program and graduates are used to evaluate program success. The following are indicators of program success:

Licensure, Certification Examination Passage Rates AY 2017-2018

Licensure as a registered nurse occurs when students successfully complete their national council licensure examinations. Licensure as a radiologic technologist occurs when students successfully complete their registry examinations. Licensure as advance practice registered nurses occurs when master's degree students successfully complete certification exams specific to a patient population. CONSAH's licensure, certification and registry passage rates for 2017 are:

- The ASN national council licensure examination pass rate was 97.45%.
- The BSN national council licensure examination pass rate was 95.65%.
- The MSN certification examination pass rate was 96%.
- BSRS registry examination pass rate was 94%

Recent National Program Rankings and Recognition

- Nurse Practitioner program has been named the 7th best in the nation by guidetoonlineschools.com
- The RN to BSN program was ranked 16th in the nation by bestvalueschool.com
- In 2015, 2016, and 2017 US News and World Report ranked the MSN program in the top 100 MSN program in the nation.
- 2017 number one ranked ASN program in the United States

Recent Enrollment, Graduation, Employment Rates

- CONSAH enrollment increased over 30% increase in the past three years
- CONSAH retention increased over 8% in the past two years, and is now greater than 70% for all degree programs
- CONSAH employment rates maintained above 90% for past three years, with the majority at or above 98%.
- CONSAH alumni satisfaction rates above 90% for the past three years
- CONSAH employer satisfaction rates above 90% for the past three years

Lastly, in response to advisory councils' request for graduates to fill workforce needs, in addition to students' requests for more degree/certificate offerings, CONSAH developed, received required approvals, and began admitting students into the following degree and certificate programs in 2017 and 2018:

1. Psychiatric Mental Health Nurse Practitioner Program Established
2. Doctor of Nursing Practice, organizational-systems leadership concentration established.
3. Post Baccalaureate Certificate established in MRI technology
4. Post Baccalaureate Certificate established in Cardiac Radiologic Intervention

The Future

Strategic Planning

To support the provost's request that we re-evaluate our undergraduate baccalaureate programs to be congruent with the "15 to Finish/Think 30" national program, both the BSRS and BSN programs have re-evaluated their current curricula. Currently the program directors are preparing to present the needed curriculum changes to faculty before making the numerous curriculum revisions required to achieve the 30-credit hours/year. CONSAH participated in the first and second cohorts in the Learning for Life Quality Improvement Plan and are making plans to ensure all undergraduate programs are participating next year. Each year, the University sets a goal to increase enrollment by 6%. CONSAH has exceeded this each year for the past three years. Our future plans are to re-evaluate the amount of growth we have obtained and the resources we have available, both physical and fiscal to meet the needs of this growing population.

Strategic planning will occur with CONSAH administration at a national leadership conference in Quebec this summer. The focus of the strategic plan is to evaluate where we have been and where we anticipate going in the short (5 years) and long term (10 years). Short term program planning for CONSAH, as requested by advisory councils, community members, and students includes the development of: (1) an accelerated Paramedic/Medic to RN program, (2) an accelerated BS to BSN program, (3) BSN to DNP program, and (4) ultrasound certification program. Additionally, expansion of memorandums of understanding with two community colleges that provide seamless transition for associate degree registered nurses to our baccalaureate degree program are a part of CONSAH's short term planning. Long term planning includes the addition of a new building on the Shreveport campus, and the possible development of new certification programs for both radiologic science and graduate nursing. A large long-term planning project also includes the development of a nurse anesthetist program housed within the college of nursing and an doctor of osteopathy program housed within the school of allied health.

Innovation

In AY 2017-2018, CONSAH piloted the use of iPad technology in the undergraduate nursing classroom to facilitate online testing. Beginning Fall 2017 all BSN clinical students entering their first clinical level, will be required to purchase an iPad that will be preformatted through the University with innovative technology to aid in teaching-learning, and facilitate online testing.

Distance learning equipment was upgraded last year in three of the six distance learning rooms on three campuses. In 2018 we will add a distance learning room on the Alexandria campus and the Shreveport campus. Three active learning classrooms on the Shreveport campus are also being renovated/upgraded. The clinical learning lab in Natchitoches is being expanded and a new digital learning radiologic science lab is being constructed in Alexandria. A building campaign fund has started to support the addition of a new CONSAH building on the Shreveport campus. It will be a paperless building, fully equipped with modern technology which accompanies students from building entry, to the classroom setting, to the clinical setting, and through to graduation.

Lastly, in the upcoming academic year, virtual technology will be added to the Shreveport, Alexandria, Natchitoches and Leesville campuses to facilitate active learning of anatomy, physiology and pathophysiology for all CONSAH students. The future of CONSAH is unlimited.

College of Business and Technology

The College of Business and Technology (CoBT) employs 32 full-time faculty members, 2 part-time faculty members, and 5 coordinators/administrators with teaching release time, 1 lab assistant/technician, and 4 administrative support staff. The CoBT serves 1,475 (14-day count Fall 2017) undergraduates enrolled in the following degrees:

The School of Business:

Accounting; business administration with concentrations in business analytics, finance, international business, management, and marketing; computer information systems with concentrations in application development, core programming, networking and system management, and web development; hospitality management and tourism with concentrations in culinary arts, hospitality services, and travel and tourism.

The Department of Engineering Technology:

Electronics engineering technology with concentrations in electronics, and biomedical; industrial engineering technology. An associate of science degree in engineering technology with concentrations in electronics engineering and industrial engineering. An advanced manufacturing technician certificate program is also available.

Utilizing state-of-the-art, well-equipped classrooms and laboratories, the CoBT faculty are providing a conducive learning environment for our students.

Academic Success

At the College, academic success means our students are meeting university, college, and school expectations. One measurement of student academic success is being in good standing [GPA of 2.0 overall and in major]. For the overall AY 2017-2018 academic year, eighty-three percent (83%) of students achieved a GRP of 2.0 and above. In Spring 2018, eighty-seven percent (87.4%) of students achieved a GPA of 2.0 and above.

Another measurement of student academic success is academic progress, moving towards earning a degree. In AY 2017-2018, 240 CoBT students earned degrees as compared to 202 students in AY 2016-2017. Academic progress is also determined by the number of credit hours earned by our students per semester. In Fall 2017, the average number of credit hours earned for CoBT students was 13.07 hours with 12.89 earned credit hours in spring 2018.

To assist with ensuring academic success, we provide our students with access to the following:

1. Proper prerequisites for course success.
2. Supplemental instruction. Instructors provide supplemental instruction and students can also access tutors in our 24-hour Lab.
3. Relevant connections between what our students are learning in college and their current or future life by providing reality-based learning experiences such as guest speakers, business cases, problem-based or project-based learning, role plays, and simulations. For example, guest presenters discussed topic areas such as the importance of being able to communicate in writing and speaking, motivational techniques and professional success. Other presenters discussed topic areas specific to their industry and other course subjects and relevant information.
4. Experiential learning opportunities such as internships and service-learning programs. (NSU Coding Club; NSU Demon Tech Clinic; Mentor Protégé Program; Capstone Community Projects).
5. Course lectures and assignments connecting students with key academic support and student development (SAOB empowerment program and guest speakers).
6. Student Learning Outcomes (SLOs). Please see SACSCOC document for more information.

Student Success

The College also defines student success as:

1. student retention (persistence). The School of Business retention rate was 75.64% in AY 2017-2018 for all students and 77.54% persistence rate for our full time entering freshman (1st to 2nd year).
2. graduation rates. In AY 2017-2018, 240 CoBT students earned degrees as compared to 202 students in AY 2016-2017.
3. student advancement. We have currently implemented a Student Advancement Survey to begin capturing this data in Fall 2018.

The College and faculty participate in the following events and activities which also contribute to student success:(1) first-year convocation ceremonies; (2) enhanced advisor/ instructor/-student

relationships (Registration Round-up Event) and (3) student recognition (Phi Beta Lambda and Association of Information Technology Professionals, EDP, Honor Societies, competitive events, PBL and AITP winners, and leadership award ceremonies).

Research and Innovation:

While we are preparing for The Learning for Life Program (Quality Enhancement Plan) to be fully implemented at NSU, faculty have been incorporating experiential simulation projects (ESP) and community service project and activities as innovative and engaging assignments within the course curricula.

The CoBT Industry Showcase was initiated in fall of 2016 and was expanded to include additional industry partners, guests, and format in spring 2018.

We continue to innovate in the classroom through technological and pedagogical changes (statistics knowledge summary notebook, implementation of CISCO teleconferencing equipment).

Faculty continue to conduct research in their teaching areas. In AY 2017-2018 the School of Business faculty revised the faculty scholarly activities requirements and strengthened the level of academic rigor.

Outlook-Action Plan

Supporting innovation and educational success, changes to our curriculum include adding cyber security concentrations for Fall 2018 and working toward approval of Master of Science in CIS, as well as implementing an entrepreneurship concentration in the BUAD program in Fall 2018.

To support student success, we will participate in the **“15 to Finish/Think 30”** Program as well as **“Inferno Pitch,”** a central Louisiana entrepreneurial and business development competition whose goal is to provide real-world education in entrepreneurship and boost awareness and innovation commercialization in our region. The Learning for Life Program (QEP) was initiated by NSU in AY 2016-2017. Development is underway with the CoBT and expected program and curricular changes will be implemented as early as AY 2018-19.

Our CoBT future vision strategic plan 2018-23 was approved by faculty in Spring 2018. We will meet soon to identify the responsible parties for action and the specific timeline for achieving these actions. As we move forward, it is our intention to develop additional programs and directional changes that link and support our business and industry partners. These include areas such as data analytics, video game development, and advanced manufacturing. The School of Business is reviewing its current direction and considering additional program development such as plus 30 in accounting, organizational-industrial leadership program, and other potential master's programs. In addition, Hospitality Management and Tourism is seeking to align with a different accrediting body.

Given the current enrollment of 1,500 students in Fall 2018, it the goal of the College of Business and Technology to reach a student population of 2,000 enrolled students by Fall 2022.

Moving Forward

The University strategic plan is the framework and context for our actions in 2016-2021. With our objectives, strategies, and targets now defined, our next step is to continue to implement our model keeping institutional improvement at the forefront of our actions. We must capture the lessons learned and fully implement our decisions based on our AY 2016-2017 findings. We will update AY 2018-2019 Assessment Plans as necessary and continue to assess the recommendations made to build consensus and secure decisions when appropriate. Initiate and or continue AY 2018-2019 assessments and data collection. Below are the near term and short-term activities.

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–AY 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

People are what make an institution great. It is the caliber and character of our faculty, staff, administrators, students, and community that ensures Northwestern fulfills its mission. It is through the commitment of our entire University community that we will realize our vision of becoming the nation’s premier regional university.