2018 -2019 Assessment Brief

11 September 2019

Purpose

Brief the results of the AY 2018-2019 institution-wide assessment as part of Strategic Plan 2016-2021.

This briefing includes a discussion of the University's Mission, Vision, and Core Values; Strategic Focus Areas, College Updates, Academic Programs, Administrative Unit and University Core Competency Assessments ; Research, Community/Public service updates, Capital Outlay Outlook, and the road ahead.

Mission and Vision

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

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.

DRAFT Mission Statement

Northwestern State University is a responsive, student-oriented institution that is committed to the acquisition, creation, and dissemination of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in innovative teaching in undergraduate and graduate programs. Northwestern State University prepares its increasingly diverse student population to become productive members of society.

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, applied research, and compassionate service. Through its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to become productive members of an inclusive global community *who are poised to propel today's workforce into a future that improves* our region, state, and nation.

Senate DRAFT Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, applied research, and compassionate service. Through its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community *with a genuine dedication to improving* our region, state, and nation now and in the future.

Core Values

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

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

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

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

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

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

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

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

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

The Numbers

Strategic Outcomes

Strategic Focus Area	Objectives	Metrics	Improved	No Change	Declined
Student Experience	5	24	16	3	5
Academic Excellence	5	17	10	6	1
Market Responsiveness	4	10	7	0	3
Community Enrichment	5	19	15	4	0
Athletic Prominence	4	17	12	0	5
	23	87	62	10	15

110 x Strategic Focus Area Objectives and Metrics - 100% of Objectives and 72% of Metrics were positive and 17% were negative.

The Student Experience

AY 2017-2018	AY 2018-2019	The Student Experience Metrics	AY 2020-2021 Targets
7.87**	8.21	Academic excellence and value	10
8.08**	8.53	Satisfaction with support programs	10
7.60**	8.04	Satisfaction with University policies and processes	10
7.97**	7.95	Responsive and helpful faculty and staff	10
75.6%	70.7%	Retention rate(full-time) 1st to 2nd year	75%
39.4%	47.0%	Graduation rates	40%
1,542	1,560	Enrollment per freshman class, per year	1,700
4,483	4,573	Enrollment on Natchitoches campus	4.,500
10,572	11,081	Overall Northwestern State enrollment	11,300*
10	10	Diversity represents regional demographics	10
8.05**	8.23	Campus climate of advocacy and inclusion	10
8.20**	7.47	Safety and security satisfaction survey	10
**	8.28	On-campus facilities satisfaction survey	10
7.10**	6.83	Campus housing and dining satisfaction	10
377,923	351,809	Student community service hours	400,000
13	29	Programs with capstone experiential learning activities	66
	7,674	Number of students and employers using Handshake	11,000
	75.3%	Percent graduates working w/in 6 months of graduation	85%
13	36	Number of health-related programs and services	45

The Student Experience:

Objective 1: Provide Responsive Student Services

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

Objective 3. Develop a unique campus life experience

Objective 4. Provide a transformational learning and career preparation experience

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

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

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The Student Experience

Top three good news stories:
- Students continue to have high satisfaction with NSU student services
- University diversity continues to reflect the population of the state
- Graduation Rates increased

Top three areas of concern:
- Decrease in retention from 1st to 2nd year.
- Decline in feelings around safety
- Decline in housing and dining satisfaction

Final Thoughts:
- NSU students more engaged in leadership & community service than ever
- Growth on the Natchitoches Campus will continue to be our top goal
- Concerns around enrollment and the rising cost higher education

Academic Excellence

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
61/64 (95%)	84/93 (90%)	Number of assessed academic degree and certificate programs with student learning outcomes to help drive effective and innovative instruction	120 Degree and Certificate Programs
34 (Sample)	50 (Sample)	Courses focusing on implementing current technologies or best practice principles in teaching	35-50 (Sample)
4.3/5.0 41% (response rate)	4.3/5.0 (C) 4.4/5.0 (I) 43% (response rate)	Mean student evaluation of instruction for each course (overall course quality) and course instructor (instructor's effectiveness)	4.5/5.0 (90%) 45% (response rate)
28	26	Average class size in University core courses	28
4.3/5.0 39% (response rate	4.25/5.0(C) 4.3/5.0 (I) 41% (response rate)	Mean student evaluation of instruction in University core courses	4.5/5.0 (90%) 42% (response rate)
14	10/11 (New criteria for stewardship)	Number of University core classes with a designated course steward	100% of multi-section courses
379 52 Prof. Conf. Presentations	342 93 Prof. Conf. Presentations	Number of graduate students engaging in research/scholarly activities and mentored by faculty	400 80 Prof. Conf. Presenters
128 52-G; 76-UG Prof. Conf. Presentations	90 13-G; 77 UG Prof. Conf. Presentations ---------------- 170 NSU Research Day	Number of undergraduate and graduate students mentored by faculty who publish, present, or perform scholarly endeavors in a professional setting	154 (20% increase)

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions.

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

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

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
GRE Verbal: M = 147 (34%) GRE Quan: M = 145 (17%); LSAT: M = 143 (21%); MCAT: M = 493 (29%)	GRE Verbal: M = 148 (42%) GRE Quan: M = 145 (24%); LSAT: M = 142 (18%); MCAT: M = 494 (28%)	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
4.6/5.0 4.6/5.0 4.7/5.0	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., *encouraged interactions between faculty and students*; *gave prompt feedback*; and *displayed an appropriate demeanor*)	Improve scores in courses below 4.5/5.0
152 (Sample)	159 (Sample)	Number of department or college events, such as social functions or academic ceremonies, that bring faculty, students, and families together	180
42 Faculty Grants 55 EPs/Chairs	23 (Faculty Grants) 67 (EPs/Chairs) 14 (QEP Grants) 86 (ULS Conf) 13 SP&B Grants	Number of faculty participating and receiving internal funding opportunities, including grants, EPs, operating, strategic planning and budgeting.	45 Faculty Grants 70 EPs/Chairs
4% (N=32)	8% (N=30)	Percent of faculty/staff receiving external grants	10% (45 PI/Co-PI)
284 (Wording of metric changed)	893	Number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy	900
1434	990	Number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn	1,600
17	38	Number of departments or sites acquiring new classroom or laboratory technologies	42
21	199	Number of events or activities to recognize faculty for their contributions in teaching, research, or service	200

Academic Excellence:

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

Objective 2. Demonstrate a comprehensive commitment to core competencies.

Objective 3. Offer exemplary graduate and professional school preparation.

Objective 4. Foster quality student-faculty interactions

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

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

Academic Excellence

Top three progress areas:

Average core class size: 26 (28 in AY 17-18)

Successful co-requisite program in Math and English that included peer mentoring, collaborative learning, and student-driven laboratory experiences. Changes in delivery of the co-requisite were driven by student feedback, and faculty input. Recognition from UL Board and BoR.

Marketability/employment/Adv. Council responsiveness: proposed 3 new UG Cert. to ULS and BoR; PMC in AGACNP; MS in CIS; BFA in Dance (17-18)

Textbook and course materials: ULS and BoR request to reduce costs for students; approval of substantial IncludED program for 135 courses across all Academic areas.

Graduate School admissions criteria changed for several programs.

Academic Excellence

Top three areas of concern:

While evaluation of instruction is 4.35 (improvement) with 43% response rate, students voice concern over section availability and delivery platform.

Course steward program works, but it must be studied to determine how efficiencies can be better met/maintained.

Need to monitor Graduate School admissions and success of students enrolled in programs to determine whether admissions policy changes have had a positive effect.

Final Thoughts:

Academics are operating at maximum efficiency. We must continue to be cognizant of workloads, overloads, and the impact they have on instruction and finances.

Research within the Mission

AV 2018-2019 Key Findings (in comparison to AV 2017-2018):

- 266 undergraduate and graduate capstone research projects were completed (down 19%).
- 53 faculty members directed capstone research projects to completion (down 58%).
- 13 presentations by 12 graduate students at 5 scholarly conferences (down 41%).
- 43 presentations by 77 undergraduates at 15 conferences (down 27%).
- 30 presentations made by 80 graduate students at Research Day (up 36%).
- 65 presentations made by 90 undergraduate students at Research Day (up 141%).
- 11 departments, rep. all four colleges, sponsored students for Research Day, an increase of 2.
- 15 faculty presentations at Research Day, not including coauthors on student present. (up 15%).
- 51 faculty were PIs or co-PIs on grants submitted through the University (up 46%)
- 30 grants were funded (up 7%).
- The successful proposals were awarded a total of $6,006,858 was funded (down 25%).

Plan of Action Moving Forward.
- Develop a new system using InterFolio to capture faculty presentations and publications.
- 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 and equipment necessary to produce research posters for conference and Research Day presentations for students and faculty.

General Education Competencies

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

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

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

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

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

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

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

The Numbers

University Core: 9,497 Students Assessed.

Competency	# SLO	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
ENG	2	4	n/a	4	0	n/a	0
MATH	2	4	n/a	2	2	n/a	0
Natural SCI	2	4	n/a	0	4	n/a	0
Humanities	2	9	n/a	9	0	n/a	0
Soc/Beh SCI	2	4	n/a	0	0	n/a	4
Fine Arts	2	2	n/a	1	1	n/a	0
	12	27	0	16	7	0	4

12 x Core Competency Student Learning Outcomes - 67% were positive.

27 x Core Competency Student Learning Outcome Measures - 70% were positive.

General Education Competencies (Fall 2019)

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

General Education Competencies (Spring 2020)

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

Quality Enhancement Plan: *Learning for Life*

Key Points:

All Learning for Life grants have been submitted and the last cohort of programs will go through the redesign process this year.

All university programs exceeded the University Benchmark in 91% of SLO rubric categories in AY 2018-2019.

Rubric scores were consistent within programs.

Impact of Learning for Life: reporting internships for ULS and Board of Regents, incorporating program goals into program assessment, and using collected data to improve experiential learning activities in academic programs.

College of Arts and Sciences

Highlights:

- Expanding list of nationally-ranked programs
- CAPA performances on international stages
- Increasing student participation in state and national internships/fellowships
- Record year of grant awards
- Dr. Pete Gregory received Lifetime Contributions to the Humanities award from the Louisiana Endowment for the Humanities

Concerns:

- Continued popularity of majors stressing infrastructure
- Strain teaching 88.6% of the university core classes places on academic units
- Implementation of diverse QEPs will make collective interpretation of data challenging
- Creating a unified College comprised of such diverse disciplines

Outlook:

- Classroom/infrastructure upgrades
- Program expansions
- External collaborations increasing

Gallaspy College of Education and Human Development

Highlights:

- Department of Teaching, Leadership & Counseling was renamed to School of Education (SOE) in July 2018. New leadership of SOE, Dr. Katrina Jordan, in January 2019.

- SOE hosted onsite accreditation visit with CAEP in Sept 2018; decision for full accreditation in April 2019.

- GCEHD provided PD in targeted areas including: 1) a GCEHD kickoff event in August 2018, 2) military science benefits, 3) online teaching strategies, and 4) online course design.

- Social Work is state coordinator in Title IVE grant, hiring FT program manager in January 2019. Additional IVE staff hired in 2019-2020. After interim year, Dr. Ruth Weinzettle named as DH July 2019.

- Military Science was honored to commission 8 cadets.

- Psychology revamped advising process and completed conversion requiring senior research as capstone experience (QEP). Hosted number departmental events benefitting food pantry, Human Society, and Cane River Children Services, increase awareness of mental and substance abuse disorders, become trained in QPR, awareness about Applied Behavior Analysis.

- GRANTS: U.S. Department of Education Teacher Quality Partnership grant between Orchard Foundation and 2018-2023 School of Education ($4.4 million); 2017-2020 Title IVE grant, focusing on child welfare initiatives ($4.6 million) ; 2018-19 LA GEAR UP grants ($253,053.14)

Concerns:

- Increasing dependence on adjunct instructors and teaching overloads with existing faculty. Increase in residency/research/internship requirements creates need for more faculty or support personnel.

- Recruiter within GCEHD.

- Increasing competition with alternative certification vendors. Need for flexible pricing structures.

Outlook: Increasing partnerships with school districts (SOE). New grants support within GCEHD.

College of Nursing and School of Allied Health

Success.

Alumni:

⇒ Graduate from 2016 BSN named Rookie of Year for Louisiana Nurses Association.

⇒ Dr. Clawson inducted into LSUHSC Outstanding Nursing Alumni Inaugural class.

⇒ Teresa Kevil named MLK Clinic Volunteer of Year.

⇒ Maxine Johnson named Alumnus of year.

⇒ *Anna Morris,* NSU DNP Graduate 2018, Named NSU Nurse of the Year, 2018.

⇒ We published NSU's 2nd edition of *Nursing Alumni Columns* and three generations of NSU Alum nurses recognized.

Faculty:

⇒ There are currently 14 fully externally funded faculty/staff positions housed in CONSAH and 18 endowed professorships held by CONSAH faculty.

⇒ 5 faculty earned doctorates.

⇒ Faculty recognized as president of national organization of alternative programs.

⇒ Dr. Simmons elected CCNE board of commissioners.

⇒ Alyea Pollard selected as mentee for Sigma Theta Tau International Global Leadership Mentoring Community.

⇒ 36% of CON nurse educators became certified nurse educators.

⇒ Over 13 state, regional, national and international faculty presentations/publications.

⇒ 3 faculty honored as being listed among Great 100 Nurses in Louisiana.

⇒ Joel Hicks, SAH Director, selected as LA Society of Radiologic Technologists (LSRT) Chairman AY 2018-2019.

College of Nursing and School of Allied Health

Success.

Program:

ASN national council licensure examination pass rates: 2018 first attempt= 95.92%.

BSN national council licensure examination pass rates: 2018= 95.1%. The BSN program was recognized by the as being ranked first in the nation for the August 2018 graduating class (n=75) having 100% pass rates.

Total Undergraduate Nursing National Council Licensure Examination Pass Rate for 2018=95.4% (n=241)

The MSN national certification examination pass rates: 2018=96.22%.

BSRS registry examination pass rates: 2018=96%.

#1 Ranked ASN Nursing Program in US in March 2018 by National Counsel Licensure Examination.

#1 Producer of licensed registered nurses in Louisiana in 2018 (2018 NCLEX report)

#1 Producer of Nurse Practitioners in Louisiana (2018 LSBN Report)

2 Articulation agreements signed

Paramedic/Military Medic to ASN program approved admitted first cohort of 12 students

BS to BSN program approved to begin summer 2020

Post Masters Certificate as Adult Gerontology Acute Care Nurse Practitioner

Post Baccalaureate Certificate established in Computed Tomography (CT)

CONSAH total student enrollment since 2014 has increased 34% or 751 students.

CONSAH total student enrollment for 2018 was 2932 increased 7% from 2017.

CONSAH employment rates maintained above 95% for past five years & alumni & employer satisfaction rates above 90% for the past three years

College of Nursing and School of Allied Health

Innovation

$\Rightarrow$ iPad testing expanded to 1st -4th levels BSN and 1st level ASN on all campuses.

$\Rightarrow$ Exam soft testing software huge success – faculty love the software and the security of testing.

$\Rightarrow$ In AY 2018-2019 a new distance learning rooms was added on the Alexandria off campus learning site

$\Rightarrow$ New interdisciplinary distance learning room was added on the Natchitoches campus that is utilized by the College of Business and College of Nursing.

$\Rightarrow$ Lastly, anatomatouge virtual technology was added to the Shreveport off campus learning site and will be utilized by undergraduate and graduate CONSAH students to facilitate active learning of anatomy, physiology and pathophysiology for all CONSAH students.

Outlook

$\Rightarrow$ Implementing BSRS and BSN to 15 to Finish/Think 30 programs.

$\Rightarrow$ Increase admissions to RN to BSN program, with decreased program cost

$\Rightarrow$ Increase admissions to new programs; accelerated BS to BSN program (Centenary Request) and Paramedic/Medic to RN program

$\Rightarrow$ Fully integrate iPad testing in classrooms on all CONSAH campuses for BSN program

$\Rightarrow$ Integrate Virtual Technology Equipment into teaching-learning all CONSAH programs

$\Rightarrow$ Get funding and approvals for BSN to DNP-FNP (per DNP program submission) and BSN to DNP-CRNA

$\Rightarrow$ Continue to raise funds to build new state-of-the-art, tech driven, paperless, building on Shreveport campus.

$\Rightarrow$ Continue to develop innovative faculty positions to meet growth needs.

$\Rightarrow$ Continue to increase external funding- need full time grant writer (missing many opportunities for student scholarships in MSN and DNP and Paramedic because no fulltime grant writer).

$\Rightarrow$ Find permanent space on Natchitoches. campus for program needs; and increase footprint in Deridder for program growth needs (paramedic when begins to grow).

$\Rightarrow$ Renovation of two additional distance learning sites is needed on the Natchitoches campus and expansion of the DeRidder distance learning off campus site is needed for the upcoming year.

College of Business and Technology

Highlights: Impact, Engagement, Innovation:

(1) Prepared and participated in experiential learning opportunities through venues like the University of Alicante International Week; HMT study aboard trips; Columns Café; NSU Coding Club; NSU Tech Clinic initiative

(2) Hosted the 1st Inferno Pitch competition & 1st Start the SPARK Series

(3) Implemented state of the art video conferencing systems with recording capabilities in almost 100% of the classrooms

(4) Engaged business leaders with our students and faculty members through various venues like J. Walter Porter Forum, International Festival, Business and Industry Showcase, Advisory Board Meetings

College of Business and Technology

Highlights: Impact, Engagement, Innovation:

(6) Collaboratively engaged with Education to provide technology training for middle school teachers

(7) Utilized company representatives as guest speakers in classes

(8) Expanded Mentor/protégé program

(9) Have awarded 22 Endowed Professorships

Concerns: Increased student enrollment numbers equal increase faculty members

Outlook: Continuing to seek opportunities that provide our students with the knowledge and skillsets needed to be productive in the world of business.

Student Government Association

Highlights:
- ➤ New Guidelines for Organizational Relief Fund
- ➤ Updated Election Code, Bylaws, and Constitution
- ➤ SGA Portrait Project

Concerns:
- ➤ Issues with University Bookstore
- ➤ Scholars Students Concerned about Due Date for Sr. Grades
- ➤ Upper-level Classes Only being Offered Online

Outlook:
- ➤ Student Body Elections
- ➤ Student Memorial
- ➤ V.L. Roy Service Day
- ➤ SGA Grants

Market Responsiveness

AY 2017-2018	AY 2018-2019	Market Responsiveness Metrics	AY 2020-2021 Target
80%	86%	New or redesigned programs, concentrations, or certifications approved by the Curriculum Review Council that meet workforce needs	100%
42	23	Number of faculty funded for faculty development	45
119	122	Number of academic articulation and industry partnership agreements	300
98.8%	97.2%	Percent of students/alumni who feel they are/were well-prepared upon graduating (increased knowledge in academic field)	100%
93.0%	96.3%	Percent satisfaction of students/alumni who feel they completed the requirements for a job or career in their chosen field	100%
73.5%	60.8%	Number of graduating seniors who have a full-time job working in their degree field at graduation	100%
36.95%	64.5	Number of graduating seniors who will pursue an advanced degree	50%
2	1	Number of new degrees, concentrations, or certifications approved by the Board of Regents that meet workforce needs and reflect occupational forecasts 11 (16-17) + 2 (2017-2018) + 1 (2018-2019)	3 (Annually)
Initiated	4	Processes for collecting data and monitoring workforce and industry needs	4 Target Met
95% (21/22)	95% (21/22)	Number of departments that have active advisory councils or established processes	100%

Market Responsiveness:

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

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

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

Objective 4. Modify programs through continuous reflection and thoughtful advancement

Progress
Decline
No Progress - Not Measured
Change Made

Market Responsiveness

Top three good news stories:

- United effort in the responsiveness of university departments across occupations.
- Engagement in ULS initiative CompeteLA to Re-Engage Adult Learners. Program selection focuses on academic areas aligned with High Demand/High Wage Jobs in Louisiana.
- First Advanced Manufacturing Technician (AMT) class (2017) completes program. The AMT program is a partnership among Northwestern State University, CLTCC, Natchitoches Community Alliance and seven regional manufacturers. Through the AMT program, students work as a paid employee 3 days per week and attend classes 2 days per week.
- Ongoing momentum with a focus on business/community engagement and curriculum alignment with workforce needs.

Top three areas of concern:
- Growing online competition: Online providers are prompting a change in the institution's traditional business model.
- Time and resource constraints – development and implementation of strategies that are most relevant in a rapidly advancing digital age.
- Inability to prepare for the unknown market changes that affect the institution's ability to be market responsive.

Final Thoughts: Northwestern State University is vital for developing a productive and dynamic labor force to meet the demands of a global economy. Efforts will continue to ensure ongoing review and alignment of academic offerings with workforce needs.

Community Enrichment

AY 2017–2018 Benchmarks	AY 2018-2019	Community Enrichment Metrics	AY 2020–2021 Target
36,030	36,830	Number of patrons attending recitals, concerts, art exhibits, theater/dance productions	35,000
25	34	Number of off-campus performances	30
$26,852.15	35,474.47	Expenditures dedicated to advertisement	$51,136.78
11,605	15,408	Number of active users on Creative and Performing Arts social media outlets	10,000
19,870	22,744	Frequency of e-communications and number of participants	20,000
40	54	Number of Student Alumni Association members	200
24	24	Number of active alumni chapters nationwide	35
1,300	627*	Number of Alumni Association members	1,500
7,757	8,173	Number of active users on Alumni Association social media outlets	10,000
$5,029,840.98	5,516,859.92	Amount of annual private support	$6,000,000
2,402	2,444	Number of individual contributors	5,000
$33,239,359.52/ $142,811.13	$40,087,912.27/ 181,986.87	Value of restricted/unrestricted endowment assets	$50,000,000/ $1,000,000
56	58*	Number of partnerships with business, industry and government agencies	40
1,436	1,602	Number of advisory volunteers	3,000
73	81	Number of activities including athletic promotions, cultural events and other programs at off campus instructional sites	100
328	349	Number of projects and internships involving students in University and community activities and events	400

Community Enrichment:

Objective 1. Expand World Class Performing Arts Program

Objective 2. Increase Robust Alumni Engagement

Objective 3. Promote Mutually Beneficial Donor Relationships

Objective 4: Expand Institutional Culture of Collaboration and Mutual Accountability

Objective 5. Nurture Thriving Town-Gown Relationships

Progress
Decline
No Progress - Not Measured
Change Made

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(1 of 2)

Community Enrichment

Top three good news stories:

- Number of performances, expenditures dedicated to advertising, and social media participation is up for CAPA.

- Fundraising is up 9.7% totaling over $5.5 million in private funds secured for institutional support and restricted endowment assets are up 20.6% totaling over $40 million.

- In the past year, NSU students engaged in 349 service activities and spent 351,809.5 hours serving the community resulting in an economic impact of $2,550,618.

Top three areas of concern:

- Sustaining nationwide alumni chapters with limited financial resources.

- Growth rate of the unrestricted portion of the endowment fund.

- Staffing needs to keep up with program management.

Final Thoughts: The area of community enrichment is vibrant, and participation continues to grow. Private support is at an all time high and program initiatives are expanding. Efficient operations and increased human capital are critical for sustainability.

Community/Public Service within the Mission

AY 2018-2019 Key Findings (with comparisons to AY 2017-2018)

Highlights:

- 349 reported service activities in which NSU students participated (Up 17%)

- 7,268 reported instances of volunteering (Up 20%)

- 22 students and 14 faculty/staff attended the 2019 UL-System Academic Summit, a showcase of outstanding undergraduate research, creative & performing arts, and service-learning projects. (Up 40%)

- 351,809.5 reported hours of volunteerism (Down 7%)

- $ 2,550,619 estimated economic impact of 351,809.5 reported hours, calculated at federal minimum wage of $7.25/hour

Concerns:

- 44 reported classes at NSU with service components (Down 33%)

- 165 reported service agency partnerships (Down 50%)

Community/Public Service within the Mission

Outlook/Plan Of Action:

- Disseminate Information

    - Alignment of university service initiative with (Updated) University Mission

    - Feedback concerning AY18-19 outcomes

    - New opportunities for AY19-20

- Facilitate Participation in Professional Development / Presentations

    - University of Louisiana System Academic Summit 2020 @ NSU

    - NSU Research Day 2020

- Re-visit and Update Assessment Techniques

    - Goal: More user-friendly for high-volume units

    - Goal: Easier to disseminate to community partners

University Capital Outlook – Completed Projects

State directed capital outlay resources toward deferred maintenance rather than extensive new construction. In support of these efforts, the University's Capital Outlay Office addressed several critical deferred maintenance needs supporting all five SFAs:

- Resurfacing of Caspari Drive South and adjacent parking lots;

- Installation of new HVAC units and control systems in Bienvenu Hall

- Installation of new seating in Bienvenu and Russell Hall

- Remodeling of bathrooms in the Student Union

- Construction of new stadium seating at the Ledet Track Complex

The University also continues to address ADA components of the Five-Year Plan. This year, this included:

- Warrington Hall on the Shreveport instructional site

- Teacher Education Center/Middle Laboratory School in Natchitoches.

University secured funding for planning the construction of a new academic building and replace the roof on Fournet Hall.

The State also allocated funding to demolish Dodd Hall and (eventually) Caddo Hall and Prudhomme Hall.

Technology Update

Current: Over the past five years Information Technology Services has focused on creating an infrastructure that provides faculty, staff, and students the tools and access they need to be successful. We believe that technology should be viewed as a strategic differentiator driving innovation throughout the institution. Key accomplishments over the past year include:

- Completion of the upgrade to Banner 9.

- The integration of new services across the university including: Tapingo (Sodexo), Presence (Student Activities), Maxient (Student Affairs), Interfolio (Academic Affairs), Handshake (Career Services), and IncludED (Auxiliary Services and Follett).

- The upgrade and addition of new academic classroom technology and lab spaces across all campuses including collaborative spaces in the libraries and the Nursing 1 to 1 iPad initiative.

- Enhancement to our Webex offerings providing a uniformed set of services to faculty, staff, and students including preconfigured personal meeting spaces.

Near Term: Significant areas of focus during the next year will include:

- Implementation of Banner 9 Self-Service Components and the Ellucian ETHOS framework.

- Acquisition of new enterprise applications that will enhance the recruitment and retention of students.

- The evaluation of new technology and the refresh of strategic hardware infrastructure components.

- The continued focus on how to deal with emerging security threats to our infrastructure and underlying data.

Technology Update

Long Term:

It is not the technology we use but rather how we use it that will differentiate us from our competitors. We must continue to be pioneers in how we deliver services and instruction. This will require creative, innovative staff that understands what it means to be Northwestern State University. Today, technology is about access and convenience, anytime and anywhere. We will focus on creating the services necessary to ensure we are a leader in the higher education space.

Concerns:

- Funding – Without substantial changes to Louisiana's funding model we will continue to become more dependent on self-generated revenues. As technology companies continue to search for new revenue sources, many will move to term based licensing and hosted services. Both will result in higher costs to the university.

- Staffing – The lack of competitive salaries and an aging staff will provide challenges in the future.

- Security – Securing our campus-wide technology resources and data becomes more difficult with each passing day. We must make an investment in the proper personnel and tools to defend against a growing number of cyber threats.

Athletic Prominence

AY 2017-2018 Benchmark	AY 2018-2019	Athletic Prominence Metrics	2021-2021 Target
92,432	92,374	Yearly event attendance for all sports	151,361
$2,436,573	$2,537,545	Yearly revenue (tickets, annual gifts, sponsorships)	2,380,264
10	11	Number of new merchandise outlets	18
18,333	19,498	Number of NSU Demons Facebook likes	25,458
9,122	9,747	Number of @nsudemons Twitter followers	11,511
$35,633	$35,695	Licensing royalties (LRG)	$70,746
3.05	2.965	Student-athlete GPA	3.11
253	396	N-Club membership	182
288	295	Number of non-Natchitoches season ticket holders (i.e., Leesville, Shreveport, Alexandria, and Bossier City)	405
98	101	Vic's Kids Club membership	162
286	500	Establish transparent budget exposures (i.e. Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors, current/potential donors) and sustain/grow annually.	60
15	17	Student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM)	20
4,376	6,268	Yearly number of community service hours by the NSU Athletic Department (coaches, staff, and student-athletes).	4,000
242	222	Number of Dean's/President's List honorees per year.	250
212	197	Southland Conference Commissioner's Honor Roll honorees per semester.	200
967	980/987	Single year and multi-year NCAA Academic Progress Rate (APR) team scores.	940
11	17	Number of facility improvement projects planned and/or executed, commensurate with funding availability.	10
6/14	4/14	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

Athletic Prominence:

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

Objective 2. Promote Community Service, Appreciation, and Engagement

Objective 3. Enhance University and Community Collaboration and Support

Objective 4. Enhance Recognizing and Promoting Success

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

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Three positive trends:

➢ Over $1.6 million in facility updates and enhancements were completed within the athletic department footprint during the 2018-19 year, creating positive energy internally and externally.

➢ NSU student-athletes continue to excel academically (eight straight semesters with a cumulative GPA above 3.0) and in the community (4,558 community service hours).

➢ Junior Jasmyn Steels, who graduated in May with a 3.7 GPA, became the most decorated female track and field student-athlete in Southland Conference history, winning the Division I national championship in the long jump at the NCAA Indoor Championships and finishing second at the outdoor championship meet.

Three areas of concern:

➢ Increasing expenses, and revenue generation which is struggling to balance those rising costs, is a threat to continued competitive success.

➢ To the previous point, less than one-half of NSU's teams are meeting the standard of having a .600 or better winning percentage in Southland Conference play.

➢ The athletic department must continue to find ways to generate revenue and engage stakeholders from outside of the Natchitoches area.

Final thoughts: The 2018-19 year could be labeled "good" in terms of competitive success with several teams improving their standing from the previous year but the challenge to ascend to the top of the conference standings still exists. Continuing to upgrade facilities will help recruiting while increasing ticket revenue and contributions will provide needed operating dollars to keep up with the competition. Simultaneously, sustaining academic success and citizenship must remain a priority.

Program and Unit Assessments

Academic Programs - Student Learning Outcomes (SLOs)

# SLO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
34	29	5	89	12	54	7	14	2
39	39	0	100	13	77	6	3	1
13	12	1	37	9	7	16	4	1
148	142	6	190	11	138	26	9	6
102	79	23	187	19	107	46	13	2
336	**301**	**35**	**603**	**64**	**383**	**101**	**43**	**12**

336 x Student Learning Outcomes - 90% were positive.

603 x Student Learning Outcomes Measures - 77% were positive.

18% Change Rate
11% Positive
07% Negative

4 x Programs did not meet the majority of SLOs.

4 x Programs were at 50-75% rate.

Service Units - Service Outcomes (SOs)

# SO	P	F	MEASURES	Improved	No Change (+)	No Change (-)	Declined	N/A
15	14	1	34	4	14	10	2	4
3	3	0	5	0	5	0	0	0
3	3	0	9	1	5	0	3	0
8	5	3	15	0	8	6	1	0
7	6	1	14	0	6	7	0	1
6	6	0	12	0	11	0	1	0
4	3	1	11	3	2	6	0	0
15	11	4	24	1	7	8	8	0
32	28	4	70	4	35	20	11	0
19	18	1	35	9	19	7	0	0
11	11	0	19	3	12	1	2	1
123	**108**	**15**	**248**	**25**	**124**	**65**	**28**	**6**

123 x Service Outcomes - 88% were positive.

248 x Service Outcome Measures - 62% were positive.

22% Change Rate
10% Positive
12% Negative

3 x Units did not meet the majority of SOs.

2 x Units were at 50% rate

The Road Ahead – Making a Difference

Immediate:

- ✓ Stay on task – message - minimize disruption - leadership
- ✓ University Assessment – planning calendar – seeking improvement
- ✓ Budget – executing within our capabilities
- ✓ QEP – design and implementation ongoing – full implementation in Fall 2020

Short Term:

- ✓ 2018-2019 Close Out – Decision Matrix
- ✓ Review – Action 5th Year Standards
- ✓ 13 Feb – Mid-Year Review

Long Term:

- ✓ 5th Year Review (Data collection years 2019-2020, 2020-2021, 2021-2022)
- ✓ Update Strategic Plan 2020-2021 focused on 2022-2027
- ✓ Restructure Assessment Process
- ✓ Reaffirmation 2027 (Data collection years 2024-2025, 2025 – 2026, 2026-2027)

SACSCOC Timeline: The Next 10 Years

AY 2016-2017: Decennial Review (Reaffirmation)

AY 2017-2018: Monitoring Report

AY 2018-2019: Monitoring Report Finding

AY 2019-2020: Record Year

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

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

NLT 25 April 2022 - *Receive Notification Letter from the SACSCOC President*

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

NLT 30 June 2023: *Results of the review by the Fifth-Year Interim Reports Committee*

AY 2023-2024: Flex Year

AY 2024-2025: Record Year

AY 2025-2026: Record Year – Draft Report

AY 2026-2027: Decennial Review (Reaffirmation)

As of 11 Sep 2019

Part III: Fifth-Year Compliance Certification Standards Reviewed:

1.   5.4   Qualified administrative/academic officers
2.   **CR 6.1 Full-time faculty**
3.   6.2.b.   Program faculty
4.   6.2.c.   Program coordination
5.   **CR 8.1 Student Achievement**
6.   8.2.a.   Student outcomes: educational programs
7.   **CR 9.1 Program Content**
8.   **CR 9.2 Program length**
9.   10.2   Public information
10. 10.3   Archived information
11. 10.5   Admissions policies and practices
12. 10.6   Distance and correspondence education
13. 10.7   Policies for awarding credit
14. 10.9   Cooperative academic arrangements
15. **CR 12.1 Student support services**
16. 12.4   Student complaints
17. 13.6   Federal and state responsibilities
18. 13.7   Physical resources
19. 13.8   Institutional environment
20. 14.1   Publication of accreditation status
21. 14.3   Comprehensive institutional reviews
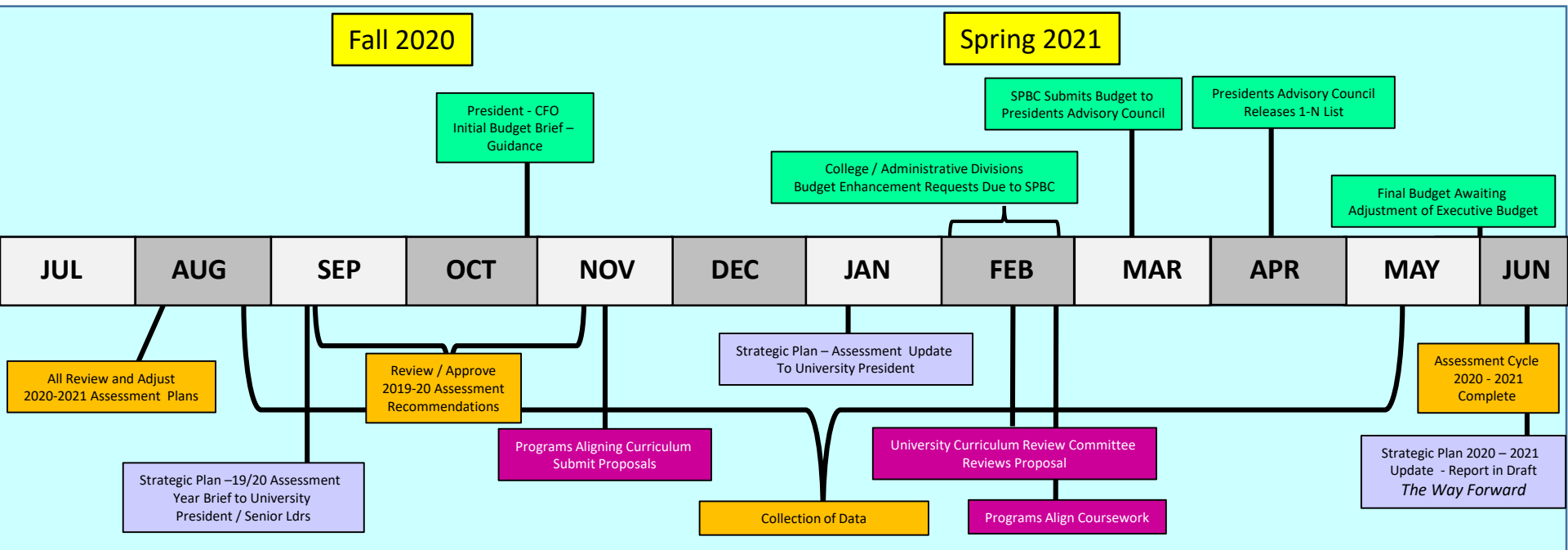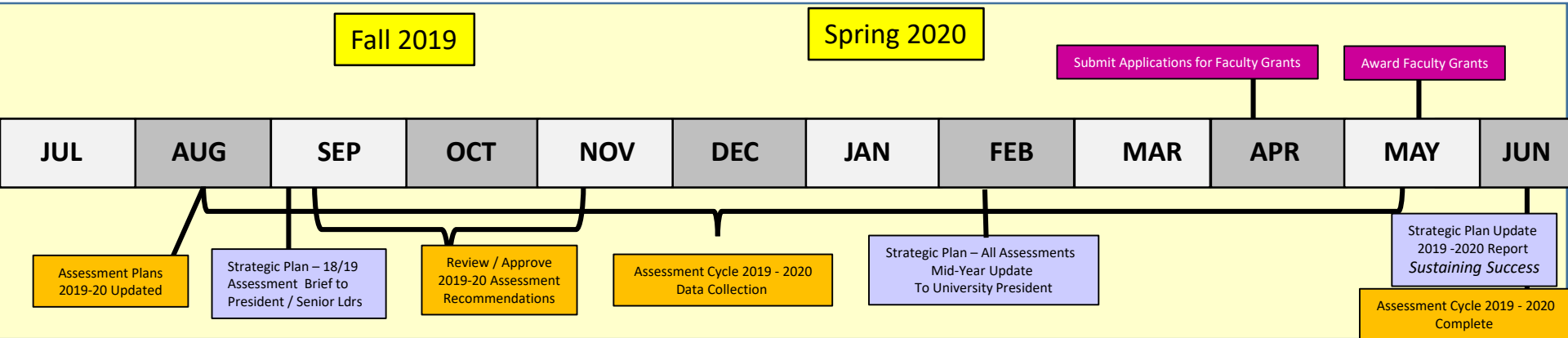22. 14.4   Representation to other agencies

Part IV: Fifth-Year Follow Up Report (previously called an "Additional Report") The Fifth-Year Follow Up Report addresses issues identified at the completion of the institution's last visiting committee review that required monitoring for verification of continued compliance with a standard. Since the submission is requested by a previous C & R Committee, it is not applicable to all institutions.

Part V: QEP Impact Report. The QEP Impact Report asks an institution to include a copy of its QEP Executive Summary as submitted to SACSCOC following its recent reaffirmation and a report addressing the following elements: (1) a succinct list of the initial goals and intended outcomes of the QEP; (2) a discussion of changes made to the QEP and the reasons for making those changes; (3) a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP (to include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP); and (4) a reflection on what the institution has learned as a result of the QEP experience.

Part V: Review of approved Off-Campus Instructional Sites initiated since Last Reaffirmation. An institution is requested to undergo a SACSCOC committee review of previously unvisited off-campus instructional sites that were initiated since the institution's last reaffirmation and where students can obtain 50% or more of the coursework toward the completion of an educational program. The areas of evaluation as applicable to the off- campus instructional site(s) include: (1) faculty qualifications and access, (2) qualifications of administrative and academic officials leading activities and programs at the site(s), (3) student services, (4) library/learning resource accessibility and sufficiency, (5) physical facilities supporting the programs, and (6) student learning outcomes compared to similar programs offered on the main campus. The institution should use the SACSCOC form "Documentation Prepared by the Institution for the Review Committee Examining Off-Campus Sites as Part of a Fifth-Year Interim Report."

Northwestern IE Model Timeline

Fall 2019 **Spring 2020**

Submit Applications for Faculty Grants

Award Faculty Grants

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

Assessment Plans 2019-20 Updated

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

Review / Approve 2019-20 Assessment Recommendations

Assessment Cycle 2019 - 2020 Data Collection

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

Strategic Plan Update 2019 -2020 Report *Sustaining Success*

Assessment Cycle 2019 - 2020 Complete

Fall 2020 **Spring 2021**

President - CFO Initial Budget Brief – Guidance

SPBC Submits Budget to Presidents Advisory Council

Presidents Advisory Council Releases 1-N List

College / Administrative Divisions Budget Enhancement Requests Due to SPBC

Final Budget Awaiting Adjustment of Executive Budget

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

All Review and Adjust 2020-2021 Assessment Plans

Review / Approve 2019-20 Assessment Recommendations

Strategic Plan – Assessment Update To University President

Assessment Cycle 2020 - 2021 Complete

Strategic Plan –19/20 Assessment Year Brief to University President / Senior Ldrs

Programs Aligning Curriculum Submit Proposals

University Curriculum Review Committee Reviews Proposal

Strategic Plan 2020 – 2021 Update - Report in Draft *The Way Forward*

Collection of Data

Programs Align Coursework

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

Comments

Questions

Guidance