



III | NORTHWESTERN STATE

DEDICATED TO ONE GOAL. *YOURS.*[™]

SACSCOC Off-Site Committee Report

- Core Requirements (3)
- Comprehensive Standards (16)
- Federal Requirements (0)
- 2014-2015 SACSCOC data (mean = 17.8)

Core Requirements

- 2.5 - Institutional Effectiveness
- 2.8 - Faculty
- 2.11.1 - Financial Resources & Stability

Comprehensive Standards

- 3.1.1 - Mission
- 3.2.1 - CEO Evaluation/Selection; 3.2.10 - Administrative Staff Evaluations; 3.2.11 - Control of Intercollegiate Athletics
- 3.3.1 - Institutional Effectiveness
- 3.5.1 - General Education; 3.5.2 - Institutional Credits for Degree; 3.5.4 - Terminal Degrees of Faculty

Comprehensive Standards

- 3.6.1- Post-Baccalaureate Program Rigor; 3.6.2 - Graduate Curriculum
- 3.7.1 - Faculty Competence; 3.7.2 - Faculty Evaluation; 3.7.3 - Faculty Development; 3.7.4 - Academic Freedom
- 3.10.3 - Control of Finances; 3.13.4.a - Distance Education

Moving Forward

- Focus Report due January 27th
- On-Site visit begins March 14th and ends with an Exit Interview on March 16th
- Spring 2017 will be the start of the implementation of new processes to better prepare for the actual visit and next reaffirmation process

Strategic Plan

Collaborative Effort

Thank You

Comment Period

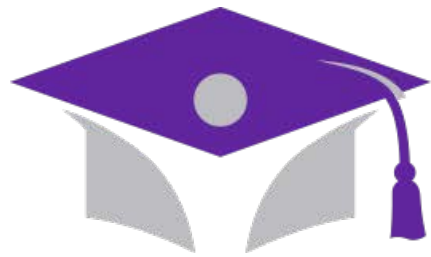
Next Steps



Northwestern State University
Nation's Premier Regional University

Review: Quality Enhancement Plan (QEP)

- An action plan for improving student learning
 - Tied to the mission and strategic plan of the University
 - A requirement of the SACSCOC reaffirmation process
- Progress to date: fall 2014, fall 2015, fall 2016
- Due to SACSCOC: January 27th
- Website: <https://www.nsula.edu/learningforlife/>



Learning for Life

Career | Graduate School | Professional School

Components of a QEP

- An institutional process for identifying key issues emerging from University assessment,
- Focuses on learning outcomes and/or environment supporting learning outcomes and accomplishes the mission of the University,
- Capability to initiate, implement, and complete the plan,
- Involves constituencies in plan's development/implementation,
- Assessment of the plan's achievement of goals.

Who Developed the QEP?

- Executive Team (N=7)
 - ∞ Provides leadership and oversight
- Task Force (N=16)
 - ∞ Prepares the QEP document; completes writing assignment for one of the five components
- Other teams: TBD (N=3)
 - ∞ Faculty Grants; Implementation Team; Assessment Team

Goal for NSU's Learning for Life

- Preparing students to transfer theory into practice as they transition from University settings to a career or to advanced study in graduate schools or professional schools.

Student Learning Outcomes (SLO)

- SLO 1: During the capstone experiential learning course, students will demonstrate the knowledge, skills, and dispositions gained in their program of study at NSU (aligned with Principle 6, Monitoring and Continuous Improvement, and Principle 7, Assessment and Evaluation).
- SLO 2: For the duration of the experiential learning course, students will compose structured reflections to serve as a guide in creating a new experience (aligned with Principle 4, Reflection).

Capstone Experiential Learning Course(s): **Choose one**

- Undergraduate Research or Thesis
- Internship
- Project, exhibit, or other performance-related event

Target: 100% of NSU degree programs will include *one of the three experiences by 2021*. (5-to 6 degree programs/year; funding to support program development, implementation, assessment.)

Conclusions

- High-impact educational practices are required in many degree programs at NSU (Survey results obtained from DHs/Directors, Sept 2016)
- The three selected for NSU's QEP are based on research from AAC&U, NSSE, and NSEE
- *Learning for Life*: Expected to become part of the culture for NSU students, faculty, and staff. With feedback and refinement, existing high-impact practices will better prepare students for their capstone experience and their world of work.