

Strategic Plan 2016-2021



Assessment Cycle 2018–2019 ***Building Momentum***

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 have been the educational, cultural, economic, and social bedrock of this region for 135 years. *Assessment Cycle 2018-2019, Building Momentum* 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. 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. The 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.

NSU President, Dr. Chris Maggio

SFA The Student Experience: Vice President for The Student Experience, Mrs. Frances Conine

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

Research within Its Mission: Chair, Research Council, Dr. Margaret Cochran

General Education Competencies: Chair, University Core Curriculum Committee, Dr. Lisa Abney

Quality Enhancement Program: QEP Assessment Coordinator, Mr. Bob Jordan

SFA Market Responsiveness: Vice President for Technology, Innovation, and Economic Development, Dr. Darlene Williams

SFA Community Enrichment: Vice President for External Affairs, Mr. Jerry Pierce and Assistant Vice President of External Affairs for University Advancement, Mr. Drake Owens

Community/Public Service: Service Learning Coordinator, Mr. Steven Gruesbeck

University Capital Outlook: Vice President for University Affairs, Dr. Marcus Jones

Technology at Northwestern State University, Mr. Ron Wright

SFA Athletic Prominence: Director of Athletics, Mr. Greg Burke

Dean, College of Arts and Sciences: Dr. Greg Handel

Dean, Gallaspy College of Education and Human Development: Dr. Kim McAlister

Dean, College of Business and Technology: Dr. Margaret Kilcoyne

Dean, College of Nursing and Allied Health: Dr. Dana Clawson

Executive Director of Institutional Effectiveness and Human Resources, Mrs. Roni Biscoe

Director of Institutional Effectiveness, Mr. Frank Hall



Executive Summary

14 September, 2019

On 10 December 2018, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) found Northwestern State University **compliant–no further action required** regarding the AY 2017-2018 monitoring report issued during our affirmation of accreditation. Specifically, they found NSU identifies student learning outcomes for its educational programs, assesses the extent to which it achieves these outcomes, and it provides evidence of improvement based on analysis of the results moving forward. This validation of mission accomplishment is a testament to the tremendous work of the entire University community and reflects a sincere commitment to excellence.

AY 2018-2019 is the third iteration of exercising the University's Institutional Effectiveness (IE) Model as part of the *Strategic Plan 2016-2021 Dedicated to One Goal–Yours*. The focus during the past year has been on building momentum, validating the approach, refining procedures and processes, and further ingraining a culture of continuous improvement. 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. It includes the identification and measurement of outcomes across diverse objectives, including strategic focus areas, student learning, service, and core competency 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 third 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 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 improvements based on the analysis of these results.

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 third of five 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, 2018-2019. 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 2018-2019 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. In 2018-2019 the University committed \$100,000 to this effort. Forty enhancement requests, totaling over \$692,048, 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 \$111,850 of the requests submitted and retained a prioritized list of requirements, should additional monies become available. The University is investigating how to alternatively source another \$46,500.

This year's legislative session ended with the **first reinvestment in base funding** for higher education in a decade. Colleges and universities received \$1.06 billion in state general funds for their operating budgets, an **increase of \$47.2 million over last year's** funding. Northwestern also requested and received capital outlay funding to initiate planning for replacement of Kyser Hall, roof replacement for Fournet Hall, extension of South Jefferson Street to the Highway 1 Bypass, and demolition of Dodd Hall, Prudhomme Hall, and Caddo Hall. Planning for those projects are under way. Other legislative action during the session affecting higher education includes textbook affordability, dual enrollment, work-based learning, campus safety, and financial aid. The session was extremely productive for NSU and other colleges and universities.

The Office of Institutional Effectiveness and Human Resources (OIEHR) **purchased a subscription to a new faculty credentials system, Interfolio.** This system replaces one which was outdated and difficult to use. The work of the implementation team resulted in the summer hiring of graduate assistants and student workers to input faculty curriculum vitae data into the system. Interfolio representative, Madison Wilkinson, will be on campus for the Fall 2019 Faculty Institute. She will provide hands-on training for faculty members and their supervisors. Madison's visit will ensure all participants understand how the system functions and allow them to fully use all features. This is key, as the former system did not allow for ad hoc reports required by various departments for accreditation and other University processes.

Interfolio will also **assist in the annual evaluation process of faculty members**. It is the goal for an additional component to be added that will help with the promotion and tenure process.

An athletic facility plan totaling nearly \$10 million of completed, in-progress, or future projects was developed under the umbrella of a campaign entitled **“Victorious.”** Among the noteworthy improvements are the new N-Club Hall of Fame display at Prather Coliseum; the facelift to the front of Turpin Stadium that includes reallocated and resurfaced space, planters and banners; and renovations to seating and adjoining areas at Brown-Stroud Field.

External funding. The **NSU Foundation** continued to expand financial support to attract and retain students. For the fiscal year ending June 30, 2019, the NSU Foundation provided \$4,878,099 in institutional support including \$2,106,807 for student scholarships, \$931,961 for faculty/staff support, \$1,009,058 for capital improvements, \$127,293 for recruiting/marketing initiatives, \$435,293 for operating expenses and \$267,687 for alumni/community outreach events. The unit’s platform to assist in job placement of graduates has grown to 1,602 advisory volunteers and had over 22,000-page views over the past year. Included in the NSU Foundation’s facility improvement initiatives was the opening of the NSU Campus Marketplace a newly renovated off campus facility complete with a university bookstore and Chick-fil-a restaurant. More than 2,400 donors contributed to the NSU Foundation last year. Total contributions for the year totaled \$5,516,869—an increase of 9.7%. Restricted endowment assets increased by 20.6% totaling over \$40 million as of June 30, 2019.

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.

Reducing student costs. In response to ULS and LBOR requests to reduce student costs for required textbooks and course materials, Northwestern developed a three-year plan. The University piloted the program with select math courses in Fall 2018 and success rates went up from 70% to 90%. Discussions with discipline faculty and administrators began in October 2018 and continued through April 2019, culminating in a presentation to ULS Board of Supervisors, June 2019. In partnership with the University **Bookstore provider, Follett Higher Education**, the plan includes a course fee (added to students’ tuition and fee accounts when they enroll in any of the courses included), offers discounted prices, and ensures that students have access to required course materials from the first day of class. The plan was approved by the ULS, effective fall 2019.

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 utilized 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 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 College of Arts and Sciences updated the way it delivers co-requisite requirements for students in Math and English. While both programs saw a higher success rate in both Fall and Spring semesters, the impact was felt the most in Math where student success and passing rate was over 90%. In addition, both Math and English co-requisite programs saw fewer students enrolled in the Spring semester due to more success in the Fall.

Northwestern decided to continue its contract with the Louisiana Board of Regents to facilitate the **BOR's eLearning activities** at the state level. In doing so, the University spearheads such activities as promoting the BOR's eLearning Innovation Grants Program (\$70,000 awarded annually) and the State's eLearning Conference which provides for several national presenters and more than 200+ participants each year. This partnership further acknowledges and underscores Northwestern as a **leader in online education** and provides the University the opportunity to be at the forefront of the State's eLearning activities and engagement.

Distance learning leadership. Northwestern decided to expand its recruitment effort of dually enrolled high school students to include **Louisiana's Online High School–University View Academy**. While the university has been a long-time provider of courses for students in Louisiana high schools, the expansion better positions the university to serve students who are located throughout the state taking fully online high school classes. This decision supports the University's commitment to serve the constituents of Louisiana on a broader scale and provides an opportunity to increase enrollment through expanded engagement with the K-12 community.

Academic Programs

Efforts to improve students' marketability for employment and to bridge the gap between skills of the current workforce and the needs of business and industry, leaders of academic programs at Northwestern proposed letters of intent for new degree programs and certificates. At the March 2019 board meeting, the **University of Louisiana System (ULS) recommended approval for three undergraduate certificates** (Business Analytics, Strategic Communication, and Leadership Studies) and one post-master's certificate (Adult-Gerontological Acute Care Nurse Practitioner). These four programs, along with the M.S. in Computer Information Systems, will be considered for approval by the Louisiana Board of Regents (LBOR) in August 2019. Pending approval, the programs will be offered fall 2019.

Due to **changes to the federal rule—from the Common Rule to the Final Rule**–Northwestern's Institutional Review Board (IRB) updated its Policies and Procedures Manual (www.nsula.edu/irb), effective January 2019. As a result, Northwestern's IRB application process moved to a digital submission, with all forms and documents available on the website. Further, **Northwestern partnered with the CITI program** to offer training in the ethical treatment of

human subjects. Separate training programs are available for student researchers, faculty researchers, and IRB members, and there will be a three-year time limit for any ethics training certificate. Thus, the ethics training certificate of any individual involved in a research project must be recent—within the last three years.

In fall 2019, Northwestern State University will initiate its ULS-approved textbook program to save students money on course materials. **IncludED is a partnership between the NSU Marketplace Campus Store** and NSU Auxiliary Services that will allow students to rent or purchase digital textbooks at a reduced cost. Partnerships like IncludED are being implemented nationwide, but Northwestern State is the first institution in the University of Louisiana System to put the program in place. Highlights of the plan include: 1) Textbooks and course materials for 135 courses available this fall; 2) **Average cost savings of 62%** (\$114 per course); 3) Inclusive access on the first day of classes to all materials; 4) Digital delivery, rental, or purchase of materials; and 5) Optional hardcopies of digital textbooks available at a reduced cost. The charge will be posted on the student's myNSU account along with tuition and fees and can be paid along with other university charges or using financial aid. Students may opt-out of the automatic course fee and secure materials on their own. Students will receive an email from the university and from the campus bookstore directing them to a landing page with detailed information that will show courses, rental costs, and how much they are saving.

College of Arts and Sciences. The Department of English proposed a new concentration in Creative Writing in response to direct feedback received from their advisory council. The Department of English and the Louisiana Scholars' College have been working on a 4+1 Accelerated degree which would lead to a Bachelor of Arts (Scholars') and a Master of Arts (English).

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.** The School of Creative and Performing Arts enrolled its first incoming class in the Bachelor of Fine Arts in Dance Fall 2018. Enrollment is double ($N=19$) that outlined in the Letter of Intent to the UL System Board of Supervisors and the Board of Regents. Preliminary data indicates that retention of those enrolled in the program will be at or near the 90% mark. The addition of this degree program in the School has increased the visibility of an already vibrant School.

College of Business and Technology. In Fall 2018, the School of Business launched its first annual NSU **"Inferno Pitch,"** in partnership with the BRF's Entrepreneurial Accelerator Program (EAP). Numerous teams competed with the top three teams being recognized. The top team continues to work with EAP on launching their idea. The School of Business has already met with the EAP staff to discuss expanding this program to more students in the 2019-2020 academic year. The launch of this program also coincides with the launch of the new Entrepreneurship concentration in the BS in Business Administration.

To provide a setting for external funding and experiential student learning opportunities, the Hospitality Management and Tourism Department established **Columns Café** to showcase the culinary arts talents of its students allowing them the opportunity to plan both major and small-scale events. The café serves a four to five course themed meal and is open to public. To date, each event has been sold out with great reviews from the community.

The School of Business faculty continued to push forward with the establishment of the **Master of Science in Computer Information Systems (CIS)**. As of early April, the Board of Supervisors and Board of Regents had approved the letter of intent and the Board of Supervisors had approved the full program proposal. The hope is for proposal approval by the Board of Regents to allow for the launch of the program in Fall 2019.

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. Based upon input from the college-wide Vision Casting Committee and the GCEHD leadership, a revised mission for the college was crafted. This iterative, collaborative process brought multiple groups together to determine the goals of the college. The revised mission seeks to streamline the goals of the represented academic and support units within the college.

The **Department of Teaching, Leadership, and Counseling** was renamed in July 2018 as the School of Education. This change was made to better reflect the size and breadth of the programs found within this academic unit. The School of Education hosted an onsite accreditation visit in September 2018 by the Council for the Accreditation of Educator Preparation (CAEP) and received full accreditation of all initial programs in April 2019.

The **Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP)** has reaffirmed the Gallaspy College of Education and Human Development's **School of Education** accreditation at the initial-licensure level. The accreditation status is effective between the Spring 2019 and Spring 2026 semesters. The next site visit will occur in Fall 2025.

The **Gallaspy College of Education and Human Development** received national recognition for its undergraduate elementary teacher preparation program being named one of the best in the country by the National Council on Teacher Quality (NCTQ), a nonpartisan, not-for-profit research and policy organization. In addition, this spring the college launched the **Call Me MISTER program at NSU**. Efforts will begin immediately to recruit minority males to become leaders in education. The program's goal is to increase the pool of teachers from more diverse backgrounds to work as teachers, administrators, role models and mentors.

College of Nursing and School of Allied Health. Based on requests from hospital CEOs of the largest healthcare systems in Louisiana as well as request from advisory council members in Alexandria and Shreveport, the CONSAH will obtain a national consultant and develop a quality **DNP-Certified Registered Nurse Anesthetist (CRNA) program** to be housed within the College of Nursing. This program which will receive all needed new program approvals (BOR, Systems Board, State Board of Nursing, National Accreditation, SACSCOC). This will be one of two state-supported CRNA programs in Louisiana.

Having achieved the previous year's goal of establishing the Military Medic/Paramedic to ASN program (20 per year), and the BS to BSN program (10 per year), the CONSAH will actively market and recruit students to ensure full student cohorts are enrolled in the programs' first year offerings. Maximum enrollment in these programs not only fiscally justifies the need for additional faculty members, it also demonstrates to the approving educational boards the need for these innovative programs, as well as future programs NSU will develop.

To ensure students choose NSU as their undergraduate nursing and allied health program, and to ensure NSU maintains national eminence as quality health professional programs and producers of competence, caring graduates, who are actively sought for employment at graduation, NSU will maintain a minimum of **95% licensure passage rates** for ASN, BSN, and 90% licensure passage rates for BSRS students.

Due to the 48% increase in undergraduate nursing enrollment and the 21% growth in undergraduate allied health enrollment, NSU has expanded CONSAH's footprint in Alexandria and Leesville off campus instructional sites. However, with the addition of **two new programs (Military Medic to ASN, BS to BSN)** and in planning for the CRNA program, for the upcoming year, NSU will receive BOR approval to expand distance offerings and space rental on the DeRidder off campus instructional site and launch a fundraising campaign to expand the Shreveport campus with the construction of a new building on NSU owned property adjacent to the current Shreveport off campus instructional site.

Distance Learning. Northwestern decided to continue the model that was adopted for recruitment of online students. The strategies continue to include a national effort that is focused on an individual's profile. This type of approach allows the university to be more intentional in its recruitment of individuals who are more closely aligned with the typical Northwestern student. This approach is considered a **unique marketing strategy** as compared to the traditional ad-based initiatives. By continuing the current strategies that focus on the recruitment of online students, the University is competitively positioned in the online education space central to the university's mission.

Student, Alumni, and Community Relations

The **College of Business and Technology** continues to engage industry stakeholders and the community. Industry representatives provided feedback through the School of Business Advisory Council, CIS Advisory Council, and Department of Engineering Technologies Advisory Council. The community also had an opportunity to view the accomplishments of the various areas of the COBT at the annual COBT Showcase. The annual J. Walter Porter Forum provided an opportunity for speakers to inform students of real-world experiences. In April, the new "Start the Spark" series begins with a lecture by Dr. Nita Landry. Faculty continue to engage the community through other outreach as well. CIS faculty have conducted outreach through the Hour of Code, technology training sessions with NSU Elementary Lab students, technology training sessions with NSU Middle Lab students, the Natchitoches Demons Coding Club, the Alexandria Demons Coding Club, a technology training session at the Pineville Youth Center, and other events. Engineering Technology faculty and staff continue to offer robotics camps during the summer and recently supported students in a robotics competition.

NSU's Chamber Choir **finished third in the prestigious Ave Verum International Choral Competition in Baden, Austria.** The choir was one of two from the United States selected for the competition. Before the competition, the Chamber Choir performed in three European capitals at St. Martin's Basilica in Prague, Czech Republic, St. Peter's Basilica in Vienna, Austria, and St. Martin's Cathedral in Bratislava, Slovakia.

In Fall 2019, the university will welcome a **Steak 'n Shake restaurant** to the Friedman Student Union. This restaurant addition is another major step in expanding our dining services and

enhancing the student experience on campus. Over the past couple of years, we have opened Café DeMon' restaurants in Watson Library and on our Shreveport campus and a Chick-fil-A restaurant in the Campus Marketplace that includes the University Bookstore. These additions, along with the new outdoor stage at Iberville Green and the anticipated addition of our eSports and Multipurpose Event spaces in the Student Union, continue to illustrate our commitment to success by ensuring students have an engaging, purposeful, and relevant student experience.

Northwestern's Human Resources office has experienced success with the implementation of **background checks**. Although this additional step may add some time to the hiring process, the goal is to hire employees who will enhance the academic environment.

The Office of Institutional Effectiveness and Human Resources ended the fiscal year with the hiring of a **new Human Resources Director**. The incoming Director has a wealth of HR knowledge, especially in the area of employee law and conflict resolution. The position had been open for almost a year. This hire will spearhead the implementation of recommendations made by HR consultant, Dr. Courtland Chaney. These recommendations were made to move the HR Office past a transaction unit into a 21st century office.

As Northwestern began to redevelop and implement strategic plans at the cabinet level and eventually for the entire institution, the need for a new organizational structure in the Student Experience became apparent. In the summer and spring of 2018, a committee in the Student Experience met multiple times to develop the best management structure for the area. Following discussion, an organizational chart was presented to the President and Cabinet and approved for implementation. In the fall of **2018 two new positions, Director of Enrollment Management and Director of Student Affairs** were advertised and filled.

Student enrichment. The Randall J. Webb Wellness, Recreation & Activity Center (WRAC) continued to expand and enhance programs and services to address the student experience and community enrichment realms of the Strategic Plan. The WRAC promotes wellness and fitness among students, faculty, staff, alumni, and community members and provides outstanding facilities, equipment, and programming. Non-student membership has grown to more than 600, and student-faculty participation in the facility and programs continued to expand. Intramural programs and participation continue at high levels. More than 1,100 students were involved in intramural competition during spring 2019. The WRAC made some upgrades as they added acoustic panels in the group exercise room, installed a new steam room system, replaced all treadmill belts, and added a new cable cross-over machine in the free weight room. Summer camps for youth are well attended, 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 5,323 Facebook, 2,068 Twitter, and 782 Instagram followers. Data mining efforts resulted in a 12.6% growth of valid email addresses over the past year further expanding electronic outreach efforts. Twenty-four alumni chapters in major cities across the nation are active and self-sustaining. The NSU Student Alumni Association has experienced growth and continues to expand through the support of a dedicated special committee of the NSU Alumni Association board of directors.

Community engagement. The Student Experience and Community Enrichment focus areas has been enhanced by the new campus bookstore and marketplace which Spring 2019. Progress

continues in the 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 **contributed over 351,809 hours** of their time to various community partners.

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, and Scholars' Day events, among others.

The Sports Information office has expanded regular email distributions to more than 90 **local, state, regional and national media outlets**, including the 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.** Just as we are in constant search of individual and organizational improvement, we seek opportunities to improve our University, community, region, and state.
- **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 2018–2019

Purpose. To document the results of Assessment Year (AY) 2018-2019.

On June 21, 2019, the University completed its third assessment year of the strategic plan, *Assessment Cycle 2018–2019, Building Momentum*. This report is the third 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.

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 144 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 and lessons learned, into next year’s assessment plans (AY 2019-2020). This structured, cyclic review of our mission, goals, and outcomes will continue to enable the University’s drive 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 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. SACSCOC adds, “Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against the mission in all aspects of an institution.” This process is reflected in figure 1 below.

To fully leverage the strategic planning and institutional effectiveness model, a policy was established and structured to ensure participation, standardization, predictability, flexibility, and accountability. The President’s Leadership Team provides the strategic vision and serves as the forcing function to drive the process ensuring various components of the model stay aligned and mutually supportive. The University Strategic Planning Team looks over the horizon and steers the process around hazards and toward the vision. The University Assessment Committee provides for the standardization, predictability, and quality in the process. The program and unit coordinators, faculty, staff, and students are the instruments in maintaining the integrity of the process.

The Institutional Effectiveness Process



Figure 1. The Institutional Effectiveness Process.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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.

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 August and February, the Strategic Planning Team, University Assessment Committee, General Education Core Competency Coordinators, faculty, staff, students, and invited guests to participate in 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, as appropriate, the President or designated senior leader will provide an update to all faculty, staff, and community partners at the beginning of the fall and spring semesters as part of the Faculty and Staff Institute, strategic communications, 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 addresses adjustments to the strategic plan moving forward. Each SFA team leader presents an update 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 publishes the Assessment Cycle Report within 30 days of this meeting. The report in purple below is ongoing.

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. Enhance co-curricular experiences to aid engagement and retention
- Objective 4. Provide transformational learning and career experiences.
- Objective 5. Provide student health and wellness services

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.

For each Strategic Focus Area, AY 2017-2018 benchmarks and AY 2021 targets were reaffirmed per the AY 2018-2019 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee in December 2018. The next review will take place on September 16, 2019

University Assessment Process

All academic programs, in coordination with the University Provost and College Deans, review, amend, or revalidate their respective missions. They identify the degree-awarding programs (diplomas, certificates, undergraduate, and graduate) that will participate in the assessment process. Each 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. Units identified developed their Service Outcome Measures (SOMs) and assessment methodology.

Assessments are conducted by Assessment Year (AY: June to May). Each academic program and administrative unit submits their assessment cycle plans for the coming year to their respective Academic or Administrative Review Committee Chair. The Dean or Vice President reviews and approves assessment plans. The Director of Institutional Effectiveness (DIE) will account for each plan as part of the assessment process. Data is collected throughout the academic year with spring commencement ending the assessment cycle. Each year, faculty and staff collect data, compare results of the previous year's assessment, the target, and the effectiveness of their action plans to the current year's results providing evidence of improvement or needed improvement based on the analysis of the results.

All assessments are due to the DIE no later than June 15. The University uses 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.

Strategic Budgeting Process

The *Planning, Programming, and Budget Execution* (PPBE) model best fits the University's Budget Development. This model provides the appropriate incentives; it is inclusive, emphasizes a high level of transparency in concert with the principles of our strategic intent while providing the information necessary for sound decision-making, support innovation, and entrepreneurship, and helps the University maximize support from campus stakeholders and private donors.

Student Learning Outcomes Statements. The University takes a deliberate approach to the structure of its assessment process, particularly regarding the identification of outcome measures. The Office of Institutional Effectiveness provides faculty and staff with a guide to assist in standardizing the development of Student Learning Outcomes (SLOs) and Service Outcomes (SOs). The SLOs provide a supporting hierarchy for the strategic plan, with University Common Core SLOs supporting individual degree program SLOs which underpin the Academic Excellence Strategic Focus area.

According to the University's *Guide to Outcome–Measure Development*, SLOs should be specific, measurable, attainable, results-oriented, and tied to a specific timeframe. Each outcome addresses knowledge, skills, attitudes, or dispositions. The policy requires that outcome statements specify what students will know or be able to perform or demonstrate when they have completed or participated in the program, course, project, or activity.

As described in the University's *Guide to Outcome–Measure Development*, measures combine the assessment methodology and the target for the outcome. A direct measure, which is preferred,

requires students to demonstrate the skill or knowledge. An indirect assessment measure addresses the perception of knowledge, skills, attitudes, or dispositions. The University encourages setting targets that are difficult to attain so that there is a constant pursuit of improvement. Northwestern does not rely solely on course grades as an acceptable measure for the assessment of an outcome.

In accordance with the *University Assessment Process Guide*, and in coordination with the University Provost and College Deans, each academic entity reviews, amends, or revalidates their respective missions. The foundation of this assessment process emanates from the hierarchy of University, College, Department, Program, and/or Unit mission. Each measure is course mapped to a specific course from which data is collected. In most cases, multiple courses contribute to the data collection and analysis of a single measure. In 2017-2018, 66 degree awarding academic programs participated in the assessment process. Each developed program-specific Student Learning Outcomes (SLOs) and an associated assessment methodology from which they derived their findings. Each then analyzed their results, leading to decisions and/or actions to promote continuous improvement. In 2018-2019, 93 degree/certificate awarding academic programs are participating in the assessment process.

Evidence of Institution-level Student Learning. Assessment data collection took place throughout the 2018-2019 academic year with spring commencement ending the assessment cycle. Each program identified its findings, completed its analysis, and collectively determined decisions/actions necessary to drive the improvement cycle. Program faculty compared current results to those of the previous year to better develop plans for the upcoming year (2019-2020). Program coordinators submitted completed assessments, once approved by the respective Dean, to the Director of Institutional Effectiveness (DIE) on 21 June 2019. The AY 2018-2019 Assessment Cycle Reports may be viewed at <https://www.nsula.edu/institutionaleffectiveness/>. An Academic Review Committee, composed of program assessment coordinators, oversees the assessment process within each of the University's four Colleges. Following the completion of all program assessments, each of the four Academic Review Committee Chairs provides input to the annual assessment report. The report captures the most significant findings and decisions of the past academic year, including proposed and actual changes, an analytical assessment of the potential effects of the changes, and the status of new assessment plans. This information is integrated into the findings for the Strategic Focus Area Academic Excellence where recommendations for pedagogy, curriculum development, review or adoption are made. The DIE consolidates these reports into one executive presentation for the University President's review/decision in the June-July timeframe.

Institution-level Assessment Resources. Assessment resources are centralized on the IE website under the tab *Assessment Process and Resources*. In addition to the items listed, the DIE pushes best practices to program and unit coordinators as part of the monthly UAC meetings. The DIE also holds needs-based workshops and professional development sessions for those organization requiring or requesting assistance or those in coordinator transition. On average, the DIE conducts 15-20 assessment related visits per semester.

Institution-level Assessment Activities. As NSU closes in on completing its third iteration of the institution-wide assessment process (for all strategic focus areas, academic programs, administrative support services, and academic and student support services), assessments allow for the analytical comparison of the results between the previous year to this year and to the established target. 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. As such, the University can provide its stakeholders with the required evidence of improvement based on the analysis of results.

Use of Institutional-level Student Learning. 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. The foundation of the process is organizational self-actualization and continuous assessment, adjustment, and refinement, all focused on meeting our 2021 objectives.

At the tactical level (Figure 2), common core outcomes and classroom course objectives provide the data to inform the measure supporting the operational level degree program assessment measures supporting student learning outcomes, which in turn provides data to inform the metrics and objectives at the strategic level assessment of the strategic plan. This nesting of assessment data allows for a better appreciation of student learning while providing a more holistic view of progress in student learning on our strategic focus areas, specifically the Academic Excellence and Student Experience strategic focus areas. This process and the analysis of the associated results and lessons learned drive decisions at the tactical, operational, and strategic levels. The use and evidence of institution-level learning are evident in the AY 2018-2019 Assessment Cycle *Executive Summary*,

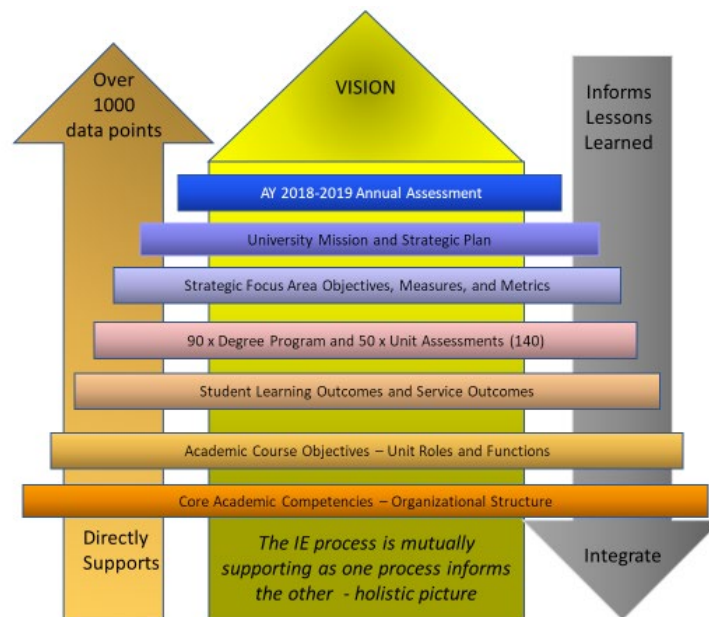


Figure 2. Integrated Building Block Approach

which reflects the strategic decisions made across the university impacting a myriad of efforts from financial health, Board of Regents initiatives; academic programs; student, alumni, and community relations; and external affairs.

Reflection, Growth and Improvement Plan. Our model calls for a continuous cycle of annual assessments across multiple echelons with overlapping and mutually supporting outcomes and associated data. The annual assessment process is not complete until the recommendations and proposed decisions reflected in the strategic assessment are mediated and agreed upon by the strategic planning committee, a final after-action review is conducted, and the final report is written, and the brief presented. During the AY 2018-2019 Assessment Cycle, over fifty separate decisions were discussed in the decision matrix review and closed with a consensus on the appropriate disposition. The results of the after-action review, which incorporates input from across the university, is integrated into the final presentation to the president. Once delivered, recommended improvement to the process is made and all artifacts are uploaded on the Institutional Effectiveness website.

The after-action report requires everyone in the assessment process to take an introspective review of their actions, roles, functions, and responsibilities. It also requires them to identify what is working as designed and what can be done to improve the process. While we have a transparent, standardized, and integrated process in which the entire University is involved, we do not have 100% faculty and student buy-in. We still have work to do in convincing faculty and students of the power of assessment. We have several administrators that fear innovative change and are more comfortable nibbling at the edges.

We are addressing these challenges with a multifaceted approach. We now routinely hold professional development sessions with targeted groups where the comfort level for participants is such that the exchange of ideas is much improved. We are consistent in our battle rhythm of meetings and activities maintaining assessment activities on the radar of our participants and interested parties. We have added more precise language to our University Catalog regarding the purpose of assessment, student learning outcomes, and specifically, students' required responsibilities in participation. The University now requires specific SLO language in each academic degree course syllabus whereby it is stated how the course either directly or indirectly supports the degree program assessment. We have developed tools for the faculty, such as the anatomy of assessment, fundamentals of assessment, and the transition checklist, designed to facilitate learning. Instituting a culture of assessment and continuous improvement is a work in progress, and the approach must be balanced to ensure support, compliance, ownership, and promotion. We are not there yet, but we are making significant progress.

Section II.

Performance Indicators and Assessment Results

(Objectives–Strategies–Metrics–Findings-Analysis-Decisions-Responsibility)

Strategic Focus Area 1–The Student Experience

The Student Experience at Northwestern State University of Louisiana (NSU) is committed to improving student lives through the following objectives:

- Provide responsive student services
- Create a community that fosters diversity and inclusion
- Enhance co-curricular experiences to aid engagement and retention
- Provide transformational learning and career experiences
- Provide student health and wellness services

Accomplishments related to The Student Experience:

1. NSU reached its highest enrollment in the history of the University and saw a sizeable increase in the freshman class as well as the enrollment on the Natchitoches campus. Participation in Freshman Connection (Summer Orientation) also increased.
2. To increase male enrollment in traditionally female majors (teacher education and nursing), Enrollment Management produced videos of male students discussing their success in these degree programs.
3. NSU was awarded the *Call Me Mister Program*, a campus wide campaign to increase enrollment of minority men in education.
4. The Director of Enrollment Management, the Director of Student Affairs, and the VP of Academic Affairs collaborated to improve class availability for fall and spring terms.
5. At faculty institute, the Disability Services Director conducted training for faculty and staff.
6. The Center for Inclusion and Diversity (CID) budget was enhanced and graduate assistants added to increase the ability of this unit to address safety concerns.
7. NSU students participating in leadership and service programs achieved state and national leadership recognition this year.
 - Jacob Ellis–Governor’s Internship Program
 - Mallory McConathy–Sigma Sigma Sigma Sorority Outstanding Senior (1 of 4)
 - Freshman Connectors–Southern Regional Orientation Workshop 2nd Place Song Competition
 - Alpha Lambda Delta Honor First-Year Honor Society-won the Order of the Torch Award. The NSU Chapter was one of the top three in the country.
8. “To Be a Demon” is now presented to student and parents at all summer freshman orientation programs. This program incorporates positive collegiate values into the Demon image.
9. The Student Experience increased the number of Civic programs this year with V.L. Roy Service Day, Leadership NSU, 1 of 7, and ULS Day at the State Capitol.

10. NSU launched a successful career services campaign with implementation of Handshake, with 7,684 employers, students, and alumni using the service.
11. Updates to the Student Union include new bathrooms, a new E-Sports area, a large multi-purpose student events space, a new Steak N Shake, and other minor renovations and rebranding projects.
12. Natchitoches added a mental health counselor.
13. A new Health Clinic was opened at the Shreveport site in the fall of 2018. The clinic services all Shreveport students but focuses on health requirements of students entering clinical nursing rotations.

Table 1
Metrics for 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

Note: Benchmarks for AY 2017-2018 are reflected on the far left with AY 2018-2019 results to the immediate right. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured. *Adjusted upward from 11,000 in 2019. **Different scales between years; progress measured against 2016-2017.

Except for enrollment data, in 2018-2019 most metrics are assessed using the Ruffalo Noel Levitz Student Satisfaction Inventory (RNLSSI). This survey is administered every other year (2017, 2019) by the University of Louisiana System. The RNLSSI collects data on a 7-point Likert scale which is converted to a 10-point scale for the NSU metrics. The RNLSSI also allows participating universities to add unique questions which will be discussed in this report. Finally, RNLSSI allows students to

rate the importance of questions in addition to rating items. The result is a scale called the Performance Gap which allows institutions to better measure student satisfaction.

In even years data is obtained from various local surveys. Therefore, NSU is cautious in making decisions or drawing conclusions about improvement when comparing years with different data sources. Thus, measures from the RNLSSI are compared to both the local surveys (for 2017-2018) and the last administration of the RNLSSI (2016-2017).

Modifications to Strategic Focus Area 1 Objectives

The NSU Strategic Plan is intended to be flexible and was expected to evolve due to our institutional experience with the assessment cycle. To this end, the Vice President for the Student Experience and the Directors of Student Affairs and Enrollment Management convened for two days in the summer of 2018 to review objectives and strategies for The Student Experience. The five objectives listed above are the result of that meeting. Objectives, metrics, and strategies were modified from the previous iterations as follows. (Changes to the objectives are noted in bold font.)

Objective 1

Original: Provide Responsive Student Services **through streamlining processes and understanding the individual student's needs.**

Revised: Provide responsive student services **that aid in recruitment, retention and student success.**

Strategies added to Objective 1:

- Campaign to increase male enrollment in traditionally female areas
- Manage Natchitoches Campus class availability to avoid predictable time conflicts.
- Increase Dual Enrollment and DE conversions to regular enrollment
- Increase certificate programs
- Increase overall number of recruiting contacts

Metrics added to Objective 1 or modified:

- Enrollment on the Natchitoches Campus—*added*
- Retention rates and graduation rates—*split into separate measures*
- Freshman enrollment and total enrollment—*split into separate measures*

Objective 2

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

Revised: Create a community that fosters diversity and inclusion.

Strategies added to Objective 2:

- Educate campus community on Disability Services
- Highlight programs to focus on male and international students

Metrics for Objective 2 were unchanged.

Objective 3

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

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

Strategies added to Objective 3 or deleted:

- Expand activities that build affinity for the University at all NSU Campuses and foster a sense of responsibility to become engaged alumni–*deleted*
- Rebrand programming as Campus Alma Mater programs to build allegiance to NSU.–*added*
- Develop award program for civic engagement–*added*
- Develop women’s living and learning community–*added*

Metrics added to Objective 3:

- Students engaged in co-curricular activities
- Hours students engage in community service

Objective 4

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

Objective 4 Strategies (*unchanged*)

Metric added to Objective 4:

- Number of students and employers using Handshake

Objective 5

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

Revised: **Provide for student health and wellness.**

Strategies added to Objective 5:

- Add health services on other campuses

Metrics added to Objective 5, or deleted:

- Number of Health-Related Programs and Services and Community Partnerships–*add*
- Elevate LA Financial Health Analysis score with ULS–*delete; data not available.*

Objective 1:

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

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.
- Campaign to increase male enrollment in traditionally female areas
- Manage Natchitoches Campus class availability
- Increase Dual Enrollment and DE conversions to regular enrollment
- Increase certificate programs
- Increase overall number of recruiting contacts

Metrics:

1. Academic Excellence and Value
2. Satisfaction with Support Programs
3. Satisfaction with University Policies and Processes
4. Responsive and Helpful Faculty and Staff
5. Retention Rates from First to Second Year
6. Graduation Rates
7. Enrollment per Freshman Class
8. Enrollment on the Natchitoches Campus
9. Overall Enrollment

Metric:

1. Academic Excellence and Value (AEV)

Findings:

Responses of 993 NSU students to the RNLSSI Academic Advising Effectiveness scale averaged 5.75/7 ($SD = 1.48$), while those to the Instructional Effectiveness scale averaged 5.86/7 ($SD = 1.11$), both lower than, but statistically similar to the results from 2016-2017.

Analysis:

Note: To compare these results (scored from 1 to 7) to local surveys given in alternate years (scored from 1 to 4), both types of scales were transformed linearly to run from 1 to 10. This transformation was done incorrectly in the 2017-2018 report, simply stretching the values, rather than resetting the lower endpoint to zero, stretching the values and adding one to keep the lower endpoint fixed. As a result, the 7-point scales were transformed to run from 1.43 to 10 while the 4-point scales were transformed to run from 2.5 to 10. The transformed scales reported in AY 2017-2018 were not comparable to each other. The previous results have been corrected and are reported below.

Rescaling to a 10 point scale, the average of these scales was 8.21, compared to 7.87 for the local measure in 2017-2018 and 8.29 for the RNLSSI in 2016-2017.

The Academic Excellence and Value metric shows moderate growth from 2017-2018 to 2018-2019. In this category individual items for 2019 dropped slightly compared to 2017. The large difference between the local survey results and the RNLSSI indicate that the two scales are not comparable, most likely due to the difference in resolution between a 4-point and a 7-point Likert scale.

Two items on the Academic Advising Effectiveness scale with the largest declines from 2017-2019 relate to academic advisors helping set goals (5.71/7 down to 5.57, ns) and the availability of academic advisors to students (5.90/7 down to 5.74, $p > .05$). Students rate these items as highly important, resulting in a higher performance gap for this question.

A single item on the Instructional Effectiveness scale was significantly lower than in 2016-2017. The average score for *Faculty are fair and unbiased in their treatment of individual students*, dropped from 5.85/7 ($SD = 1.51$) in 2016-2017 to 5.64 ($SD = 1.65$) in 2018-2019. In terms of importance, this item was ranked 19th out of 63 items.

Decision:

- Deans and Department Chairs will be apprised of findings.
- Advisor availability for students will be reviewed with Provost.

Metric:

2. Satisfaction with Support Programs (SSP)

Findings:

Responses to the RNLSSI Campus Services scale include library, computer labs, tutoring services, online access, career services, counseling services, and mentoring. The scale average ($M = 6.02/7$, $SD = 1.12$) was slightly above, but statistically similar to the average from 2016-2017 ($M = 6.00/7$, $SD = 1.11$).

Rescaling to a 10 point scale, the average for SSP was 8.53, compared to 8.08 for the local measure in 2017-2018 and 8.50 for the RNLSSI in 2016-2017.

Analysis:

Northwestern shows a slight increase in overall student satisfaction compared to AY 2016-2017. Of the eight items reviewed, NSU improved on five, although none of the changes were significant. As in Metric 1, on this metric the local survey results are well outside the results on the RNLSSI.

The two items with the largest positive change on the Campus Services scale were:

- *Mentors are available to guide my life and career goals.*
- *Computer labs are adequate and accessible.*

Three items had a slight decline compared to 2016-2017:

- *Counseling services are available if I need them.*
- *Tutoring services are readily available.*
- *Library resources and services are adequate.*

Decision:

The declines are minimal, however, these items should be reviewed with retention in mind. Counseling should consider ways to better accommodate students at peak times.

Metric:

3. Satisfaction with University Policies and Processes (UPP)

Findings:

University Policies and Procedures were evaluated using two scales on the RNLSSI, plus one item each from two additional scales.

Responses to the Registration Effectiveness scale (processes and procedures, billing policies, class registration, and convenient times) averaged 5.83/7 ($SD = 1.14$) in 2018-2019, compared to 5.85/7 ($SD = 1.15$) in 2016-2017.

Responses to the Recruitment and Financial Aid Effectiveness scale (five items addressing admissions and financial aid) indicate a satisfaction of 5.59/7 ($SD = 1.44$) in 2018-2019, compared to 5.52/7 ($SD = 1.43$) in 2016-2017.

Responses to the statement, "Student disciplinary procedures are fair," on the Campus Life scale averaged 5.82 ($SD = 1.58$) in 2018-2019, compared to 6.02/7 ($SD = 1.48$) in 2016-2017.

The item, "I seldom get the run-around when seeking information on this campus," averaged 5.45 ($SD = 1.81$) compared to 5.40/7 ($SD = 1.84$) in 2016-2017.

Averaging the 11 items in this metric and rescaling to 10 points results in a score of 8.04 for 2018-2019, compared to 7.60 on the local measure in 2017-2018, and 8.01 on the same metric in 2016-2017.

Analysis:

Policies and Procedures that are easy to understand and student friendly are obviously important in student satisfaction, success, and retention. Streamlining policy has been a goal in the Student Experience since the inception of the overall student strategic plan developed in 2016.

Comparing 2017 to 2019, all but one item in the Recruitment and Financial Aid Effectiveness scale improved by at least 0.06; the item, *Admissions staff provide personalized attention prior to enrollment* dropped by only 0.01 point. In the Registration Effectiveness scale, all items but one dropped by 0.04 to 0.05 points; the item, *I am able to take care of college-related business at times that are convenient to me*, improved by 0.07. Despite dropping 0.04, the item, *I am able to register for classes I need with few problems*, remains a strength for the University, with both high satisfaction and high importance. Due to its importance and small decline, this area warrants further attention.

Considering all 11 items collectively, NSU experienced a slight overall increase. None of the changes were statistically significant. The local measure was outside the range of the RNLSSI.

Items with the largest declines include:

- *Student disciplinary procedures are fair.*
- *Billing policies are reasonable.*

Items with the largest increases include:

- *This institution helps me identify resources to finance my education.*
- *Admissions counselor accurately portray the campus in their recruiting practices.*

Decision:

- Review class offerings to avoid time conflicts.
- Review billing processes.
- Review registration processes.

Metric:

4. Responsive and Helpful Faculty and Staff

Findings:

Responses to the RNLSSI Student Centeredness scale averaged 5.77/7 ($SD = 1.28$) in 2018-2019, compared to 5.80/7 ($SD = 1.27$) for 2016-2017.

In 2018-2019, NSU respondents rated the RNLSSI item, *Residence Hall Staff are concerned about me as an individual*, an average of 5.10/7 ($SD = 1.94$) compared to 4.84 ($SD = 1.98$) in 2016-2017.

Averaging the 5 items and rescaling to 10 points, results in a score of 7.95 for 2018-2019, compared to 7.97 on the local measure in 2017-2018, and 7.91 on the same metric in 2016-2017.

Analysis:

The 2017-2018 measures for this metric were local surveys, while the RNLSSI was used in 2018-2019 and 2016-2017. This metric declined slightly from 2017-2018 to 2018-2019 (7.97 to 7.95) but increased from 7.91 in 2016-2017 to 7.95 in 2018-2019, likely due to the relatively large improvement on the residence hall staff item and the small declines in 3 items on the Student Centeredness scale.

Comparing the data from last year to 2018-2019 is difficult since the surveys used different Likert scales. However, the items and results are similar and the small decline is likely insignificant.

Decision:

- All areas should consider customer satisfaction training.

Metric:

5. Retention Rate of Full-time First to Second Year

Findings:

The first year to second year persistence rate for first-time, full-time baccalaureate-seeking entering freshmen dropped from 75.6% (fall 2016 to fall 2017) to 70.7% (fall 2017-fall 2018).

Analysis:

In 2017-2018, NSU surpassed the target for retention of students from first to second year. However, NSU experienced a decline from 2017-2018 to 2018-2019 in retention of full-time freshmen first to second year.

This decline is likely a result of increased enrollments of at-risk students, rising costs of attendance, and reduced opportunity for suspended students to reapply. NSU's retention data is very good compared to other state schools with similar size and demographics.

Decision:

- The Director of Enrollment Management is developing a new enrollment plan which will address recruitment and retention. This plan will be implemented with input from the Provost, Deans and Department Heads.
- The Director of Enrollment Management and the Vice President of the Student Experience/Dean of Students (VPSE/DOS) will attend the RNL Recruitment and Retention Conference in July 2019.
- The Director of Enrollment is intentionally working with department heads on re-enrollment of continuing students.
- Rising cost of education will be addressed at cabinet and leadership team meetings by the VPSE/DOS and efforts to avoid price increases will be pushed.
- The VPSE/DOS and the Director of Enrollment will work with Financial Aid and Scholarships to ascertain that all types of aid are being explored for underserved students. In addition, the University will continue to seek scholarship dollars and develop specific aid packages for first generation and under-served students.

Metric:

6. Graduation Rates

Findings:

The 6-year graduation rate for full time degree-seeking freshmen increased significantly from 39.4% (449/1141) in 2017-2018 to 47.01% (605/1287) in 2018-2019 ($p < .001$). This measure includes those earning Associate degrees in the fourth to sixth years.

Analysis:

Target Met

Six-year graduation rates have risen the last three years at NSU. In 2016-2017 the rate was 33.8%, in 2017-2018 it was 39.4%, and it was 47.01% in 2018-2019.

Decision:

Consult with Provost, Deans, Enrollment Management Director, and Department Chairs to consider changing the target for this metric.

Metric:

7. Enrollment Per Freshman Class Per Year

Findings:

The number of entering freshmen increased from 1,542 in fall 2017 to 1,560 in fall 2018. This number included new students who first enrolled in the summer term and continued in the fall.

Analysis:

NSU experienced a slight increase (18) in enrollment per freshman class from 2017-2018 to 2018-2019. From 2016-2017 to 2017-2018, NSU experienced a larger increase (83) for freshman class per year. To reach the 1,700 student enrollment targets by 2020-21, NSU must experience a larger increase per year for the next three years.

The slowing rate of increase may be attributed to a leveling out of birth rates in the recruiting area, rising cost of education, and problems associated with securing on-campus housing for new students.

Decision:

- Maintain low costs of enrollment
- Explore scholarships for underserved
- Explore new housing
- Convert more dual enrollment students to campus

Metric:

8. Enrollment on Natchitoches Campus

Findings:

The enrollment of students taking at least one FTF class on the Natchitoches campus for fall 2017 was 4,483. For fall 2018 it was 4,573 showing an increase of 90 students (2.01%).

Analysis:

Target Met. This is a new metric for Northwestern driven by the decrease in Natchitoches campus enrollment in the past and by a desire to enhance to collegiate experience in the face to face (FTF) setting. The target for this metric was set at 4,500 which Northwestern surpassed by 73.

Decision:

- Review FTF offerings and closely monitor student requests for face to face classes.
- Explore building new on-campus housing.
- Increase clinical offering and retention of clinical student for College of Nursing and Allied Health (CONAH) in Natchitoches.
- Set a higher target or consider different parameters for the target.

Metric:

9. Overall Northwestern State University Enrollment

Findings:

Enrollment over all instructional sites increased from 10,572 in fall 2017 to 11,081 in fall 2018.

Analysis:

Original Target Met. Fall 2018 saw the largest enrollment in the history of the University, with an increase of 509 students. As a result of meeting our AY 2020-2021 target earlier than expected, this target was increased to 11,300. To meet this more ambitious goal, NSU needs to increase

enrollment by 225 students for the next two years. Current numbers indicate fall 2019 enrollment is trending to parallel fall 2018. NSU experienced a slight decrease in online enrollment in fall 2018 attributed to increased competition in the online market and online fee discounting by the competition. Most increases in fall 2018 are accounted for by increased numbers in high school dual enrollment.

Decision:

- To maintain or increase enrollment NSU must increase year to year retention.
- Convert dual enrollment students to full-time students at NSU.
- Explore additional housing.
- Purchase additional test scores and widen the funnel for applications.
- Improve leveraging of scholarship dollars.
- Improve leveraging of discounting in competitive markets.
- Increase number of certificate programs.

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
- Educate campus community on Disability Services
- Highlight programs to focus on male and international students

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:

The Northwestern State University student demographics mirror those of the region the University serves (Tables 2 and 3). In particular, omitting international students, the proportion of majority students (58.6%) and minority students (41.4%) are the same as those in Louisiana ($\chi^2(1) = 0.441$, $p = .506$). However, women are much more highly represented in the student body than in the state (72.4% compared to 51.1%). This is comparable to national trends.

Table 2
 NSU Fall and Spring Enrollment by Gender and Ethnicity AY 2017-2018

Gender	Alaskan Native American Indian or Native	Asian	Black or African American	Foreign	Hispanic	Native Hawaiian or Pacific Islander	Two or more races	Unknown	White, nonhispanic	Total	%
F	115	89	2,542	96	472	15	329	132	5,096	8,886	70.8%
% of F	1.3%	1.0%	28.6%	1.1%	5.3%	0.2%	3.7%	1.5%	57.3%		
M	47	37	852	81	228	7	153	65	2,102	3,572	29.2%
% of M	1.6%	1.1%	24.5%	2.0%	6.3%	0.3%	4.1%	2.3%	57.7%		
NSU	162	126	3,394	177	700	22	482	197	7,198	12,458	
	1.4%	0.9%	28.1%	1.3%	5.4%	0.1%	3.7%	1.9%	57.1%		

Derived from Fall 2018 and Spring 2019 Census files, unduplicated

Table 3
 State of Louisiana Demographics for AY 2017-2018

Gender	Alaskan Native American Indian or Native	Asian	Black or African American	Foreign*	Hispanic	Native Hawaiian or Pacific Islander	Two or more races	Unknown (Some Other Race)	White, nonhispanic	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>.

Analysis:

NSU’s student body remains very diverse. Within the minority population, Native Americans, Hispanics, Native Hawaiian or Pacific Islanders, Two or more races, and Unknown or Other race are slightly more highly represented than expected for Louisiana. In part this may be due to the small numbers of students in these groups, or to the fact that individuals are becoming more reluctant to reveal their race or more likely to identify with two or more races. Also, the comparison data covers the entire state of Louisiana rather than being weighted according to our students’ parishes of origin.

The disparity between NSU’s distribution of students by gender mirrors the nationwide trend for more women to attend college than men, as well as the popularity of traditionally female dominated majors, such as nursing and education, at the University.

Decision:

- Support new initiatives to increase the enrollment of males in traditionally female-dominated majors.

Metric:**2. Campus Climate of Advocacy and Inclusion****Findings:**

Responses to the RNLSSI Campus Climate scale averaged 5.82/7 ($SD = 1.23$) in 2018-2019, compared to 5.85 ($SD = 1.19$) for 2016-2017. Rescaling results in a score of 8.23/10 for 2018-2019, compared to 8.05 on the local measure in 2017-2018, and 8.28 on the same metric in 2016-2017.

Analysis:

Comparing only RNLSSI scales for Climate of Advocacy and Inclusion for 2019 (8.23) to 2017 (8.28) the scores are slightly higher in 2017 but are not statistically significant. However, the slight downturn on all RNLSSI items in this metric is concerning.

Decision:

- Consult with staff in the Center for Inclusion and Diversity regarding assessment data.
- Consider focus groups on “this campus has a strong commitment to diversity”.
- Redevelop NSU Diversity Plan.
- Expand and Develop CID website, posting recommendations of the Diversity Committee.

Metric:**3. Safety and Security Satisfaction****Findings:**

Responses to the RNLSSI Safety and Security scale averaged 5.31/7 ($SD = 1.41$) in 2018-2019, compared to 5.32 ($SD = 1.36$) for 2016-2017.

Rescaling to 10 points results in a score of 7.47 for 2018-2019, compared to 8.20 on the local measure in 2017-2018, and 7.48 on the same metric in 2016-2017.

Analysis:

Data for 2017-2018 came from local surveys. The 2018-2019 data was obtained solely from the RNLSSI. The decline in this metric is likely due to difference in assessment tools; the local survey included only the item, *Generally, the Northwestern campus is safe*, while the SSI also included two questions about parking and a third about security staff. When comparing 2016-2017 RNLSSI data to the same data for 2018-2019, the scores were almost identical.

A closer look at the individual items shows a slight increase in the perception of the response time for police calls. However, there is a slight decrease in the overall perception of campus safety and the perception of safety in parking lots as it relates to lighting. The item, *The campus is safe and secure for all students*, has declined slightly from 2016-2017 to 2018-2019.

Decision:

- A review of parking lots lighting will be suggested to University Affairs.
- The VP of the Student Experience will meet with VP of University Affairs to review the RNLSSI to determine action related to overall perceptions of campus safety.

Objective 3:

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

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
- Rebrand programming as Campus Alma Mater programs to build allegiance to NSU.
- Develop award program for civic engagement
- Develop women's living and learning community

Metrics:

1. On Campus Facilities Satisfaction
2. Campus Housing and Dining Satisfaction
3. Students Engaged in Co-Curricular Activities
4. Hours Students Engage in Community Service

Metric:

1. On-Campus Facilities Satisfaction

Findings:

The RNLSSI item, *On the whole, the campus is well maintained*, was used to measure satisfaction with on-campus facilities in 2016-2017 and in 2018-2019. The mean score dropped from 5.88/7 ($SD = 1.52$) to 5.85 ($SD = 1.49$) in 2016-2017. Rescaling these means results in a score of 8.32/10 in 2016-2017 and 8.28 in 2018-2019.

An additional local survey assessing facilities in the Student Union (Table 4) was conducted. Most respondents (26/42) represented Recognized Student Organizations reserving and using rooms in the Union; 79% had reserved the Ballroom. Overall satisfaction for the survey was 3.82/4, equating to 9.46 on a 10 point scale, a very high score.

Analysis:

The decrease in the RNLSSI item is not statistically significant, however, it does indicate a minimal decline. RNLSSI addresses satisfaction with campus wide facilities.

The Event Management System survey shows almost total satisfaction for the process of reserving facilities in the Student Union. Additional data for Student Union utilization indicates high traffic in most of the building throughout the fall and spring semesters. This is especially true for the Ballroom, a large multi-purpose room used by NSU and members of the Natchitoches community. Satisfaction with the Union in general is likely due to good management. Current renovations in the Student Union (bathrooms) and updated décor (banners, furniture, NSU branding) likely contribute to the increases in satisfaction.

Table 4
Friedman Student Union survey

Item	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	Total	Average
It was convenient to book the facility through the Event Management System.	0.0% 0	0.0% 0	11.9% 5	71.4% 30	16.7% 7	42	3.86
The contract, rules, and booking details were clear and easy to understand	0.0% 0	0.0% 0	9.5% 4	81.0% 34	9.5% 4	42	3.89
Pricing for the venue was reasonable.	0.0% 0	0.0% 0	0.0% 0	57.1% 24	42.9% 18	42	4.00
Confirmation for my event was received in a reasonable time.	0.0% 0	0.0% 0	7.1% 3	85.7% 36	7.1% 3	42	3.92
My experience with the booking staff was satisfactory.	0.0% 0	2.4% 1	4.8% 2	85.7% 36	7.1% 3	42	3.90
The facility was easy to locate and was able to accommodate our needs.	2.38% 1	0.00% 0	11.90% 5	85.71% 36	0.00% 0	42	3.81
The room was clean and well-maintained	0.00% 0	2.38% 1	16.67% 7	80.95% 34	0.00% 0	42	3.79
The restrooms were cleaned and well-maintained	4.75% 2	9.52% 4	26.19% 11	59.52% 25	0.00% 0	42	3.40
My experience with the staff was satisfactory	0.00% 0	4.76% 2	7.14% 3	85.71% 36	2.38% 1	42	3.83
Our special requests were fulfilled to our satisfaction (i.e., equipment rentals, setup, etc.)	2.38% 1	2.38% 1	9.52% 4	80.95% 34	4.76% 2	42	3.77

Decision:

- High traffic in the Union led NSU to investigate development of another large multi-purpose space there. When the bookstore moved to another facility, this space became available. NSU is currently working with architects to create an E-Sports venue and another large multi-purpose space.
- Student Experience Staff will continue to identify improvements in the Student Union.

Metric:

2. On-Campus Housing and Dining Satisfaction

Findings:

The RNLSSI Campus Life scale contains three items that directly address housing and dining experiences: *Living conditions in the residence halls are comfortable, There is an adequate selection of*

food available on campus, and Residence Hall Staff are concerned about me as an individual. The average of these items was used to measure satisfaction with on-campus facilities in 2016-2017 and in 2018-2019. The mean score increased from 4.72/7 in 2016-2017 to 4.88 in 2018-2019. Rescaling results in a score of 6.58 in 2016-2017 and 6.83 in 2018-2019. In 2017-2018, a 5 item local survey was used to assess campus housing and dining satisfaction. The overall average was 3.03/4, which scales to 7.10.

Analysis:

The three items from the RNLSSI included one which increased significantly over the first administration of this measure and a second which improved almost as much. Student responses to the item, *There is an adequate selection of food available on campus*, increased from 4.31/7 ($SD = 2.27$) in 2016-2017 to 4.61 ($SD = 2.10$) in 2018-2019 ($p < .05$). Student ratings of the living conditions in the residence halls declined slightly, but their ratings of resident hall staff improved, although not significantly. This improvement is likely due to increased training and supervision in response to unsatisfactory survey results in 2016-2017.

Other local surveys conducted by Sodexo, the Northwestern State food service provider, indicate high satisfaction with food service. When asked how satisfied students were with food and the service, 84% of students responding were satisfied (53%) or very satisfied (31%). When asked if students would recommend food service to a friend, 86% said they would. Both questions showed improvement in satisfaction from prior survey administrations.

Decision:

- Standardize survey instruments.
- Collaborate with Housing to get better data.
- Discuss rates with Housing.
- Discuss additional LLCs with Housing.

Metric:

3. Students Involved in Co-Curricular Activities

Findings:

Data for this metric was obtained from the NSU OrgSync (OS) platform, an online computer program for student and faculty/staff use for Recognized Student Organizations (RSOs). OS is used to record membership, leadership, activity, and vital information required of student organizations to be recognized on the NSU campus. All numbers are a duplicated student headcount as students are in multiple organizations and participate in multiple activities in most RSOs.

The number of students registered in co-curricular activities on OrgSync increased from 4,082 in 2017-2018 to 7,354 in 2018-2019.

Analysis:

The large increase in numbers from 2017-2018 to 2018-2019 is due to a change in the data collection. In 2017-2018, students registered themselves in each of their activities; beginning in 2018-2019, Information Technology Services automatically enrolled students in OrgSync. NSU cannot draw conclusions from the data at this time nor can the Student Experience set meaningful targets.

Another data source for student activity and engagement at NSU is the Event Management System (EMS) program. EMS captures bookings and the expected number of participants (Table 5). The EMS also captures duplicated headcount and it does not include the activity of students in organizations that have houses and lodges that host regular meetings or organizations that utilize space outside of EMS facilities.

Table 5 indicates a 11.6% decline in RSO bookings campus wide.

Table 5
Event Management System Reservations for Recognized Student Organizations

EMS Data	2017-2018	2018-2019	Decline
Total Bookings (all EMS facilities)	2,301	2,033	11.6%
Estimated Attendance at Booking	101,053	95,630	5.4%

Decision:

- Determine data sources and targets with Student Experience staff.

Metric:

4. Hours Students Involved in Community Service

Findings:

NSU students, athletes, freshmen, Greeks, First Year Experience participants, and others, spent 377,923 hours in community service in 2017-2018. The number of hours reported in 2018-2019 was 351,809 for a decrease of about 26,000 hours.

Analysis:

Reporting for this metric is less than precise so conclusions about the decrease in hours are difficult to make. Overall, NSU students volunteer for community service at a very high rate. In 2018-2019, some service activities were student led while others were part of existing programs or components of classes. Programs were conducted on campus as well as in the Natchitoches community and at other locations. Students volunteered for clean-up and repair following natural disasters (hurricanes and tornadoes) in communities outside Natchitoches, and they do a large amount of clean up on campus and around town. Several highlights this year included NSU student volunteers participating in a Natchitoches Community Renewal Program and Special Olympics. Northwestern students continue to implement the One of Seven Program through the Presidents Leadership Program. Athletes, Greeks, and other RSOs conduct reading and tutoring programs in the Natchitoches community. This is a new metric for the Student Experience which means data reporting is in progress.

Decision:

- Identify ways to better track and count service.
- Look for better ways to pair students with entities needing assistance.

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.
- Incorporate a required capstone experiential learning activity, such as internships, research, or performance-based events, in each baccalaureate degree program.

Metrics:

1. Number of baccalaureate degree programs with capstone experiential learning activities
2. Number of students and employers using Handshake
3. Percent of graduates working within 6 months of graduation

Metric:

1. Baccalaureate Degree Programs with Capstone Experiential Learning Activities

Findings:

Fifteen additional baccalaureate degree programs completed the implementation of their capstone experiential activities in AY 2018-2019, increasing the total number of programs with experiential learning activities in their curricula to 28 (Table 6).

Table 6

Quality Enhancement Program Status in AY 2018-2019

Completed 2nd cohort

Early Childhood Ed.
Elementary Ed.
Health & Exercise Science
Hospitality Management &
Tourism
Music/Music Business
Radiologic Sciences
Scholars' College

Completed 1st cohort

Child & Family Studies
Fine & Graphic Art
Industrial Engineering
Technology
Mathematics
Nursing
RT-BSRS

Completed Implementation

Addiction Studies
Allied Health
Applied Microbiology
Biology
Business Administration
Computer Information Systems
Electronics Engineering
Technology
English
Health and PE (ED)
Physical Science
Psychology
Secondary Ed
Theatre
Unified Public Safety
Administration

Analysis:

This metric reports progress with the Northwestern State University Quality Enhancement Program (QEP). The QEP is managed in Academic Affairs and appears to be on track to meet the target of 66 programs for the final year of the program.

Decision:

- Meet with Provost to determine plan of action for program maintenance.
- Meet with Provost to investigate new QEP.

Metric:

2. Number of Students and Employers Using Handshake

Findings:

As of June 2019, 7,674 students, alumni and employers are using the platform.

Analysis:

Handshake is a new platform for NSU that assists students in career decision making and in pairing employers with students. All students (undergraduate and graduate) are loaded into the system when they enter the University, but must activate their accounts to use the features. Currently, 3,412 students have activated their accounts, but at this point, employers outnumber students in activations. This phenomenon is expected to change as more students participate and the number of employer accounts levels off. Comparative data in the Handshake portal indicates that NSU students are lagging slightly behind on activations compared to peer schools. As this is a new metric and program, additional time and data is needed to make sound decisions.

Decision:

- Consider new campaign for seniors about using Handshake.
- Set additional benchmarks based on program capability.

Metric:

3. Percent of Graduates Working Within 6 Months of Graduation

Findings:

The First Destination Survey was distributed through Handshake to all undergraduate and graduate students graduating Summer 2018, Fall 2018, or Spring 2019, beginning one month before graduation for each group. By June 2019, 22.9% had completed the First Destination Survey. Of these, 75.3% selected *Working* in response to the question, *What are you primarily doing after graduation*; an additional 23.7% were still looking for a job, and 1.1% said they were not seeking employment.

Analysis:

Handshake is the NSU platform for recording and disseminating career and employment information to NSU students and alumni. The data reported is preliminary, since the survey will not close for this cohort until October, 2019. Email reminders are sent periodically to nonresponders. For students answering *Working* as their primary occupation, follow-up questions ask for details of

the specific job, including start date, to distinguish between the intention to seek employment and employment itself.

NSU was in the process of setting up Handshake in 2017-2018, therefore, the survey was not available. Local surveys conducted at this time showed similar results to the Handshake data.

Decision:

- The Student Experience will continue to work with Career Services and Alumni Affairs to achieve greater participation on the First Destination survey.
- The VP for the Student Experience will meet with Career Services, Alumni Affairs, and the Registrar to determine better ways to reach graduates.
- The Student Experience will review parameters for this metric with Institutional Research.

Objective 5:

Provide for student health and wellness (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
- Add health services at other off-campus instructional sites

Metrics:

1. Number of Health-Related Programs and Services
2. Satisfaction with Support Programs (item 2)

Metric:

1. Number of Health-Related Programs and Services and Community Partnerships

Findings:

NSU increased the number of health-related programs from 2017-2018 to 2018-2019 by 23, which included blood drives, educational programs, and flu shot events.

Analysis:

Student health and wellness needs run the gamut from basic education on healthy eating, sexual wellness, and suicide prevention, to professional health care. To better meet student needs, NSU added clinical health services for students in Shreveport. To support students in the Nursing major, in partnership with Regional Medical Center and other community partners, the nursing clinical program in Natchitoches has added a community health rotation; RMC also funded a new faculty position for the Natchitoches clinical program.

Decision:

- Implement campus-wide health fair, fall 2019.
- Work with food service for healthy options.
- Work with Natchitoches community to develop more partnerships.
- Consider ways to use existing committees and data to develop additional programs.

Metric:

2. Satisfaction with Support Programs (Counseling)

Findings:

The RNLSSI item, *Counseling services are available if I need them*, from the Campus Services scale was used to measure satisfaction with the counseling component of support programs in 2016-2017 and 2018-2019. The mean score decreased from 6.06/7 in 2016-2017 to 6.04 in 2018-2019, which was not significant. Rescaling these means results in a score of 8.59/10 in 2016-2017 and 8.56 in 2018-2019. In 2017-2018, the item, *Northwestern provides the appropriate health, counseling, and social support for me to be successful*, from the local Satisfaction with Support Programs survey was used to assess this program. The average response was 3.31/4, which can be scaled to 7.93/10 for comparison.

Analysis:

The difference between the local survey results and those from the RNLSSI likely resulted from differences in the wording and the resolution of the scales. Thus, they should be compared at two year intervals. The RNLSSI considers this item a campus strength, with both high importance and high satisfaction. Although the decline between 2016-2017 and 2018-2019 is small, satisfaction with this area should be monitored to help us maintain high quality service to our students. The addition of another mental health professional to the Counseling and Career Services staff in fall 2019 should allow this office to serve more students.

Decision:

- Counseling should consider ways to better accommodate students at peak times.

Comprehensive Summary of findings and changes/decisions

Northwestern is making progress toward meeting targets on the metrics in the Student Experience. In 2018-2019, the Student Experience made substantial gains toward meeting the objectives in the Strategic Plan using the strategies developed by the teams in the division.

To maintain the increase in first-year enrollment, staff in the Student Experience began working on campaigns to matriculate dual enrollment students and to enroll more men in traditionally female majors.

A more robust curriculum was included in our leadership programs which grew and resulted in increased recognition. Programs within the Student Experience engaging students in service and civic engagement also grew.

One of the most important achievements is a significant increase in graduation rates. Helping students to complete degrees is a huge accomplishment for the Student Experience and NSU. A

related improvement is the number of students working after graduation. Based on the First Destination survey, 75.3% of NSU graduating students responding in the 2018-2019 year said they had secured employment after graduation. Although the data sets are different and the results are preliminary, this appears to be an improvement of the 2016-2017 rate.

The Student Experience continues to work to provide spaces on the NSU campus that are inviting and build a shared affinity for the institution and the traditions and values of the University. In response to student feedback, renovations and decorative updates in the Student Union, housing, and the cafeterias continue. Bathroom updates in the Union will be complete by the end of the summer and plans for a new E-Sports area and multi-purpose venue are under way. NSU will have a new Steak N Shake in the Student Union in the fall of 2019.

To remain competitive with other institutions, The Student Experience worked with housing partners to develop an improved application process; these improvements should improve tracking of occupancy and allow earlier notification of students about their housing requests. Other campaigns to help clarify processes and procedures are underway. The Student Experience hired a student advocate to assist student in negotiating policies and procedures that may hinder success.

NSU's student population continues to represent the ethnic diversity of our region and state. Efforts to improve other components of diversity and inclusion include a new space for the Center for Inclusion and Diversity and increase funding for that area. Student satisfaction data on advocacy and inclusion is holding constant.

The Student Experience made strides toward development of a healthier student population. To meet the demand for health services, an additional mental health counselor was hired and a committee to reinstate a campus wide health fair was established and began meeting in spring 2019. The committee will conduct a health fair in the fall of 2019.

NSU continues to rate exceptionally well on the Ruffalo Noel Levitz Student Satisfaction Inventory. The means for all subscales and items exceeded the national average for similar 4-year public institutions; only six items were not significantly higher at the $p < .001$ level. The NLSSI also allows participating institutions to develop institutional questions. In 2019, NSU developed 10 questions. Four are listed below as NSU strengths.

For the purposes of strategic planning, RNLSSI provides suggestions. *Strengths* are defined as high importance, high satisfaction items. *Challenges* are items with high importance and low satisfaction.

NSU's strengths are:

1. *My academic advisor is knowledgeable about requirements in my major.*
2. *I am able to register for classes I need with few conflicts.*
3. *I receive the help I need to apply my academic major to my career goals.*
4. *Students are made to feel welcome here.*
5. *Computer labs are adequate and accessible.*
6. *This campus provides online access to services I need.*
7. *Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).*
8. *Counseling services are available if I need them.*
9. *Campus item: NSU's policy on accepting AP and dual enrollment credit is adequate.*

10. Campus item: *I am made to feel that I can graduate in 4 years.*
11. Campus item: *My recruiter was helpful and knowledgeable.*
12. Campus item: *There enough online courses for students.* (sic)

NSU's challenges based on RNLSSI are:

1. *Faculty provide timely feedback about my academic progress.*
2. *Faculty are fair and unbiased in their treatment of individual students.*
3. *Tuition paid is a worthwhile investment.*
4. Also receiving lower ratings is a campus item, *There are enough Face to Face classes for students.* This issue warrants further review.

Highlights of important actions for the next year:

- Request review of Advisor availability for students especially in summer.
- Identify ways for Counseling to better accommodate students at peak times.
- Request Academic Affairs (AA) to review complaints related to class conflicts.
- Request AA to review class offerings to avoid conflicts.
- Review billing and registration processes.
- Request all areas to consider customer satisfaction training.
- Implement enrollment management plan with input from Provost, Deans, and Department Heads.
- Intentionally work with department heads on registration of continuing students.
- Address rising cost of education at the cabinet and leadership team and push efforts to avoid price increases.
- Collaborate with Financial Aid and Scholarships to ascertain that all types of aid are being explored for underserved students. Continue to seek scholarship dollars and develop specific aid packages for first generation and under-served students.
- Consult with Provost, Deans, Enrollment Management Director, and Department Chairs to consider changing the target for Graduation Rates metric.
- Explore new housing.
- Convert more dual enrollment students to campus.
- Consider focus groups on "this campus has a strong commitment to diversity".
- Redevelop NSU Diversity Plan.
- Expand and develop CID website, posting recommendations of the Diversity Committee.
- Suggest a review of parking lots lighting to University Affairs.
- Review the RNLSSI with VP of University Affairs to determine action related to overall perceptions of campus safety.
- Consult with architects to create an E-Sports venue and another large multi-purpose space.
- Identify additional potential improvements in the Student Union.
- Explore standardized survey instruments for The Student Experience.
- Collaborate with Housing to get better data for The Student Experience.
- Discuss lower rates and additional LLCs with Housing.
- Investigate new QEP and maintenance of current QEP standards with Provost.
- Collaborate with Career Services and Alumni Affairs to achieve 100% participation on the First Destination survey.
- Identify better ways to reach graduates by collaborating with Career Services, Alumni Affairs, and the Registrar.

Strategic Focus Area 2–Academic Excellence

The Academic Excellence (AE) focus area made substantive progress in meeting objectives for AY 2018-2019, with growth in 11 of the 17 metrics. Data findings for four metrics remained approximately the same, and one area experienced a decline. One metric was revised early fall 2018, resulting in a new finding. Overall, results supporting academic excellence at Northwestern were positive. If recommendations for improvement are implemented during AY 2019-2020, the achievement of targets set for 2020-2021 will likely be obtained.

Table 7
Metrics for Assessing Academic Excellence

AY 2017-2018	AY 2018-2019	Academic Excellence Metrics	AY 2020-2021 Targets
61/64 (95%)	84/93	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 ⁸	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)	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)
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

AY 2017-2018	AY 2017-2018	Academic Excellence Metrics	AY 2020-2021 Targets
4.6/5.0 4.6/5.0 4.7/5.0	4.6/5.0 4.6/5.0 4.7/5.0	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
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, and 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

Note: Benchmarks for AY 2017-2018 are reflected on the far left with AY 2018-2019 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 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 84 of 93 academic degree and certificate programs completed in 2018-2019 reflect an improvement in student learning over the assessment results of 2017-2018.

Analysis:

On 10 December 2018, the Southern Association of Colleges and Schools Commission on Colleges) found Northwestern State University **compliant–no further action required** regarding the AY 2017-2018 monitoring report issued during our affirmation of accreditation. Specifically, they found Northwestern identifies student learning outcomes for its educational programs, assesses the extent to which it achieves these outcomes, and it provides evidence of improvement based on analysis of the results moving forward. This validation of mission accomplishment is a testament to the tremendous work of the entire University community and reflects a sincere commitment to excellence.

AY 2018-2019 is the third iteration of exercising the University's Institutional Effectiveness (IE) Model as part of the *Strategic Plan 2016-2021 Dedicated to One Goal–Yours*. The focus during the past year has been on building momentum, validating the approach, refining procedures and processes, and further ingraining a culture of continuous improvement.

The 93 academic degree programs assessed in 2018-2019 generated 336 SLOs, and 603 measures, averaging almost two (1.79) measures per SLO. Of the 336 SLO's, 90% were met. Of the 603 measures, 77% were met. The change rate was 18%, 11% positive and 7% negative. Four programs failed to meet the majority of their SLOs.

Of the 123 Service Outcomes (SOs), 88% were met. In addition, 62% of 248 measures met their targets. The change rate was 22%, 10% positive and 12% negative. Three units did not meet the majority of their SOs.

Decision:

Upon being found fully compliant by the SACSCOC Board of Trustees, the University will strive to mature the assessment of its academic programs and service units through continuous application

and education. It is critical this process is done deliberately and inclusively to ensure what is assessed is meaningful for the student and to the program. Establishing a culture of continuous improvement remains the focus.

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 practices (Table 8).

Table 8
Courses Implementing Current Technologies or Best Practices, by College

College of Arts and Sciences	
ART 2160, 3560, 3960, 4560, & 4960	Adobe Creative Suite, Manual and software application of design principles in project-based curriculum aimed at print-based media.
ART 3410, 3810, 4610-New Media I, II, III, & IV	Adobe Creative Suite, Manual and software application of design principles in project-based curriculum aimed at kinetic-based media.
ART 4980-Prof. Practice	Assembling resume, artist statement, personal identity system, exhibition proposal in preparation for senior exhibition and professional practice
CHEM 3011, 3021- Org. Chemistry Lab 1 & 2	Organic chemistry laboratories incorporating new techniques for chemical analysis
COMM 2530-Visual Communication	Uses Adobe software to help students develop applicable industry-relevant skills
COMM 2440 & 3460-Basic Video Prod. & Digital Video Prod.	Uses video equipment, Adobe software to help students develop applicable, industry-relevant skills
COMM 2610-Photojournalism	Uses camera equipment to help students develop applicable industry-relevant skills
CJ, History, & Social Sciences	New laboratory equipment provides hands-on experiences in forensic science courses; new courses in history and social sciences, such as American Indians & the Law and Adv. Legal Research & Writing, provides relevant knowledge to students; and updated rubrics for writing assignments to give students the tools they need to succeed.
ENGL 1010, 1020, & 3230-Comp & Rhetoric I & II; Technical Comp.	New technologies installed in two classrooms for student and faculty use. Laptops and iPads are stored on mobile recharging carts, allowing use in other English classrooms.
ENGL 3500, 3510, 3520, 3530, 3540, 3610, 3620, 4710, 4870, 4970, 4980, 5340 & 5870- ENGL Film Studies	New technologies added to the Content Creation Lab including a digital audio recorder, a mini-beam projector, and other technology upgrades to support student learning in the Film Study program.
MATH 1020, 1021; 1035, 1036- College Algebra & Contemp. Math	Co-requisite program for students with math ACT score of 16-18. Students enrolled in 3-hrs lecture, 2-hrs lab with the same instructor and had Inclusive Ed access to software and text materials on the first day of class. High student success (pass) rate as a result.
MATH 2030, 2040, 4050- Elem/Middle Math; Informal Geometry/Mmt; & Math Cont & Conc.	Best practices to pre-service teachers: using various manipulatives to explore, develop, and dissect mathematical concepts and skills for place value numbers, fractions and percentages, and the four basic operations; expanding concepts learned in Math 2030 to measurement and geometry in 2040, building substantial starting questions and using available tools to obtain appropriate theoretical and practical answers; using different algorithms in Math 4050 where students investigate and invent numerical topics presented in class and prepare to meet the needs and aptitudes of their future students.

College of Arts and Sciences (continued)	
MUS 4150/5150-Pedagogy	Projects implementing best practice principles in applied teaching to small groups or individual instruments.
MUS 4110 & 4130- Elem Music Meth; Music Ed for Stud. w/Special Needs	Music education techniques and technologies focusing on elementary aged students; group discussions and projects focusing on assisting students with special needs.
MUS 5870, 5880, 5890-McClosky Technique Intro, I&II	Seminars and projects focusing on using the McClosky Vocal Technique.
SENG 3880-Studies of a Major Writer	e-Portfolios for the final project involving the works of J.R.R. Tolkien.
THEA 3390, 4270- Sound Reinforcement & Recording; Special Prob. In Design	Projects in sound design, reinforcement, and recording using dance theatre technologies.
THEA 3340, 3350, 3360, 4420, 4430, 4310, 4450	Costuming construction; make-up for stage; advanced costumes; costume, lighting, and scene designs for stage; and visual techniques. Use of Auto-Cad Smart-Room Software.
College of Business and Technology	
ACCT 4080-Auditing	Practice cases focusing on developing students' critical thinking skills and core technological competencies in order to tackle a real-world audit scenario.
BUAD 3250-Business Law I	In online classes, Internet videos are used. Instructor has video- taped all lectures and placed class notes online for student use.
BUAD 3270-International Bus.	Use of McGraw-Hill Connect, WebEx, Microsoft Sway, Google Forms, VIC, and Google Maps
BUAD 4900-Senior Seminar	Presentation software allowing high-resolution photographs, diagrams, video, and sound files to augment text and verbal lecture content; use of course management and lecture-capture tools.
CIS 1030, 3300, 4060-Intro to Software Dev.; Intermediate Obj-Oriented Prog; Mobile App. Development	Java software development; Object-oriented programming principles and development cycles; Mobile development trends and practices; Application deployment
CIS 4000, 4030, 4100-Adv. Database Sys; Web App Clients; Web App Server	Use of Microsoft Visio, Project, and SQL Server; creation of web applications using JavaScript; creation of web applications using PHP, Apache Web Server, and the MySQL database environment.
CUL & HMT courses	Service learning incorporated with Columns Café and local opportunities; use of guest speakers and field trips; volunteer experiences at Academy of Country Music Annual Awards and local/statewide events and festivals.
FIN 3090-Business Finance	Uses Excel, Connect, and Moodle. Through assignments and projects, students apply knowledge and skills gained through classroom lectures to demonstrate an understanding of the material. Instructor uses the scaffolding method of instruction.
MGT 3220, 3580- Org.& Mgt; Operations Mgt.	Uses casework and other class activities to teach professional behavior and principles of management; ties to other management courses to show how to manage products through a business. Technology use includes McGraw-Hill Connect, WebEx, Microsoft Sway, Google Forms, and VIC.
MKTG 3230-Principles of Marketing	Uses online videos from outside sources and instructor videos. Students present a marketing plan for a new product (active learning-learning through engagement) and the instructor makes heavy use of Moodle for online quizzes, testing, and turning in assignments.
IET 1700-Intro to Engineering Tech.	Introducing MATLAB software, an effective tool that allows programming, plotting, and analyzing data. Using MATLAB or Simulink and related products, allows control and acquire data from data acquisition hardware, imaging hardware, or instruments.
All Addiction Studies courses	All Addiction Studies courses are linked into the HHS (SAMSHA) Addiction Technology Transfer Center resources that include (as of January 1, 2019) Mental Health and Prevention.

College of Education and Human Development	
All SPED courses in the M.A.T.	Developing an awareness of emerging trends as well as the potential pitfalls of technology. Students investigate and implement technology of their choosing in their classrooms and analyze results to share with classmates. The MAT uses online delivery of course materials, lending itself to the use or investigation of emerging technologies such as podcasts, Google Docs, and various social media platforms. This approach models differentiated instruction and allows students to examine technology that will serve in their prospective practices. All courses employ video case studies through the Council of Exceptional Children (CEC) website or ATLAS.
PSYC 3010-Physiological Psychology	Neuroscience videos are included to enhance the understanding of students; use of NSUs library online database to research four required assignments; use of Stanford University Medical School's website for better understanding of stress and how stress influences the body.
PSYC 4420, 4490- Senior Research Seminar	New courses developed to support the QEP. The courses were designed to support academic scholarship of UG students who will initiate a research project and publicly present their findings.
PSYC 4500-Psy. of Business & Industry	Assignments are designed to mimic many activities that Industrial/Organizational Psychologists encounter at work, including Career/Interest Assessments, using Public Relations for Crisis Management, Critical Analysis of Products and Training Programs, etc. Students also complete a personal reflection assignment on 'models of change' within the context of personal and professional change theories.
PSYC 5300-Intellectual Assessment	APA ethical guidelines for psychology assessment; professional conduct competency expectations for working with adults and children in the assessment process; industry standards and best practices in the administration, scoring, and interpretation of standardized intelligence measures. The learning experience includes intensive instruction regarding standardized intelligence measures with skills demonstration, student skill building, peer reviews, mock professional settings for student hands on assessment administration with volunteer examinees to simulate the experience of professional psychological assessment in the world of work. Practice assessment activities include skills development with clinical interviews, mental status examinations, and professional report creation. Additional learning experiences provide connection to current industry sources for assessment materials, professional development training, and continuing education.
SOWK 2000-Exploring Soc. Work	Use of pod casts, power points, online articles, interviews, and You Tube videos
SOWK 3030- Human Behavior & the Social Environment	Using Team-Based learning and Problem-Based learning. Developed multimodal videos on all materials utilizing power points with voice overlay that included YouTube videos, podcast, TEDx Talks, and Sage text resources.
SOWK 3070-Social Work Values and Ethics	Uses a program called Geopro for students to create genograms—a generational mapping of family patterns used in social work.
SOWK 4030-Statistics in Social Work Research	Utilized NSU Virtual Machines and Laerd Digital Services for students to learn and use SPSS in the classroom. Utilized Team-Based learning and Problem-Based learning. Developed multimodal instructional videos through Microsoft stream on all materials utilizing power points with voice overlay that included YouTube videos, TEDx Talks, and Kahn Academy.
ASN and BSN didactic courses	Utilized one-on-one tutoring or small group remediation sessions via face-to-face, phone calls, WebEx, or distance learning classrooms; Utilized ATI online resources such as case studies, demonstration videos, learning templates, custom quizzes, and proctored exams; Utilized textbook online resources such as case studies, virtual simulation, and computer adaptive testing.
College of Nursing and School of Allied Health	
ASN & BSN clinical courses	Participated in real-time simulation at Willis Knighton Innovation Center & NSU Skills Lab, including preparatory assignments, pre- and post-brief conferences; students utilized age-appropriate health teaching for their patients.
BSN Clinical courses, 1 st & 2 nd Levels	Utilized iPads and Exam Soft(a secure testing platform) for proctored exams.

College of Nursing and School of Allied Health, cont.	
NURB 3050-Pathophysiology	Utilized Anatomage virtual reality for visualization of anatomical structures.
NURB 3160-Research in Nursing	Three students chosen as Sigma Rising Stars to present their research at the Sigma Theta Tau (International Honor Society for Nursing) conference in Indiana.
NURB 3220-Child Health	Assessed real-time knowledge of students using Socrates, a mobile response system.
NURB 3223-Health Assessment for RNs	Utilized Shadow Health Virtual Simulation for UG nursing physical assessments.
MSN & DNP didactic courses	Utilized WebEx, FlipGrid, Quizlet, YouTube, and PlayPosit (platform for making interactive presentations) to increase student engagement; Utilized current research through NSUs Library's online databases.
NURG 5700-Methods of Clinical Nursing Assessment	Utilized Shadow Health Virtual Simulation for advanced practice nursing physical assessments
RADS 5210 -Development & Teaching Methods in Radiologic Sciences	Module describing best practice principles to include teaching theories and models and applying those in the course; assignment requiring students to provide examples of effective technology use in the classroom.
RADS 5220-Assesment in Radiologic Sciences	Assignment requiring students to apply best practices in student assessment.

Analysis:

Academic administrators submitted 140 courses to the Provost and Vice President for Academic Affairs by academic administrators as evidence for meeting this metric. A sample of 60 college courses were then selected 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.

This year's sample of courses was higher than the number cited in 2017-2018. Fifty-eight courses were submitted in 2017-2018, and 34 were selected as a sample. This year 140 submitted, and 50 were selected. During the baseline year, 71 courses were submitted and all were selected.

Decision:

The sample of courses ($N=50$) clearly illustrates effective, innovative instruction occurring at Northwestern during the academic year. The target for 2021 is a sample of 35-50 courses.

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

Metric:

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

Findings:

Fall 2018 and Spring 2019 summative results for courses and instructors from the Student Evaluation of Instruction are given in Table 9.

Analysis:

Results of student surveys, distributed at the end of fall 2018 and spring 2019 semesters, revealed that students hold Northwestern courses and instructors in high regard. The mean for all courses

Table 9

a. Fall 2018 Student Evaluation of Course and Instructor

Consider this course: Overall, I would rate this course as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	340	1.55%
Poor	(2)	562	2.57%
Fair	(3)	2135	9.76%
Good	(4)	8124	37.15%
Superior	(5)	10710	48.97%
Response Rate	Mean	STD	Median
19,949/42,817 (46.59%)	4.29	0.86	5.00
Consider this teacher: Overall, I would rate this teacher as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	343	1.58%
Poor	(2)	559	2.57%
Fair	(3)	1762	8.10%
Good	(4)	6797	31.25%
Superior	(5)	12291	56.51%
Response Rate	Mean	STD	Median
19,866/42,817 (46.40%)	4.39	0.86	5.00

b. Spring 2019 Student Evaluation of Course and Instructor

Consider this course: Overall, I would rate this course as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	172	1.09%
Poor	(2)	369	2.33%
Fair	(3)	1509	9.53%
Good	(4)	5845	36.93%
Superior	(5)	7934	50.12%
Response Rate	Mean	STD	Median
14,437/37,799 (38.19%)	4.33	0.83	5.00
Consider this teacher: Overall, I would rate this teacher as...			
Response Option	Weight	Frequency	Percent
Extremely Poor	(1)	181	1.15%
Poor	(2)	351	2.23%
Fair	(3)	1295	8.21%
Good	(4)	4870	30.88%
Superior	(5)	9073	57.53%
Response Rate	Mean	STD	Median
14,407/37,799 (38.11%)	4.41	0.82	5.00

and all instructors was 4.35/5.00. The overall response rate was 43%, which is considered a good response rate for an internal survey. The overall student course evaluation of instruction in 2016-2017 was 4.1/5.0 and moved to 4.3/5.0 in 2017-2018; the response rate over the past three years has also improved, moving from 37% to 41% to 43% respectively.

Decision:

The quality of instruction at Northwestern is good. Forty-three percent of the students rated courses/instructors as superior or good. With continued professional development of faculty and students, we will obtain our target in 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, and 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 classes with a designated course steward.

Metric:

- 1. Average class size in University core courses.**

Findings:

The average class size over 44 University core courses in fall 2018 and spring 2019 was 26.16 (Table 10).

Analysis:

Forty-three University core courses were offered in fall 2018 and 44 in spring 2019. Courses with the largest enrollment for fall 2018 included Geography ($N=51$) and Science 1010 ($N=43$); for spring 2019, large classes included Chemistry 1030 ($N=49$) and Philosophy 1010 ($N=46$). For both semesters, core courses with the lowest enrollments were English 2070, Math 2100, and Math 2110 with an average of five students for the year.

Table 10

Average Class Size in University Core Courses, Fall 2018 and Spring 2019

Course Prefix & Number	Average Course Size	Course Prefix & Number	Average Course Size
ANTH 1510	33.23	HIST 1020	28.20
ANTH 2020	17.50	HIST 2010	28.10
BIOL 1010	21.35	HIST 2020	30.90
BIOL 1020	32.50	MATH 1020	22.00
BIOL 2250	36.50	MATH 1035	19.60
BIOL 2260	30.68	MATH 1060	21.30
BUAD 2200	23.60	MATH 1090	21.00
CHEM 1030	44.50	MATH 1100	13.60
CHEM 1040	33.60	MATH 1810	18.15
CHEM 1070	21.60	MATH 2010	22.60
COMM 1010	19.30	MATH 2100	5.00
COMM 2500	25.00	MATH 2110	5.00
ECON 2000	24.50	PHIL 1010	40.50
ENGL 1010	20.00	PHYS 2030	24.00
ENGL 1020	17.50	PSCI 2010	23.00
ENGL 2070	5.00	PSYC 1010	32.90
ENGL 2110	21.70	PSYC 2050	29.90
EPSY 2020	27.40	SCI 1010	38.30
FA 1040	28.00	SCI 1020	35.60
GEOG 1010	47.40	SCI 2010	34.25
GEOG 1020	43.50	SCI 2020	21.50
HIST 1010	28.00	SOC 1010	32.80

In comparison, the mean class size in 51 University core courses in 2016-2017 was 31; in 2017-2018, the mean was 28 in 51 University core courses. With the implementation of the redesigned University core curriculum in 2018-2019, the number of courses offered for each baccalaureate curriculum has decreased (51 to 44 courses). Also, the mean class size for University core courses has decreased from 31 (2016-2017) to 28 (2017-2018) to 26 (2018-2019).

Decision:

NSU is pleased to report an average class size of 26 in University core courses. During 2019-20, it is recommended that the General Education Committee review University core data from 2017-2019, such as the number of sections offered, class size, and student success rates, for the purpose of evaluating cost efficiency and instructional quality across all baccalaureate programs. Committee members should determine whether core courses should have a minimum enrollment per semester or year, if the course is meeting general education requirements. The 2021 target will remain a mean of 28 in University core courses, as a result of the recommendation provided in this section.

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

Metric:

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

Findings:

The average course rating and average instructor rating on the Student Evaluation of Instruction (SEI) in core courses (Table 11) were comparable between fall semesters in 2017 and 2018 and spring semesters in 2018 and 2019.

Table 11

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%
Fall 2018	43	4.19	47%	4.20	47%
Spring 2019	44	4.27	35%	4.37	35%

Analysis:

The overall rating by students for University core courses was 4.25/5.00; this compares to an 4.15/5 average rating in the baseline year. The mean instructor effectiveness score in core courses was 4.3/5.0 an increase of 4% (4.14/5.0) in comparison to the baseline year. Student participation rates in University core courses have increased from 2016-2019, moving from 31% (2016-2017) to 39% (2017-2018) to 41% (2018-2019).

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. Our goal is to earn an average 42% response rate from students.

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

Metric:

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

Findings:

Ten University core courses had a designated course steward (Table 12).

Table 12
Course Stewards for AY 2018-2019

Course #/Title	Course Steward
COMM 1010–Oral Communication	Dr. Paula Furr
COMM 2500–Interpersonal Communication	Dr. Paula Furr
ENGL 1010/1011–Composition & Rhetoric I/Enrichment	Ms. Mariann Wilson
ENGL 1010–Composition & Rhetoric I	Dr. Thomas Reynolds
ENGL 1020–Composition & Rhetoric II	Dr. Thomas Reynolds
ENGL 2110–Introduction to Literature	Dr. Allison Rittmayer
FA 1040–Introduction to Fine Arts	Dr. John Dunn
MATH 1020–College Algebra	Ms. Melissa Kelly
PSYC 1010–General Psychology	Ms. Neeru Deep
PSYC 2050–Developmental Psychology	Ms. Shannon Wall-Hale

Analysis:

Based on recommendations from 2017-2018, the University’s course steward plan was revised to give priority to core courses with multiple sections and large student enrollment (400+ students). In fall 2018, 11 such courses were identified, including Biology 2250; Chemistry 1070; Communication 1010; English 1010, 1020, 2110; Geography 1010; Psychology 1010, 2050; Fine Arts 1040; and Science 1010 (Table 13).

Course stewards were given an extra services contract and were expected to complete an effort schedule to show their level of stewardship. Science courses (and the one geography course) did not participate in the course steward plan, due to faculty shortages in their respective departments. (Most science faculty were teaching overloads.)

In 2018-2019, the program focused on courses with large enrollment. Thus 10 of the 11 courses identified were stewarded; four courses having multiple sections and large enrollments were not.

The purposes of naming course stewards are to ensure course goals/objectives/key assessments are the same across all course sections offered and to ensure that instructors are engaging with students and responsive in meeting their learning needs.

Decision:

The General Education Committee should review data findings from 2016-2019 and recommend solutions for better meeting the purpose and goals of metric three, objective two. Should all core courses be assigned a steward, either fall or spring semester or both? Or should only core courses with multiple sections and large enrollments be assigned a steward?

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

Graduate students presented 13 papers and posters at five conferences. Eighty graduate students delivered 30 presentations at NSU Research Day.

The number of graduate research products required for graduation (summer 2018-spring 2019) included the following: Graduate theses ($N=9$), field studies ($N=6$), performance documents ($N=7$), Scholarly projects ($N=7$), Creative research projects ($N=2$), and Papers-in Lieu of Thesis ($N=218$).

Approximately 14% of Northwestern's full-time faculty were engaged in directing or assessing the capstone research of graduate students. On average, graduate supervisors worked with 5.7 graduate students.

Analysis:

The Beta Chi Chapter of Sigma Theta Tau International (STTI) Nursing Research and Evidence Based Practice Conference is held during the spring of even-numbered years. As a result, 49 nursing graduate students presented 12 posters and papers at NSUs Research Day this year, rather than the Beta Chi chapter biennial conference. In comparison to the 2017-2018 year, 22 graduate students presented at NSUs Research Day.

This year, overall, the number of graduate students engaging in research and scholarly activities declined ($N = 379$ in 2017-2018; $N = 329$ in 2018-2019). The decrease was likely due to fewer graduate students registered in theses, field studies, creative projects, and paper-in-lieu courses ($N = 275$ in 2017-2018; $N = 218$ in 2018-2019), and perhaps to the absence of the Beta Chi STTI conference.

Although the percentage of full-time faculty mentoring graduate students declined (14% in 2018-2019 compared to 25% in 2017-2018), the number of graduate students supervised by each full-time faculty member in a capstone course was the same, approximately five students, as the two previous years.

Decision:

The target for 2021 will remain at 80 graduate presenters at professional conferences and 29 presentations. 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, and Faculty.

Metric:

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

Findings:

Ninety students (13 graduate, 77 undergraduate) presented papers and posters at professional meetings this year. NSU Research Day included 30 presentations by 80 graduate students and 65 presentations by 90 undergraduate students. Student presenters and faculty mentors represented all four colleges.

Analysis:

The number of undergraduate students making conference presentations was comparable to 2017-2018 (77 in 2018-2019 compared to 76 in 2017-2018, but fewer presentations were made, perhaps due to less participation at the University of Louisiana Lafayette Undergraduate Research Conference in November. Northwestern undergraduates presented at 15 additional conferences, including internationally 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. None of the graduate presentations was made elsewhere; 14% of the undergraduate research had been presented at other conferences.

The number of graduate students presenting their research in professional meetings this year was much lower than the last two years ($N = 13$ in 2018-2019; $N = 52$ in 2017-2018; and $N = 21$ in 2016-2017). The decline is likely due to fewer students enrolled in graduate programs at Northwestern. For example, 45 fewer graduate students enrolled in fall 2018 than fall 2017, and 66 fewer graduate students registered for spring 2019 classes than fall 2018.

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.

The number of student presenters will represent all colleges and increase by 10% each year at both undergraduate and graduate levels. The 2021 target will remain as is—154 students mentored by faculty and presenting or performing in scholarly endeavors in a professional setting.

Responsibility: Provost and Vice President for Academic Affairs, Faculty Grants Chair, Research Council Chair, Directors/Department Heads, and 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 113 undergraduates and graduating seniors for tests administered during the period June 1, 2018 to May 31, 2019. The largest number of students took the GRE (Verbal: 148.5 ± 1.46 , Quantitative: 145.6 ± 1.27 , $N = 75$).

From June 1, 2018-May 30, 2019, 20 students/graduates took the LSAT. The average score was 142.3 ($SD = 5.61$), while the average percentile rating was 21.5 ($SD = 15.3$). The percentile ranking of the average score is 18.3%. LSAT scores ranged from a low of 133 to a high of 157.

In the evaluation period, 8 graduating seniors, 2 seniors, 4 juniors, and 4 graduates from 2018 took the MCAT (95% confidence interval—Total: 494.1 ± 4.8 , CBPS: 122.9 ± 1.2 , CARS: 124.1 ± 1.5 , BBFL: 123.7 ± 1.4 , and PSBB: 123.5 ± 1.4 , $N = 18$).

Analysis:

For the GRE, 15 (40%) of those tested scored above the national median on the verbal component, while seven (9.3%) scored above the median on the quantitative reasoning component, both comparable to last year. Northwestern's Graduate School requires a composite score (V + Q) of at least 280; 72 (96%) attained this benchmark, a significantly larger proportion than last year ($p = .007$).

LSAT scores range from 120-180; the median is 151. One of this year's test-takers (5%) scored above the median. In the 2018 application year, 17 students completing a bachelor's degree at NSU applied to law school. Twelve (70.6%) were accepted by one or more schools. Of these, eight (75%) matriculated to a law school fall 2018, three more than in 2017.

The majority of the MCAT scores and sub-scores were below the national median. The best performance was on the CARS sub-score where 10 scores (56%) were above the national median. Overall, five (28%) scored above the national median. Nationally, approximately 38% of medical school applicants are accepted. In the 2018 application year, 14 students completing a bachelor's degree at NSU applied to medical school. Three of these (21%) were accepted by at least one medical school and matriculated this fall. This is not significantly different from the national average.

Decision:

The 2021 target for GRE test takers this year was obtained. The mean verbal and quantitative scores were acceptable for admission into graduate schools. In subsequent evaluation periods, the target for GRE scores will remain as stated i.e., at least 90% of test takers to score at or above the level of 280, combined verbal and quantitative.

On the LSAT, most scores (65%) were in the first quartile, a much lower performance than last year. 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 two years ago 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 year. 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 (*Median* = 500) by one each year.

Responsibility: Provost and Vice President for Academic Affairs, Dean of Graduate School, Institutional Research, and 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:

Table 13
Spring 2019 Student Evaluation of Instruction

My teacher encouraged interaction between faculty and students.			
Response Option	Weight	Frequency	Percent
Never	(1)	339	2.13%
Occasionally	(2)	419	2.63%
Sometimes	(3)	750	4.71%
Usually	(4)	1733	10.89%
Always	(5)	11848	74.45%
Not Applicable	(0)	826	5.19%
Response Rate	Mean	STD	Median
14,524/37,799 (38.42%)	4.61	0.88	5.00
My teacher gave prompt feedback to questions and assignments.			
Response Option	Weight	Frequency	Percent
Never	(1)	338	2.13%
Occasionally	(2)	530	3.33%
Sometimes	(3)	739	4.65%
Usually	(4)	1954	12.29%
Always	(5)	11869	74.66%
Not Applicable	(0)	468	2.94%
Response Rate	Mean	STD	Median
14,501/37,799 (38.36%)	4.59	0.90	5.00
My teacher displayed an appropriate demeanor and enthusiasm both inside and outside the learning environment.			
Response Option	Weight	Frequency	Percent
Never	(1)	266	1.69%
Occasionally	(2)	344	2.18%
Sometimes	(3)	553	3.51%
Usually	(4)	1529	9.70%
Always	(5)	11931	75.73%
Not Applicable	(0)	1132	7.19%
Response Rate	Mean	STD	Median
14,382/37,799 (38.05%)	4.68	0.81	5.00

Analysis:

Student evaluations for fall 2018 and spring 2019 indicate superior student-faculty interactions. Overall, 73% of students indicated Northwestern teachers *always* encourage interaction between faculty and students; 11% 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 mean for both semesters was 4.6/5.0.

Table 14
Fall 2018 Student Evaluation of Instruction

My teacher encouraged interaction between faculty and students.			
Response Option	Weight	Frequency	Percent
Never	(1)	638	2.91%
Occasionally	(2)	586	2.67%
Sometimes	(3)	1151	5.25%
Usually	(4)	2426	11.06%
Always	(5)	15953	72.76%
Not Applicable	(0)	1172	5.35%
Response Rate	Mean	STD	Median
20,007/42,817 (46.73%)	4.56	0.95	5.00
My teacher gave prompt feedback to questions and assignments.			
Response Option	Weight	Frequency	Percent
Never	(1)	536	2.45%
Occasionally	(2)	729	3.33%
Sometimes	(3)	1129	5.15%
Usually	(4)	2807	12.81%
Always	(5)	15971	72.87%
Not Applicable	(0)	745	3.40%
Response Rate	Mean	STD	Median
19,996/42,817 (46.7%)	4.56	0.93	5.00
My teacher displayed an appropriate demeanor and enthusiasm both inside and outside the learning environment.			
Response Option	Weight	Frequency	Percent
Never	(1)	521	2.40%
Occasionally	(2)	527	2.43%
Sometimes	(3)	742	3.42%
Usually	(4)	2153	9.94%
Always	(5)	16095	74.29%
Not Applicable	(0)	1627	7.51%
Response Rate	Mean	STD	Median
19,782/42,817 (46.2%)	4.64	0.88	5.00

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 47.5% and 38.9% for spring.

Decision:

The mean scores of these components, obtained as selected items from the overall student evaluation of instruction, indicate an exemplary relationship between faculty and students at Northwestern. These items were first collected during the 2017-2018 year, with the mean scores identical to that for this year. Data for these components will be collected and analyzed in 2019-2020, as they specifically address objective four: quality student-faculty interactions.

Responsibility: Provost and Vice President for Academic Affairs, Deans, Directors/Department Heads, Faculty, and 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 160 events during the year. This compares to 152 events documented in 2017-2018 and 93 events during the baseline year.

A sample of events includes:

- **Advising and Registration Round-Up Event, fall 2018, and Business and Industry Showcase, spring 2019** linking College of Business and Technology faculty, staff, and students together for the purposes of encouraging students to register for the next semester and providing an innovative venue for faculty and students to showcase their research and innovative projects to members of the business community.
- **All Night Art and Math Activities** held each fall and spring semester and sponsored by faculty in the Department of Art and Department of Mathematics.
- **Band Camps** offered to Middle School, High School, and Honors High School students in June 2019; faculty are involved in instruction/master classes; families arrive on the final day of camp to hear concerts.
- **Cammie G. Henry Research Center** hosted or sponsored 17 activities, such as
 - Clementine Hunter photographic images and biographical sketches at NSU Folklife Center, July 21, 2018;
 - Get Loud @ Watson (games, music, door prizes, cookie bar) to introduce freshman to the on-campus library and library faculty/staff, August 23, 2018;
 - Traveling exhibit in celebration of Creole Heritage through images and sources, September 14-15, 2018;
 - Stationery exhibit featuring Cammie G. Henry and her guests with author Pat Austin and held at Melrose Plantation on October 18, 2018;
 - Hashtag parties on Twitter: “Archives at the Movies” (February 8, and May 5, 2019); “Archives Herstory” (March 8, 2019); and
 - A traveling exhibit of book covers of authors using a wide variety of resources, April 12-13, 2019 and co-sponsored by NSU Department of English, Foreign Languages, and Cultural Studies.
- **College of Nursing and School of Allied Health** hosted 31 events, such as:
 - Back to School activities (August 20-24, 2018 and January 14-18, 2019)–Welcome Back Breakfast, Ice Cream Social, BBQ, GLOW Zumba, Color Chaos Paint War, Taco Tuesday, Selfie Station, and Orientation Sessions for new students;
 - Career Fair (October 8, 2018 and February 18, 2019) to connect students with potential employers;
 - Halloween and Christmas Parties (October 29, 2018 and December 3, 2018); Mardi Gras Mambo (February 25, 2019);
 - Black History Month Celebration (February 21, 2019); and
 - De-stress activities during final exams (December 3-6, 2018 and May 6-9, 2019).
- **Creole Heritage Celebration** to honor Creole groups in the USA, including awards to individuals who have contributed to the preservation of Creoles and their communities; held on September 14, 2018.

- **Engineering Technology Annual Robotics Competition** opened to middle school students within 200 miles of Natchitoches (November 28, 2018) and **Engineering Technology Symposium** with speakers from academia, industry, and workforce development (October 17, 2018).
- **Family Day Concert** for family members of NSU Concert Bands to visit campus to hear performances of four concert bands; held April 28, 2019.
- **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, students, and alumni; held March 22, 2019.
- **Freshman Connection Sessions** held summer 2018 to register freshman for fall classes, make connections between students and their families and university faculty/staff, and acquaint them with the NSU campus and services; six separate events occurred.
- **Full Stage Productions** of Spring Awakening, Rosencrantz and Guildenstern Are Dead, Christmas Gala, Modern in Motion, and Second Season Shows during fall 2018 and The Cat in the Hat, 1940s Radio Hours, Second Season Shows, and Senior Dance Concert directed and produced by the Department of Theatre and Dance.
- **Graduation Ceremonies/Receptions** by each College to recognize all graduates of each degree program; NSU Commencements (December 14, 2018 and May 10, 2019).
- **Hall of Distinguished Educators** recognized young and veteran educators for their contributions to K-20 education; held October 21, 2017.
- **Honor convocations/Induction Ceremonies** held to recognize outstanding students in various academic fields, such as:
 - Alpha Beta Alpha–Watson Library, spring 2019;
 - Beta Gamma Sigma–Business, fall 2018;
 - Epsilon Delta Pi–CIS; spring 2019;
 - Phi Beta Lambda–Business; spring 2019;
 - Phi Delta Kappa–Education; spring 2019;
 - Phi Kappa Phi–all majors, spring 2019;
 - Psi Chi–Psychology, fall 2018; spring 2019; and
 - Sigma Theta Tau–Nursing; spring 2019.
- **Hope for Paws**–de-stress for students during final exams, Watson Library.
- **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 November 3, 2018.
- **New Media Showcase** to feature photography of new media students and faculty; reception was April 17, 2019 and gallery showing was April 7-28, 2019.
- **Reading Events and LitCon** hosted each fall and spring semesters by English, Foreign Languages, and Cultural Studies Department to support literature stories and studies. LitCon, held April 12-13, 2019, in the Orville Hanchey Gallery to “bring the energy and atmosphere of pop culture conventions to the realm of humanities and academic conferences”.

- **Smarty Party** (December 4, 2018) to recognize scholarship recipients and encourage scholarship applications and to fellowship with students, faculty, and staff in the Department of Hospitality Management and Tourism (HMT).
- **Summer Send Off Party** (May 2, 2019) to pin on the US map where faculty and students in HMT will travel and work during summer 2019.
- **University-wide Events** such as NSU Scholarship Banquet (March 21, 2019), NSU Research Day (April 25, 2019), N-Side View (March 9, 2019 and October 13, 2018).
- **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 20, 2019.

Analysis:

Adhering to the recommendation from the baseline year, academic units in 2018-2019 and 2017-2018 kept better records of events hosted for faculty, students, and families. As a result, events documented by colleges or departments/schools increased 70% during 2018-2019. 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. During 2019-20, academic units will improve their record-keeping of social functions and academic ceremonies. The target of 180 events will be met by 2021. It will be important to capture events and promote them using social media.

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

Metrics:

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

Findings:

Twenty-three faculty were awarded research or travel grants by the Office of Academic Affairs. Seven faculty received research or instructional enhancement grants and 16 received travel grants to support their participation in professional meetings during the year. A total of \$25,000 was budgeted for this purpose.

QEP Learning for Life Coordinators ($N=14$) were awarded up to \$3,000 each to redesign their curriculum to include experiential learning as a capstone course. Biology was an exception with three coordinators at \$1,000 each. Up to \$36,000 was budgeted to support this work.

The Office of Academic Affairs funded registration for 37 faculty and students to attend the *ULS Academic Summit* held at Grambling State University, April 11-12, 2019. Other costs for participation included lodging and transportation. Additionally, Academic Affairs paid registration fees for 49 faculty to attend the *ULS For Our Future Conference*, February 14-15, 2019 at the University of Louisiana Lafayette. Approximately \$5,376 was used to support these events, which focused on undergraduate research, service learning, visual and performance arts exhibits, and higher education topics.

Fifty-seven faculty received endowed professorships and three faculty were endowed chair recipients. Seven endowed scholarships were awarded. The 67 honorees were provided \$764,241 to support their professional development during the year.

The Strategic Planning and Budgeting Committee (18 members) reviewed 40 enhancement requests totaling \$692,048. Using the committee's recommended priority list as well as the recommendations of the President's advisory team, NSU will directly fund 11 initiatives totaling \$102,848 in new resources to be awarded in the 2019-20 year. Additionally, by leveraging other sources of funding, two other requests will be partially funded. For 2017-2018, 14 initiatives were funded for approximately \$500,000.

Analysis:

Due to over-awarding of faculty grants in 2017-2018, the faculty grants chairperson and committee members were encouraged to monitor their budget more carefully in 2018-2019. Thus, \$25,000 was allocated for 25 faculty recipients, whereas 34 faculty were awarded in 2017-2018 for a total of

\$29,829. The faculty grants committee reviewed applications two times during 2018-2019 and three times during 2017-2018. During the baseline year, 31 faculty grants were awarded, including four grants involving students' research projects.

The number of faculty awarded endowed professorships increased by nine this year (48 to 57 or 18.75%). Of the funds available to faculty (\$764,141), 86.5% was used for professional development purposes (\$661,304) and 13.5% (\$102,837) will carry-over to the 2019-2020 year. In comparison, over \$1 million was available to faculty in endowed spending for 2017-2018, as compared to \$562,009 in the baseline year, 2016-2017.

Decision:

Monies dedicated to support faculty in their research and professional development should be increased during 2019-20. For example, a budget of \$30,000 or 30 recipients for the new year. The target will remain as 45 faculty grants for the year 2021.

Endowed professor recipients will be encouraged to mentor new faculty, including adjuncts, during 2019-2020 by financially assisting them in professional development activities. Examples include using endowment funds to pay a new or adjunct faculty member's expenses for participating in a professional meeting where their research findings are co-presented; or inviting a nationally recognized content expert to campus to inform or update faculty knowledge and skills. NSU needs to secure 13 additional endowments to reach our 2021 target of 70.

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

Metric:

2. Percent of faculty/staff receiving external grants.

Findings:

Fifty-one faculty members or administrators served as principal or co-principal investigators for external grant applications. Twenty-nine faculty or administrators were funded by external grant agencies, which represents 8% (29/323) of Northwestern faculty/administrators (Table 15). One staff member was an external grant recipient, which represents less than 1% (1/542) of the University's staff.

The total number of funded proposals from July 1, 2018 to June 15, 2019 was 30; the total funded amount was \$4,475,338.

Analysis:

During the past three years, the number of NSU employees receiving grants from external agencies has declined. For the baseline year, 37 administrators, faculty, or staff received external grants; 32 were funded in 2017-2018; and 30 in 2018-2019. Funds received increased from 2016-2017 to 2017-2018 (~\$4,685,348 to ~\$6,006,857), and decreased from 2017-2018 to 2018-2019 (~\$6,006,857 to \$4,475,338).

Decision:

Due to the decline in the number of NSU grant recipients and the fact of fewer funds awarded to NSU from external agencies, it is recommended for Northwestern to dedicate at least one full-time

Table 15
Funded grants in 2018-2019

PI	Department/College	Title	Funded Amount
Alexander, N.	NSU Child & Family Network-E&HD	Statewide Early Learning & Child Care Scholarship Program	\$ 1,781,848
Alexander, N.	NSU Child & Family Network-E&HD	Statewide Child Care Career Development System	367,873
Alexander, N.	NSU Child & Family Network-E&HD	Comprehensive Child Care Resource & Referral for Region 8	504,780
Alexander, N.	NSU Child & Family Network-E&HD	Comprehensive Child Care Resource & Referral for Region 7	25,860
Al-Sharab, J.	Engineering Tech.- COB&T	Summer Robotic Camps for Regional Students in JH & HS	113,133
Al-Sharab, J.	Engineering Tech-COB&T	Demon Robotics	4,000
Ammons, K.	NCPTT	Treatments of Oiled Historic Properties	67,232
Brunson, M.	Education-COE&HD	Support Young Children's Physical Health	500
Brunson, M.	Education-COE&HD	Bridging the Literacy Gap	4,000
Biscoe, J.	Psychology/Addiction Studies-COE&HD	Subaward UT: Addiction Tech Transfer Center HHS Region 6	25,000
Clawson, D.	CON&AH	NRMC Foundation: NSU MOU for BSN Faculty Support, Year 1 of 5	74,250
Clawson, D.	CON&AH	Christus NP Grant	61,652
Clawson, D.	CON&AH	Extend MOU: Christus Health LA/St Francis Cabrini Health System & NSU, Year 1 of 5	87,550
Cordell, K.	NCPTT	Partnering for Preservation Tech 2018	375,111
Gruesbeck, S.	Education-COE&HD	LA Gear-Up at NSU: Spring Tour and Summer Camps	99,920
Hebert, D.	Education-COE&HD	New Skills for Youth Jump Start	8,000
Hebert, D.	Education-COE&HD	Consultant for LA BoR 2018-2019	5,000
Hill, J.	Biological Sciences	Enhancement of UG Scholarship through NMR Spectroscopy	116,150
Johnston, D.	CON&AH	NIH/AACN All of Us Research Grant	25,000
Longlois, J.	TIED/Carl Perkins	Application Plan: 2018-2019 Program Year	32,462
McAlister, K.	Education-COE&HD	Central LA Instructional Partnership (CLIP) Year 1 of 5	76,487
Molina, O.	Music-CAPA-COA&S	Addition of World Music Ensemble Course Offerings through the Acquisition of Musical Instruments	66,809
Penrod, C.	CIS-COB&T	LA Economic Development Agreement, Year 4 of 10	326,125
Perez-Mira, B.	Business-COB&T	Central LA Instructional Partnership (CLIP) Year 1 of 5	54,343
Rasmussen, S.	LA Folklife Center	2019 NSU Folk Festival	4,000
Rasmussen, S.	LA Folklife Center	40 th Annual NSU Folk Festival	3,000
Rasmussen, S.	LA Folklife Center	40 th Annual NSU Folk Festival	3,000
Rasmussen, S.	LA Folklife Center	2019 NSU Folk Festival	2,310
Rivera-Vasquez, D.	Biological & Physical Sciences	Synthesis & Characterization of Metal Sulphides Nanostructures	9,953
Williams, D.	TIED	eLearning Taskforce Amendment #4	150,000
TOTAL			4,475,338

person to grant writing or to provide release time for one faculty member in each College for discipline specific grant writing. It is unlikely that Northwestern will reach its target of 45 grant recipients in 2021 without human resources to support this measure.

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

Metric:

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

Findings:

There were **893** faculty who attended sessions in their department, school, or college focusing on innovative instruction in content or pedagogy. Total attendance included 329 faculty in the College of Arts and Sciences, 60 in the College of Business and Technology, 110 in the College of Education and Human Development, 300 in the College of Nursing and School of Allied Health, and 94 in Watson Library.

A sample of the professional activities includes:

- Twelve math faculty participated in a Pearson My Math Lab Workshop at the beginning of the fall 2018 semester.
- Approximately 130 music faculty participated in three events during the spring 2019 semester: Saxophone Festival, Double Reed Day, and Day of Percussion.
- New media faculty reviewed existing and new features of McGraw-Hill Connect at the beginning of each semester; they participated in NSU Journalism Day (November 2018) and visited KTBS television station in Shreveport various times during the year. Students also participated in these career building activities.
- The Criminal Justice, History, and Social Sciences Department held WebEx training in the fall semester (10 faculty) and a spring advising workshop (24 faculty).
- Scholars' College faculty (N=13) held sessions on student learning outcomes and assessment of outcomes.
- A total of 11 theatre and dance faculty participated in the American College Dance Association Festival, the Southeastern Theatre Conference, the United States Institute for Theatre Technology, and/or the Kennedy Center American College Theatre Festival, all events held during the spring 2019 semester.
- McGraw-Hill conducted a workshop, fall 2018, for 20 faculty in the Department of Psychology, and they held a Brown Bag Lecture Series each semester (20 faculty each session) on topics of Experiential Learning; Equine Therapy for Children and Adults with Disabilities; Disrupting the Cradle to Prison Pipeline for Louisiana Children, Youth, Families, and Communities; Understanding Families, Careers at Behavior Specialists of Louisiana; and Counseling in Correctional Facilities.
- The College of Education and Human Development held an Open Educational Resources Workshop (fall 2018), a Quality Matters Workshop (spring 2019), and an *Educators Rising Conference* for education and laboratory school faculty and prospective educators. PRAXIS Social Studies content workshops were also held two times during the spring 2019 semester with 30 participants each session.
- The School of Business and Technology holds monthly lunch and learn events. One session focused on Cisco recording equipment used in Russell Hall classrooms. Usually 10-15 faculty attend each session.

- Six workshops were hosted by the College of Nursing: Quality Improvement: A Standard of Excellence (July and November 2018); Creating a Positive Patient Experience (November 2018); LGBT + Advocacy Training (February 2019); Quality Matters (May 2019). One session was sponsored by the School of Allied Health, November 2018: Improving Patient Care and Professionalism in the Clinical Environment. Participants included 250 nursing faculty and 50 radiological faculty.
- From October 2018 through April 2019, Watson Library held nine sessions pertaining to Human Library Collections, including establishing guidelines for a Watson Library Collection, sharing these guidelines with faculty representatives from NSU departments, visiting Texas A&M University to observe their collection, and following-up with NSUs Human Collection team. A total of 94 faculty participated.

Analysis:

The baseline for this measure in 2016-2017 was 582; however, wording for the measure changed in 2017-2018, resulting in lower faculty participation numbers ($N=284$). Originally, “the number of students and/or faculty...” was used; during 2017-2018 and 2018-2019, “the number of faculty...” was recorded to give greater attention to meeting the objective “supporting faculty...”.

Nevertheless, the total number ($N=893$) of faculty participants for the year increased. It is uncertain as to the cause for the increase. This number represents an estimate (only) of faculty participation in department or college sponsored workshops and such workshops may not always focus on innovation or pedagogy.

Decision:

Because faculty learning and use of innovative practices in teaching a discipline are important, academic leaders will be encouraged to keep an accurate record of faculty headcount specific to meeting this measure (innovation in content or pedagogy) in 2019-2020. Metric three and four (objective five) overlap somewhat and should be differentiated or further clarified before the 2019-2020 year. The target for 2021 is revised to 900 faculty participants.

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

Metric:

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

Findings:

In addition to innovative, discipline-specific professional development activities offered by colleges or departments (see metric three, objective five), Northwestern provided other professional development opportunities during the year. A sampling of the sessions and participation numbers for each session are provided below.

- **Faculty Institute**, August 13, 2018. A University-wide event with approximately **225** participants. The topics addressed were: Institutional Effectiveness; SACSCOC; QEP; General Data Protection Regulation (GDPR); Diversity Survey Results; Watson Library website revisions; and Incident and Accident Reporting.

- **QEP Conference**, August 14, 2018. Open to all QEP Coordinators; required for faculty applying for a QEP grant and revising their program's curriculum to include experiential learning. **30** participants.
- **New Faculty Orientation**, August 16, 2018. Required for all new faculty. The topics addressed were: Human Resources & Payroll Policies and Procedures; Required Annual Trainings; Academic Resources; Student Conduct and Accommodations; and Academic Affairs Policy and Procedures. **100** participants.
- **Lunch and Learn**, September 19; October 18; and November 14, 2018. The presenters were Ms. Abbie Landry and Dr. Patricia Brown; Dr. Beth Prejean and Dr. Eddie Horton; and Dr. Malenda McLaren. **35** participants.
- **NSUs Textbook Cost Reduction Forums**, with Follett Regional Manager, October 8, 2018; November 5, 2018. The purpose was to promote an awareness of current costs by discipline and a reduction in costs to NSU students, effective 2019-20. **60** participants.
- **Interfolio Weekly Sessions**, with NSUs Team and Interfolio Project Manager. Fifteen sessions were held during spring 2019. **90** participants.
- **IRB Training**, February 6, 2019. Required for all faculty mentoring undergraduate or graduate students or conducting their own research during spring or summer 2019. **50** participants.
- **Louisiana Higher Education Commissioner Kim Hunter-Reed**, January 25, 2019. **50** participants.
- **ULS Chief Financial Officer Edwin Litolff**, March 6, 2019. **50** participants.
- **Technology and Innovation Professional Development Sessions** offered to faculty and staff (small groups and individual classes); taught by staff in the Office of Technology, Innovation, and Economic Development. **170** participants.
- **Research Day**, April 25, 2019. Faculty and students reported their research findings in formats of oral presentations ($N=16$ faculty) and art posters ($N=1$ faculty). Fifty-eight faculty served as faculty mentors to students' oral presentations; 35 faculty served as faculty mentors to students' poster presentations; and one faculty member served as a faculty mentor to 10 students in art. **130** participants.

Analysis:

A total of **990** faculty and staff participated in professional development sessions sponsored by the Provost/VPAA and Dean of Graduate Studies, the Vice President of Technology, Innovation, and Economic Development, or the President. The sessions support University efforts, such as accreditation, research, e-learning, 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.

Trend analysis for this metric reveals the following: During 2016-2017, 730 faculty (full-time; part-time) and staff participated in University and/or college, department, or school professional development workshops. Participation rates increased 96% ($N = 1,434$) in 2017-2018, but a slight decline has been noted for the 2018-2019 year ($N = 990$). However, the total number of faculty participating in metrics three and four was 1,883.

Rewording metrics three and four (objective five) occurred in 2017-2018 and may have accounted for the 96% increase. However, it remains challenging to keep an accurate headcount of faculty participation in professional development activities. There must be a clear distinction and better understanding of what is being measured in both the third and fourth metrics of objective five.

Decision:

Professional development opportunities will continue to be a priority for Northwestern. The 2021 target for this metric will remain at 1,600 participants. It is recommended that metrics three and four (objective five) be revisited by the responsible parties and clarification offered, if appropriate, before the 2019-2020 year begins.

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

Metric:

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

Findings:

Thirty-eight campus sites acquired new classroom or laboratory technologies (Table 16).

Table 16
New Technologies Acquired in AY 2018-2019

Site Name/Location	Purpose
College of Arts and Sciences	
CAPA Computer Lab 207, 208	Computer lab upgrades; new equipment in Frame Shop
CAPA Room 145	Saw for student use; student technology grant
CAPA Room 218	Burnout Furnace; student technology grant
CAPA Room 109, 116	Percussion instruction and electronic instruments; student technology grant
School of Biological and Physical Sciences, Room 213 Bienvenu Hall	Student lab/classroom workstation upgrades
School of Biological and Physical Sciences, Room 227 Fournet Hall	BoR grant awarded for acquisition of NMR for Chemistry Labs
School of Biological and Physical Sciences, Room 217 Bienvenu Hall	Jack Pace Human Anatomy and Physiology Lab; student technology fees used to purchase equipment.
School of Biological and Physical Sciences, Room 211 Fournet Hall	Satellite Ground Station; student technology grant
School of Biological and Physical Sciences, Room 229 Fournet Hall	Creation of video studio to produce educational videos; student technology grant
English, Foreign Languages, & Cultural Studies, 327 & 331 Kyser hall	Upgrading computer classrooms; laptops and iPads will be stored on mobile recharging carts, allowing their use in other classrooms as well.
New Media, 106 Kyser Hall	Track lighting for green screen
New Media, TV Studio	Full scale remodeling to include equipment and facility upgrades; continuation from 2017-2018
Mathematics, 401-G Kyser Hall	Chromebooks, television displays, and furniture for students enrolled in 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)

New Technologies, cont.

College of Business and Technology	
School of Business, 107 Russell Hall	Full scale remodeling; new Cisco equipment; video wall; collaboration with the College of Nursing
HMT, Rooms 117 and 228	Restored to a classroom with portable technologies—computers and large screen TVs
HMT, Room 225	Converted to Columns Cafe
College of Education and Human Development	
Psychology, Room 338 Bienvenu Hall	White board replaced with computer linked, high definition monitor
School of Education, Teacher Education Center C Pod	Mobile cart for iPad/laptops charging and storage to use in multiple locations
College of Nursing and School of Allied Health	
College of Nursing and School of Allied Health, Shreveport Classrooms 101, 105, 112	Student lab/classroom workstation upgrades
College of Nursing and School of Allied Health, Warrington Room 227 & Rapides Medical, Room 303	Radiological Technology Digital Imaging; student technology grant
College of Nursing Skills Lab	Two new television monitors, new flooring
College of Nursing, Shreveport Classrooms 201A, 202A, 205A, 206A	Panasonic LED Projectors w/new projector screens, new AIO PCs, SX 10 codec systems with Cisco camera for lecture capture
College of Nursing and School of Allied Health, Shreveport Classrooms	Mobile cart for iPad/laptops charging and storage to use in multiple locations
College of Nursing and School of Allied Health, All buildings/classrooms in Shreveport	Wireless network increased to support iPad testing; ExamSoft test platform
College of Nursing and School of Allied Health, 4 th Conference Room	New large TV, PC with wireless keyboard and mouse
College of Nursing and School of Allied Health, CENLA campus Room 131	New laser projector, screen, and compressed video system
Other Units and Off-Campus Instructional Sites	
Counseling and Career Center	Student lab/classroom workstation upgrades
Testing Center, Room 115, Watson Library	Student lab/classroom workstation upgrades
Other Units and Off-Campus Instructional Sites (cont.)	
Unified Workstations: Natchitoches, Shreveport, and Ft Polk/Leesville Sites	Student lab/classroom workstation upgrades
Solid State Drives Installation Across Natchitoches community	Student lab/classroom workstation upgrades
CENLA campus classrooms	Student lab/classroom workstation upgrades
CENLA campus classrooms and labs, Rooms 228, 260, 261	New technology for classrooms and lab; student technology grants
Ft Polk/Leesville Classrooms 1, 2, 4, 6, and 8	SMART monitors w/TI Software; student technology grants
Shreveport Library	Collaboration tables for student use; student technology grants
SGA/SAB	Student lab/classroom workstation upgrades
Watson Library, Room 113	Student lab/classroom workstation upgrades

Analysis:

In 2018-2019 the number of departments or sites acquiring new or upgraded classroom or laboratory technologies increased from 17 units (2017-2018) to 38 units (2018-2019), and from 27 (2016-2017) to 38 (2018-2019). Data collected for this measure was obtained from department heads/directors, deans, and the student technology coordinator.

Decision:

Computer and classroom laboratories located in on- and off-campus instructional sites will receive upgrades on an annual basis, typically every three years with funding provided by student technology fees. The Louisiana Board of Regents provides a cycle of funding for most academic disciplines. Although the application is competitive, Northwestern faculty have been successful in receiving funds to support technology use in the classroom. Private donations, including endowed professorships, also contributed to classroom upgrades this year. A systematic University-wide process (Jump Start) was established in 2018-2019 and will provide computer upgrades for faculty on a rotational basis. Our target is adjusted by 10% or 42 departments or units by the year 2021.

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

Metric:

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

Findings:

One hundred and ninety-nine events were documented for recognizing faculty and staff for their work in teaching, research, or service.

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 followed by the University-wide luncheon. The NSU News Bureau distributes a press release, which is printed by local newspapers and shared by social media platforms. This year, 128 press releases related to faculty teaching, research, and professional service were filed. The outstanding teachers of the year were 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 was 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-25, 30, 35, etc. Twenty-six service awards were given at the University Faculty/Staff Luncheon. Another 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 2018.

During Northwestern's Research Day (April 25, 2019), faculty were selected for outstanding contributions in three areas: research, lifetime achievement, 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 Dr. Mildred Hart Bailey, began in 1989; the Lifetime Achievement named for Dr. Jean D'Amato Thomas began in 2011; and the Louisiana Studies award, first given in 2012, honors Dr. Marietta LeBreton. The 2019 recipients for each respective award were Dr. Sarah McFarland, Dr. Massimo Bezoari, and Dr. Shane Rasmussen. An NSU Press Release followed the event and posted to social media.

The President and First Lady of NSU sponsored breakfast and luncheon events to honor faculty and staff for their contributions to NSU. The Maggios held 20 departmental luncheons and four birthday breakfast events during the year.

The following activities, hosted by a college, school, or department or a professional organization, represent a sample to honor faculty for their teaching, research, or service:

- Collier Hyams exhibit of research and artwork, NSU campus, September 20, 2018.
- Clyde Downs, Matt DeFord, and their students, Fine Arts Group Exhibition, New Mexico, September 10, 2018.
- Biology Ball, School of Biological and Physical Sciences, spring 2019; recognizing Distinguished Professor of the Year: Millard Mangrum; Excellence in Teaching Physical Sciences: Dr. Daniel Rivera; Excellence in Research Mentorship: Dr. Shreyashi Ganguly; Excellence in Teaching Biological Sciences: Dr. Allyson Spence; Excellence in Research Mentorship in Biological Sciences: Dr. Zeljko Radulovic.
- English, Foreign Language, and Cultural Studies Honors Convocation, April 2019: Recognized department advisor of the year (Dr. Rebecca Macijeski) and department 'shining star' recipients (Ms. Mariann Wilson and Mr. Daniel Gordy).
- Gallaspy College of Education and Human Development Honors' Ceremony, April 29, 2019.
- New Media Awards Day, May 1, 2019: All faculty and staff were recognized for their work with students.
- Patrice Moulton Book Signing, Kathmandu, Nepal, April 2019.
- Paula Furr Retirement Reception, May 3, 2019.
- Neeru Deep's service to Eta Mu Chapter of Phi Beta Delta and Ben D. Johnson Education Center as a member of the Board of Directors for each professional group, fall 2018 and spring 2019.
- College of Nursing and School of Allied Health:
 - Jaime Usie, Anna Morris, and Leah Ann Young completed DNP degrees, August and September 2018;
 - Pam Holcombe elected Shreveport District Nurses' Association President, August 2018;
 - Leah Pearce, Melissa Rennie, Tamara Baxter, Dana Clawson, Pamela Simmons, and Windy Jaep completed Certified Nurse Educators program, September 2018;
 - Leah Ann Young, Dana Clawson, and Pamela Simmons passed the NLN Certified Nurse Educators Exam, October 2018;
 - Pamela Simmons elected CCNE Board of Commissioners Vice Chair 2019;
 - Julie Gayle, 2019 Nurse of the Year; Patricia Akins 2019 Educator of the Year; Ann Deshotels, 2019 Above & Beyond, and Maxine Johnson, 2019 Distinguished Alumni of the Year; and
 - Connie Hale, Danita Potter, and Callie Roberts completed the Psychiatric Mental Health Nurse Practitioner Certificate program, May 2019.
- Watson Library
 - Sharon Wolff earned certification by the Academy of Certified Archivist, August 2018 and
 - Mary Linn Wernet was honored by the St. Augustine Historical Society for her consistent dedicated service to this group, January 2019. She was also recognized for her assistance in preserving the history of Jefferson Highway at their 8th Annual Conference, April 2019. She was inducted into Phi Kappa Phi Honor Society, April 2019.

During the baseline year, eight events or activities recognized faculty accomplishments. Twenty-one events were documented in 2017-2018; 199 in 2018-2019. Obviously, awareness and better record-

keeping by academic and University leaders resulted in the number increase. This year, the number of press releases ($N=128$) by NSU News Bureau also contributed to the increase. From 2016 to 2019, the number of events or activities for recognizing NSU faculty and staff increased markedly (2,387%).

Decision:

Northwestern values its faculty and staff members and will continue the tradition of honoring faculty/staff for their excellence in teaching, research, and service to the University or to their profession. Our target is adjusted to 200 events or activities by 2021. NSU made good progress in meeting the revised target set in 2017-2018.

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

Comprehensive Summary

For AY 2018-2019, all academic excellence (AE) objectives were met. Metric results to support the identified objectives exceeded, in most cases, the gains made last year. Noteworthy accomplishments included numerical gains in the following areas: Degree and certificate programs assessed; courses implementing current technologies or best practice principles in teaching; department or college events bringing faculty, students, and families together; faculty receiving internal funding opportunities; faculty participation in department or college-sponsored workshops focusing on innovation or pedagogy; sites acquiring new classroom or laboratory technologies; and recognition events or activities to honor faculty for their teaching, research, or service. Additionally, the response rate of students for evaluating course and instructor effectiveness improved; the average class size in University core courses declined; and the percent of faculty receiving external grants increased.

Criteria for one metric changed fall 2018, producing different results in comparison to last year. University course stewards were identified for core courses with multiple sections and 400+ students. Eleven courses met this criterion, and 10 of the 11 designated a steward for course oversight. To obtain the 2021 target of 100% multi-section core courses, more course steward must be appointed.

One metric, number of faculty/staff attending University, department and/or college-sponsored professional development workshops including lunch and learn, declined in number. The decrease noted may be due to its close alignment to another metric, number of faculty attending department or college-sponsored workshops focusing on innovative instruction in content or pedagogy. The latter metric showed a marked increase ($N = 893$) from last year ($N = 284$), possibly indicating that the purpose for faculty participation in the two metrics should be clarified before data collection in 2019-2020.

An area of concern in the AE focus area pertains to objective three, exemplary graduate and professional school preparation. Possibly due to a decrease in Graduate School enrollment, fewer graduate students engaged in research/scholarly activities especially at international, national, regional, and state professional conferences. Student performance on graduate/professional school admission tests remained about the same, and undergraduate student participation in research slightly improved.

The AE focus area will strive to address the following concerns during the 2019-2020 year: Dedicate time to data analysis provided in this year's report for the purpose of AE improvement, including

clarification of what to measure and how to efficiently and accurately count faculty/staff participation; provide consistent oversight by course stewards of all University core courses with multiple sections and large enrollment; and seek ways for growing graduate school enrollment and graduate student opportunities in research/scholarship.

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 2018-2019 Key Findings (in comparison to AY 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, representing all four colleges, sponsored students for Research Day, an increase of 2.
- 15 faculty Research Day presentations, not including coauthors on student presentations (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 (down 25%).

Plan of Action Moving Forward.

- Develop a new system using Interfolio to capture faculty presentations and publications.
- Launch Undergraduate Research Fellows and Undergraduate Research Mentors programs 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

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 or 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 programs, to obtain appropriate learning outcomes for the general education competencies. The effort in Fall 2018 was to validate the tool/method of assessment while cataloging the number of students being tested. In some cases, no additional formal assessment was completed. In Spring 2019, all core competencies conducted a full assessment of the student learning outcomes. The only exception was in Behavioral and Social Sciences where the data for each measure was not specified/reported. Nonetheless, the data collected does reflect whether the student met or failed to meet the student learning outcome. For these reasons the total number of students assessed is somewhat diminished. Each core competency assessment report can be found on the University Institutional Effectiveness website under Assessment Cycle Reports, AY 2018-2019, General Education Core Competencies.

The 2018-2019 Core Competency assessment results: **9,497 total students assessed.**

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

Courses assessed: ENGL 1010 (Fall 2018) and ENGL 1020 (Spring 2019).

Target: 70% of students will achieve the desired performance standard.

Total students assessed: 982

SLO 1. Students will write a variety of types of texts for diverse audiences, purposes, and contexts.

Measure 1.1: Student portfolios in ENGL 1010 will score 2 (acceptable) or higher on Rubric 1.1.

Finding: Target met. 754/982 student assignments (77%) scored 2+.

Measure 1.2: Student portfolio letters in ENGL 1010 will score 2 (acceptable) or higher on Rubric 1.2.

Finding: Target met. 754/982 student assignments (77%) scored 2+.

SLO 2. Students will perform writing as a process of planning, researching, prewriting, drafting, evaluating, and revising to develop and strengthen their compositions.

Measure 2.1: Student portfolios assessed will score 2 (acceptable) or higher on Rubric 2.1.

Finding: Target met. 692/807 student assignments (86%) scored 2+.

Measure 2.2: Student portfolio letters will score 2 (acceptable) or higher on Rubric 2.2.

Finding: Target met. 668/807 student assignments (83%) scored 2+.

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

Courses assessed: MATH 1020, MATH 1035 (Fall 2018); MATH 1060, MATH 1090, MATH 2010 (Spring 2019); MATH 1810, MATH 2100, MATH 2110 (Fall 2018 and Spring 2019).

Target: 70% of students will achieve the desired performance standard.

Total students assessed: 1,504

SLO 1. Students will apply mathematics/analytical reasoning skills by translating a word problem into an appropriate mathematical model.

Measure 1.1: Students will attain a score of 2 (Acceptable) on choosing a Mathematical Model question on the quiz.

Finding: 965/1,500 or 64.3% met the goal. Target not met.

Measure 1.2: Students will attain a score of 2 (Acceptable) on the Critiquing a Mathematical Model question on the quiz.

Finding: 1054/1,504 or 70.1% met the goal. Target met.

SLO 2. Students will demonstrate the ability to solve a mathematical problem through algebraic, graphical/geometrical, or numerical/statistical methods as appropriate, and translating that solution back into an answer to the original problem.

Measure 2.1: Students will attain a score of 2 (Acceptable) on the Direct Problem-Solving questions on the quiz.

Finding. 1504 students were assessed.1023 or 68.0% met the goal. Target not met.

Measure 2.2. Students will attain a score of 2 (Acceptable) on Interpreting the Solution of a Mathematical Model question on the quiz.

Finding. 1163/1503 or 77.4% met the goal. Target met.

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

Courses assessed: BIOL 1010, BIOL 2250, and SCI 1020

Target: 80% of students will achieve the desired performance standard.

Total students assessed: 1,535

SLO 1. Students will identify the parts of the scientific method and design scientifically-sound experiments.

Measure 1.1: Students will identify the parts of the scientific method.

Measure 1.2: Students will demonstrate the ability to recognize scientifically-sound experiments.

SLO2. Students will analyze scientific data to draw conclusions about the natural and physical world.

Measure 2.1-Students will demonstrate their ability to make experimental predictions.

Measure 2.2-Students will analyze scientific data to draw conclusions about the natural and physical world

Findings: Targets not met (Figure 4).

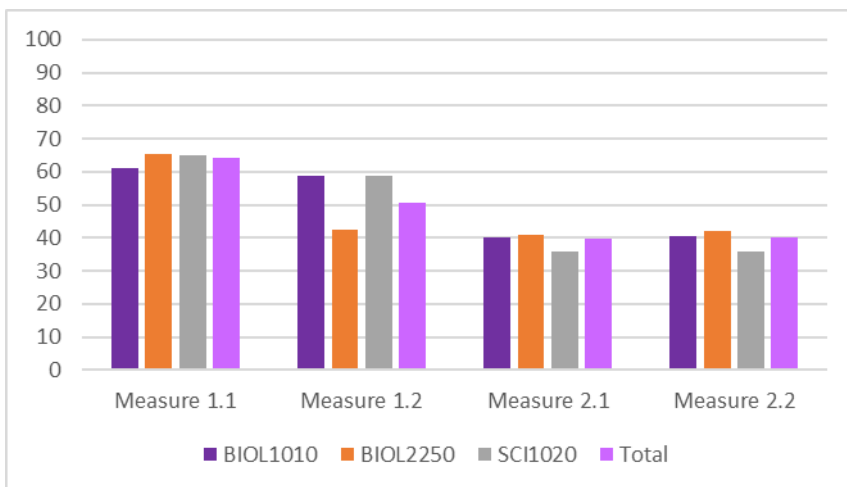


Figure 4. Percent scoring 70% or higher on each measure for life and physical science core courses, AY 2018-2019.

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

Courses assessed: Students were assessed in the following core humanities courses (Table 17):

Table 17.

Core Humanities Courses

Competency	Course Name	Methodology	SLO Measure	% Meeting Target	Term	# Assessed
Humanities	BUAD 2200	Paper / Pres.	1 / 1.7	95	2018-2019	180
	COMM 1010	Presentation	1 / 1.5, 1.6	85.8	2018-2019	1,001
	COMM 2500	Project / Paper	1 / 1.5, 1.6	86.02	2018-2019	101
	ENGL 2070	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	80.31	2018-2019	21
	ENGL 2110	Writing Assign.	1 / 1.1, 1.2, 1.3, 1.4	86.32	2018-2019	488
	HIST 2010	Post Class Survey	2 / 2.1	75	2018-2019	142
	HIST 2020	Post Class Survey	2 / 2.1	70	2018-2019	140
	PHIL 1010	Writing Assign.	2 / 2.2	87	2018-2019	132

Target: 70% of students will achieve the desired performance standard.

Total students assessed: 2,205

SLO 1. Students will communicate an understanding of the diversity of human experience, including issues such as nationality, ethnicity, race, language, gender, sexuality, exceptionalities, religion, and culture.

SLO 2. Students will demonstrate an understanding of how various political, economic, social, and cultural movements emerge, evolve, and influence human thought and experience over time.

Findings: Students met or exceeded the Humanities Competency Target Score in all disciplines and courses in 2018-2019 (Figure 5).

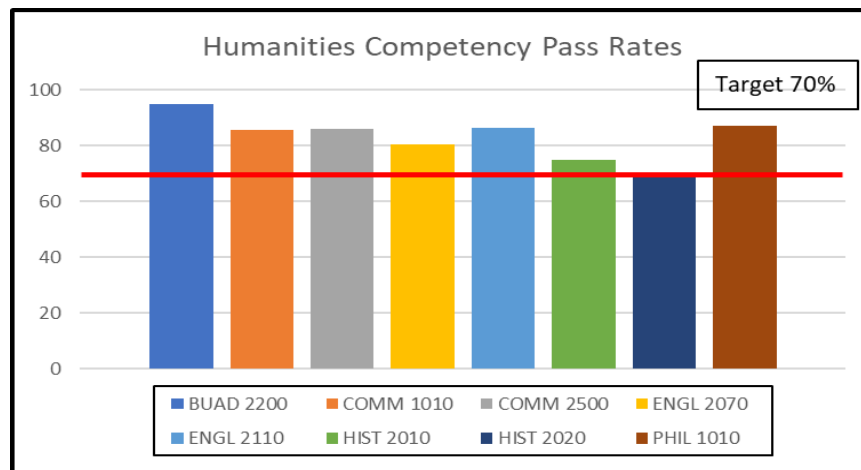


Figure 5. Proportion of students passing the humanities competency measures.

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

Courses assessed: Students were assessed in the following core social and behavioral sciences courses (Table 18):

Table 18
Behavioral Science and Social Science Core Courses

Course Name	Methodology	SLO Measure	% Meeting Target	Term	# Assessed
Behavioral Science:					
EPSY 2020	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	81	Fall/Spring	385
PSYC 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	48	Spring	325
PSYC 2050	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	N/A	Fall	N/A
SOC 1010	Pretest/Post-test	1-2 / 1.1, 1.2, 2.1, 2.2	80	Fall/Spring	81
Social Science:					
ANTH 1510	Pretest/Post-test	1 / 1.1, 1.2	68	Fall	184
ANTH 2020	Pretest/Post-test	1 / 1.1, 1.2	73	Spring	15
ECON 2000	Pretest/Post-test	1 / 1.1, 1.2	40	Fall/Spring	184
GEOG 1010	Pretest/Post-test	1 / 1.1, 1.2	89	Spring	74
GEOG 1020	Pretest/Post-test	1 / 1.1, 1.2	N/A	Fall	N/A
PSCI 2010	Exams 3 and 4	1 / 1.1, 1.2	89	Fall/Spring	266

Target: 70% of students will achieve the desired performance standard.

Total students assessed: 1,514

SLO 1. Students will develop the skills to think critically, analyze, and discuss geographical, political, economic and cultural variances in today's global environment.

Measure 1.1. Students will demonstrate their critical thinking skills through the development of a research paper, project, presentation, or examination in an appropriate discipline, scoring a minimum 70% on the assessment rubric.

Measure 1.2. Students will demonstrate their understanding of the concept of culture and its importance through the development of a research paper, project, presentation, or examination in an appropriate discipline, scoring a minimum 70% on the assessment rubric.

SLO 2. Students will demonstrate their understanding of various sources of human behavior and socialization thereby developing the skills necessary to navigate professional and personal landscapes.

Measure 2.1. Student will demonstrate their understanding of various sources of human behavior and its impact on group and individual interactions by the development of a research paper, project, presentation or examination in an appropriate discipline, scoring a minimum 70% on the assessment rubric.

Measure 2.2. Student will demonstrate their understanding of the socialization process and traditional and contemporary theoretical schools of thought by the development of a research paper, project, presentation or examination in an appropriate discipline, scoring a minimum 70% on the assessment rubric.

Findings.

Behavioral sciences: 534/791 students (67.5%) met or exceeded the target (Figure 6). Overall target not met.

Social Sciences: Of the 723 students assessed, 513 (71.0%) met or exceeded the target. Overall Target Met.

Behavioral Sciences-Social Sciences Overall: Of the 1,514 students assessed, 1,047 (69.2%) met or exceeded the target. Overall Target Not Met.

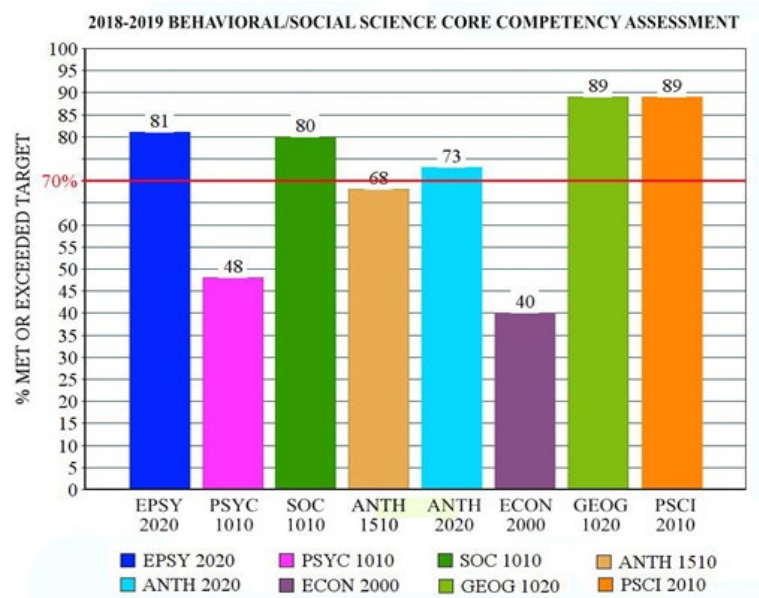


Figure 6. Proportion of students meeting or exceeding target on behavioral and social science core competencies.

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.

Course assessed: FA 1040 (Fall 2018 and Spring 2019)

Target: 80% of students will achieve the desired performance standard.

Total students assessed: 1,761

SLO 1. Students identify genres, artists, works, techniques, and trends within the arts.

Measure 1.1: Students will improve at least 30% between pre- and post-tests.

Finding: Students improved, on average, 36% between the pre- and post-tests.

Measure 1.2: At least 80% of the students enrolled will take the pre-test and post-test.

Finding: 88% of students participated in pre-test; only 64.5% participated in post-test.

SLO 2. Students will examine the arts through event attendance and reflection.

Measure 2.1. Students will attend, review, and analyze four artistic events using Standard American English with 70% student participation.

Finding: Target not met. Data collection for this metric began in Spring 2019. Only 66% of students completed the four assignments

Quality Enhancement Plan

NSU's Quality Enhancement Plan, "*Learning for Life: Experience Your Future*", expanded its goal in AY 2018-2019 by adding eight undergraduate degree programs to the original pilot programs which were part of the first cohort (AY 2017-2018). Additionally, 14 programs went through the implementation process in AY 2018-2019 and will be assessed effective AY 2019-2020. No major changes were made during the current assessment related to application for QEP grants, implementation of capstone course work, or assessment cycle completion.

NSU faculty attended the National Society for Experiential Education educational conference. *Learning for Life's* Implementation and Assessment Team also presented information at this national conference regarding rubric design and program implementation. Faculty are encouraged to embrace future opportunities to attend conferences and present our *Learning for Life* initiative to colleagues, students, and stakeholders.

A *Learning for Life* workshop was held on August 14th, 2018 for faculty to provide rubric training and present AY 2017-2018 results. At this event, the assessment team proposed that programs could add clarifying notes to SLO Benchmarks and descriptor language could be changed with approval from the assessment team. Faculty reaction was mixed. Program coordinators indicated that learning how to evaluate students with the existing rubrics is more important than changing descriptor language at this juncture. QEP assessment team meetings were held at least once each semester and individual meetings with Program Coordinators were held as needed. Due to a low response rate for the 1st cohort of the 2018 Implementation, improved communication will be imperative for the 2019-2020 cycle. Through collaboration with Institution Effectiveness, departments were encouraged to incorporate *Learning for Life* measurements into their existing assessment measures when possible.

- **2018 Implementation/Cohort 1.** Benchmark not met (14.92%). A significant number of programs were unable to provide assessment data by the established deadline. Students in programs with no scores reported by the June deadline were counted in the cohort but were not assigned a score. Note: Several programs did not have any students in the cohort due to course redesign (capstone courses have been created but no students were enrolled during AY 2018-2019).
- **2017 Implementation/Cohort 1 and 2.** Target met (74.15%). Rubric use in the 2017 Implementation appears to be reliable. The largest difference in average scores between cohort 1 and 2 was -0.130. Work should now focus to establishing inter-rater reliability within these departments.
- **University Wide.** Target met (64.29%). **Indirect assessment-**"Critical Thinking" and "Creative Thinking" were split into two categories during this assessment cycle. According to survey data, students in each capstone type expected growth in similar skills during their capstone experiences: "Oral communication," "Problem Solving," "Time Management," and "Following Professional Style Guidelines." Survey response rates were lower this year. The Assessment Team will focus on ways to improve survey response rates in AY 2019-2020. Recognition ceremonies are an integral part of *Learning for Life*. Because a larger number of programs are being added AY 2019-2020, departments are encouraged to create unique ways to recognize students. Collaborative efforts across campus are also still being considered.

Strategic Focus Area 3–Market Responsiveness

Universities continue to recognize the need to change in order to provide an affordable, high quality product to a broader population. Of the many disruptions affecting the traditional model, competition and the need to better align with workforce needs challenge institutions to produce graduates that are prepared to enter the workforce equipped with cross-cutting skills. 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 19) provide quantifiable measures to assess our progress and gauge our success. Progress towards meeting these targets include:

- 95% of departments have active advisory councils or established processes that reflect the University's efforts to productively engage alumni, employers, and the community to ensure that programs are aligned with workforce demands.
- The vast majority of new alumni (97.2%) 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.
- 95% of graduates feel that they completed requirements for a job in their chosen field. Due to the nature of certain programs or demands by industry, some occupations operate under a high degree of regulation and oversight from associations, governmental agencies, or legislation. Other occupations require on the job training, so the time between degree completion and acquisition of such training may be delayed.
- Graduates responded that 60.8% have full-time jobs at graduation, and 64.5% of graduates planned to pursue an advanced degree. According to the National Center for Education Statistics, in 2017, 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 (86%). 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 122 articulation agreements to provide the clearest pathway for students to transfer credit towards a degree. This represents a 2.5% gain towards achieving the 2021 target.
- 86% of academic programs have been revised in the last 5 years and 68% have been revised in the last 3 years.
- The labor market has changed significantly, and institutions are use 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 19
Metrics for Assessing 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%

Note. Benchmarks for 2017-2018 are reflected on the far left with 2018-2019 results to the immediate right. Green reflects progress, orange reflects a decline, and grey demonstrates no progress or not measured.

AY 2017-2018 metrics and objectives and AY 2021 targets were reaffirmed per the AY 2018-2019 Assessment Report briefed to the President, his Leadership Team, and University Assessment Committee in August 2018. The next review will take place on September 11, 2019

We understand that the university’s role is vital in developing a productive and dynamic labor force to the meet the demands of the global economy. The processes being established will continue and be refined as we 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:

- As required, increase the number of faculty members with industry-recognized certifications and competencies.

- Analyze current and projected academic program needs.
- Develop University funding opportunities for faculty development, education, certifications, and skill development.

Metrics:

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

Findings:

Of the 69 degree programs currently offered at NSU, 58 (84%) have been modified in the last 5 years, and 52 (75%) have been modified in the last 3 years. This is slightly higher but not statistically different from last year (55 of 68 and 51 of 68, respectively).

Curriculum changes approved by the CRC during AY 2018-2019 included revised courses, eight new concentrations, and one certificate program submitted to and approved by the Louisiana Board of Regents.

- New concentrations included:
 - Interdisciplinary Design; Fine and Graphic Arts program
 - Medic/Paramedic to ASN; College of Nursing and School of Allied Health
 - BS to BSN; College of Nursing and School of Allied Health
 - Family Life Education; Child and Family Studies
 - Journalism, Broadcast, and Digital Media Production; New Media, Journalism and Communication Arts
 - Sports Media; New Media, Journalism and Communication Arts
 - Archaeology; Criminal Justice, History, and Social Sciences
 - Cultural Anthropology; Criminal Justice, History, and Social Sciences
- Post-baccalaureate certificate, Computed Tomography (CT Certificate); College of Nursing and School of Allied Health

Analysis:

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

In many industries the nature of work, employer expectations, and workers' skills and proficiencies are continuously changing. Since the university is viewed as a source for workforce development

the alignment between employer skill expectations and the curriculum is a strong focus. 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. It is evident by the analysis of data that the University is deeply committed to responding to workforce needs.

Decision:

This process provides 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 remains 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 2018-2019 included:

- The Office of Electronic and Continuing Education (ECE) offered 154 workshops in 2018-2019 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 23 faculty members with partial funding to attend conferences or workshops or to provide services or supplies necessary to conduct their research.

Analysis:

The work that we do in faculty development is aimed at continuous improvement of our faculty, and this is what guides sustainable engagement. Professional development is generally initiated by 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 are offered face-to-face, via WebEx, and online. Of the 154

workshop opportunities offered, 83 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 addition to the website, [The Tech Toolbox](#), was created in 2018 to archive the presentation of monthly newsletters available for faculty which include new upcoming technology and tools for course improvement and productivity. The Faculty Research Support Grant program prioritized \$25,000 for faculty grants for 2018–2019. Grant awards were awarded to 23 faculty members for travel or professional development. Funds were awarded on a competitive basis to faculty from 11 departments, representing all four colleges. Proposals were evaluated based on benefit to the individual faculty member, their students, their department, and the University, in addition to their budget justification.

Additional opportunities continue to be initiated at the college and departmental levels and through external funding agencies. However, sustaining faculty development initiatives can be 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:

The university has embraced technology advancements and is proactive in its efforts to provide opportunities for faculty development, education, certification, and skills development. Professional development is important because education is an ever growing, ever changing field. Professional development allows teachers to learn new teaching styles, techniques, and tips and interact with educators from other areas in order to improve their own teaching. Additional professional development for faculty and staff will be provided as new technology and software become available to the university. Moving forward, the university will continue to explore professional development needs and develop opportunities that support faculty in their professional growth.

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.
- Monitor the development of public and private agreements
- 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 2019 Graduating Student Survey

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

An additional 3 articulation agreements and partnerships were added in AY 2018-2019 to better enable students to pursue industry-specific credentials or advanced degrees.

Analysis:

The University now has 122 established [articulation agreements](#) and partnerships to provide clear pathways for the articulation of credit. As an example, Departments 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. These 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 2019 Graduating Student Survey****Findings:**

Of the 108 graduates completing the Spring 2019 Graduating Student Survey:

- 97.2% were "satisfied" or "very satisfied" with the way their experiences at NSU increased their knowledge in their chosen academic field ($N = 108$);
- 96.3% were "satisfied" or "very satisfied" with the way their experiences helped them complete job or career requirements ($N = 108$);
- 60.8% indicated their principal activity upon graduation would be full-time employment, and 10.0% part-time employment ($N = 108$);
- 64.5% reported a desire to pursue graduate or professional school studies ($N = 108$).

Analysis:

A high proportion of graduates were "satisfied" or "very satisfied" with 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. A 3.3% increase was reported in student satisfaction with job or career placement requirements. Overall, alumni feel prepared for the workplace and satisfied with the skills and knowledge developed at a university.

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:

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

Findings:

During AY 2018-2019, the Louisiana Board of Regents approved a Post-baccalaureate certificate in Computed Tomography and a Letter of Intent to offer a BS in Resource Management was submitted and approved by the University of Louisiana System.

Analysis:

During 2018-2019, the Louisiana Board of Regents approved 1 new Post Baccalaureate Certificate 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.

In October 2018, the university submitted a request to the University of Louisiana System to offer a Bachelor of Science in Resource Management. The purpose of the proposed program was to provide students with the knowledge and skills for the management of companies and enterprises, paired with professional and technical expertise in disciplines identified as having current or future workforce needs. The goal is to produce well-rounded graduates who will enter the workforce or continue their careers meeting the workforce needs of Louisiana and the region with an effective level of management skills and discipline-specific competencies. Revisions to the existing curriculum offers students an opportunity to earn a unique degree that addresses current and projected workforce needs in Louisiana as identified by the Louisiana Workforce Commission; demand for positions in the management of companies and enterprises is projected to increase 8.6% by 2024. In April 2019, Northwestern State received approval from the Louisiana Board of Regents to offer a post-baccalaureate certificate in Computed Tomography (Table 20). This certificate was developed in response to employer and student need and demand targeted toward working, registered

radiologic technologists who wish to earn advanced certification in computed tomography (CT). The American College of Radiology has suggested requiring certification for all computed tomography technologists, which requires passage of the American Registry of Radiologic Technologists (ARRT) Computed Tomography Exam. The program is designed to attract working registered radiologic technologists who hold a bachelor’s degree and are seeking additional certification in computed tomography. The program is appealing to recent graduates of Bachelor of Science in Radiologic Science programs in the region because it is offered completely online. Additionally, there is an optional clinical option that may be beneficial to students looking to expand their imaging skills.

Table 20

New Programs Submitted on Behalf of Northwestern State University and Approved by the Louisiana Board of Regents for 2018-2019 (Fiscal Year 07/2018–07/2019)

CIP Code	Degree	Subject/ Discipline	Approved
510911	PBC	COMPUTED TOMOGRAPHY	2019/04

The addition of the Post-Baccalaureate certificate approved in 2019 combined with previously approved programs by the Louisiana Board of Regents reflects 14 approved programs or certificates in the last three years.

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 remains 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.

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 or processes 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 2018-2019, 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.

The current review of advisory councils indicates that departments have established advisory councils or processes to assist in providing input into programmatic alignment with workforce needs. They are involved in curriculum development with varying degrees of intensity. At the low end of the continuum, the advisory councils offer general advice on workforce issues and local labor market needs. Further along the continuum, members 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 curricular needs and provide help in developing curricula for student job shadows and internship experiences, as well as serve as a source and recruiter for adjunct faculty in their industry area.

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 or processes which included employer representation.

Analysis:

The University has established 21 advisory councils, all of which include employer representation. Some, such as the School of Business advisory council, have been established for a long time and enable their departments to be particularly nimble in identifying new trends in workforce needs. Newer councils are still developing the best processes for assisting their departments.

Decision:

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

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

Comprehensive Summary

The analysis reveals a united effort in the responsiveness of university departments across specific occupations and degree programs combined with alumni who reveal satisfaction with preparation and preparedness for the workforce.

In this new landscape of higher education, Northwestern State University eagerly engages in partnerships with employers, embraces curriculum alignment and redesign, and prepares alumni to enter the workforce 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 is 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 2018-2019 includes:

- The number of patrons attending both on-campus and off-campus CAPA events increased. Growth is attributed to the promotion of CAPA's 30th anniversary and the addition of the CAPA on the Cane event bringing in over 3,000 participants.
- Expenditures dedicated to CAPA advertising are up 31%.
- Social media participation increased 24.7% across CAPA platforms and 5.4% across Alumni Association platforms.
- Alumni Association email capture rates have increased by 12.6%, expanding electronic outreach efforts by 2,874 participants.
- The NSU Foundation secured \$5,516,869 in private funding for the institution during the 2018-2019 cycle. This is up 9.7% from \$5,029,840 recorded during the 2017-2018 cycle.
- Restricted endowment assets increased 20.6% during the 2018-2019 cycle totaling over \$40 million as of June 30, 2019.
- The NSU Foundation provided \$4,878,099 in institutional support during the 2018-2019 academic year including \$2,106,807 for student scholarships, \$931,961 for faculty/staff support, \$1,009,058 for capital improvements, \$127,293 for recruiting/marketing initiatives, \$435,293 for operating expenses and \$267,687 for alumni/community outreach events.
- Partnerships with business, industry and public agencies resulted in privately funded faculty positions and expanded articulation and transfer agreements. The success of the NSU Campus Marketplace led to the creation of a special committee of the NSU Foundation board of directors to explore property acquisitions and private revenue streams.
- Over the past 12 months, 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.

By 2021, we will have experienced tremendous growth and expansion in all areas of community enrichment. World-class performance 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 21
Metrics for Community Enrichment

AY 2017–2018	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

*Since January 1, 2019

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, which focuses 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

Findings:

1. Number of patrons attending on-campus events are up from 2017-2018 (Table 22):

Table 22
Attendance at Campus Events

Event	Attendance			Increase 2017-2018 to
	2016-2017	2017-2018	2018-2019	2018-2019
Classic on the Cane Marching Contest	9,000	9,500	9,500	0.0%
GALA	14,000	15,000	15,000	0.0%
Theatre/Dance Mainstage	4,710	6,700	6,700	0.0%
Journalism Day		130	130	0.0%
Symphony Concerts	1,450	2,200	3,000	36.4%
Art Exhibits	789	2,500	2,500	0.0%
Total	29,949	36,030	36,830	2.2%

- Number of off-campus events are up from 2017-2018 (Table 23):

Table 23

Attendance at Off-Campus Events

Event	Performances			Increase 2017-2018 to 2018-2019
	2016-2017	2017-2018	2018-2019	
Musical Theatre @ Civic Organizations	3	5	10	100.0%
Design Center Students with outside contracts	6	6	6	0.0%
Voice Faculty @ Community Events	1	1	4	300.0%
Regional Symphony Performances	8	8	8	0.0%
Modern in Motion Dance Concert	2	2	2	0.0%
Mardi Gras Balls Performance		2	2	0.0%
The Natchitoches Christmas Parade		1	1	0.0%
CAPA on the Cane			1	
Total	20	25	34	36.0%

- Number of users on CAPA social media outlets are up from 2017-2018 (Table 24)

Table 24

Users on CAPA Social Media Outlets

Organization/Platform	Users			Increase 2017-2018 to 2018-2019
	2016-2017	2017-2018	2018-2019	
CAPA Facebook	2,486	2,866	3,448	20.3%
SON Facebook	1,580	4,492	5,061	12.7%
Theatre/Dance Facebook	1,604	1,698	1,773	4.4%
NSU Choirs Facebook	176	176	1,011	474.4%
CAPA Twitter	1,194	1,194	1,414	18.4%
SON Twitter	829	829	951	14.7%
NSU Theatre Alumni Facebook		350	1,750	400.0%
Total	7,869	11,605	15,408	32.8%

- Expenditures dedicated to advertisement in 2018-2019 totaled \$35,474.47 as compared to \$26,852.15 in 2017-2018.

Analysis:

- The addition of new on-campus events has increased participation in the area of Symphony Concerts. Numbers for Classic on the Cane and GALA and remain consistent as Classic on the Cane invitations to bands are capped at 35, and GALA performances are sold out/capacity of Fredericks.
- 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 both locally and regionally in its participation in the annual Natchitoches Christmas Parade. A large number of CAPA students and faculty participate and represent the program/University to over 100,000 spectators. CAPA on Cane was presented as a new event in 2018-2019 bringing in over 3,000 participants.

3. The number of users on CAPA social media outlets has risen significantly. Surges in participation for 2018-2019 are attributed to the promotion of the CAPA 30th Anniversary.
4. Expenditures dedicated to advertising continue to represent a significant portion of the overall marketing budget. Expenditures dedicated to advertising are up 31% from 17-18.

Decision:

1. 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.
2. The number of off campus performances has a healthy 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 these performances. The School of Creative and Performing Arts will continue to explore strategies to become more visible throughout the state and region. GALA at the Strand will be held in Shreveport in December of 2019.
3. Continued promotions of special events and increased financial investments will help social media outlets grow
4. Expenditures dedicated to advertising are up 31% from 2017-2018 and need to increase at that rate annually to meet the 2020-21 target.

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, spirit and traditions, alumni connections, 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.
- 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.

- Increase social media activities such as Twitter Chats, Alumni Spotlights, “Why I Love NSU” campaigns, and other programs.
- 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

Findings:

1. The Purple Pulse e-newsletter is sent monthly to 22,744 alumni (number of alumni with active email addresses on file). This is up 12.6% from 19,870 reported during the 2017-2018 cycle.
2. The NSU Student Alumni Association currently has 54 members up from 40 reported during the 2017-2018 cycle.
3. Currently NSU has 24 active alumni chapters nationwide. No new chapters were established during the 2018-2019 cycle.
4. Since January 1, 2019, 627 alumni have renewed their membership. During the 2017-2018 cycle, 1,300 active members were reported reflecting membership totals from the second half of 2017 and first half of 2018.
5. The NSU Alumni Association *Facebook* “likes” for the fiscal year ending 2019 were 5,323. The NSU Alumni Association *Twitter* page has 2,068 “followers” for the fiscal year ending 2019. The *Instagram* page has 782 “followers” for the fiscal year ending 2019. Total active users among the three outlets number 8,173. Each has increased in numbers during the 2018-2019 cycle.

Analysis:

1. Continued growth of verified e-mail addresses is attributed to utilizing data mining strategies. Monthly e-communications to alumni and supporters continue to assist in fundraising and event awareness activities.
2. The NSU Student Alumni Association was re-established in 2016 and soon after slated as a recognized student organization. Growth has increased slightly, but additional support is needed to meet the 2020-2021 target.
3. Efforts to add additional chapters have continued but did not result in the establishment of new chapters during the 2018-2019 cycle. Staff resources were dedicated to sustaining the 24 chapters currently in place (Table 25).

Table 25
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

City	State	Name
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

- Reporting has been restructured to show progress within the current calendar year. The renewal of 627 memberships during the first half of 2019 illustrates potential to meet previous year totals. Efforts to exceed previous year totals and meet the 2020-21 benchmark need to be enhanced.
- Growth of social media outlets is attributed to increased participation of volunteers and additional funds dedicated to advertising.

Decision:

- The NSU Alumni Association will continue to utilize data mining strategies to capture valid email addresses. A review of open and click rates will be conducted to determine whether format changes should be considered.
- To increase growth of the Student Alumni Association, a special committee of the NSU Alumni Association board of directors was established.
- The NSU Alumni Association will continue to add chapters in areas where concentrations of alumni exist. 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.
- The NSU Alumni Association will contract and consult with a marketing and branding professional to increase membership.
- The NSU Alumni Association will continue the use of social media platforms with a focus on increasing exposure. 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

Findings:

1. For the fiscal year ending June 30, 2018, the NSU Foundation secured \$5,516,869.92 in private funding for the institution. This is up 9.7% from \$5,029,840.98 recorded during the 2017-2018 cycle.
2. The number of individual contributors for the fiscal year ending June 30, 2019 was 2,444. This is up 1.7% from 2,402 recorded during the 2017-2018 cycle.
3. As of June 30, 2018, restricted endowment assets totaled \$40,087,912.27 while unrestricted endowment assets totaled \$181,986.87. Totals are up from approximately \$33,000,000 and \$140,000 reported during the previous cycle.

Analysis:

1. Private support has increased. Increases in contributions are attributed to a renewed focus on maintaining current relationships with donors while simultaneously developing new ones. As development officers build relationships through the cultivation process, more opportunities for solicitation will arise resulting in increased contributions.
2. The number of individual donors has increased. To further increase the number of individual donors, marketing efforts need to be analyzed to increase participation beyond donor visits including targeted mailers, social media promotion, email solicitation, and website development.

3. While growth in restricted endowment assets has risen significantly, great strides need to be made to secure additional unrestricted endowment assets. A surge in contributions eligible for state matching funds has created a pipeline for endowment funds totaling \$520,000 and will assist with growth during the 2019-20 cycle.

Decision:

1. 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.
2. The NSU Foundation has contracted with a marketing consultant to analyze strategies to increase participation.
3. 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 in an effort 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 designed to expand validation of the university's brand, core goals, and mission directed at all stakeholders.

Metrics:

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

Findings:

1. NSU is currently engaged in 58 cooperative endeavors with public and private entities, up 3.6% over 2017-2018. These include relationships such as those with the Building our Regions 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 comprised of 41 articulation and partnership agreements:
<https://www.nsula.edu/registrar/articulation-partnership-agreements/>.
2. The demoNSUnite.net platform currently has over 1,522 users comprised of advisory volunteers, internship providers, and occupational network supporters, up from 1,436 in 2017-2018. The NSU Foundation, Alumni Association, and Demons Unlimited Foundation maintain 80 volunteer board members serving in fiduciary roles overseeing private investments and outreach initiatives.
3. A brand identity survey has not been conducted since 2010. Alumni satisfaction surveys are administered following events and results have averaged over 90% positive feedback.

Analysis:

1. 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. The NSU Campus Marketplace has proven successful as a model for future real estate investments and private revenue streams.
2. The demoNSUnite.net platform was launched in April of 2016 and has since grown to over 1,522 users. Of these users, 74 % indicated they are willing to help by serving in a mentor or ambassador capacity. The response rate of 74% demonstrates the willingness of participants to provide a service. 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.
3. 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:

1. Continue to seek partnerships with business, industry, and government agencies. Work closely with the recently formed special committee of the NSU Foundation board of directors to identify investment and revenue opportunities.
2. The demoNSUnite.net platform will continue to be promoted. As growth continues and volunteers are categorized by field, the Office of Career Counseling will be engaged to assist in matching students with mentors for internship and job opportunities.

3. The last brand identity survey was conducted in 2010. A new brand identity needs to be conducted by 2020 as a measure to re-assess overall recognition and garner constituent feedback concerning reputation. Results will be analyzed to determine returns on investment and used as consideration 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 of graduates who earned degrees online or at sites other than the main campus to help provide a network to expand town-gown relationships at all of the university's educational sites.
- 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 satellite campuses
2. Number of online and satellite campus graduates 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

Findings:

1. 81 events are held annually at the satellite campuses, up from 73 in 2017-2018.
2. Currently, data on the number of online and satellite campus graduates participating in university and activity events is not captured.

3. During the 2018-2019 cycle, NSU students were engaged in 349 service activities and spent 351,809.5 hours serving the community. The economic impact of the hours spent serving the community (calculated at \$7.25 per hour) is \$2,550,618.88.
4. NSU is currently engaged in 58 cooperative endeavors with public and private entities.

Analysis:

1. Event and activity growth at the satellite campuses continues to thrive. 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 the satellite campuses. 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 satellite campuses located on military installations.
2. This data is not easily captured and a number of issues must be overcome before accurate counts can be taken. Examples include the self-identification of a student as online (many students take classes both online and on campus), and the lack of identification post-graduation of alumni who attended satellite campuses rather than the main campus.
3. The number of projects and internships involving students in university and community activity events is up 21 from the 2008-19 cycle. Community partner respondents rated NSU’s community and public service activities as effective in eight areas:

Healthcare-Physical & Emotional	Creative & Performing Arts Exhibitions
Education	Event Planning & Entertainment
Environmental Stewardship	Protection of Vulnerable Children & Adults
Economic Development of Town & Business	Combatting Poverty, Hunger, or Homelessness

4. Cooperative endeavors with organizations such as Bossier Parish Chamber of Commerce, Building our Regions Future, Central Louisiana Chamber of Commerce, Central Louisiana Economic Development Alliance, the Coordinating and Development Commission, and North Louisiana Economic Partnership, along with numerous state agencies and institutions comprising 41 articulations and partnerships have increased transfer enrollment and the ability of NSU to share resources with private partners. The potential for growth in this area is large, as the benefits the university can provide to private partners are vast and readily available.

Decision:

1. The university will continue to develop strategic initiatives and activities and host events at satellite campuses. Growth in this area is possible and increases will continue with proper planning and adequate funding.
2. 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 between 51% and 99% of 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.
3. The Office of Service Learning will continue to identify opportunities for students to the community through participation in service activities. Faculty and staff will have up to date resources with which to track and enhance their service projects.

4. The university will continue to identify opportunities for 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

Community Enrichment is essential in increasing the major growth areas of enrollment and funding. Every aspect plays a unique role in achieving success in these areas. Whether it be national recognition for world class performing arts or local prestige through regional outreach and community service, 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 premiere regional university.

Community and Public Service Within the Mission

Northwestern Community/Public Service Mission Statement:

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.

Purpose:

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.

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

- 351,809.5 reported hours of volunteerism (Down 7%)
- \$ 2,550,618.88 estimated economic impact of 351,809.5 reported hours, calculated at federal minimum wage of \$7.25/hour
- 349 reported service activities in which NSU students participated (Up 17%)
- 7,268 reported instances of volunteering (Up 20%)
- 44 reported classes at NSU with service components (Down 33%)
- 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%)

- 165 reported service agency partnerships (Down 50%)
- Community partner respondents rated our community and public service efforts as 'effective' in eight areas:
 - Healthcare-Physical & Emotional
 - Creative & Performing Arts Exhibitions
 - Education
 - Event Planning & Entertainment
 - Environmental Stewardship
 - Protection of Vulnerable Children & Adults
 - Economic Development of Town & Business
 - Combatting Poverty, Hunger, or Homelessness
- Sample Community Partner Responses:
 - "Thanks for your help with raising a total of > \$22,000 for individuals who are homeless, addicted to drugs, and caught in sex trafficking." *Craftwell for Your City, HUB Urban Ministries, Shreveport, LA*
 - "Student help in updating our website was incredibly valuable in helping us spread the word and having a good marketing tool to use." *Ben D. Johnson Educational Center, Natchitoches, LA*
 - "The (NSU) Computer Information Systems Department has provided Coding Club opportunities at the library for children in the Parish. This exposes children to ideas and learning that they might not otherwise have. Also, the School of Creative and Performing Arts (CAPA) continues to entertain, expose, and inform children each summer as part of the library's Summer Reading Program. We are grateful for our collaboration with NSU!" *Natchitoches Parish Library, Natchitoches, LA*

Plan of action moving forward.

1. Students will have increasing opportunities to serve the community through participation in service activities.
2. The community will benefit from responsive service projects that address the community's unique and evolving needs.
3. Faculty and staff will have access to up to date resources with which to track and enhance their service projects.

University Capital Outlook

The Capital Outlay Office works with the University President and administration to develop capital outlay, deferred maintenance, and small capitalization projects that meet the needs of the University's Strategic Plan and Strategic Focus Areas (SFAs). It is also responsible for maintaining a five-year plan for facilities in compliance with the State Legislature's capital outlay program. In FY 2018-2019, the State elected to direct capital outlay resources toward deferred maintenance rather than extensive new construction. In support of these efforts, the University's Capital Outlay Office identified and addressed several critical deferred maintenance needs using resources from the State and the University General Fund. Completed projects include the resurfacing of Caspari Drive South and adjacent parking lots; the installation of new HVAC units and control systems in

Bienvenu Hall; the installation of new seating in Bienvenu and Russell Hall; the remodeling of bathrooms in the Student Union; and the construction of new stadium seating at the Ledet Track Complex. These projects address all five of the University's SFAs. The University also continues to address ADA components of the Five-Year Plan at all campuses. This year, this included the completion of projects at Warrington Hall on the Shreveport instructional site and at the Teacher Education Center/Middle Laboratory School in Natchitoches.

During the 2019 Regular Legislative Session, the University's Capital Outlay Office secured 22.4 million dollars in funding for the construction of an academic building to replace Kyser Hall, as well as funding to replace the roof on Fournet Hall. The State also allocated funding for building demolition and deferred maintenance. The University will use these funds to demolish Dodd Hall and (eventually) Caddo Hall and Prudhomme Hall. The construction of a new academic building will be a momentous accomplishment for the University, its administration, and the Capital Outlay Office: it will be the first new academic building constructed on the Natchitoches campus in more than 37 years (1982). Going forward, the Capital Outlay Office's priorities focus on securing emergency funding and capital outlay funding for roof repair and replacement; for ongoing ADA improvements; and for the future extension of South Jefferson Street.

Technology at Northwestern State University-2019

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.

IT must be visible, proactive, and supportive of the campus mission and its constituents. Access to technology must be ubiquitous and plentiful and the associated services must meet the needs and expectations of users. We strive to lead by example by providing exemplary support and user-friendly processes. With these statements in mind, IT planning at NSU is defined by 10 key ideas.

- **Innovation:** IT will promote creative and new ideas in our ongoing efforts to improve and enhance the way we communicate with constituents and deliver services.
- **Leadership:** IT will actively work with campus offices and groups to identify and incorporate appropriate technologies to enhance the student experience.
- **Collaboration:** IT will foster and encourage an environment of collaboration and trust to ensure optimal use of finite resources and the sharing of expertise across the campus.
- **Student Experience:** Every project should begin with the question, "Is this good for the student?" All activities and projects should be student-centered and considerate of how they influence student recruiting and retention.
- **Customer Service:** All projects, processes, and interactions should originate with a focus on customer service. Technology should never be the focus; it is only a tool. ITS exists to enable the user. We are the answer—never the problem.
- **Infrastructure:** The campus will provide an IT infrastructure capable of supporting ubiquitous access to the services required to support our students, faculty, and staff no matter where they might be.
- **Availability:** IT will focus on the creation, delivery, and maintenance of high-availability services to ensure they are ready and accessible when the user needs them.

- **Support:** IT will provide technical and functional support to the campus community through traditional and innovative methods. Technology must be a tool for success and should never be an impediment.
- **Mobile:** IT will embrace a “Mobile-Ready” strategy to focus on the creation of applications and support services that are accessible from any device.
- **Security:** The security of campus resources and records will be paramount in anything we do. The privacy and security of our users must always be the top priority.

During the 2018-2019 academic year, Information Technology Services focused on several strategic initiatives designed to enhance and expand service offerings. An overview of key projects is included below.

Updates to the Ellucian Banner ERP System:

In November 2018, ITS completed the upgrade to version 9 of the Ellucian Banner software. This upgrade spanned 18 months from planning to implementation and involved staff from all areas of the organization. Banner 9 brought substantial changes to the look and feel of the product providing users with a modern, web-based user experience and integration with the campus single-sign on environment. Modifications to the underlying infrastructure were substantial and required a considerable amount of dedicated time by IT staff members. The project was completed on schedule and required no additional funds or external resources.

Enhancing the User’s Experience across the Campus through Integrations:

ITS partners with areas across the campus to incorporate best in class solutions focused on enhancing the student experience. We currently maintain integrations with more than 50 independent systems that allow faculty, staff, and students to seamlessly access the information they need to be successful. New products added this year include:

- **Tapingo (Sodexo):** An online food service ordering and pickup service that allows users to order online and avoid waiting in lines.
- **Presence (Student Organizations):** Replaces Orgsync and provides student organizations with a modern platform to communicate with both current and prospective members focused on the goal of increasing student participation and engagement.
- **Maxient (Student Affairs):** Maxient is the software of choice for managing behavior records at colleges and universities across North America. It assists in identifying students in distress and coordinates the efforts of various departments to provide appropriate services.
- **Interfolio (Academic Affairs):** Interfolio’s Faculty180 is an online platform for faculty activity reporting. It enables an academic institution of any size or type to make accurate faculty activity data available to authorized users located anywhere, and to produce reports on this data in custom formats for different scenarios, such as accreditation.
- **Handshake (Career Services):** Handshake lets universities and employers connect with a single click, leading to more diverse, high-quality networking opportunities for students and employers. It was designed to be highly personalized and easy to use. Students, staff and employers can quickly access any part of Handshake from a browser or mobile device, and see content tailored to their individual needs.
- **CompeteLA (ECE and others):** CompeteLA, sponsored by the University of Louisiana System, targets Louisiana residents who started a college degree and for whatever reason never

completed it. ITS will play a key role in providing the necessary data integrations to identify and track these students as they reenter college and work to complete their degrees.

Infrastructure and Communications:

The following projects were completed over the past year with each providing key enhancement to our overall technology and communications infrastructure. These updates demonstrate NSU's commitment to innovation and the role technology plays on the modern university campus.

Email Security, Phishing, and Social Engineering:

The security of our information and technology resources are paramount in what we do as an IT organization. In recent years, cyber criminals have identified colleges and universities as easy targets due to what many of them see as a group of trusting users. As a result, we have seen a steep increase in phishing email attacks employing social engineering methods to steal money, services, or access from users. ITS has increased its efforts to educate users and has enabled numerous new detection schemes to reduce the frequency of such events. Through savings achieved by effective project management and the favorable negotiation of maintenance contracts, ITS was able to purchase dedicated software designed to automate the identification and mitigation of phishing attempts. This service is currently being installed and tested and will be in place for the Fall 2019 term.

Telephones and Video Services:

Both internal and external communications are key to our success. Over the past year we have conducted an extended pilot project testing the viability of Voice over IP (VOIP) telephones on campus. The results have been extremely favorable, and we are working now to budget the extension of the project across the university. This will replace an aging, traditional PBX that has served us well for more than 20 years. The Cisco based system will integrate with our existing video and Webex services to provide a single source of converged communications at NSU.

ITS also recently completed a substantial upgrade to our Webex services providing a uniformed set of features for faculty, staff, and students. In the past not all services have been accessible by students. All users now have access to preconfigured Personal Meeting Spaces and can host meetings with up to 500 participants. Webex is an essential component in the delivery of many of our online courses and we expect usage to continue to grow.

Internal Infrastructure:

Significant updates to the core software running our backend server environment were made over the past 12 months. These essential components support our day-to-day activities and provide us with a robust, redundant environment to host the software used by the university community. The two primary packages, VMWare and VEAMM, allow us to virtualize or segment our servers to achieve the greatest amount of efficiency while ensuring that we can ensure business continuity should an emergency or disaster occur at any of our campus locations. Additional hardware to support these operations was deployed on the Leesville and CENLA campuses this past year.

The Student Experience

ITS believes that in some way, every process should be student centered. It is the mission of our Instructional Technology group to create and maintain technology spaces in support of the teaching and learning process. Staff members work closely with faculty to identify needs and to

craft solutions in response to those needs. A sample of faculty and student driven initiatives implemented over the past year include:

Student Collaboration Spaces:

Building on the success of dedicated collaboration spaces in the Watson Library Academic Success Center, similar areas were funded by the student technology fee on the Shreveport and Fort Polk campuses. The areas are equipped with large screen monitors for attachment to laptops or mobile devices and accommodate seating for up to eight students.

Technology in the Creative and Performing Arts:

Technology is prevalent throughout the curriculum at NSU and the Arts are no exception. Instructional Technology staff worked with CAPA faculty to obtain funding and acquire hardware to support several projects over the past year including a modern CNC machine that will be used by the theatre department in the creation of sets and stage props for future productions.

Nursing and Allied Health 1 to 1 iPad Initiative:

During the Fall 2018 semester, the College of Nursing and Allied Health initiated a 1 to 1 mobile device program providing iPads to a selected population of their students. The program provides a means to enhance the college's online testing program and provides students with portable access as they move between classroom, lab, and clinical environments. Participation in the program will be expanded to include other groups in future terms. ITS staff members played a key role in the design, implementation, and rollout of the program.

Anatomage Virtual Dissection Table:

The Anatomage Table is both a virtual library of human and animal cadavers, as well as a clinical diagnostic tool with the ability to create life-size virtualized representations of any Medical CT, CBCT or MRI scan. When placed in its vertical position the table can be used in a lecture environment with the visualizations simultaneously being displayed onto two large monitors for easy classroom viewing. Funded through the student technology fee, these tables have changed the way students learn and interact in the lab environment. Tables are now available at both the Natchitoches and Shreveport campuses.

Physics Cubesat Satellite Ground Station and Control Center:

A CubeSat is a type of miniaturized satellite for space research that is made up of multiples of 10 cm × 10 cm × 11.35 cm (~ 4 in × 4 in × 4.5 in) cubic units. They have a mass of no more than 1.33 kilograms (2.9 lb) per unit, and often use commercial off-the-shelf components for their electronics and structure. CubeSats are commonly put in orbit via deployers on the International Space Station or launched as secondary payloads on commercial rockets. Funded through the student technology fee, this project provides computers, radio transceivers, antennas, and other support equipment to track and receive data from existing satellites and to prepare for the command and control of a future Cubesat to be built and launched by NSU students.

As we look to the future, the landscape of higher education is changing rapidly and, in most cases, this change is being driven by access to new technologies. Students arrive at our entrance immersed in technology. It is our job to make sure they are not disappointed. Our competitors are no longer just our sister institutions. We compete with the service expectations set by Amazon, Netflix, Facebook, and others that have redefined customer engagement for a new generation of students.

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.

Several individual and team highlights during 2018-2019 generated positive publicity and a high level of alumni/community pride. 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 Academic Progress Rate (APR) benchmark.
- Athletic Department recorded a higher than cumulative 3.0-grade point average for fall semester, and overall for seven of the last eight semesters.
- The most recent NCAA Graduation Success Rate report reflected that NSU student-athletes graduated at a record 78% clip.
- Three teams—men’s/women’s cross country and women’s tennis—earned “Public Recognition” for recording four consecutive years of perfect scores on the NCAA Academic Progress Rate.

Personal Responsibility

- NSU student-athletes recorded 4,558.5 hours of community service to finish fourth in the Southland Conference “Southland Strong” Community Service Award standings (NSU won the inaugural award five years ago and has finished second twice).
- Football student-athlete Chris Zirkle, an officer for NSU’s Student-Athlete Advisory Committee, was selected the Southland Conference’s male representative at the NCAA Leadership Conference in April.

Competitive Success

- Junior long jumper Jasmyn Steels won the Division I long jump title at the NCAA Indoor Track and Field Championships. She finished second in the nation in that same event at the NCAA Outdoor Track and Field Championships. She achieved what was possibly the most successful individual season for a female competitor in Southland Conference history and her accomplishments made her a two-time All-American.
- The men’s and women’s track programs qualified a near record 19 athletes (20 last season) for the NCAA East Regionals. In addition to the accomplishments of Jasmyn Steels, sophomore Reagan Darbonne also advanced to the NCAA Outdoor Championships and earned second team All-America honors while breaking her own school record.
- The baseball team recorded wins over LSU, Arkansas, Houston, and Louisiana Tech (twice).

- The women’s soccer team, with new coaches and a roster with 13 freshmen (50% of the team), qualified for the conference tournament for only the second time in the past nine years.
- The football team defeated McNeese State in double overtime, the first win over the Cowboys since 2004, and were potentially one win away from earning the program’s first playoff berth since 2004.
- The women’s tennis team finished second in the regular season standings with 17 overall wins (tied for second most in school history) and advanced to the Southland Conference tournament for the 12th consecutive year.

The Athletic Department continued to expand the program’s external scope and brand by increasing social media reach, generating revenue and expanding the program’s profile through enhanced community service efforts. Furthermore, noticeable facility updates were completed as part of the “Victorious” facility campaign.

Table 26
Metrics to Assess Athletic Prominence

AY 2017-2018	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, 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 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

Note: Benchmarks for AY 2017-2018 are reflected on the far left with AY 2018-2019 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:

- NSU Athletics must be more externally assertive in terms of brand awareness and merchandise availability 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 a 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:

- Yearly event attendance and revenue for all sports
- Number of new merchandise outlets
- Social media exposure (i.e. Facebook, Twitter)
- N-Club membership
- Number of non-Natchitoches season ticket holders (i.e. Leesville, Shreveport, Bossier City)
- Vic's Kids Club membership

Finding:

- Compared to 2017-2018, both total attendance and average attendance per event were up for all men's sports. Women's sports were down in terms of average attendance per game; as a result, total attendance for women's sports was down for all sports except soccer, which had three additional games compared to 2017-2018. Total game attendance overall was slightly lower than in 2017-2018 (Table 27).
- Buoyed by ticket revenue (season and single game) that was the second highest in athletic program history, revenue from three main sources (tickets, Demons Unlimited Foundation

Table 27
Change in Game Attendance by Sport, 2015-16 to 2018-2019.

Sport	2015-16			2016-2017			2017-2018			2018-2019		
	Games	Attendance		Games	Attendance		Games	Attendance		Games	Attendance	
		Total	Average		Total	Average		Total	Average		Total	Average
Football	5	42,003	8400.6	5	39,714	7942.8	5	37,749	7549.8	5	38,914	7782.8
Soccer	8	3,608	451.0	7	2,196	313.7	7	1,867	266.7	10	1,981	198.1
Volleyball	9	2,933	325.9	9	2,489	276.6	9	3,057	339.7	11	2,721	272.1
M-Basketball	13	22,219	1709.2	13	18,909	1454.5	14	16,175	1155.4	14	17,988	1284.9
W-Basketball	15	15,764	1050.9	16	14,943	933.9	15	12,715	847.7	15	10,585	705.7
Softball	22	7,550	343.2	27	11,286	418.0	23	8,976	390.3	26	7,395	284.4
Baseball	25	13,079	523.2	27	13,845	512.7	27	11,893	440.5	23	12,790	556.1
Total		107,156			103,382			92,432			92,374	

attainment, and licensing/advertising/sponsorships) surpassed the 2017-2018 total. Specifically, ticket sales for the 2018-2019 year totaled \$353,340. Demons Unlimited Foundation unrestricted and restricted giving (cash and in-kind) and sponsorship dollars secured totaled \$2,083,510. Of that total, \$899,527 was generated through sponsorship agreements, another \$65,000 through the Coca-Cola and Dr. Pepper agreements, and \$35,695 was received through licensing revenue.

- While it is not possible to know exactly how many outlets carry NSU merchandise and apparel, the following 11 are of note:
 - Businesses continuing to carry NSU apparel included Wal-Mart, Walgreen’s, Lids, Marketplace (formerly Neebo), Barnes & Noble, Posey’s, Super 1 (2), and Hibbett (Natchitoches and Leesville).
 - Simply Chic was added as a new vendor this year and plans are in place for the Cane River Brewery to be added to the list in the near future.
 - Vendors who requested approval to sell the NSU brand, through Licensing Resource Group (NSU’s licensing partner), increased.
- Through the efforts of their marketing and media relations staff, the Athletic Department redesigned the athletic program’s web site (www.nsudemons.com) to create a more user friendly and graphically attractive look.
- Social media year over year numbers reflected the following:
 - NSU Demons Facebook likes–19,498 (+9.4%; Figure 7)
- Twitter (@nsudemons) followers–9,747 (+9.4%; Figure 8); followers increased for each sport.
- Licensing revenues through the Licensing Resource Group (LRG), based on the last three quarters of calendar year 2018 and the first quarter of 2019 reflected a slight increase over the previous year (Table 28). Aside from the 2016-2017 total, which reflected a one-time payment of \$12,000 from IMG during the previous year, the most recent licensing revenue figure represents the best four-quarter total ever.

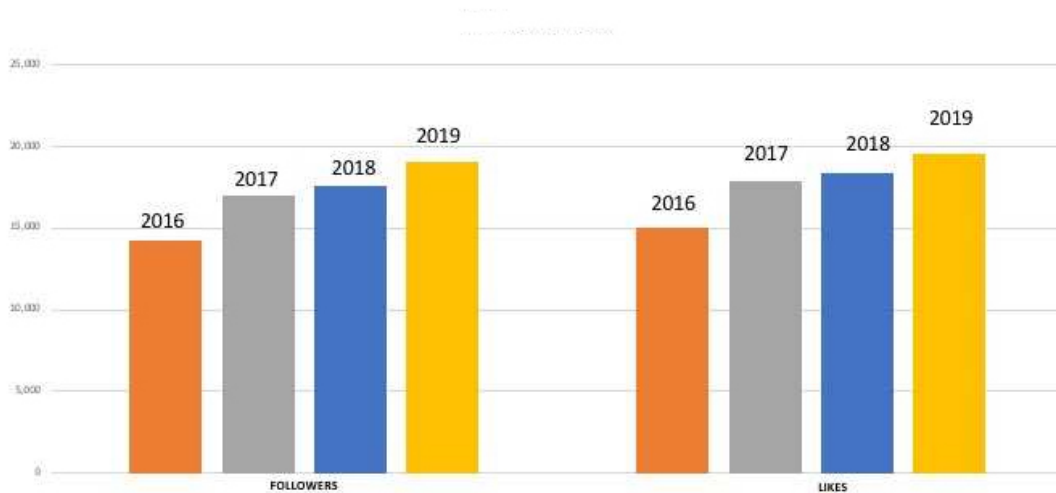


Figure 7: NSU Demons Facebook followers and likes, AY 2015-2016 to 2018-2019

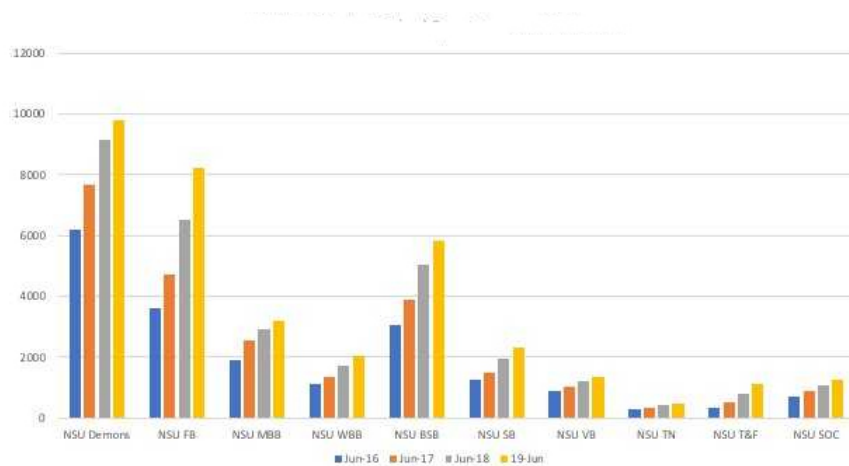


Figure 8. @nsudemons Twitter followers, AY 2015-2016 to 2017-2018

Table 28
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
2018-2019	9,294.65	8,917.83	6,744.10	10,738.22	35,694.80

- N-Club Membership continued to increase, totaling 397 members (281 paying and 116 first-year graduate complimentary membership), improving by 64%. A strong percentage of new members a year ago opted for the five-year membership at \$250 (a savings of \$50 over five years); thus, while not surpassing last year's dollar attainment of \$17,715 the N-Club still generated nearly \$14,000 in revenue.
- Vic's Kids Club membership generated \$3,435, an 8% increase over a year ago.
- Several initiatives also contributed to the athletic program's efforts to engage and cultivate former athletes, including: developing an official policy for retiring numbers of former athletes with extraordinary credentials; sending monthly newsletters to N-Club members; promoting the N-Club, especially new members and those who renew on social media; and installing a new, graphically improved and technologically updated display at Prather Coliseum for N-Club Hall of Fame members.

Analysis:

The success level of the 2018 spring sports teams helped raise the bar for the 2018-2019 year. Perhaps more importantly, the enthusiasm of the NSU fan base seemed to be reinvigorated, as was evidenced by increased attendance for football and an overall increase in ticket sales for the year despite the fact that both basketball teams had sub-par seasons. The football team, with a new head coach and almost an entirely new staff of assistants, instituted a culture change that resulted in a more consistent level of performance on and off the field. The team won five games, the most since 2014, and was potentially one win away from making the Football Championship Subdivision playoffs (would have been the first time since 2004). More importantly, the up-tempo offense and more aggressive defensive scheme generated more fan interest, leading to an increase in ticket sales. The young women's soccer won 10 matches for only the second time since 2009 and did so with new co-head coaches and a roster consisting of 13 freshmen. The track and field program continued to compete at a high level on an individual and team level, highlighted by junior long jumper Jasmyn Steels winning the Division I national championship at the NCAA indoor meet and placing second in the country at the outdoor meet. The women's tennis team qualified for the conference tournament for the 12th straight year and the softball program had its best season since 2015. The ticket revenue line item was enhanced by three factors—a non-conference home football game versus in-state opponent Grambling and home games in the spring versus LSU in baseball and softball. Other revenue sources also saw increases, including cash and in-kind donations for several facility projects totaling well over \$100,000 and a slight increase in licensing revenue that represented the best four-quarter total since the department began partnering with LRG.

The Athletic Department continued to aggressively enhance marketing opportunities and resource acquisition. The department signed an agreement with national media rights company Peak Management which is designed to ensure a minimum sponsorship attainment number while also increasing the bottom line based on new sales by an individual employed by Peak to solely focus on sponsorship sales. The Athletic Department partnered with Cox Sports to televise a home football game in October, selling \$13,000 in advertising to cover the cost of the telecast. The Athletic Department also continued to air its football games on network radio affiliates in the Shreveport-Bossier and Central Louisiana markets by virtue of selling over \$20,000 of advertising. As part of its contract with the Southland Conference and as a result of the 2018 success of Demon Baseball, ESPN aired the NSU-LSU game at NSU's Brown-Stroud Field on March 12 live on ESPN+.

The athletic program sustained some of its more popular promotions—the Ladies Fashion Show sponsored by Lux Clothing and Accessories, the perennially popular Chili Cook-off at a home basketball doubleheader, “Fork Cancer” promotions for several sports and “Opening Night” promotions for baseball and softball—while adding a “Purple Out” promotion for the football home opener that featured a limited edition t-shirt. While LSU is a natural attraction, the NSU event and promotions staff worked tirelessly and creatively to create the best possible fan experience for the March 12 home game versus the Tigers. Examples of the latter include enhanced concession options to accommodate what was the second largest crowd in Brown-Stroud Field history, a “Fork LSU” t-shirt, a special student section and corporate hospitality areas.

In addition to such promotions, other steps were taken to improve the fan experience at NSU athletic events. Various concessions options (tacos, Dippin Dots, pizza, Moustache Mike’s), expanding merchandise sales at events (i.e. Follett Books selling at the NSU alumni tailgating pavilion), fan engagement promotions on the new Turpin Stadium video board, enhanced signage and postseason fan surveys for football/basketball/baseball were all instituted.

NSU also hosted three Southland Conference championships events during the 2018-2019 year. The volleyball and softball tournaments were secured through a competitive bid process among Southland Conference members while the department had the option to host track and chose to do so. Those events provided unique opportunities for NSU fans to attend championship events. Furthermore, the economic impact of those three events—which transpired over the course of 12 days during the 2018-2019 year—was calculated to be over \$1 million.

Efforts to expand the NSU brand through social media and merchandising sales also continued to make strides. Social media connectivity increased on all levels and upgraded its look through the department’s partnership with BoxOut Sports Graphics. A year-old partnership with Mobile Cause enhanced on-line giving and text to give campaigns (text “Demons” to 71777 to donate).

The department assertively made efforts throughout the year to better connect with fans/alumni and former athletes. The athletic staff continued to engage former athletes and increase membership in the N-Club. Former athletes continued to be involved in letter jacket presentations at home games and events, a positive way to engage them. Reunions were held for volleyball, football (1998 and 1988 conference championship teams), soccer, basketball, softball, and track. The Athletic Department, for the 15th year, coordinated a statewide “Victory Tour” in July to promote the upcoming football season. The fact that the percentage of season ticket holders across all sports (football, men’s/women’s basketball, baseball, softball) from outside of Natchitoches maintained the level achieved over a year ago—accounting for 34% of all season ticket accounts—is 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 keep increasing ticket sales lies outside of the Natchitoches market.

In addition to the Victory Tour, other efforts by the Athletic Department to have a presence in outside markets may have positively impacted higher interest from those areas. Several football luncheons were held in the Shreveport-Bossier market during the season, the men’s basketball team again participated in the “Holiday Classic” tournament in the Shreveport-Bossier market, and the football team’s opener at Texas A&M engaged a number of alumni and former athletes from that area. The Athletic Department also reached out to alumni and former athletes in areas which host Southland Conference postseason tournaments (i.e. baseball in Sugar Land, TX).

Decision:

The Athletic Department continues to undertake new ventures, endeavors and approaches to increase revenue, attendance, and brand identity. A dual effort between generating dollars to underwrite current expenses (i.e., annual fund, sponsorships, special events, licensing, etc.) and raising funds for long-term benefit (i.e., endowment, facility enhancements) will continue to be challenging but must remain a focus. 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 organizations to offer special products and opportunities while looking for ways to provide low-income families scholarship-like offers to summer camps on a limited basis.
- To take the department's community service efforts to a new level, opportunities for campus and community organizations to partner with athletic teams for service projects will be explored and encouraged. 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:

- Coach/Staff community service reports
- Vic's Kids Club membership
- Camps and clinics for area youth
- Establish transparent budget exposures (i.e., Student-Athlete Advisory Committee, Faculty Senate, and Demons Unlimited Foundation Board of Directors) and sustain/grow annually.

Findings:

- The Athletic Department developed a quarterly system for coaches and staff members to report community/campus service and engagement hours. For 2018-2019, coaches and staff dedicated 1,810 hours of service to the NSU campus, Natchitoches community, and

beyond. To emphasize the importance of this strategy, the Athletic Director displayed an excel sheet of service hours completed by coaches and staff on the TV monitor in the Stroud Room. Plans are also in place, once final 2018-2019 numbers are calculated, to recognize the top three individuals at the first fall semester department meeting.

- Vic's Kids Club membership generated \$3,435, which represented an 8% increase over a year ago. Membership also exceeded the 100-member mark, which was a slight increase over the previous year.
- A total of 23 camps and clinics were held by NSU athletic teams during the 2018-2019 year, including the baseball team's "Super 60" camp in August that drew a record 80 attendees from a four-state area.
- Increasing transparency and awareness of Athletic Department and Demons Unlimited Foundation budget numbers and mechanics—and just as importantly, how those dollars are spent—continued during the 2018-2019 year on several levels:
 - Athletic Director formally met with Faculty Senate President twice over breakfast, plus the Faculty Senate President follows the Athletic Director on Twitter and often "likes" posts about the athletic program
 - Athletic Director met with all head coaches and executive staff members at a total of six department meetings. At the April meeting, the Athletic Director gave a presentation about the department and Demons Unlimited Foundation budgets
 - Athletic Director met with Student-Athlete Advisory Council on 12 occasions
 - Athletic Director meets with all teams at the beginning of each semester and his talk includes information about the importance of the Demons Unlimited Foundation and N-Club as it relates to providing resources for the department
 - Athletic Director meets regularly (every four to six weeks) with the CEO of the Natchitoches Regional Medical Center to discuss the department and, in particular, its sports medicine program
 - 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. Unofficially, these three staff members had over 500 interactions with individuals or groups over the past year. Furthermore, and while it would be difficult to accurately calculate, the engagement by these three staff members plus other coaches and staff via phone calls, text messages, and social media interaction further strengthened the bond and confidence level of alumni and former athletes in the direction and operation of the athletic department.

Analysis:

The newly developed reporting system for campus/community service and engagement was much more effective and for the first time, provided a concrete number of hours that were dedicated to service by the coaches and staff. As is the always the case, there are those individuals whose level of commitment rises above others. Yet, it was very encouraging and inspiring to learn of the many various activities in which members of the Athletic Department are involved.

Through the efforts of a graduate assistant, who upon graduation left at mid-year to take a full-time job opportunity, the membership and dollars generated through the Vic's Kids Club increased year over year. Just as importantly, efforts were made to engage and include Vic's Kids Club members with events and games throughout the year. Examples included Super 1 Kids Day that involved a pre-game tailgate and making the tunnel for the football team pre-game runout; Easter Egg hunt; and being "Floor Kids" during basketball games.

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"—which was expanded for the first time to be held once per semester to better accommodate student-athletes during their out-of-season schedule—and "Scholarship Banquet" and community service efforts.

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 the Director of Development and Engagement. The initiation of the "Victorious" facility campaign provided further opportunities to engage and inform investors about the inner workings of the athletic program.

Decision:

Campus/community involvement by coaches and staff took a meaningful step forward with the establishment of a new and improved reporting system. It was surprising how much time some members of the department dedicate to campus and community service/engagement while still addressing the daily needs of their job. A more strategic focus on engaging and interacting with local youth is still needed on an ongoing basis. Finally, the efforts of the administration to enhance transparency must be continued and perhaps can be complemented even 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, Head Coaches

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.
- Create a presence on-campus and in the community by student-athletes, coaches, and staff.

Metrics:

- Identify and sustain/grow annually student-athlete participation in campus activities, (SGA, SAB, Greek organizations, BCM, etc.).
- Complete a minimum of 4,000 hours of community service (coaches, staff, and student-athletes) annually.

Finding:

- Student-athletes participated in the following campus organizations, activities and initiatives during the 2018-2019 academic year– Alpha Epsilon Delta, Alpha Kappa Alpha, Alpha Phi Alpha, Baptist Collegiate Ministry (BCM), Fellowship of Christian Athletes, Kappa Alpha Order, Kappa Alpha Psi, Le Belle Femme, Lifted Voices, Louisiana Scholar's College, President's Leadership Program, Pride, Psychology Club, ROTC, Sigma Nu Fraternity, Social Work Club, Student Activities Board (SAB), Student-Athlete Advisory Committee (SAAC), and Wesley Campus Ministries.
- Campus and community organizations/groups in which coaches and staff participated or engaged included civic clubs, community events and boards, church functions, elementary school events, and charity/non-profit events and functions.
- Campus engagement was also a focus of the department throughout the year. Examples include student-athletes participating in the Homecoming Lip Synch contest sponsored by the Student Activities Board; the Assistant Athletic Director for Student-Athlete Development meeting with several department heads to strengthen the bond with the department; a member of the Student-Athlete Advisory Committee being a panel member at two "N-Side View" sessions for potential students and their parents; the Student-Athlete Development staff coordinating "Guest Coach" opportunities for faculty and staff during home football and basketball games; Student-Athlete Development staff met with NSU Office of Disability Support to discuss ways to better meet the needs of student-athletes; Student-Athlete Development staff and several student-athletes assisted in set-up for Fall Career Fair/GradFest; SAAC and the athletic staff participated in the NCAA's Diversity and Inclusion Week via social media; Student-Athlete Development staff and student-athletes participated in NSU's "Never Yield to Hazing" prevention week activities.
- Members of the Athletic Department also engaged with others on campus by attending an on-campus meeting at which a company made a presentation regarding hazing, facilitated transportation to Baton Rouge so that a student-athlete (national long jump champion Jasmyn Steels) could be recognized by the Louisiana Senate and House of Representatives, and by attendance at the University president's monthly Leadership Team meetings.
- Student-athletes registered 4,458.5 hours of community service for the 2018-2019 academic year (Table 29). That total was fourth in the Southland Conference "Southland Strong" community service award. NSU won the inaugural Southland Strong Award five years ago and has placed second twice in the past four years.

Table 29

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

NSU ATHLETICS COMMUNITY SERVICE HOURS			
TEAM	Total Hours 2016-2017	Total Hours 2017-2018	Total Hours 2018-2019
Soccer	52.5	230.25	347
Men's Basketball	378	418.5	397
Women's Basketball	533	648	502
Football	237.5	211.5	1086.5
Baseball	92	239.25	193.5
Softball	487	1159.225	289.5
Tennis	253	53	74.5
Men's Track	31.5	699.5	306.5
Men's Cross Country	Included with Track	Included with Track	30.5
Women's Track	9	400.5	166
Women's Cross County	Included with Track	Included with Track	14
Volleyball	203.5	317	666.5
ALL TEAMS	N/A	N/A	385
Total Hours	2277	4376.725	4458.5

Analysis:

NSU student athletes and coaches/staff, while continuing to be challenged by the combination of regular workdays with night/weekend duties and travel, continue to be very active on our campus and in the community. While the records indicate that some schools vacillate in terms of service hours from one year to the next, NSU student-athletes have consistently registered well over 4,000 hours of service for the past several years. Also noteworthy is the fact that the leadership for the Athletic Department's Student-Athlete Advisory Committee has taken more ownership and accountability for service activities.

Decision:

The 2018-2019 Student-Athlete Advisory Committee officers are actively planning for a successful year that will ensure continued community service engagement. A significant step forward was taken with the establishment of a consistent reporting method, on a quarterly basis, for documenting service by coaches and staff.

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/Promoting It.

Strategies:

- Revise the plan for publicizing the Student-athlete of the Month as well as Dean's and President's List honors, drawing more attention to the academic success of student-athletes.
- 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:

- Increase number of Dean’s/President’s List and Southland Conference Commissioner’s Honor Roll honorees; increase spotlight on the academic success of Student-athletes
- Increase single year and multi-year NCAA Academic Progress Rate (APR) team scores (always above the 930 threshold).
- Retain or improve student-athlete GPA to a minimum of 3.0
- The eight teams that register win-loss records (football, volleyball, soccer, men’s basketball, women’s basketball, baseball, softball, women’s tennis) will compile a winning percentage of .600 or better in Southland Conference play annually. The cross-country and indoor/outdoor track teams will finish in the top one-third of the standings at the conference championship meet.
- Plan and execute facility improvement commensurate with funding availability

Finding:

- While academic honors for student-athletes for AY 2018-2019 dropped slightly, the overall numbers were still very good (Table 30). A total of 85 student-athletes were named to the President’s List (compared to 93 a year ago) and Dean’s List year honorees totaled 137 (compared to 149 a year ago). In addition, 197 student-athletes were recognized by the Southland Commissioner’s Honor Roll.

Table 30

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
Fall 2018	41	77	118	93
Spring 2019	44	60	104	104

- In AY 2018-2019, NSU student-athletes earned a cumulative grade point average of 3.009 for fall semester and 2.920 for the spring for an average yearly GPA of 2.965 (Table 31). Spring semester marked the first time in the last eight semesters that the cumulative department grade point average was below 3.0. There is still a strong level of confidence in the academic focus of the department, from student-athletes to coaches to support staff.

Table 31

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

2018-2019 (Fall/Spring GPA)			
	Total Quality Points	Total Quality Hours	GPA
Fall 2018	16836	5595	3.009
Spring 2019	15651	5360	2.920
Combined GPA	32487	10955	2.965

- In the most recent NCAA Academic Progress Report (APR), all NSU teams' APR exceeded the 930 benchmark on both a single and multi-year level. As a department, NSU had a record 980 APR for the 2017-2018 year. (APR numbers are officially reported the spring following an academic year.) Furthermore, three NSU teams—men's/women's cross country and women's tennis—received "Public Recognition" from the NCAA for having a perfect 1,000 APR score for four straight years (Table 32).
- The new NCAA Academic Performance Unit, funded by a 15-year multi-billion dollar NCAA television agreement for rights to air the NCAA men's basketball tournament and Final Four, will be awarded for the first time to Division I athletic programs based on data from the 2018-2019 academic year. Division I institutions are eligible to earn the unit on a year by year basis and qualify for the academic unit disbursement by meeting one of three criteria (APR, GSR or Federal Graduation Rate). NSU was the only Southland Conference school to qualify for two of the three units (point of clarification—qualifying for more than one unit does not result in any additional funds received) and thus, will receive approximately \$38,000 for its 2019-20 budget. The amount of the award will continue to increase (i.e., the 2020-21 disbursement will be approximately \$75,000).
- The NSU athletic program officially announced its "Victorious" facility campaign with the "crown jewel" of the initiative being construction of a \$3.5 million strength and conditioning annex to the back of the Athletic Fieldhouse. Once the annex is completed, the current weight room will be converted to a high tech rehab center and the current athletic training room will be refurbished. The plan also outlined a track and field locker room, baseball operations building/locker room, and women's tennis locker room to be developed in the future.

A Christmas Day story about the "Victorious" facility campaign with focus on the strength and conditioning annex received considerable traction, especially vis social media (i.e., 67 shares on Facebook). Also, KSLA-TV 12 aired a two-minute story on its news segment about the project as a result of the NSU release.

Table 32

Three Year NCAA Academic Progress Report (APR) by Sport, AY 2014-15 to AY 2016-2017

Teams	Year	APR		
		Multi-Year	Single-Year	
Baseball	2015-2016	962	972	
	2016-2017	971	981	
	2017-2018	976	981	
Men's Basketball	2015-2016	972	1,000	
	2016-2017	948	941	
	2017-2018	958	981	
Women's Basketball	2015-2016	973	981	
	2016-2017	973	960	
	2017-2018	981	1,000	
Football	2015-2016	957	975	
	2016-2017	960	955	
	2017-2018	963	955	
Soccer	2015-2016	981	964	
	2016-2017	973	963	
	2017-2018	975	973	
Softball	2015-2016	987	978	
	2016-2017	986	990	
	2017-2018	986	1,000	
Tennis	2015-2016	984	1,000	
	2016-2017	992	1,000	
	2017-2018	1,000	1,000	
Men's Cross Country	2015-2016	978	1,000	
	2016-2017	977	1,000	
	2017-2018	1,000	1,000	
Women's Cross Country	2015-2016	991	1,000	
	2016-2017	991	1,000	
	2017-2018	1,000	1,000	
Men's Track	2015-2016	946	956	
	2016-2017	963	965	
	2017-2018	968	969	
Women's Track	2015-2016	955	990	
	2016-2017	964	976	
	2017-2018	980	986	
Volleyball	2015-2016	984	1,000	
	2016-2017	984	958	
	2017-2018	984	1,000	
Institutional	2015-2016	966	978	1,022/1,044
	2016-2017	967	967	1,042/1,077
	2017-2018	980	987	1,108/1,135

- The women’s tennis team registered a win-loss percentage of .600 or better in conference play. In track and field/cross country, both the men’s and women’s outdoor teams and the women’s indoor teams finished in the top third of the standings at the Southland Conference championships.
- The Athletic Department is exploring the potential of a new video board in Prather Coliseum, as well as new video boards for the baseball and softball complexes.
- The following is a list of other facility projects which have either been started or completed, or are on the drawing board:
 - N-Club Hall of Fame display–completed in August 2018 (\$50,000)
 - Baseball Operations Building–on hold (\$2.5M)
 - Baseball Grandstand Project–in progress (\$500,000); completion Summer, 2019
 - Tennis Locker Room- approximately \$100,000 in funds committed for \$350,000 project
 - Track Complex Upgrades
 - New seating/press box installation in December (\$288,000)
 - Other renovations (resurfacing parts of the track, as well as most field event runways plus installation of a 400-meter LED Rabbit Rail/track curb)-Weyerhaeuser Foundation grant funds (\$18,000) and Athletic Department funds (\$15,000)
 - Locker Room–future
 - Softball Dugouts–Completed Spring 2019 (cash and in-kind donations totaling \$37,000)
 - Volleyball Locker Room–near future
 - Turpin Stadium Front Entrance
 - Road/parking completed–August 2018
 - Planters/irrigation completed–September 2018
 - Four 75’X25’ banners installed prior to October 6, 2018 home game

****Total cost of project = \$638,000**

- Nutrition Center–Completed August 2018 (\$10,000)
- Soccer dugouts–July 2019 (approximately \$12,000)
- Soccer drainage–Completed by City of Natchitoches in Spring 2019
- Carpet (Fieldhouse 2nd Floor, MBB Locker Room, VB Locker Room)–Completed by Sept. 23, 2019 (\$35,000)
- N-Club “NZone” Tailgate Hospitality Area–Completed October 2018 (\$20,000)

Total of Projects Completed or Pending (including \$3.5 strength and conditioning center) = \$9,605,000

- Other projects that have been completed in the past year:
 - The tennis courts were resurfaced (in purple) during the summer of 2018
 - The 40-year old restrooms on second floor and in administration area of the Athletic Fieldhouse were renovated in summer of 2018
- Prices/plans are being secured to install artificial turf at some or all of the softball facility.

Analysis:

The academic profile of the NSU Athletic Department remains strong, as is evidenced by data that includes grade point averages, NCAA Academic Progress Rate, and NSU academic honors (President's and Dean's List). The addition of the NCAA Academic Performance Unit "ups the ante" for making academic achievement a priority for Division I athletic programs. 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 must continue to secure resources, most notably for the strength and conditioning annex, to enhance current student-athlete experience as well as impact the recruiting process.

Responsibility: Athletic Director, Senior Woman Administrator/Associate Athletic Director of External Relations, Director for Development and Engagement, Athletic Business Manager, Assistant Athletic Director for Media Relations and staff.

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

While several sports (i.e., women's tennis, women's track, men's track, baseball, volleyball) continued to sustain success, several other teams (i.e., football, soccer, softball) appear to be trending in a positive direction. The fact that NSU is classified by the NCAA as a "Low Resource Institution (LRI)" illustrates the challenge of attaining, and then sustaining, success. With that said, the NSU athletic program has for many years embraced a "find a way" mentality and will continue to do so in order to meet the expectations of the department's three core values—academic achievement, personal responsibility, and competitive success. While money alone is not a predictor of success, it will be critical that the department continue to increase annual fund raising to underwrite basic operating expenses, plus additional needs that will best position NSU teams for competitive success. In tandem with that, efforts must remain focused on generating funds for the future (i.e. endowment, facility enhancements). Through a combination of campus/community engagement and service by all members of the Athletic Department (i.e., student-athletes, coaches, staff), along with creative social media efforts and promotional concepts, the athletic program must continue to expand its profile, brand and fan base. Finally, the department must continue to make academic achievement its number one priority.

Section III.

College Performance and Assessment Cycle AY 2018-2019

The College of Arts and Sciences (COAS)

The College of Arts & Sciences, 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 an 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.

COAS Degree Programs

The COAS enrolls over 2700 undergraduate and graduate students in ten (10) Degree programs and more than fifty (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, the majority 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.

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:

- 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
- 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, in AY 2017-2018 (Summer, Fall, Spring), the COAS awarded 606 Degrees, and in AY 2018-2019 (Summer, Fall, Spring), the COAS awarded 612 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:

- Dr. McKennan Thurston (BS Biology), is a resident Physician in Family and Sports Medicine at the Mayo Clinic.
- Jim Mustian (BA, Journalism), was part of a team from The Advocate who won the Pulitzer Prize. He currently works for the Associated Press in New York City.
- The NSU Wind Symphony, directed by Dr. Jeffrey C. Mathews (BME, Music Education; NSU Director of Bands), was chosen, through competitive audition, to be a featured ensemble in concert at the World Association of Symphonic Band Ensembles (WASBE) in Bunol, Spain.

Current Students:

- The NSU Wind Symphony's selection to perform at WASBE was also recognition of the outstanding artistry of its student members.
- The NSU Chamber Choir took third place in the international choral competition, Ave Verum, in the Summer of 2019.
- 25 students from the COAS participated and presented at the annual NSU Research Day, sponsored by the research council. In addition, 87% (15) of the faculty presentations were done by faculty in the COAS.
- A record number of graduates from all programs in the COAS have been accepted into Professional and Graduate Schools for Fall 2019 including Florida State University, University of Illinois, Baylor University, and the University of Texas at Austin.

Academic Engagement

National Rankings:

- The online Master of Arts in Fine and Graphic Art was again 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 again ranked #11 by *gradschoolhub.com* as one of the most affordable online programs
- Dr. Pete Gregory, Professor of Anthropology, received the Lifetime Contributions to the Humanities award from the Louisiana Endowment for the Humanities
- SR Education Group ranked as Best Value the Unified Public Safety Administration at #4 Prelaw and Paralegal Studies as #6, History as #9, and Criminal Justice as #17
- *BestSchools.com* ranked our Bachelor's degrees in Criminal Justice at #9 and Prelaw/Paralegal Studies #13; the Master's degree in Homeland Security is ranked #16
- *Online U* ranked UPSA # 1 program and #3 for tuition, the Prelaw Paralegal Studies as #4, and History as #15

New Initiatives:

Several current and future activities and initiatives in which the COAS participates 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.
 - **Update:** Now finishing its second year, 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.
 - **Update:** The School has converted two other spaces in Bienvenu Hall into similar interactive/collaborative learning spaces. These are classrooms 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.

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
- Scholars' Day: An event that is held once each semester to showcase the Scholars' College. Potential students sit in Scholars' classes taught by faculty, and gain insight into what daily life is like as a Scholars' student.

- Demon Math Classic: Annual event that attracts area high school math students to campus for competitions in Math.
- Louisiana Thespians Conference: Annual event 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.

The Dean initiated the COAS Student Advisory Council whose membership includes representative students from the departments and schools throughout the COAS. This council met one time in AY 2018-2019, and dialogued via email with the charge with providing feedback and guidance to the Dean on student concerns, initiatives, planning, and furthering activities for student engagement and success. These ideas are shared with the COAS Faculty/Staff Advisory Council.

College of Arts and Sciences 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 met once during AY 2018-2019. 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 oftentimes, profound effect?

The advisory committee will meet again during on-call week in Fall, 2019. 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:

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:

- Continue to pursue agreements with business and industry professionals including a Memorandum of Agreement with KTBS in Shreveport to provide internship 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.
 - **Update:** A meeting with KTBS and NSU representatives in April noted that many strides were made in this continued partnership and collaboration, and offered ideas to assist the endeavor in continuing to move forward. Conversations will begin again Fall 2019.
- 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 smartspace 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.
 - **Update:** Two more laboratory/classrooms were converted in the School; one was named after former professor, Dr. Jack Pace.
- 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.
 - **Update:** In its first year the BFA enrolled 19 majors, exceeding the projected number of nine. Fall 2019 is also predicted to exceed earlier projections.
- The Departments of Math and English, Foreign Language, and Cultural Studies have reimagined the way we offer our co-requisite classes in Math and English. Students in both departments will take a lecture and laboratory classes in which the same professor teaches lecture and lab, provides hands-on assistance and tutoring for homework, and utilizes current laboratory technologies and digital engagement to further student understanding and success.

- **Update:** Both co-requisite offerings were very successful in their first year. Our Math co-requisite results were highlighted by the Board of Regents at their June meeting for exceeding the 60% threshold of success by 16% (success rate was 76%).

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 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 Sciences have the opportunity to 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 have the opportunity to 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 these two bodies of creative thinkers 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 look at its data as we work 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 work collaboratively 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 on-line 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 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. GCEHD consists of nine academic and support units (School of Education, Department of Health and Human Performance, Marie Shaw Dunn Child

Development Center, Military Science, NSU Child and Family Network, NSU Elementary Laboratory School, NSU Middle Laboratory School, Department of Psychology, and Department of Social Work).

The Mission of the college states the GCEHD is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high impact experiential learning practices, research, and service. Through the academic and support units within GCEHD, the College produces knowledgeable, innovative, and inspired graduates ready for lifelong learning and endeavors that contribute to the communities in which they reside.

Degree Programs

In fall 2018, the GCEHD enrolled 2522 undergraduate and graduate students in 30 programs (BA, BS, BME, BSW, MAT, MA, M.Ed., Ed.S, Ed.D) and eight certificate programs. A total of 518 students (ages 3-14) were enrolled in the NSU Elementary and Middle Laboratory schools and Marie Shaw Dunn Child Development Center (CDC). 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 3.06 in fall 2018 and 3.07 in Spring 2019. Within departments, average GPA ranged from 2.65 in Social Work to 3.3 in Education.

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 2018-2019, 87.86% of GCEHD students (fall and spring) achieved a GPA of 2.0 or higher (Table 33), an increase from AY 2017-2018 when 87.5% of GCEHD students achieving a GPA of 2.0 or higher.

Another measurement of student academic success is academic progress, moving towards earning a degree. In AY 2018-2019 (summer, fall, spring), 502 GCEHD students earned degrees as compared to 455 students in AY 2017-2018.

In addition, 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 2010, the GCEHD boasted the highest graduation rate among NSU colleges with 51.7%. This graduation rate is up 7 percentage points from AY 2017-2018.

Table 33
GCEHD Students Obtaining 2.0 Cumulative Grade Point Average or Better, AY 2018-2019

Department	Fall 2018		Spring 2019	
	% students obtaining 2.0 or higher	Number of students within the department	% students obtaining 2.0 or higher	Number of students within the department
Education	94.07%	1315	94.16%	1161
Health & Human Performance	82.09%	341	85.14%	301
Psychology	87.11%	537	87.90%	484
Social Work	88.02%	329	87.33%	295
GCEHD (overall)	90.10%	2522	90.97%	2241

Academic progress is also determined by the number of credit hours earned by our students per semester. In Fall 2018, the average number of credit hours earned by GCEHD undergraduate students was 12.01 hours with 12.05 earned credit hours in spring 2019.

More than 50 full-time faculty and 65 part-time faculty teach courses throughout GCEHD. Fall 2018, GCEHD generated 22,993 Student Credit Hours (SCH) of a total of 117,958 generated for NSU. Of this total, Psychology (8,208) and Education (9,192) generated the majority of these hours for GCEHD.

Alumni and Student Success

Alumni:

Alumni of the GCEHD have been very successful in their chosen professions. A few recent alumni highlights include:

- A total of 12 Health and Human Performance graduates (2018-2019) have successfully entered professional graduate programs (PT, PTA, OT, MBA, MS) to continue their education.
- April Spotsville (BSW, Social Work) has graduated from Grambling State University with her MSW and subsequently founded an organization named *I-Achieve Solutions*, which provides resources and education to the community on Autism Spectrum disorders. She also wrote a children's counting book for early age children with Autism entitled *Oh Austen the Hippo*.
- Candace Blood (BSW, Social Work) graduated with her MSW from LSU and is currently the director of Clinical Services for Crossroads Regional Hospital. Candace is recognized as a leader in the clinical directorship world.
- Mark Rabalais (M.Ed., Educational Leadership, Education) continued his education, earning his Ed.D. from UL-Lafayette. Dr. Rabalais was recently named as the Chief Academic Officer for Lafayette Parish Schools.
- Four Social Work interns completed internships within the Department of Child and Family Services (DCFS) and have accepted positions for employment in Alexandria, Caddo, Lake Charles, and Texas.
- Lacey Fletcher Blocker (BS, Elementary Education, Education) is a finalist for LA Middle School Teacher of the Year. The LA Teacher of the Year will be determined at the Dream Teachers Gala in July 2019.
- 1LT Erica Jones (2014) successfully completed a deployment to Iraq in fall 2018. 1LT Alexandro Cespedes (2016) and 1LT Paul Lambert (2015) completed tours to Afghanistan in fall 2018 and are currently serving at Fort Campbell, KY.
- CPT Hanna Marze (2013) serves as the S2, Intelligence Officer for 3 BN, 353 AR RGT, JRTC, Fort Polk. CPT Marze returned to NSU on 8 September 2018 to serve as honorary captain for Demon football and again on 13 April to attend the Demon Battalion Military Ball.
- CPT Brittany Jeanice (2013) is a Sustainment Observer Coach with JRTC Operations Group at Fort Polk. She returned to NSU on 13 April to attend the Demon Battalion Military Ball and has funded an ROTC scholarship to support Demon Battalion Cadets.
- COL(R) Eric Sweeney (1985) retired after 26 years in the US Army and serves as the JROTC Director of Army Instruction for Caddo Parish Schools. CPT Justin Thompson (2010) serves as a Sustainment Observer Coach with JRTC Operations Group at Fort Polk. Both returned to NSU for Homecoming on 27 October 2018 to serve as honorary captains for Demon football.

Current Students:

- In spring 2019, Colby Lasyone (Ed.D., Adult Learning & Development, Education) was named as Director of Professional Development at Lone Star Community College in Houston.
- Alexia Rubin (BA, Psychology) has maintained a 4.0 GPA while serving as a student leader in many campus organizations. A Freshman Connector and member of the Presidential Leadership Program, Alexia earned the title of Miss Black (1st runner-up) in the Miss Black and Gold Scholarship pageant hosted by Alpha Phi Alpha Fraternity.
- Hallie Franks (M.Ed., Curriculum & Instruction, Education) won the Louisiana Endowment for the Humanities Music Legends Contest in partnership with the Louisiana Regional Arts Councils and First Lady Donna Edwards.
- 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.
- In 2018-2019, five students were awarded the Child Welfare Scholars Program stipend of \$7500 to intern and enter the career path of Child welfare.
- Clinical Psychology graduate students spent spring break 2019 in Nepal.
- The School of Education hosted the second annual Educators Rising Conference in February 2019 where prospective students from 10 school districts attended sessions led by state teachers of the year (Louisiana, Minnesota) and university faculty. Students from Bruly High School advanced to national competitions from this event.
- Eight Cadets earned shoulder cords for their volunteer service on ROTC's color guard: Color Sergeant Cadet Ethan Lewis (So, B.A., HIST) and Cadets Dorian Baker (Fr, B.S., BIOL), Justin Broussard (Fr B.S., BIOL), Tanner Delphin (Fr, Neil Garcia, Michelle Green (So, B.S., HES), Malik Phillips (Fr, BGS), and Seth Ozsoy (Fr, BGS).
- CDTs Logan DeOre (Sr, B.S. BIOL), John Ham (Sr, B.A., HIST), Karl Marzahl (Sr, B.S. BUAD), Brandon Homan (Sr, B.A., HIST), Doinitra Charles (Sr, B.S., BIOL), and Adam Barnes (Sr, B.S. EET) participated in a staff ride to the National World War II Museum, New Orleans, for first-hand tactics research and oral presentations.
- CDTs Ethan Lewis (So, B.A., HIST), Michelle Green (So, B.S., HES), and Seth Ozsoy (Fr, BGS) received the Commendation Medal for their extraordinary efforts to the ROTC program during the fall 2018 semester. CDTs Katelyn Watson (Fr, AGS), Gennyfer Pena (So, B.S., BIOL), and Maria-Magdalena Bansil (Jr, B.S., PSYC) received the Commendation Medal for their extraordinary efforts to the ROTC program during the spring 2019 semester.

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 were ranked among the most affordable programs in the U.S. by *CollegeChoice.net*.

Northwestern State University of Louisiana was named one of the Best Online Bachelor's in Social Work programs for 2019.

The EdD program in Adult Learning and Development is recognized as number 1 by Great Value Colleges. NSU was selected not only for the program's affordability but also for the institution's overall outstanding reputation, its faculty's excellence, and the unerring commitment to providing non-traditional students a high-quality education and in doing so, giving them all the tools that they need to achieve their future career goals.

New Initiatives:

Under the leadership of Ramona Wynder (Education), the Call Me MISTER program will begin at Northwestern in fall 2020. This mission of this project is to recruit and support African American males in becoming highly effective elementary school teachers. MISTER is an acronym for Mentors Instructing Students Toward Effective Role Models. National Executive Director Dr. Roy Jones stated, "Clemson University is proud to add Northwestern State University to its expanding national network of impressive institutions committed to this mission and shared vision toward diversifying the teacher force in support of all children".

Dr. Kimberly McAlister (GCEHD) and Dr. Marjorie Taylor, Executive Director of the Orchard Foundation are co-principal investigators in a U.S. Department of Education Teacher Quality Partnership grant entitled "Central Louisiana Instructional Partnership (CLIP)". This 5 year, \$4.4 million grant will assist 9 rural parishes in preparing and staffing middle and secondary math and science teachers. The first cohort of 11 CLIP-Residents began preparation coursework in summer 2019.

Faculty and Staff Awards/Recognition:

- Mr. Jody Biscoe (Psychology), selected as GCEHD Excellence in Education recipient, fall 2018.
- Dr. Susan Thorson-Barnett (Psychology), inducted into Phi Beta Delta, Eta Mu Chapter.
- Dr. Patrice Moulton (Psychology) held a book signing in Katmandu, Nepal, spring 2019.
- Dr. Bill Dickens (HHP) was awarded the Donna L Dunaway Medal, recognizing his service to the profession in the Southern District arm of AAHPERS (now SHAPE America). This is the highest award bestowed upon a member by the SHAPE America Southern District.
- Andrew Fultz, Louisiana Title IVE Program Manager, is the 2019 Recipient of the Indiana University School of Social Work PhD Program Jerry Powers Esprit Award ("Spirit of Inquiry Award"). This was awarded at the 2019 IUSSW Symposium. Andrew is a doctoral student at Indiana University and is working on his dissertation now.
- With Ruth Weinzettle as the Project Lead, the Social Work Department continues to receive the Title IVE Child Welfare Scholar's program grant and has grown that program, adding a full-time position of Program Manager of the Title IVE Scholars Program. The program is also adding a BSW level position, the Project Operations Coordinator for the Title IVE Scholars Program. The program is in the third year of a 3-year grant cycle and is currently developing the grant proposal for the next three-year cycle. For the last three-year cycle, July 1, 2017 to June 30, 2020, the grant amount was \$4,640,250.00, with a yearly average of \$1,546,750.00.
- The NSU Child and Family Network increased grant and scholarship funding by \$450,146 to offer scholarships and professional development to Early Learning Centers in 15 north Louisiana parishes (regions 7 and 8). This increase raises total grants and scholarships to to\$3.1 million in funding to support Early Learning in North Louisiana.

College of Nursing & School of Allied Health

The mission of Northwestern State University's College of Nursing and School of Allied Health's (CONSAH's) is 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 "to be an innovator and pacesetter in the educational preparation of individuals in nursing and allied health professions" aligns with the University's vision. CONSAH's mission and vision did not change this year.

However, the focus of this year's faculty development sessions was "teamwork." To implement team-building exercises, faculty teams had to be established (i.e. undergraduate nursing, school of allied health, Alexandria faculty, etc.), and then named. Each newly named team chose one of CONSAH's core values to adopt for the 2018-2019 academic year. During the process of team value adoption, several faculty expressed concerns regarding: 1) the lack of clarity regarding the relationship between CONSAH's values and the university's values and 2) the inconsistency of each value's action words. For examples, some values were adjectives, and other nouns, when each action should be a verb that describes how faculty exemplify the value. Having heard the faculty's concerns, CONSAH's administrative council proceeded with a review of the values grammar and congruency issues and made a few changes to CONSAH's values.

Specifically, the values of **excellence**, **respect**, **caring**, **teamwork** and **professionalism** were kept, but an additional value, **innovation**, was added. Further, the actions associated with each value were re-structured to ensure they were indeed actions, and to ensure that they clearly and succinctly described how the value would be personified. Next, each value and the actions associated with the value, were aligned to the University's values. Lastly, value statements were constructed for each value.

Faculty members continue to be committed to offering quality health professions programs that are built on a foundation of robust advising, guided student mentoring, individualized student advocacy, and excellence in teaching and service. CONSAH's students and graduates continue to bring eminence to the CONSAH.

Degree Programs

The CONSAH offers seven degree-programs spanning from the associate degree to the practice doctorate. The CONSAH currently 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)
 - a) Licensed Practical Nurse (LPN) to ASN
 - b) Paramedic/Military Medic to ASN * begins Fall, 2019

2. Bachelor of Science in Nursing (BSN)
 - a) LPN to BSN
 - b) RN (ASN) to BSN
 - c) BS to BSN *begins Summer 2020
3. Master of Science in Nursing (MSN)
 - a) Nurse Educator
 - b) Nurse Administrator
 - c) Nurse Practitioner
 - i. Adult Gerontology Primary Care Nurse Practitioner
 - ii. Adult Gerontology Acute Care Nurse Practitioner
 - iii. Family Nurse Practitioner
 - iv. Primary Care Pediatric Nurse Practitioner
 - v. Psychiatric Mental Health Nurse Practitioner
 - vi. Women's Health Nurse Practitioner
4. Post-Masters Certificate Programs
 - a) PMC Family Nurse Practitioner
 - b) PMC Psychiatric Mental Health Nurse Practitioner
 - c) PMC Adult Gerontology Acute Care Nurse Practitioner * to begin Fall 2019
5. Doctor of Nursing Practice (DNP)
 - a) APRN to DNP
 - b) Organizational Systems Leadership (non-APRN) 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. Post Baccalaureate Certificate Programs
 - a) PBC Cardiac Radiology Intervention
 - b) PBC Magnetic Resonance Imaging (MRI) Therapy
 - c) PBC Computed Tomography (CT)
4. Master of Science in Radiologic Science (MSRS)

The Louisiana State Board of Nursing (LSBN) has approved all four nursing degree programs and all concentrations of each degree program. The *Accreditation Commission for Education in Nursing* (ACEN) nationally accredits the ASN program 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 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). Required mid-accreditation cycle reports (CIPRs) were submitted to CCNE for the BSN, MSN, and DNP programs in 2018. A substantive change notification will be submitted to ACEN regarding the addition of the Paramedic/Military Medic to RN program in the summer 2019.

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

In the Academic Year 2016-2017 (Summer, Fall, Spring) the CONSAH awarded 466 Degrees; in AY 2017-2018 (Summer, Fall, Spring), the CONSAH awarded 427 Degrees; and in AY 2018-2019 the CON awarded 482 degrees; 411 undergraduate and 71 graduates and the SAH awarded 92; total CONSAH awarded 503 degrees in 2018, a 4 increase from 2017.

Program Growth

In 2018, CONSAH enrolled over 27.7% of NSU's total enrollment; and increase of 1% from 2017. The CONSAH remains committed to providing accessible, quality educational opportunities that develops future healthcare leaders. The commitment to provide **quality accessible education** was exemplified in 2018 in several ways:

- CON received all needed approvals to offer a Paramedic/Military medic to ASN program
- CON received all needed approvals to offer a BS to BSN program
- SAH received all needed approvals to offer a post-baccalaureate certificate in Computed tomography (CT).
- CON admitted and graduated its first Psychiatric Mental Health Nurse Practitioner (MSN and Post Masters Certificate) cohort of 19 students.
- CON received all needed approvals to offer a Post Masters Certificate in the Adult Gerontology Acute Care Nurse Practitioner concentration.
- CON constructed a new clinical skills laboratory on the Natchitoches campus to service BSN students.
- CON constructed two new distance learning rooms on the Alexandria off campus learning site to service the increased enrollment on that campus.
- CONSAH expanded NSU's footprint on the Alexandria off campus learning site, buy become the sole lease of the Air Park learning center.
- CONSAH held three annual advisory council board meetings (two in northern LA and one in central LA) to discuss workforce needs, quality of CONSAH graduates, and potential education-workforce partnerships.

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:

- *Dr. Dana Clawson* NSU ASN, 1990; NSU BSN 1996; NSU MSN 2000; and Doctorate of Nursing Science from LSUHSC New Orleans 2009 received recognition as LSUHSC New Orleans Outstanding Alumni Inaugural Class and was asked to be LSU's commencement speaker at the 2018 graduation
- *Anna Morris*, NSU DNP Graduate 2018, Named NSU Nurse of the Year, 2018.

- *Maxine Johnson, NSU BSN Graduate 1962. AY 2018-2019 Outstanding Alumnus; Colonel US Army 1986; President or member Louisiana State Board of Nursing, 1981-1996; Long Purple Line Inductee 2005.*
- *Logan Webb, NSU BSN 2016 was selected as Rookie Nurse of the Year by the Louisiana State Nurses Association.*

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.

Currently, 14 fully externally funded faculty/staff positions are housed in CONSAH and 18 endowed professorships held by CONSAH faculty.

CONSAH Faculty achievements for 2018-2019 include:

- Five CONSAH faculty earned doctorates
- Director of Grants selected as NSU Alumnus of the Year
- Coordinator of Adult Gerontology Primary Care Nurse Practitioner Program named volunteer of the year for MLK clinic
- Global Health Initiative Trip with DNP students taken to Panama
- One Faculty is current president of National Organization of Alternative Programs and presented nationally
- One Faculty is secretary for Board of Trustees for LA Nurses Foundation
- One Faculty selected as mentee in second cohort of Sigma Nursing Global Leadership Mentoring Community
- One Faculty selected as President of Beta Chi Chapter of Sigma Theta Tau International Honor Society of Nursing
- One Faculty received Outstanding Doctoral Student award by Sigma Theta Tau International Honor Society
- Three Faculty honored as being listed among Great 100 Nurses in Louisiana
- Two Faculty received academic rank promotions
- 13 Faculty published
- 2 Faculty completed research proposals
- Joel Hicks, SAH Director, selected as Louisiana Society of Radiologic Technologists (LSRT) Chairman AY 2018-2019
- 18 Endowed Professors

Students:

CONSAH Student achievements for 2018-2019 include:

- Participated in over 25 community-engagement events
- Received recognition from Department of Public Health for assistance with emergency preparedness initiatives
- Three students selected as Outstanding Undergraduate Nursing Student Awards from Sigma Theta Tau International Honor Society of Nursing
- One student received CLECO Community Foundation Scholarship
- Two undergraduate students received Rotary Club Scholarship
- Produced over 10 scholarly project practice change projects (DNP capstone projects)
- Six doctorate scholarly projects published/presented on state/regional/national level
- Two undergraduate students inducted into Lambda Nu National Honor Society for Radiologic Science
- 5-year economic impact of CONSAH graduates on Caddo and Bossier Parishes estimated at 69.5 million dollars.

Program 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 Trended and AY 2018-2019:

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 2015-2018 are:

- **ASN national council licensure examination pass rates:** 2015=88.5%; 2016=93.26%; 2017=97.47%; 2018= (98 tested and 94 passed on first attempt) = 95.92%.
- **BSN national council licensure examination pass rates:** 2015=91.36%; 2016=96.32%; 2017=95.65%; 2018= 143 tested and 136 passed= 95.1%. The BSN program was recognized for being ranked first in the nation for the August 2018 graduating class (n=75) having 100% pass rates. Further, the December 2018 graduating class (n=69) only had one student unsuccessful on NCLEX examination (98.5%).
- **Total Undergraduate Nursing National Council Licensure Examination Pass Rate for 2018=95.4% (n=241)**
- **MSN national certification examination pass rates:** 2015=98%; 2016=93%; 2017=95.52%; 2018=96.22%.
- **BSRS registry examination pass rates:** 2015=83%; 2016=91%; 2017=97%; 2018=96%.

National Program Rankings and Recognition:

- #1 Ranked ASN Nursing Program in US (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)
- #3 in US ranking as best online Master of Science in Nursing-Nurse Practitioner Degree Program by Best Value Schools ranking.
- #8 in US ranking as best value school for NSU's DNP program by Best Value Schools ranking.
- #16 in US ranking as best value school for NSU's RN to BSN program by Best Value Schools ranking.
- SOWELA Technical Community College Articulation Agreement Signed (2+2)
- Louisiana Delta Community College Articulation Agreement Signed
- Selected as only nursing program to participate in the *Compete LA-A* University of Louisiana System (ULS) initiative which includes campus program offerings from nine institutions. Six of our academic programs from NSU were selected to participate. The program supports adult students and is a great recruiting opportunity for NSU. Funding has been secured by the ULS with plans to launch in August 2019.

Enrollment, Graduation, Employment Rates:

- **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.
- CONSAH alumni satisfaction rates above 90% for the past three years.
- CONSAH employer satisfaction rates above 90% for the past three years.
- CON Clinical Retention Rates have increased over 11% in the past four years, and is now greater than 90% for all undergraduate nursing degree programs.
- CON undergraduate nursing student enrollment (ASN, BSN) for 2018 was 2315; since 2015 has increased 45%.
- CON undergraduate nursing student enrollment (ASN, BSN) for 2018 increased 7.9% from 2017.
- ASN Program Enrollment for 2018 was 777, a 16 % increase from 2017.
- BSN Program Enrollment for 2018 was 1538, a 4% increase from 2017.
- MSN Program Enrollment for 2018 was 226, a 6% decrease from 2017.
- DNP Program Enrollment for 2018 was 36, a 44% increase from 2017.
- ASN Program Completion Rates (based on time students enter clinical courses) for 2018 is 85%.
- ASN Program graduates overwhelming expressed intent to continue education (115/122+62 RN to BSN+): 2018=94%
- ASN Program Employment Rates: 2015-2018= 100%
- BSN Program Employment Rates: 2015-2018=100%
- CON Total Undergraduate Clinical Retention Rates increased by 11% from 2015 and for 2018 were 94%.

- SAH total student enrollment for 2018 was 355, a 22% increase from 2014.
- SAH total student enrollment for 2018 was 355, a 2% increase from 2017.
- SAH total undergraduate student enrollment for 2018 was 332, a 3% increase from 2017.
- SAH total graduate student enrollment for 2018 was 23, a 8% decrease from 2017.
- BSRS Program Completion Rates: 2015=80%; 2016=64%; 2017=75%
- BSRS Program Employment Rates: 2015-2018=100%

In response to the ULS and Board of Regents' requests to provide 15 credit hours per semester or 30 credit hours per year programs, which have been shown to increase students' chances at program completion, CONSAH's BSN and BSRS program faculty deconstructed current curricula, met in individual program curriculum groups over 25 times in the 2018-2019 academic year, and proposed numerous curriculum changes to construct the requested curricula. Both programs' new curricula were approved through CONSAH's program curriculum committees, administrative council, and the university's curriculum review committees.

Lastly, to answer CONSAH advisory councils' requests for graduates to fill specific workforce needs, in addition to students' requests for more degree/certificate offerings, CONSAH developed and received all required approvals, for the following degree and certificate programs in 2018-2019:

1. Paramedic/Military Medic to ASN program
2. BS to BSN program
3. Post Masters Certificate as Adult Gerontology Acute Care Nurse Practitioner
4. Post Baccalaureate Certificate established in Computed Tomography (CT)

Admission into these programs/certificate programs will begin in the 2019-2020 academic year.

The Future

Each year, the University sets a goal to increase enrollment by 6%. CONSAH has exceeded this each year for the past five years. Our future plans are to maintain current traditional undergraduate enrollment and focus on increasing online non-traditional undergraduate enrollment and graduate enrollment in addition to evaluating available physical and fiscal resources to meet our current and future needs.

Strategic planning occurred for the 2018-2019 academic year during the CONSAH administration retreat held at a national leadership conference in Quebec. CONSAH's 2018-2019 strategic plan short-term goals (5 years) included: (1) developing an accelerated Paramedic/Medic to RN program, (2) developing an accelerated BS to BSN program, (3) initiating the BSN to DNP program, (4) investigating offering an ultrasound certification program, and (5) expanding memorandums of understanding with community colleges/technical colleges.

In the 2018-2019 academic year, short term goals 1 and 2 were achieved. Additionally, short term goal 4 was investigated in a needs and cost-benefit analysis and found to be too costly to begin in the current year. Short term goal 3, initiating the BSN to DNP program did not occur, but was incorporated into the 2019-2020 short term goals.

Last year, CONSAH's strategic plan included the following long term (10 years) goals: (1) procuring funding for a new building on the Shreveport campus, (2) developing a certified registered nurse anesthetist

program (BSN to DNP-CRNA) housed within the College of Nursing, (3) developing a doctor of osteopathy program housed within the School of Allied Health, and (4) developing a PhD in nursing degree.

In the 2018-2019 academic year over \$100,000 was raised towards the 4 million needed to build the new building on the Shreveport off campus learning site; fundraising will continue this academic year. Further, a needs survey was constructed to evaluate the need for a CRNA program; and nursing administration began discussion regarding procurement of fiscal/legislative support from numerous hospital CEOs to begin CRNA program development. The CRNA program goal (#2) will be moved to the short-term goal list for the upcoming year. The last two long term goals have not been fully achieved, but re-structuring of the CONSAH organizational chart and positions was performed in preparation of adding the CRNA DNP program, BSN to DNP program and PhD program addition; specifically, a Director of Doctorate Programs position was added to oversee the development of these new doctorate programs.

The second administrative council retreat is scheduled for July 2019 in Portland Oregon, where faculty will learn about disruptive creative innovative learning strategies. The 2019-2023 Strategic Plan will be updated at that retreat and any revision of goals or strategies to achieve goals will be discussed. Information from the administrative council retreat will be discussed with the entire CONSAH faculty at the initial Fall 2019 fall faculty meeting and a guest speaker from Washington DC will also present Innovation and the Education System at the Fall 2019 faculty meeting.

The second edition of *NSU Nursing Columns* was mailed to CON alumni summer 2019. Positive feedback from the production of this alumni newsletter has been overwhelming. Funding for student scholarships as well as the building plan also increased after alumni received the newsletter.

Innovation

In AY 2018-2019, CONSAH expanded the use of iPad technology in the undergraduate nursing classroom to facilitate online testing and by the end of the academic year had expanded iPad technology use to three of the five baccalaureate clinical levels. By the end of AY 2019-2020 CONSAH will have fully implemented iPad technology within the BSN program and will start implementation of the iPad technology with the ASN program and SAH. All new BSN clinical students entering their first clinical level are required to purchase an iPad that is preformatted through the University with innovative technology to aid in teaching-learning and facilitate online testing.

In AY 2018-2019 a new distance learning rooms was added on the Alexandria off campus learning site and a new interdisciplinary distance learning room was added on the Natchitoches campus that is utilized by the College of Business and College of Nursing. 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.

Funding for the 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, 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.

College of Business and Technology

The College of Business and Technology (CoBT) employs 36 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 1479 (14-day count Fall 2018) undergraduates enrolled in the following degrees:

The School of Business:

Accounting; business administration with concentrations in business analytics, entrepreneurship, finance, international business, management, and marketing; computer information systems with concentrations in application development, core programming, cyber security, networking and system management, and web development; hospitality management and tourism with concentrations in culinary arts, hospitality services, and travel and tourism. Also, minors in accounting, business administration, computer information systems, hospitality management and tourism, and culinary arts. Post baccalaureate certificate in business analytics.

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. Also, minors in electronics engineering technology and industrial engineering.

Utilizing state-of-the-art, well-equipped classrooms and laboratories, the CoBT faculty are providing an engaging, applied 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 2018-2019 academic year, 84.27% of students achieved a GPA of 2.0 and above. In Spring 2019, 88.01% 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 2018-2019, 222 CoBT students earned degrees as compared to 240 CoBT in AY 2017-2018. Academic progress is also determined by the number of credit hours earned by our students per semester. In Fall 2018, the average number of credit hours earned for CoBT students was 12.707 with 12.962 earned credit hours in spring 2019.

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

- Proper prerequisites for course success.
- Student Learning Outcomes (SLOs). Please see SACSCOC document for more information.
- Supplemental instruction. Instructors provide supplemental instruction and students can also access tutors in our 24-hour Lab.
- 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.

- Experiential learning opportunities such as internships and service-learning programs. (NSU Coding Club; NSU Demon Tech Clinic; Mentor Protégé Program; Capstone Community Projects).
- Course lectures and assignments connecting students with key academic support and student development (SAOB empowerment program and guest speakers).

Student Success

The College also defines student success as:

1. Student retention (persistence). The School of Business retention rate was 71.3% in AY 2018-2019 for all students and 59.5% persistence rate for our full-time entering freshman (1st to 2nd year).
2. Graduation rates. In AY 2018-2019, 222 CoBT students earned degrees as compared to 240 students in AY 2017-2018.

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). HMT hosts several social events each semester.

Research and Innovation:

The CoBT faculty continue to incorporate experiential simulation projects (ESP) and community service project and activities as innovative and engaging assignments within the course curricula.

In fall of 2018, we launched the 1st Inferno Pitch competition–Hottest Idea Wins!! This competition provides real-world education in entrepreneurship and boosts awareness and innovation commercialization in our region to our business students. Forty participants submitted their ideas, and the top 5 pitched their hot ideas to a panel of judges. The Entrepreneurial Accelerator Program [EAP] has adopted our model and is encouraging other schools to use this model. Also, Hospitality Management and Tourism launched it Columns Café. HMT students and faculty members offered a monthly lunch and dinner to the NSU community and the Natchitoches and surrounding communities. As part of this experiential learning component, students planned, prepared, and served the meals.

Initiated in fall of 2016, our CoBT Industry Showcase continues to be a successful event which strengthens our business and industry partnerships. Our faculty and students are provided with the opportunity to showcase special projects and initiatives to our guests.

HMT launched its Student Advisory and Outreach Board to provide feedback about program improvements and serve as ambassadors for the HMT program. Some of the members participate in and are members of the College of Business and Technology's Student Advisory and Outreach Board.

We continue to innovate in the classroom through technological and pedagogical changes (statistics knowledge summary notebook and implementation of CISCO teleconferencing equipment). Our faculty members continue to incorporate real-world business scenarios into classroom assignments and projects, and bring guest speakers into classes. NSU-School of Business Start the Spark Series was launched with Dr. Nita Landry-co-host from the Emmy Award winning show 'The Doctor'. This event was open to all NSU faculty and students and the public. Dr. Alana Gray, co-founder of Segue Science Management was an invited to help us pursue capitalizing on faculty and student ideas.

In spring 2019, the David Morgan room was completed which includes a video presentation wall as well CISCO teleconferencing equipment. Faculty continue to conduct research in their teaching areas. ET faculty members and the NSU Demons Robotics Team participated in the 2019 Bayou Regional Competition in March. The NSU IEEE students worked collaboratively with high school students from the Louisiana School for Math Science & Arts and Natchitoches Central High School to build a robot–Dante'. The team placed 21st out of 60 teams and tied for the highest-ranked rookie team at the competition. The CIS faculty collaborated with the College of Education and received funding from the U.S. Department of Education's Teacher Quality Partnership grant program and the Orchard Foundation to provide STEM training to middle-school math and science teachers in high-need schools within the Central Louisiana School Districts-CLIP initiative. Both the ET department and the CIS area participated in the LA GearUp initiative for summer 2019.

In AY 2018-2019 the School of Business faculty operated under the implemented 2017-2018 intellectual and scholarly guidelines and the faculty are continually monitoring this endeavor that strengthened the level of academic rigor.

Outlook-Action Plan

Supporting innovation and educational success, changes to our curriculum include working toward approval of Master of Science in CIS, elimination of the core programming concentration [2019-2020], and adding the 2nd required QEP class–MGT 4320. We will continue to advise and promote the **15 to Finish** during advising sessions with our students. Faculty members are encouraged to write notes about advising and scheduling recommendations on each student's degree audit.

Moving forward we will continue to develop additional programs as identified as needed by the workforce and that link and support our business and industry partners. These include areas such as data analytics, video game development, and advanced manufacturing. CoBT is exploring the creation and implementation of undergraduate certificate programs that will enhance our students' skillsets and are highly sought after by business and industry. We will encourage other disciplines to create and implement the CIS Mentor Protégé Program. Our IEEE students are exploring additional opportunities such as the Legos Robotics as an engagement initiative for primary school students. Hospitality Management and Tourism is seeking to align with a different accrediting body. Also, HMT is exploring summer initiatives like the Purple Apron—a culinary camp for elementary students. Another initiative would be adult cooking classes. HMT is seeking accreditation, as well as adding a four-year degree in Culinary Arts to provide for needs in the industry.

It is a goal of the College of Business and Technology to enroll a student population of 2,000 by Fall 2022.

Moving Forward

As we enter into our third year, the mid-point of our five-year strategic plan, we can move forward with confidence knowing our commitment to continuous improvement is reflected in the progress made toward our vision. Organizationally, we have learned a tremendous amount about ourselves these past two years. We must now build on those successes as we embark on Assessment Cycle (AC) 2019-2020. It will be paramount to look beyond the horizon in order to successfully negotiate the challenges that lie ahead. With our objectives, strategies, and targets refined through continuous study, our next step is to sustain the momentum and capitalize on the success thus far. We will update AC 2019-2020 Assessment Plans while continuously assessing the recommendations made to build consensus. It is imperative that we leverage our knowledge gained to secure the right decisions at the right time. Below are the near term and short-term activities:

Immediate:

- Secure Board of Regents approval of new University Mission Statement
- Capture the 2018-2019 lessons learned and implement decisions
- Update AY 2019-2020 Assessment Plans as necessary
- Initiate–continue AY 2019-2020 assessments–data collection
- Continue to assess recommendations–build consensus and establish predictability

Near Term:

- October–Receive President’s guidance on 2020-2021 Budget Enhancement Process
- December–Annual SACSCOC Conference
 - Azimuth check on AY 2019-2020 assessment process (SFA/Program/Unit)
 - Gain intelligence on 5th Year Report Standards
- Maintain continuity in data collection

Short Term:

- May 8th–Commencement ends assessment cycle
- June 19th–AY 2019-2020 Assessments complete and submitted to DIE
 - SFA updated assessments complete and submitted to DIE
- Aug-Draft–Assessment Cycle AY 2019–2020 Report–*Sustaining Success*
- Sep–Brief to President

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.